Dear Parents and Guardians,

Welcome to Spencer Butte Middle School! An essential ingredient of student growth and achievement is a strong partnership between parents/guardians, our staff, and larger community. In keeping true to partnerships, we would like to make sure that connection with staff and information about our school is transparent and available.

This handbook was designed to provide you with answers to most questions you may have about our school. The staff and I are committed to providing a caring and safe learning environment for your students and welcome feedback, questions, and assistance regarding our practices. We are honored to work with you student and look forward to a successful year!

A hui hou...

Tasha Katsuda
Principal

541.790.8300
katsuda@4j.lane.edu
# Table of Contents

## Basic School Information
- School/Supervision/Office Hours ................................................................. 1
- Idling During Pick Up/Drop Off .................................................................. 1
- Joint and Non-Custodial Guardian Mailings ............................................. 1
- Bus Transportation & Pick-up/Drop Off Safety ........................................ 1
- Visitors ......................................................................................................... 1
- Closed Campus ......................................................................................... 1
- Office Telephone Use/Messages ............................................................... 1
- Lockers ........................................................................................................ 2
- Library/Books & Materials ....................................................................... 2
- Educational Records, Release of Directory Information, Students on Website ........................................................................ 2
- Health Services ........................................................................................ 2
- Medication at School ................................................................................ 3
- Field Trips .................................................................................................. 3
- Nutrition (Food) Services .......................................................................... 3
- 4J Wellness Policy for Middle Schoolers .................................................. 4
- 4J Healthy Parties Policy .......................................................................... 4
- Emergency Response and Preparation ..................................................... 4

## Curriculum & Instruction
- Math ........................................................................................................... 5
- English-Language Arts ............................................................................... 6-7
- Science & NGSS ....................................................................................... 7
- Electives-Visual & Performing Arts/PE/Spanish/Green Class/ Courageous Conversations/AVID ................................................................. 8-9
- Daily Schedule ......................................................................................... 10
- Collaborating on & Communicating Student Progress ......................... 10-11
- SBMS’s Continuous Improvement Plan-TBA ........................................... 10-11

## Student Programs
- Academic Intervention .............................................................................. 12
- Counseling Services (Social-Emotional) ................................................ 12
- After School Study Hall .......................................................................... 12
- Resource Room ....................................................................................... 12
- Speech & Language (SLP) ...................................................................... 12
- Talented & Gifted (TAG) ......................................................................... 12
- English Language Learner Program (ELL) ............................................. 12

## Extra-Curricular Activities
- WEB/Athletics/Clubs/Drama & Musicals/Special Events/ Yearbook/Student Council ................................................................. 13-14
## Table of Contents (cont)

### Communication & Parent Involvement
- Volunteering .................................................................................................................. 14
- Site Council ....................................................................................................................... 14
- PTO .................................................................................................................................. 15
- AVID Program & Parents ............................................................................................... 15
- Open House ...................................................................................................................... 15
- Student-Led Parent Conferences .................................................................................. 15
- District Complaint Process ............................................................................................. 15

### School Community & Safety
- Harassment and Racism Free Zone (HRFZ) & Pledge .................................................... 16
- Respect and Responsibility ............................................................................................. 17
- Attendance Policy & Compulsory Law ............................................................................ 17-18
- Behavioral Expectations .................................................................................................. 19
- Policy & Practice-Threats, Harassment, Discrimination, Intimidation, Bullying, Retaliation.... 20
- Student Dress/Public Displays of Affection .................................................................... 21
- Personal Property at School ............................................................................................ 22
- Response to Misconduct (procedures for dealing with and range of consequences) .......... 23-24
Basic School Information

School Hours
8:25-Lobby open and breakfast begin
8:40-Halls, Library, locker areas open
8:47am-School starts promptly
3:25pm-Students dismissed

Supervision Hours
8:25am-3:25pm-Supervision available
Students who have appointments with teachers before school may go to classrooms after checking in at the office and obtaining a hall pass. Students may remain on campus after 3:25pm for supervised activities only.

Office Hours
7:30am-4pm

Idling During Pick Up/Drop Off
For safety and environmental health, Spencer Butte is a “No Idle Zone”. We request that all drivers who are transporting students to and from school turn off their vehicle.

Joint & Non-Custodial Mailings
SBMS is able to provide all co-custodial or non-custodial guardians a duplicate copy of all district mailings. For more information, please contact the school office at 541-790-8300.

Bus Transportation/Pick up-Drop Off Safety
Bus transportation is available to students living more than 1.5 miles from school. School bus and LTD schedules are available online at http://findyourstop.4j.lane.edu/liveweb/webquery/. Buses un/load in front of the school. For safety reasons, please pick up/drop off students on the street or in the parking lot.

Visitors
Parents and visitors are welcome to be involved in our program. In respect of instruction and to make the best use of time for all involved, please make prior arrangements with staff. All visitors must sign in and out in the Office and wear a visitor or volunteer badge while in the building. All staff are committed to approach any adult without a nametag to determine his/her business at the school and request they follow our standard check-in/out procedures in the office. Due to safety and security issues, we cannot have student visitors on campus during the day.

Closed Campus
Students are expected to remain on campus from their initial arrival at school until the conclusion of their last period, unless parents have requested permission, through the school office, for them to leave campus. Parents must always check students out in the office when leaving during the school day, and check in when they return. Leaving the grounds without permission is cause for disciplinary action.

Telephone Use/Messages for Students
Students have access to a telephone located outside the main office for important personal calls during breaks and before/after school. During instruction, all messages to students must come through the office. Students are contacted in class immediately if the office receives a message for them that is an EMERGENCY.
Lockers
A locker is assigned to each student for books and personal items. Lockers, property of the 4J School District, are under the supervision of the school and may be inspected at any time for missing school property, health and safety reasons, as well as repairs.

Students are expected to be responsible regarding locker use by not revealing their locker combination to other students, sharing lockers unless preauthorized by administration, and keeping their lockers clean and safe. The 4J School District does not accept responsibility for the safekeeping of items and asks that students leave personal/expensive personal items at home unless required for class. All students taking P.E. are assigned a gym basket which also must be locked with a personal lock at all times.

Library, Books & Materials
The Spencer Butte library is open throughout the school day for research, item check out, study, and reading. The library is networked with the city which means students can have access to other libraries in Eugene. Eighth grade students are eligible to work as library aides and parent volunteers are invited to support the library by volunteering.

Students are responsible for any borrowed library books or materials and their assigned textbooks. Students who lose or damage school books will be assessed for loss or damages and billed accordingly. Damage to books (text or library) includes writing in, tearing, bending, and water damage. The yearbook and end-of-year activities may be held until all textbooks are returned and/or fees are paid.

Educational Records, Release of Directory Information, Students on Website
As per regulations regarding educational records, parents/guardians may review or receive a copy from school (with notice) and at the Education Center (200 N. Monroe St). If you do not want directory information released, including photographs in district publications, please complete the forms in the back-to-school “first day” packet and submit it to the office where it will be documented in your student’s records and restricted to school personnel unless guardians consent. School Board Policy delineates detailed rules and regulations.

Spencer Butte maintains an internet website which includes information about our school and videos of school events. Addresses and phone numbers are not included. Photos of our students will not include their names though students’ names on projects may be visible.

Health Services
Spencer Butte has an area for temporary medical care. If the student has a condition requiring pick up from school, parents/guardians are called. If your child has a temperature or vomits, the student must go home until s/he has a normal temperature for 24 hours. In an emergency, the staff will call 911 and contact the parent or the emergency number provided by the parent/guardian. Please keep all emergency contact information current with the registrar.

Eugene school district middle schools do not have a daily on-site school nurse. Office staff will take care of your student’s health needs (like sickness, injury, medications, etc.) in the absence of a nurse. Health centers are also available and located at each of the 4J high schools. In addition to providing health treatment and sports physicals for those unable to afford medical care, the four centers can now bill private insurance and OHP for families who wish to utilize clinic services. For more information, please call the Churchill High School Clinic at 541-790-5227.
Medication at School
- School personnel may assist a student to manage prescription and on-prescription medication on under the directions of a physician.
- Prescription medication will be accepted on in the original container properly labeled by the pharmacist. This label will serve as the physician’s written instructions.
- Non-prescription medication will be accepted only with the physician’s written instructions and should be in the original manufacturer’s container. Any medication containing aspirin requires a physician’s order.
- All medication requested to be administered by school personnel must be checked in with school personnel and kept in a locked area.
- Students may carry emergency prescription medication/inhalers with parent and administrator’s consent.
- School personnel will accept changes in medication dosages or times only with a new, properly labeled pharmacy container reflecting the dosage and/or time changes.
- Parents are responsible for transportation of medication to and from school.
- Parents are responsible for refilling the school’s supply of medication and keeping track of the supply.
- Parents are responsible for the preparation of all tablets (e.g. halving tablets).
- Parents are responsible for picking up all unused medication at the end of the school year.
- Parents and school personnel should count medication when it is left at school.

Field Trips
Spencer Butte may transport students on a field trip or to a district authorized activity using a district school bus. An Excursion Permit is annually distributed in the back-to-school “first day” packet. This form covers parental permission for field trips that are taken throughout the year. In most cases, a permission form will be sent home with specifics regarding each class field trip. Please see the office if you need an Excursion Permit or have any questions.

Nutrition (Food) Services
Breakfast, midmorning snack, and lunch is served during attendance hours.

Milk-$0.50
Breakfast-$1.65
Lunch-$3.15
Free/Reduced priced meals-FREE

Payment into your student’s meal account can be done through check/cash at the school site or through a web-based service called Mealtime Online (http://www.4j.lane.edu/nutrition/payment/). Additionally, there is an online service/app called Nutrislice (found at http://4j.nutrislice.com/), designed to give you quick access to school menus, ingredients, carb counts, allergens, and more.

Families have the option to submit an application for free or reduced price meals if providing food is a financial challenge. Benefits of qualifying for Free or Reduce Priced Meals go beyond savings on school meals including reduced fees for sports, internet access, and admission to city pools, free/lowl cost healthcare coverage, free bus passes for high schoolers, and financial aid for college. Please allow up to three business days for application to be processed. Free and Reduced Lunch Applications for school meals are available at http://www.4j.lane.edu/nutrition/freelunch/ or hard copy through the school office.
4J Wellness Policy for Middle Schoolers
The district’s comprehensive Wellness Policy can be found at http://www.4j.lane.edu/nutrition/wellness/middleschools/

1) Physical education cannot be withheld for disciplinary reasons.
   This does not include discipline for behavior during the P.E. class.
2) Each school must adopt a minimum number of minutes that students have to eat breakfast and lunch and consider other strategies that contribute to healthy eating.
3) Foods of minimal nutritional value (defined at http://www.4j.lane.edu/nutrition/wellness/fmnv/), as defined by the U.S. Department of Agriculture, cannot be distributed by staff as a reward for academic performance or good behavior.
4) Foods of minimal nutritional value, as defined by the federal government, cannot be sold to students on campus during the school day. These foods include soda pop and most candy. Soda pop cannot be sold or distributed during the school day for any reason.
5) Food sold at school as a fundraiser during the regular or extended school day must meet the Healthy Snacks and Healthy Parties Guidelines.

4J Healthy Parties Policy
http://www.4j.lane.edu/nutrition/wellness/healthysnacksguidelines/
Soda pop cannot be served during the school day as part of a celebration or school party. During the school day, schools should limit the use of food at celebrations that are not related to the curriculum. Parents and staff are encouraged to provide party foods that are consistent with the Healthy Parties Guidelines and to serve such items after the lunch hour.

Emergency Response and Preparation
Spencer Butte regularly practice safety procedures in the event of an emergency. Emergency response drills are set up to test and improve our practices. Drills include evacuation, lock down, earthquake and directed response.
Curriculum & Instruction

Mathematics
The Eugene School District 4J holds the following beliefs as tenets for how students best learn and retain mathematics in the classroom:

- Every student has the right to understand the what and why of mathematics.
- Interacting and communication is not optional; it is essential for mathematical understanding.
- A teacher must take a balanced approach to classroom instruction and assessment using a variety of teaching strategies, depending on the needs of the audience and the learning targets of the lesson.
- The mathematical tasks that instructors choose impact a student’s conceptual development.
- The choice of mathematical models/tools influence how and what students learn, as well as the kinds of mathematical understanding developed.
- Meeting the needs of all learners is essential and may require supplemental instruction.

Curriculum: College Preparatory Math (CPM)

Spencer Butte Middle School has adopted the College Preparatory Math (CPM) curriculum and follows the general pacing guide set forth by the district. For information about specific classroom instruction, please contact the appropriate math teacher. Comprehensive Information (i.e. curriculum, instruction, and assessment) for parents and students is available at curriculum.4j.lane.edu/math/
**English Language Arts**

Reading, writing, speaking, and listening should span the school day from K-12 as integral parts of every subject.

**College and Career Readiness Anchor Standards for Reading**

The grades 6–12 standards (found at [corestandards.org](http://corestandards.org)) define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards (below). The CCR and grade-specific standards are necessary complements that combined define the skills and understandings that all students must demonstrate.

**Key Ideas and Details**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**Craft and Structure**

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

**Knowledge and Ideas**

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**Range of Reading and Level of Text Complexity**

10. Read and comprehend complex literary and informational texts independently and proficiently.
Key shifts in English Language Arts (Nationally, in Eugene 4J School District, and at Spencer Butte):

1) **Regular practice with complex texts and their academic language** - The standards call for increasing complexity so that all students are ready for the demands of college-and career-level reading no later than the end of high school.

2) **Reading/Writing/Speaking grounded in evidence from texts, both literary and informational Social Studies**

   There is increasing emphasis on using evidence from texts to present careful analyses, well-defended claims, and clear information. Students should be able to answer a range of text-dependent questions, requiring inferences based on careful attention to the text.

3) **Building knowledge through content-rich nonfiction** - To become successful readers who are prepared for college, career, and life, students must develop the strong general knowledge and vocabulary. In grades 6-12, there is increased attention on literary nonfiction and independently building knowledge in specific disciplines (i.e. history, social studies, science and technical subjects) through reading and writing.

   (from corestandards.org)

---

**Science & Next Generation Science Standards (NGSS)**

**NGSS Conceptual Framework**

- **Dimension 1-Practices** - similar to “skills”, emphasizing that engaging in scientific investigation requires not only skill but also knowledge that is specific to each practice. It involves inquiry as a culmination of cognitive, social, and physical practices or ‘skills’.

- **Dimension 2-Cross Cutting Concepts** - Linking different domains of science like patterns, similarities, diversity, cause and effect, systems, energy and matter, structure and function, stability and change.

- **Dimension 3-Disciplinary Core Idea** - Focuses K-12 science on core ideas grouped in four domains-physical, life, earth and space, and engineering/technology/application of science.

Curriculum: IQWST (http://www.activatelearning.com/iqwst/)

---

![IQWST Units Table](http://www.activatelearning.com/iqwst/)

<table>
<thead>
<tr>
<th>Level 1 6th Grade</th>
<th>IQWST Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Science</td>
<td>Intro to Chemistry</td>
</tr>
<tr>
<td>Can I Believe My Eyes?</td>
<td>How Can I Small Things From A Distance?</td>
</tr>
<tr>
<td>Light Waves, their role in sight and their interaction with matter.</td>
<td>Particle Nature of Matter, Phase Changes</td>
</tr>
<tr>
<td>Life Science</td>
<td>Earth Science</td>
</tr>
<tr>
<td>Where Have all the Creatures Gone?</td>
<td>How Does Water Shape Our World?</td>
</tr>
<tr>
<td>Organisms and Ecosystems</td>
<td>Water and Rock Cycles</td>
</tr>
<tr>
<td>Life Science</td>
<td>Earth Science</td>
</tr>
<tr>
<td>Earth Science</td>
<td>Life Science</td>
</tr>
<tr>
<td>What Makes the Weather Change?</td>
<td>What Is Going on Inside Me?</td>
</tr>
<tr>
<td>Atmospheric Processes in Weather and Climate</td>
<td>Body Systems and Cellular processes</td>
</tr>
<tr>
<td>Life Science</td>
<td>Earth Science</td>
</tr>
<tr>
<td>Life Science</td>
<td>Earth Science</td>
</tr>
<tr>
<td>How Will It Move?</td>
<td>How Does Food Provide My Body with Energy?</td>
</tr>
<tr>
<td>Force and Motion</td>
<td>Chemical Reactions In Living Things</td>
</tr>
<tr>
<td>Earth Science</td>
<td>Life Science</td>
</tr>
<tr>
<td>Life Science</td>
<td>Earth Science</td>
</tr>
<tr>
<td>How is the Earth Changing?</td>
<td>How Will It Move?</td>
</tr>
<tr>
<td>Geological Processes, Plate Tectonics</td>
<td>Force and Motion</td>
</tr>
<tr>
<td>Earth Science</td>
<td>Life Science</td>
</tr>
<tr>
<td>How Do Organisms Look The Way They Do?</td>
<td>How Will It Move?</td>
</tr>
<tr>
<td>Heredity and Natural Selection</td>
<td>Force and Motion</td>
</tr>
<tr>
<td>Physical Science</td>
<td>Life Science</td>
</tr>
<tr>
<td>How Will It Move?</td>
<td>How Does Food Provide My Body with Energy?</td>
</tr>
<tr>
<td>Force and Motion</td>
<td>Chemical Reactions In Living Things</td>
</tr>
<tr>
<td>Life Science</td>
<td>Earth Science</td>
</tr>
<tr>
<td>Earth Science</td>
<td>Life Science</td>
</tr>
<tr>
<td>How Will It Move?</td>
<td>How Does Food Provide My Body with Energy?</td>
</tr>
<tr>
<td>Force and Motion</td>
<td>Chemical Reactions In Living Things</td>
</tr>
</tbody>
</table>
**Electives**

*Spencer Butte has a variety of art options for students within the school day. Each course has standards that guide instruction and venues for showcasing growth and accomplishments. Please connect with individual teachers for more information about specific courses at 541-790-8300 or by email at spencerbutte.4j.lane.edu/contact-us/staff-directory.*

**Art Teacher:** Kim Hanson at hanson_k@4j.lane.edu

**Sixth Grade Art (Explorer)**
Sixth-grade students in Explorer Art learn the basic elements of design used to create a visual work. Students will explore these elements through basic design exercises and experiences in different art mediums. Students will have opportunities to experience printmaking, portraiture, perspective drawing, color mixing, poster art, along with other projects and mediums. The concept of craftsmanship is introduced and its role in creating a quality work of art. Cleanup of art materials, tools, and equipment and the importance of being environmentally safe when using art materials is emphasized. Sixth graders will learn how to critique their artwork using art terminology and concepts in order to verbally express a nonverbal process. They will also study artwork from different art periods and reflect on what was happening politically, socially and culturally in society during these times. Lastly, students will spend time exploring and developing skills used in creativity including brainstorming, problem solving, imagination, and relaxation.

**Seventh Grade Art**
Seventh grade students will build on their art making skills while being introduced to new processes for creating visual works. Students will create their own compositions, explore new ways to express ideas with different drawing mediums, increase their technical skills with explorations in sculpting, painting, and printmaking, and expand on their ability to critique art work. Students are introduced to the concepts of visual literacy- the idea that “pictures can be ‘read’ and that meaning can be communicated through a process of reading”. Students use creative methods such as envisioning, intuition, play, modeling, and improvisation to discover the technical characteristics and expressive possibilities of various media. Cleanup of art materials, tools, and equipment and the importance of being environmentally safe when using art materials is emphasized.

**Eighth Grade Art**
Eighth graders use the command of their art knowledge to create independent works and continue to develop their technical drawing and design skills. An emphasis on the role that art has in society and its effect is studied. Students continue to explore different genres and styles of art and represent their knowledge through completed works. Students demonstrate an awareness of practices, issues and ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to creating works of art and design. Students continue to develop their ability to critique artworks and develop an art vocabulary. Cleanup of art materials, tools, and equipment and the importance of being environmentally safe when using art materials is emphasized.
Beginning (6th) & Advanced Band (7th & 8th)
Band Teacher: Steve Robare at robare@4j.lane.edu

Goals:
- Develop individual musicianship, primarily through playing music on your chosen instrument.
- Increase knowledge of musical nomenclature, theory, and history
- Complete listening assignments
- Develop sight singing and a musically trained ear
- Develop ensemble and performance skills

Beginning Band is for students who would like to learn a band instrument and play in band—No experience required! All of the band instruments will be demonstrated the first week of class.

Band instrument choices are:
Woodwinds: Flute, Oboe, Bassoon, Clarinet, Saxophone
Brass: Trumpet (or Cornet), French Horn, Trombone, Baritone horn (or Euphonium),
Tuba (The school will provide a Baritone or Tuba for students choosing those instruments.)
Percussion: Drums, Bells/Xylophone, and Auxiliary (Students must purchase their own sticks and mallets.)

Courageous Conversations-TBA
Teacher: Jesse Scott

Advancement Via Individual Determination (AVID)

The AVID program, a college readiness program designed to help students develop the skills they need to be successful in college, has been in place at Spencer Butte for the last six years and was awarded the highest level of certification, “Site of Distinction.”

Our program is school-wide which means that all students benefit from AVID strategies including Cornell Notes, binder organization, planner time management strategies, as well as critical reading strategies like text analysis and annotation. For more information about our program, contact our AVID program coordinator, Laura Queirolo at queirolo_l@4j.lane.edu.

More information about SBMS’s Site of Distinction Status: spencerbutte.4j.lane.edu/avid-site-of-distinction/
Collaborating & Communicating—Student Progress

Spencer Butte’s program allows teachers, students, and parents to work closely together. We encourage parents to continually work with their students and teachers regarding progress. Each teacher is responsible for developing a consistent and fair system for evaluating student performance and progress. Student evaluation at Spencer Butte Middle School aims to reflect high academic standards, recognize and encourage effort as well as achievement, and accommodate differing learning styles.

Online Grades

All teachers now have grades on-line to provide up to date information about their classes and assignments. Access to individual student grades is often included. Our new student information system, Synergy, will email a code to parents to set up an account. Please ensure that we have a current email address for you.
Homework
Students should expect regular homework in most core classes. It is not unusual for students to have 30 to 90 minutes of homework each school night. Parents are encouraged to assist students in organizing their time so that homework is completed. If homework becomes too time consuming, please contact your student’s teacher.

Planners
Planners at all grade levels are highly encouraged and required for sixth graders. The planner is used as a tool for students to greatly improve their ability to meet their goals during the school year. Students learn to use their planner to manage time, record and complete assignments, and plan for long-range projects.

Progress Reports
Six-week progress reports are mailed home for all students at midterm each trimester. The progress report is intended to be a “check point” indicating the status of a student’s grade standing midway through a trimester. Parents are encouraged to contact teachers with concerns.

Grading
Students will earn a final grade in each class at the conclusion of each trimester. These grades are processed and mailed home. Most classes at SBMS are graded on an A-F basis. Teachers may give plus or minus grades. Other grades that students might earn include “P” (Pass), “NP” (No pass), “I” (Incomplete) and “NB” (no basis for grade).

Many teachers now offer up-to-date homework assignments online or via email. A list of which teachers have websites, as well as links to access them, is available on the Spencer Butte website: http://spencerbutte.4j.lane.edu/.

Incomplete or Failing Work
An “I” grade may be given when the student misses work due to illness or other extended absences, through no fault of the student. A student receiving an “incomplete” must arrange with the teacher to make up missed work within two weeks. An “I” will be changed to any other grade, after the two week period regardless of completed work.

Positive Rewards
Spencer Butte’s staff pick many students each trimester to spotlight in the display case with Exceptional Spartan certificates including pictures, comments, and accomplishments. Students are selected for any reason the staff feels they should be recognized. The principal sends a letter home to the parents of each of these students.

Staff may choose to give a student a Super Student coupon for demonstrating respect and responsibility. Those behaviors may include helping another student or staff member, caring for the school building/campus, doing good work or interacting courteously, to name a few. Coupons may be turned in to the prize jars in the office. Every Friday morning, several winners are announced over the intercom.

Homework
Students should expect regular homework in most core classes. It is not unusual for students to have 30 to 90 minutes of homework each school night. Parents are encouraged to assist students in organizing their time so that homework is completed. If homework becomes too time consuming, please contact your student’s teacher.
Student Supports

Spencer Butte MS offers the following courses to support academic progress:

Read 180 (6th grade)-a blended intervention program that focuses on reading comprehension, academic vocabulary and writing skills.

Pre AVID elective (6th grade)-Introduces students to organizational and study skills as well as strategies that support success in any class.

Math 6 Support (6th grade)-Additional skill building and acceleration to support students in meeting Math standards.

Counseling (Social-Emotional) Services

Supports and services are available to students and families, including:

• Mentorship Program
• Check-in/Check-out
• Social Skill Groups
• Academic/Career Planning
• Mediation
• Educational Support Plans
• Classroom Guidance Lessons
• Problem Solving
• Transition (fr grade to grade, school to school)
• Community Resources
• Parent Support
• Advocacy

Ways to access the counselor:
- request at the office
- email at albright_m@4j.lane.edu
- written request

After School Study Hall - Available M-Th from 3:30-4:30pm (subject to change) in the Library. For more information, please contact Ms. Kotlarek (at kotlarek@4j.lane.edu or 541-790-8300).

Resource Room: Teachers and/parents may refer a student for an evaluation for a disability if they believe that the student is not making sufficient progress in the core instruction classes. Students who meet the disability criteria receive services in the areas identified as needing support (e.g. writing, math, reading, etc.). Before a program is developed, parents meet with the school psychologist, Resource Room teacher, teachers, principal, and other relevant staff to discuss the assessment results, review the options and the proposed IEP, and give permission for the child to be served by the Resource Room teacher.

Speech & Language Services - The speech and language program provides services at school such as hearing, speech, and language testing. Speech and language screening is completed upon referral from either a parent or teacher. If the screening indicated that the child needs speech and language support, the specialists will meet with parents to discuss findings, then work with a team (that includes parents) to develop an Individual Education Plan (IEP) for the student.

Talented and Gifted (TAG) Program - The program for Talented and Gifted students is designed to meet the special needs and abilities of identified students. Parents and/or teachers may request a student be evaluated for inclusion in the program. Students must score at or above the 97th percentile on either a test of mental ability (intellectually gifted) or an achievement test in reading or math (academically talented) or demonstrate potential to perform as defined by the district. These scores are used in conjunction with other evidence to determine eligibility. The coordinator, teachers, parents (and often the student) will design a TAG plan for each student based on their specific needs/abilities. Further information and resources are available from the building TAG Coordinator by contacting the school at 541-790-8300.

English Language Learner Program (ELL)-provides specialized English language instruction to students who are not yet fluent in English. Our program is designed to provide systematic English language development which supports students’ acquisition of the English language and the teaching of Oregon’s ELL standards. For further details about 4J’s ELL program, please go to http://www.4j.lane.edu/instruction/ell/
Extra Curricular Activities

Spencer Butte offers a wide range of activities for students outside the classroom developed and supported by students and coordinating staff members with the aim of challenging and supporting the development of engaged, well-rounded students.

Before and after school activities include, but are not limited to:

“Where Everybody Belongs” Program (WEB)

“Where Everybody Belongs” is a middle school orientation/transition program that welcomes 6th graders into middle school and develops student leadership while building school community. Built on the belief that students can help students succeed, our school program trains mentors from the 8th grade class to be WEB Leaders. As positive role models, WEB Leaders mentor and guide 6th graders to discover what it takes to be successful socially and academically in the transition to middle school. The program includes four components: 1) Orientation, 2) Academic Follow Ups, 3) Social Follow Ups and, 4) Leader Initiated Contacts. For more information about SBMS’s WEB program, please contact advisors, Michael Roderick (roderick_m@4j.lane.edu) and/or Olivia Stieber (stieber@4j.lane.edu).

Athletics

In addition to an excellent physical education program, SBMS offers track in the spring. All students are welcome to participate. A participation fee is charged for track. Scholarships are available. Practices are held Monday through Thursday, after school. Uniforms are provided. Students participating in any school sports must have a physical examination every two years, parent permission, and proof of insurance coverage.

Clubs

We have several clubs that meet either during lunch or after school. These clubs are open to all students: Yearbook, Homework Club, Green Club, Drama Club, Courageous Team, Gay Straight Alliance, and Ski Club. There are other clubs that have limited enrollment for a variety of reasons. These clubs are Math Club (7th and 8th grade only), Radio Club (by audition), Lego Robotics (first 10 that sign-up), and Student Council.

Drama and Musicals

Spencer Butte Middle School has numerous after-school theater programs. During most years students can audition for up to three after-school productions. The choir generally hosts one musical per year. Earlier in the year the Drama club produces one Shakespeare play and one modern play. More information is provided throughout the year for each event.
School Pictures and Yearbook
A professional photographer takes pictures of all students in September; however, there is no obligation to purchase them. A team of students working with the yearbook advisor publish a yearbook, featuring pictures of every student and of activities throughout the year. This publication can be purchased at the start of the year for distribution in June. If you are interested in becoming part of the yearbook staff contact the advisor, Jenn Kotlarek (in the library or at kotlarek_j@4j.lane.edu).

Student Council
The focus of Student Council is to provide an opportunity for students to develop leadership skills while engaging in supporting the school culture and climate. Activities are determined and developed by the council and under the guidance of the advisor. Student Council members are selected through application and/or nomination by staff and are contacted by the advisor at the start of the year. Students interested in participating in Student Council or would like more information can contact the advisor, Margaret Albright (albright_a@4j.lane.edu).

Special Events
Special activities are held for students during the school day throughout the school year. These include field trips, assemblies, drama presentations, and concerts. Activity Nights, limited to Spencer Butte students only, typically include a wide range of activities such as dancing, movies, games, and open gym. Activity Nights are considered a school function and follow SBMS behavioral expectations outlined in this handbook. For safety reasons, once a student enters the building, they are to remain until the event is over or until a parent/guardian picks him/her up from the event. We request that students, who choose not to partake in an Activity Night, remain off-campus for the duration of the event.

Communication & Parent Involvement
Volunteering
Volunteering makes a tremendous difference for our students and their learning. Volunteering opportunities are numerous from classroom based to school-wide and can accommodate in/flexible schedules. If you are interested in contributing, please check out our website volunteering page at spencerbutte.4j.lane.edu/arts/get-involved/ contact our Volunteer Coordinator at sbmspto@gmail.com.

Site Council
School Site Councils are a part of a broader movement of school reform and renewal, particularly toward shared decision-making. Our Site Council consists of a representative group of staff, parents, and sometimes students, who make decisions ranging from grant approval to school improvement plans. If you would like to learn more or become involved in the site council, please call, the principal, Tasha Katsuda at 541-790-8300.
Parent Teacher Organization (PTO)
Spencer Butte Middle School’s PTO exists to promote open communication and understanding between parents and staff. SBMS PTO also supports school fundraising efforts by providing volunteers and leadership for our four revenue generating efforts: Walk the Amazon, Direct Donation Drive, Artstravaganzan and eScrip. The PTO runs various smaller fundraising activities to provide funding for needs per the discretion of the PTO. If you are interested in contributing, please check out our website volunteering page at spencerbutte.4j.lane.edu/arts/get-involved/ or contact our Volunteer Coordinator, Lisa Kinser-Wehr at sbmspto@gmail.com.

AVID Program and Parents
We strongly encourage AVID parents to participate in Parent AVID sessions (announced in the Fall). These sessions provide parents with valuable information about practiced academic skills as well as college and career readiness. If you would like to become more informed and involved in our AVID Program, please connect our AVID Coordinator, Laura Queirolo at queirolo_l@4j.lane.edu.

Open House (Early Fall)
This school-year “kick-off” event serves to orient parents to the daily school experience of their student. As with most school Open House events, parents follow their student’s schedule and receive information from teachers about curriculum, instruction, programs and opportunities. Open House information is distributed in back-to-school communication and in more detail as the event approaches.

Student-Led Parent Conferences
With the aim of students taking on responsibility for their learning and education, SBMS holds student-led conferences. Through this process students learn how to prepare and present a portfolio, articulate their strengths, needs, and goals and, most importantly, how to develop meta-cognition and agency of their own learning and growth. Detailed information is provided to parents/guardians in the back-to-school communication and prior to the event.

District Complaint Process
The district makes provisions for those times when a concern is not dealt with to your satisfaction.

The Process:
1) Contact the teachers or person with whom you have a concern. If you are not satisfied with the response, go to step 2.

2) Contact the principal. Explain what your concern is and what you would like to see as a resolution. If you are not satisfied with the response, go to step 3.

3) Write your concerns to the Superintendent’s office at 200 N Monroe, Eugene 97402. Explain your concern, what you have done and what you would like to see as a resolution.
School Community and Safety

Harassment and Racism Free Zone (HRFZ) & Pledge
On April 13, 1988, with the support and encouragement of Superintendent Margaret Nichols and various community organizations (e.g. CALC), the Spencer Butte Middle School staff, students and school community declared the school a ‘Racism Free Zone’. This stance was in response to a district task force report on the state of racism and harassment in our communities and schools.

Student representatives from each class formed a leadership team to write, gather signatures of commitment, as well as plan an assembly as the first step in a journey to learn, commit to, and work together to make the school a place where everybody belongs. At the first assembly, students and community leaders supported and expressed what an RFZ (now HRFZ) meant to them and commitment signatures were displayed. Jesse Jackson (running for president and in Eugene at the time) even signed in honor of the statement. The assembly is now an annual event, designed to compliment social justice instruction and inspire leadership to sustain the ideals of the HRFZ for the school and living community.

HRFZ Pledge
Today, I will strive to make myself a better person and the world a better place. I will do this by showing respect to all people and setting an example of kindness, acceptance, and peace.
Be Respectful and Responsible

| Respectful | - I respect others’ difference.  
| - My actions are based on the individual person or situation, not the stereotype.  
| - I share listening and talking time with others.  
| - I am an ally that interrupts prejudice, teasing, and discrimination.  
| - I am kind. |

| Responsible | - I am prepared for learning.  
| - I leave my surroundings as clean as or better than I found them.  
| - I lead by positive example.  
| - I take responsibility for my actions.  
| - I am trustworthy and tell the truth. |

Attendance Policy & Compulsory Law

Daily attendance is vital for student development and success and is required of all students in accordance with the regulations of the Eugene 4J School District and those specified in the ORS 339.010 – ORS 339.090. Attendance and punctuality are important student and parent responsibilities.

The expectations for students at Spencer Butte Middle School are to:
- Attend classes regularly and come to class prepared.
- Be on time when reporting to school and to classes.
- Make up all work missed due to an absence or tardy.

Parents/Guardians who monitor attendance closely increase the likeliness of success for their students.

Parents/Guardians can help by:
- Being informed about attendance policies.
- Contacting the attendance line to report absences by 9 a.m. on the day of the absence. Please provide a reason.
- Excusing your child for illness, doctor, dental and family emergency.
- Calling the office periodically to ask for an update regarding your student’s attendance record.

Compulsory Law

Oregon Revised Statute 339.020 states: “...every person having control of any child between the ages of 7 and 18 years who has not completed the 12th grade is required to send such child to and maintain such child in regular attendance at a public full-time school during the entire school term.”

Automated Message System for Absences/Tardies

To ensure timely and accurate communication, our automated message system will make a phone call to parents/guardians about their student’s absences and/or tardies. Parent(s)/guardian(s), please keep the Office informed of any changes in phone or email addresses.
Excused Absences/Tardies
Excused absences as defined by state law and school board policy are for (1) illness/doctor, (2) school function, (3) illness/death in the family, and (4) family emergency. We request that parents support their student by upholding the expectation that regular school attendance is important.

If a student is absent/tardy the parent/guardian must contact the office in one of the following ways:

- **By Phone:** Call the 24-hour attendance line (541-790-8325) before 9 a.m. to report an absence or tardy and request that it be excused.

- **Via E-mail:** Parents who have provided an e-mail address in their students’ information record may also request that an absence or tardy be excused by replying to automated attendance e-mail messages and providing the reason for their student’s absence or tardy or by directly emailing acharya_h@4j.lane.edu with the pertinent information.

- **In Writing:** If the student’s parent/guardian cannot call or email, they may provide a note requesting that the absence or tardy be excused. The note must include the reason for absence, the student’s name, and the date(s) and/or period(s) of the absence or tardy. Written correspondence from healthcare/dentist/counseling offices may also be accepted and may be required for chronic absences/tardies. Parents/Guardians/Students should bring their attendance note to the office on the day they return to school.

Missed Work:

- Students should ask each teacher for the work they have missed. Staff e-mail addresses/websites are available at spencerbutte.4j.lane.edu/contact-us/staff-directory/.

- Homework may be requested by 9:00 a.m. on the third day of an absence, and it will be available for pick up after 3:40 p.m. on that day. Parents should ensure homework is picked up if it is requested.

- In some classes, teachers prefer to wait until the student returns to give homework, especially if the assignments are only completed in class and/or help is necessary. Teachers have homework policies that differ from class to class.

Planned Absences
When a student is planning an absence, a note from the parent must be brought to the office at least one day prior to the absence. It is the student and parent’s responsibility to notify each of his/her teachers of the dates of an absence. Class work that will be missed should be completed in advance if possible. Parts of some classes (i.e., video, discussions, and labs) may not be able to be completed. It should be noted that trimester tests are often administered the last week of the trimester, and a student’s grade may be adversely affected by an absence during that week.

Tardies
“On time” means being in the classroom and ready to learn (as defined by the teacher) when the bell rings. The first unexcused tardy in a class may result in a consequence from the teacher. The second (and each subsequent) unexcused tardy may result in a parent contact and an intervention.

Students arriving to any class more than 10 minutes late are considered absent to the class. The absence will be considered excused or unexcused based on the previously stated criteria. Chronic tardiness is considered a serious issue. Office staff and administration will make a strong effort to support students to arrive to school on time and may partner with parents to intervene.
Irregular Attendance
Oregon Revised Statute 339.065 states: “Eight unexcused one-half day absences, or four full-day absences in any four week period during which school is in session shall be considered irregular attendance.” In addition, a student may be excused from attendance by the school board for a period not to exceed five days in a term of three months, or not to exceed 10 days in any term of at least six months. Any such excuse request is to be in writing, directed to the school principal. ORS 339.065

Leaving During the School Day
Students are not allowed to leave the school grounds at any time during the school day without permission from the parents/guardians and the school office. When a student is leaving early, a parent or guardian must come into the front office to sign them out. If a student must leave school because of illness or emergency, parents will be contacted.

For Your Student’s Safety (Check-out during the school day)
A student checking out of school anytime before the school day ends, without a parent picking him/her up, needs to bring a note from a parent or legal guardian to the office first thing in the morning. The note should state the reason for the planned absence. This note should also include the time your student will be leaving, where your student is going, with whom your student is going, and when your student will return. Parents must sign students out in the office and students must sign in if they return during the school day.

Spencer Butte Behavioral Expectations

| Respectful | -I respect others’ difference.  
-My actions are based on the individual person or situation, not the stereotype.  
-I share listening and talking time with others.  
-I am an ally that interrupts prejudice, teasing, and discrimination.  
-I am kind. |
| Responsible | -I am prepared for learning.  
-I leave my surroundings as clean as or better than I found them.  
-I lead by positive example.  
-I take responsibility for my actions.  
-I am trustworthy and tell the truth. |

It is our goal at Spencer Butte to maintain a learning environment that encourages success for every student. To achieve that end, it is important for students to know what is expected of them. The following policy information is intended to assist students and parents as they work with the school to make their Spencer Butte experience a positive and successful one.
Policy & Practice
Threats, Harassment, Discrimination, Intimidation, Bullying, Retaliation

Informing Guardians If a Student Receives a Threat
It has always been our practice to keep parents informed if their student receives a serious threat of violence or harm at school. It is important for you to know about procedures we have to comply with recent changes in Oregon law requiring schools to inform parents if their student’s name appears on a targeted list that threatens violence or harm, or when he or she receives a threat of violence or harm from another student. Our number one priority will be to make sure that school is safe for your children. We will be using the following procedure to inform you if your student either receives or makes a serious threat of violence or harm.

School administration will:
• attempt to meet with you personally, or talk by telephone, within 12 hours of learning about the threat
• tell you about the threat, who made it (if we know), and the action/response
• send you a notice within 24 hours, stating that you son or daughter did receive a threat.

If your son or daughter made the threat, we will let you know that he or she made it and the action we are taking, including informing the parents of the student who received a threat that your student made. We are also required by the district’s Student Rights and Responsibilities Handbook to inform the police.

Harassment-Discrimination-Intimidation-Bullying-Retaliation
Spencer Butte Middle School is committed to providing a safe, positive learning and working environment for all. Therefore, we prohibit and will not tolerate acts of discrimination and harassment. It is a violation of district policy for any student or employee to discriminate against or harass any other student or employee. Administrators and school staff work together to investigate and respond to reports of discrimination or harassment.

Students are expected to follow the standards for student behavior outlined in school board policy and the district’s Student Rights and Responsibilities Handbook (found at http://www.4j.lane.edu/superintendent/sr-rh/4j_sr-rh_2012 or available in hard copy through the school or district office), which includes the requirement that they refrain from intimidation, bullying, harassment, discrimination, and hazing and comply with this policy. Please contact the administration if you have questions or need to file a harassment or discrimination complaint.

Harassment is behavior that is unwelcome, unwanted, repeated, and/or creates a hostile, offensive or intimidating environment.

According to district policy, harassment, intimidation or bullying means any act that:

a. Substantially interferes with a student’s educational benefits, opportunities or performance;

b. Takes place on or immediately adjacent to school grounds, at any school-sponsored activity, on school-provided transportation or at any official school bus stop;

c. Has the effect of:
   (1) Physically harming a student or endangering a student’s property;
   (2) Knowingly placing a student in reasonable fear of physical harm to the student or damage to the student’s property; or
   (3) Creating a hostile educational environment, including interfering with the psychological well-being of a student.

d. May be based on, but is not limited to, the protected class status of a person.
All school staff and students have the responsibility to report harassing behaviors that are threatening or intimidating to others. Information concerning any complaint shall be treated confidentially and consistently with the school’s and the district’s legal obligations, the need to investigate, and the need to take disciplinary action if it is found that harassment has occurred.

Individuals who make complaints of harassment will be informed of steps taken to resolve their complaint. Students may go to any staff member to report incidents of harassment. Anyone who retaliates against an individual who reports harassment will be disciplined. Anyone who retaliates against an individual who testifies, assists, or participates in an investigation, proceeding, or hearing relating to a complaint of harassment will face disciplinary consequences. Retaliation includes, but is not limited to, any form of intimidation, reprisal, or harassment.

**Student Dress**
The responsibility for dress and grooming of a student rests primarily with the student and his or her parents or guardians. A student’s dress or grooming should not affect participation in the educational program or school-related activities. Students may be directed to change dress or grooming when in violation of the rules below.

- Student dress and grooming may not interfere with or disrupt the educational environment of the student or others. Examples of clothing likely to disrupt the educational environment include clothing with language or symbols that are vulgar and plainly offensive, obscene or sexually explicit, racially divisive, drug-, alcohol- or tobacco-related, or indicative of gang activity or affiliation.

- Student dress and grooming may not threaten the health or safety of the student or others. For example, students must wear shoes while on school property or during school-sponsored activities.

- Schools may impose additional dress code requirements. Provisions for dress and grooming for special activities should arise directly out of the needs of the activity.

- Students have the right to dress in accordance with their gender identity.

- District schools are also committed to accommodating students who need an exception to the dress code for religious reasons.

- Questions regarding rights and responsibilities related to dress and grooming should be directed to the building principal. If an issue is not resolved at the building level, the parent or guardian may contact the secondary education director, assistant superintendent, or superintendent.

**Public Displays of Affection**
In a professional work environment, co-workers respect each other's personal space. Federal and state laws prohibit a work environment where people are made to feel uncomfortable because of sexual behavior directed at them, or that they observe being directed at others. Examples of inappropriate public displays of affection include: physical contact that gives the appearance of sexual intent (e.g. rubbing, groping), sitting in another student’s lap, touching in a sexual way, fondling, heads in laps, and kissing. Students who act inappropriately will be subject to administrative action, including a parent contact.
Personal Property at School

Electronic Devices - Students are strongly encouraged to leave all electronic devices at home. If a student brings one of these devices to school it must be kept in his/her locker from 8:47 a.m. to 3:25 p.m. and may not be used “in” the locker. They may not be brought into the classroom nor used in outer common areas unless with the permission of a teacher for instructional purposes. Devices found and/or used in violation of this policy will be confiscated until the end of the day and released to a parent/guardian only. The school will not be responsible for lost, stolen, or damaged cell phones, nor will administration investigate lost or stolen electronic devices.

Cell Phones - Parents/Guardians who wish to contact students may do so through the office. There are phones for students to use in case of emergencies. If a student brings a cell phone to school it must be kept in his/her locker from 8:47 a.m. to 3:25 p.m. They may not be brought into the classroom nor used in outer common areas. If a cell phone is found and/or used in violation of this policy, which includes using it “in” the locker, it will be confiscated until the end of the day and released to a parent/guardian only. The school will not be responsible for lost, stolen, or damaged cell phones, nor will administration investigate lost or stolen electronic devices.

Other Items That Do Not Belong at School - Any device or item causing a nuisance (e.g. rubber bands, laser pens, etc.) is prohibited and will be immediately confiscated. Students are not to bring items of any kind to school to sell to other students, nor should they bring large quantities of food or drinks to school for storage in their lockers. Permanent felt pens (Sharpies) can cause damage to school property and may not be carried by students. Due to allergic reactions by staff and students, please do not wear scents or perfume to school. It is prohibited to bring perfume and other smelly items like: cologne products, body spray, etc. to school.

Bicycles - For their safety and to follow the law, all students riding bicycles to and from school must wear a bicycle helmet. Students are to walk their bicycles on school grounds within marked areas during school hours and school events. Students must lock their bicycles when they are brought to school. Bicycles are to be parked only in the bike racks at the front of the building. They are to remain parked until school is dismissed. To prevent damage or theft of bicycles, no loitering is permitted around the bike racks during the school day. If students ride their bike to school without a helmet, they will not be permitted to ride their bike back home.

Skateboards, Shoes with Wheels, and Scooters - Students may ride skateboards, rollerblades, roller skates, and scooters to and from school, however they must wear a helmet. When they arrive on school grounds, they need to get off the skateboard or scooter, and remove the roller blades or skates, and CARRY them to their locker, where they must stay until school is out. Students may not stand on their skateboards while on campus. The school assumes no responsibility if they are lost, damaged, or stolen. Skating is not allowed on campus for safety reasons. Violating this policy will result in the confiscation of the skateboard, rollerblades, roller skates, or scooter, until a parent can come to school to pick it up. Repeated violation could result in losing the privilege of bringing the item to school.

Backpacks and Book Bags - Students may use backpacks to transport their belongings to and from school. For health, safety, and educational reasons, students must keep their backpacks or large book bags in their locker throughout the school day.
Response to Misconduct

Minor Classroom Disruption

“Minor Classroom Disruption” is defined as off-task behavior (physical or verbal) that interferes with teaching and learning.

Possible responses to disruptive behavior include:

- Conference with the student and/or time owed to the teacher at break, lunch, or after school.
- The student could be sent to another classroom at a different grade level for completion of work.
- Parent may be contacted to discuss a plan, including support at home, to improve the student’s behavior.
- The student will be placed on the grade level team agenda for consultation with all the student’s teachers, and a possible parent conference.
- The teacher may choose to write an after school detention for recurring minor classroom disruptions.

NOTE - Behavior that injures or endangers others (physically or emotionally) will result in a referral, possible suspension, or request for expulsion hearing. Five detentions in one semester will result in a referral.

Referrals

When problem behaviors persist, or are of a more hurtful or disruptive nature, the administrators will become involved as soon as possible and a referral will be issued. Some examples of behavior that will result in a referral include:

- Fighting or assault
- Possession, use, or distribution of tobacco, alcohol, or illicit drugs
- Skipping school (including skipping detention)
- Severe disruptive behavior
- Theft or vandalism
- Academic dishonesty (plagiarism, cheating)
- Harassment: racial, sexual, personal, verbal, physical
- Negative Bystander
- Insubordination (refusal to obey/cooperate with adults)
- Closed campus violation
- Possession or use of a weapon or combustible item
- Multiple detentions

To promote parent communication and partnership, a copy of the referral will be communicate and/or (e)mailed home. Consequences for referrals vary, depending on the type of inappropriate behavior and the frequency of referrals for a particular student. Consequences may include:

- Student/Parent/Administrator conference
- Lunch detention
- Apology notes and/or restitution
- After-school community work service
- Exclusion from activities/privileges
- Behavior contract
- Suspension (in-school or out of school)
- Request for expulsion
- Other consequences, as appropriate
Consequences will be applied in proportion to the type, degree of seriousness, and frequency of the behavior. It will also be balanced with possible preventative/interventive response to student needs. Students cited with a Major Violation are referred immediately to the school administration where they are heard. The administrator will make a reasonable effort to consult with the referring teacher and others involved. Parents are notified of the behavior and referral. SBMS, in alignment with the 4J School District, has a zero tolerance weapon and drug policy. Possession of a dangerous weapon (knives and lighters are included), or possession and/or use of alcohol, illicit drugs, or drug paraphernalia will result in suspension up to 10 days, and possibly an expulsion hearing. If a student discovers that s/he has brought a camping knife to school, give it to a teacher or office staff member immediately. Possession of fake or look-alike weapons also poses a disruption and may result in disciplinary action.

**Continuum of Consequences**

Responses to “majors” will include a parent conference and referral. A range of possible consequences are listed below:

<table>
<thead>
<tr>
<th>Skipping Class, Closed Campus Violation</th>
<th>*Detention</th>
<th>After school community service → in-school or out-of-school suspension → truancy referral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Insubordination</td>
<td>*Detention</td>
<td>After school community service → in-school suspension → out-of-school suspension → suspension pending expulsion hearing</td>
</tr>
<tr>
<td>Theft or Vandalism</td>
<td>*Detention</td>
<td>After school community service/restitution → in-school suspension → out-of-school suspension → suspension pending expulsion hearing → police contact</td>
</tr>
<tr>
<td>Severe Disruption</td>
<td>*Detention</td>
<td>After school community service → in-school suspension → out-of-school suspension → suspension pending expulsion hearing</td>
</tr>
<tr>
<td>Fighting or Assault, Harassment, Intimidation, or Threats</td>
<td>*In-school suspension</td>
<td>Out-of-school suspension → suspension pending expulsion hearing → police contact</td>
</tr>
<tr>
<td>Possession and/or Use or Distribution of Tobacco, Alcohol, or Illicit Drugs</td>
<td>*Long term suspension</td>
<td>Suspension pending expulsion hearing → police contact</td>
</tr>
<tr>
<td>Possession of Combustibles</td>
<td>*After school community service</td>
<td>In-school suspension → out-of-school suspension → suspension pending expulsion hearing → police contact</td>
</tr>
<tr>
<td>Possession of Weapons</td>
<td>*Suspension pending expulsion hearing</td>
<td>Police contact</td>
</tr>
</tbody>
</table>

A review/revision of disciplinary processes and practices will be under development in the 2016-17 school year.