

INDIAN OASIS MIDDLE SCHOOL

Baboquivari School District #40



STUDENT & PARENT/GUARDIAN HANDBOOK

2019-2020

Director

Ann Corden, *MAED/ECN*
(520) 719-1260
(520) 719-1261 (fax)
acorden@busd40.org

Governing Board Members

Juan Buendia, *President*
Annamarie Stevens, *Clerk*
Sylvia Hendricks, *Board Member*
Ellamae Greasewood, *Board Member*
Kathleen Vance, *Board Member*

Superintendent

Dr. Edna Morris

Office Hours: 7:30-4:00

School Hours

Monday-Thursday: 7:50-2:50
Fridays: 7:50-1:20

OFFICE: (520) 719-1260

Highway 86
Milepost 115.5
Sells, AZ 85634

Mission Statement

Our mission here at Indian Oasis Middle School and High School is to provide students with a supportive and engaging learning environment where students have access to a hybrid curriculum that integrates computer-based learning with direct instruction to meet the needs of all learning styles. As an alternative school, we are dedicated to students who are credit deficient as well as those that seek to learn at an accelerated pace.

Vision Statement

Our vision is to prepare every student to become college and career ready by engaging our students in a highly personalized learning environment.

School Motto

Small but Mighty

School Colors

Purple & Silver

School Mascot



Bell Schedule 2019-2020

Monday-Thursday Schedule	Start	End
Advisory	7:50 AM	8:00 AM
Breakfast	8:00 AM	8:30 AM
1	8:35 AM	9:55 AM
2	10:00 AM	11:15 AM
3	11:20 AM	12:35 PM
Lunch	12:40 PM	1:10 PM
4	1:15 PM	2:00 PM
5	2:05 PM	2:50 PM

Friday Schedule	Start	End
Advisory	7:50 AM	8:00 AM
Breakfast	8:00 AM	8:30 AM
1	8:35 AM	9:35 AM
2	9:40 AM	10:40 AM
3	10:45 AM	11:45 AM
4	11:50 AM	12:35 PM
Lunch	12:40 PM	1:10 PM
Intervention	1:10 PM	1:20 PM

INDIAN OASIS MIDDLE SCHOOL OVERVIEW

Indian Oasis Middle School serves 6th-8th grade. The school has implemented a computer program that is aligned with the Arizona Academic Standards Core Curriculum.

AZ STATE ASSESSMENTS

AzMERIT TESTING

AzMERIT is a test administered to grades 3-12, which provides engaging questions and measures critical thinking skills for college and career readiness. AzMERIT is aligned to Arizona's state learning standards which detail the concepts covered in select courses. The test is designed to measure student mastery of course-specific skills and readiness for college or career. Arizona controls the decision making for all aspects of the tests including test content, scoring, and reporting. Arizona educators are involved in the development of AzMERIT. AzMERIT replaces AIMS for reading, writing and math.

AIMS SCIENCE

AIMS Science is a Standards Based Assessment that measures student proficiency of the Arizona Academic Content Standard in Science. The AIMS Science is given to grades 4, 8 and 9-12. A passing score on AIMS Science is not required for graduation.



Positive Behavior Interventions and Supports (PBIS)

The Indian Oasis Middle School utilizes the Positive Behavioral Interventions and Supports (PBIS) system as the foundation for our school wide discipline program. PBIS is a proactive, research-based approach to presenting student behavior problems and achieving social and learning goals. Accordingly, there is an emphasis on teaching desired behaviors and skills as well as focusing on positive behaviors towards creating a safe and productive classroom environment. Schools involved in this process find that it reduces office discipline referrals and suspensions, saves instructional time and improves the overall school climate.

For the Indian Oasis Middle School, the PBIS system is KOMCKUD:



KOMCKUD * ***GEWKDAG*** * ***CICWIDAG***
TURTLE * ***POWER*** * ***STRENGTH***

Positive Behavior Matrix

The behavior matrix of desired behaviors for Indian Oasis Middle School students is below:

	Classroom	Cafeteria	Bathroom	Office	Common Areas	Events & Gatherings	Bus
KNOWLEDGE	Know and follow classroom procedures	Listen and follow the set procedures and rules	Use facilities properly	Respect and follow the rules of the office	Follow school procedures and schedule	Listen to monitors and other adults in charge	Follow bus rules
O'DHAM	Be open-minded to learning new concepts	Conserve resources and avoid waste	Respect others' privacy	Be considerate of office visitors and staff	Respect others' learning in surrounding classes	Learn from the opportunity and applaud respectfully	Respect the time and safety of other riders and driver
MASTERY	Take ownership for personal behavior	Be aware of others and move carefully	Get in, get out: Remember others may need the pass.	Honor the privacy of others	Walk safely and be punctual	Listen to guests'/visitors' presentations	Be punctual for bus pick-up times
	Be on task & produce quality	Ask permission to leave	Use only when needed	Stay in designated	Take care of personal and	Participate in events	Listen to and follow directions
COMMUNITY	Take turns and use appropriate language	Clean up after yourself	Keep the facilities clean and graffiti-free	Get in, get out: Complete task(s) and return to class	Throw away trash and keep the common areas clean	Practice safety with others and police your area	Respect others' belongings and personal space
KINDNESS	Respect classroom, all materials and equipment	Use good manners and respect others	Be kind to others and take turns	Be respectful and polite to elders and visitors	Honor personal space	Be kind with words and actions	Respect the bus driver
UNSTOPPABLE	Be prepared, on-time, and organized with materials	Report messes and issues to adults in charge	Wash hands and practice good hygiene	Share your success with others	Anticipate your destination and be on time	Be flexible and patient	Use bus time for reading and being productive
DETERMINED	Set and meet goals	Remind peers of cafeteria procedures when needed	Respect and be aware of personal space	Report issues or concerns to office staff	Know that how you act is a reflection of you and our school	Be open to the views of others and ask questions	Practice safety



Problem Solving Process

It is expected that students and parents/guardians will work with the teacher when difficulties arise in the classroom. The following considerations should be taken when encountering issues that disrupt the classroom environment, student learning or student progress:

- *The student is making a sincere effort to do the work in the class.*
- *The student is regularly making contact with the teacher in the classroom to ask questions.*
- *The student and parents/guardians have worked with the teacher to understand the scope and nature of the problems causing difficulties.*
- *The student and parents/guardians have consulted with the Director, so the Director can offer general support and can talk to the teacher with the student.*

IOMS Procedures and Expectations

Change Address and/or Phone Number

Please be sure to update Parent/Guardian contact information (*change of address, phone number, email address, and/or emergency contacts*) with the school secretary. If this information must be changed or updated, please contact the office secretary Ms. Morgan Miller at (520) 719-1260 or contact her by email at mmiller@busd40.org . It is important that we have correct contact information for the student's parent/guardian in case of an emergency. When current information is not available, the Parent Liaison or School Resource Officer/TOPD may try to make contact with parent or guardian at their home.

Attendance Expectations

All students are expected to attend school every day and be on time. **Parents/Guardians should call the School Office (520-719-1260) by 8:30 a.m. to report that their child will be absent.** Illness of the student, death in the family, family problems of an emergency nature, religious purposes or medical appointments will be considered an excused absence once documentation is received.

Students who have missed 10 or more consecutive days of school with **unexcused** absences will be dropped by the Registrar's Office on the tenth day. Students or Parents/Guardians wishing to re-enroll their child must contact the office to schedule a re-enrollment appointment before they will be permitted to return.

Habitual unexcused absences or tardiness may result in the student being placed on an attendance contract. Attendance contracts will be signed by the student, parent/guardian and by the Director. Failure to comply with the attendance contract may result in referrals to Tribal Child Welfare and/or TOPD.

Tardiness

The Instructional day begins at 7:50 a.m. and ends at 2:50 pm Monday-Thursday and 1:20 pm on Friday. Students must be in their assigned homeroom on time. A student will be marked tardy after **8:00 a.m.** If a parent/guardian drops off a student, they must come in with the student to confirm an excused tardy; otherwise, the tardy will be marked as unexcused.

Loitering/Trespassing

For the safety and security of our students and staff, all visitors must check in when they arrive on campus. Anyone not signing in may be considered trespassing and administration will be notified. If necessary, the administration will notify the police. Students that have been officially suspended or removed from the school roster are considered trespassing if on campus without specific permission from an authorized administrator.

Dress Code

Unacceptable clothing, outerwear and accessories:

- No solid blue, maroon or red clothing, outerwear or accessories are permitted. This includes undershirts, hats or any head covering and backpacks
- No undergarments may show. Pants must be pulled up so no undergarments are visible
- No inappropriate logos; to include but not restricted to, gang association, drug symbols, weapons, or any other offensive graphics or anything implying the aforementioned graphics.
- No bandana style clothing, outerwear, backpacks or accessories
- No bandanas of any color are permitted
- No open toed shoes (flip flops, shower shoes, sport sandals etc.)

*****Per revised board policy school administration is permitted to make changes to the dress code as needed to ensure the campus is a safe and welcoming environment.***

Language

Appropriate language is to be used. School is a place for positive learning. This also applies to hand and/or body gestures. Failure to comply may result in disciplinary consequences.

Lost and Found

Our school Director maintains lost and found articles in the office. Students may inquire there for lost items. Items found by a student should be turned in to a staff member. Any personal property brought on, or left on the school premises is at the risk of the owner. Neither the school nor the school district is responsible for any loss or damage that may occur.

Electronic Devices

Indian Oasis Middle School will not be responsible for lost or stolen electronic devices. Bringing any electronic devices is at the risk of the student and parent/guardian. While in the classroom, students are not allowed to use cell phones or other electronic devices (iPods, tablets, MP3 players, etc.) without the expressed permission of the teacher for curriculum related activities. All items should be turned off or on silent mode and stored out of sight while in the classroom. Students will be asked to put away or turn over any electronic device that is not being used with permission. Failure to comply with the teacher's request may result in disciplinary consequences. Parents/guardians may be asked to pick the item up in the office.

Breakfast/Lunch

The students eat breakfast and lunch in the Indian Oasis Intermediate School cafeteria. All meals must be consumed in the cafeteria. Students are to dispose of their own trays in the designated receptacles after they are through meals and are responsible for cleaning up their own area.

Field Trips

Occasionally, students will be invited to participate in field trips. All students attending a field trip must meet the field trip criteria set forth by the Director. All students are required to hand in a completed permission slip by the indicated deadline.

Public Displays of Affection (PDA)

No public display of affection will be allowed on campus. Student's refusal to comply with this rule may result in disciplinary action.

Outside Food on Campus

Students are not permitted to bring in food outside food items to sell on campus. If students bring food items on campus it is with the understanding that they are to be eaten during lunch time and not in the classrooms.



Student Conduct

Students at Indian Oasis Middle School have the right to a quality education free from any unnecessary disruptions and distractions. The Governing Board of BUSD #40 wants to ensure that every student has the opportunity to attend school and receive an education without fear, harm or injury. Therefore, the Board will not allow any person or persons with a disruptive intent to endanger the safety of pupils or school personnel. Generally, most situations involving students will be handled at the classroom level. All students are expected to demonstrate respectable and responsible behavior.

Student Violence/Bullying/Harassment

To assist in achieving a school environment based on the beliefs of the Governing Board, bullying, harassment, or intimidation as defined below will not be tolerated.

- **Bullying** can occur when a student or group of students engages in any form of behavior that includes such acts as intimidation and/or harassment.
 - These actions include those that:
 - *have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm or damage to property;*
 - *is sufficiently severe, persistent, or pervasive that the action, behavior, or threat creates an intimidating, threatening, or abusive environment in the form of physical or emotional harm;*
 - *occurs when there is a real or perceived imbalance of power or strength; OR*
 - *may constitute a violation of law.*
 - Bullying of a student or group of students can be manifested through written, verbal, physical, or emotional means and may occur in a variety of forms including, but not limited to:
 - *Verbal, written/printed, or graphic exposure to derogatory comments, extortion, exploitation, name calling, or rumor spreading either directly through another person or group or through cyberbullying (see below);*
 - *Exposure to social exclusion or ostracism;*
 - *Physical contact including but not limited to pushing, hitting, kicking, shoving, or spitting; OR*
 - *Damage to or theft of personal property.*
- **Cyberbullying** includes, but is not limited to, any act of bullying committed by the use of electronic technology or electronic communication devices, including telephonic devices, social networking and other internet communications, on school computers, networks, forums and mailing lists, or other district-owned property, and by means of an individual's personal electronic media and equipment.

- **Harassment** is intentional behavior by a student or group of students that is disturbing or threatening to another student or group of students. Intentional behaviors that characterize harassment include, but are not limited to, stalking, hazing, social exclusion, name calling, unwanted physical contact and unwelcome verbal or written comments, photographs and graphics. Harassment may be related, but not limited to, race, religious orientation, sexual orientation, cultural background, economic status, size or personal appearance. Harassing behaviors can be direct or indirect and by the use of social media.
- **Intimidation** is intentional behavior by a student or group of students that places another student or group of students in fear of harm of person or property. Intimidation can be manifested emotionally or physically, either directly or indirectly, and by use of social media.

Prohibitions and Discipline

Students are prohibited from bullying on school grounds, school property, school buses, at school bus stops, at school sponsored events and activities, and through the use of electronic technology, or electronic communication equipment on school computers, networks, forums, or mailing lists

Disciplinary action may result for bullying which occurs outside of the school and the school day when such bullying results in a substantial physical, mental, or emotional negative effect on the victim while on school grounds, school property, school buses, at school bus stops, or at school sponsored events and activities, or when such act(s) interfere with the authority of the school system to maintain order. All suspected violations of law will be reported to local law enforcement.

Procedures for Positive Interventions

The following is the general procedure of interventions when a student chooses to demonstrate inappropriate behavior.

1. Ask student to demonstrate positive behavior
2. Start PLP log (in Infinite Campus)
3. Talk it out
4. Contact home and Director
5. Team intervention
6. Parent meeting with team (round table)

Student Discipline

The policy of Indian Oasis Middle School regarding suspension from school in accordance with ARS 15-843, which reads in part: “The authority to suspend a pupil from school is vested in the superintendent, principal, or other school officials granted this power by the Governing Board of the school district. In all cases of suspension, it shall be for the good cause.”

Any student involved in disciplinary action is entitled to due process:

A parent/guardian must be notified before the student is allowed to leave campus. If no parent contact can be made, the student may be isolated until dismissal time.

Suspension from School

A student may be removed from contact with other students as a temporary measure.

The authority to suspend a student for up to ten (10) days, after an informal hearing is held, rests with the Superintendent, principal, or other school officials granted this power by the Governing Board of the School District. If a danger to students or staff members is present, the Superintendent may immediately remove the student from school, with prior contact with the parents and with a notice and hearing following as soon as practicable. Each suspension shall be reported to the Governing Board, within five (5) days, by the person imposing it. [A.R.S. [15-843](#)]

In all cases, except summary suspension where a clear and present danger is evident, the student shall remain in school until applicable due process procedures are instituted. In *no* instance shall students be released early from school unless parents have been notified.

The Superintendent may designate a hearing officer for suspension hearings.

Regular Education Students

Suspension for ten days or less:

A. *Step 1:* The student will receive notice, written or oral, of the reason for suspension and the evidence the school authorities have of the alleged misconduct.

1. After having received notice, the student will be asked for an explanation of the situation.
2. The authorized District personnel shall make reasonable efforts to verify facts and statements prior to making a judgment.

B. *Step 2*: Following Step 1:

1. Provided that a written record of the action taken is kept on file, authorized District personnel may:
 - a. Suspend the student for up to ten (10) days.
 - b. Choose other disciplinary alternatives.
 - c. Exonerate the student.
 - d. Suspend the student for ten (10) days pending a recommendation that the student be given a long-term suspension or expulsion or both.
2. When suspension is involved:
 - a. A parent must be notified before the student is allowed to leave campus. If no parent contact can be made, the student may be isolated until dismissal time and then given a written message to the parents.
 - b. A letter to the parents will be written within a reasonable time to explain the terms (including the possibility that a long-term suspension and/or expulsion is being recommended) and reasons for the suspension and to request a meeting to solicit their help.
3. No appeal is available from a short-term suspension.

Suspension for over ten days:

- A. *Step 3*: If the offense is one that could result in a suspension of over ten (10) days, in addition to Step 1 and Step 2 a formal hearing will be arranged and conducted by a hearing officer or by the Superintendent.
- B. *Step 4*: A formal letter to the responsible parent or guardian will be mailed by certified mail with return receipt requested or delivered by hand (with an adult witness present) at least five (5) working days prior to the formal hearing. A copy of this letter will remain on file, and the letter should contain the following information:
 1. The charges and the rule or regulation violated.
 2. The extent of the punishment to be considered.
 3. The date, time, and place of the formal hearing.
 4. A designation of the District's witnesses.
 5. That the student may present witnesses.
 6. That the student may be represented by counsel at student's expense.
 7. If a hearing officer has been designated, the name of the hearing officer.

C. *Step 5*: A formal hearing will be held, during which the student will be informed of the following:

1. Nothing in these procedures shall be construed to prevent the students who are subject to the action and their parents or legal guardians and legal counsel from attending any executive (closed) session pertaining to the proposed disciplinary action, or from having access to the minutes and testimony of such session or from recording such a session at the parent's or legal guardian's expense.
2. The student is entitled to a statement of the charges and the rule or regulation violated.
3. The student may be represented by counsel, without bias to the student.
4. The student may present witnesses.
5. The student or counsel may cross-examine witnesses presented by the District.
6. The burden of proof of the offense lies with the District.
7. Either the hearing must be recorded on tape or an official record must be kept in some other appropriate manner. In addition, parents are to be allowed to tape-record the hearing at their own expense.
8. The District has the right to cross-examine witnesses, and may be represented by an attorney.

D. *Step 6*: The decision and appeal procedure, if applicable, upon the conclusion of the hearing will be as follows:

1. Upon the conclusion of a hearing by a hearing officer in which a decision of long-term suspension is made, the decision may be appealed to the Board. To arrange such an appeal, the parent(s) of the suspended student or the student must deliver to the Superintendent a letter directed to the Board within five (5) days after receiving written notice of the long-term suspension. The letter must describe in detail any objections to the hearing or the decision rendered.
2. The appeal to the Board will be on the record of the hearing held by the hearing officer. If the Board determines that the student was not afforded due process rights or that this policy was not followed in all substantive respects, the student shall be given another hearing. If the Board determines that the punishment was not reasonable, they may modify the punishment.
3. The decision of the Board is final.

Special Education Students

Suspension for ten days or less. Short-term suspension (ten [10] days or less) may be used for special education students for disciplinary reasons on the same basis as for a regular education student. (It is not considered a change of placement.)

A. *Step 1*: The student will receive notice, written or oral, of the reason for suspension and the evidence the school authorities have of the alleged misconduct.

1. After having received notice, the student will be asked for an explanation of the situation.
2. The authorized District personnel involved shall make reasonable efforts to verify facts and statements prior to making a judgment.

B. *Step 2*: Following Step 1:

1. Provided that a written record of the action taken is kept on file, authorized District personnel may:
 - a. Suspend the student for up to ten (10) days.
 - b. Choose other disciplinary alternatives.
 - c. Exonerate the student.
 - d. Suspend the student for ten (10) days pending a recommendation that the student be given a long-term suspension or expulsion or both.
2. When suspension is involved:
 - a. A parent must be notified before the student is allowed to leave campus. If no parent contact can be made, the student may be isolated until dismissal time and then given a written message to the parents.
 - b. A letter to the parents will be written within a reasonable time to explain the terms (including the possibility that a long-term suspension and/or expulsion is being recommended) and reasons for the suspension and to request a meeting to solicit their help.
3. No appeal is available from a short-term suspension.

Suspension for over ten days

If a special education student is recommended for a suspension of more than ten (10) days during the school year (a possible change in placement), a manifestation determination conference must be held.

- A. *Step 3*: A recommended suspension of a special education student for more than ten (10) consecutive days, or a series of suspensions totaling more than ten (10) days, may constitute a change of placement and shall require a manifestation determination conference. Such a conference shall be for the purpose of determining whether or not the offense is a manifestation of the student's disability.
- B. *Step 4*: If the offense is not a manifestation of the disability of the student, the student may be suspended by following the District policies for students in general, provided that educational services are continued during the period of disciplinary removal for a student with a disability qualified under the Individuals with

Disabilities Education Act (IDEA). A student with a disability qualified for educational services under the Americans with Disabilities Act or Section 504 of the Rehabilitation Act of 1973, and not qualified under IDEA, may be suspended or expelled from school, and educational services may be ceased, if nondisabled students in similar circumstances do not continue to receive educational services.

C. *Step 5*: If the behaviors are a manifestation of the disability of the student, the District may not extend the suspension of the student beyond the initial ten (10) school days.

An exception to the above allows for an IDEA qualified student to be given a change in placement to an interim alternative educational setting for not more than forty-five (45) days, in accord with federal law and regulation, if the removal is for IDEA defined drug or weapons offenses or is based upon a due process hearing officer's determination that injury to the child or another is substantially likely if current placement is maintained.

Any interim alternative educational setting must be selected so as to enable the child to continue to progress in the general curriculum, although in another setting, and to continue to receive those services and modifications, including those described in the child's current IEP; and include services and modifications which are designed to prevent the behaviors for which the placement was made from recurring. (Caution: refer to IDEA statutes and regulations before implementing the exception.)

Alternative to Suspension

Students meeting the following requirements may participate in an alternative to suspension program described below at the determination of the Superintendent:

A. Suspension from school has been determined as the punishment for an offense and any appeal has been denied.

B. The immediate suspension was not due to:

1. Fighting or engaging in violent behavior
2. Threatening an educational institution
3. Selling, using or possessing weapons, firearms, explosives, or dangerous instruments
4. Making a bomb threat
5. Engaging in arson

C. The student has not served more than one (1) short-term suspension or alternative to suspension of ten (10) days or less during the current academic year.

D. The student has admitted to or taken responsibility for the act upon which suspension was imposed in a written statement signed by the student and attested to by the student's parent or guardian.

E. The student and parent or guardian has received a written admonition that the suspension as originally determined will be imposed summarily and in its entirety should the student violate the conditions or requirements of the Alternative to Suspension Program. (Note: Follow appropriate dismissal procedures.)

F. Parent(s) or guardian(s) shall agree to participate by:

1. Providing transportation as necessary to and from the program location.
2. Furnishing meals prepackaged or purchasing same for the student.
3. Establishing and monitoring in consultation with the school a supervisory routine limiting the student's contact to that which is necessary with other students and friends during the program.

The Alternative to Suspension Program is to be one of social isolation. It shall be discipline intensive, requiring academic work and as determined may involve community service, grounds keeping, and litter control. Parents will participate by providing support and supervision.

- A. Students will be isolated from others by means of barriers or distance at a location determined by the District. No participation in any school sponsored activity will be permitted during the program.
- B. Communication by students with others will be limited to adult District staff or as directed by the adult supervisor on duty.
- C. Ordered study time will be established for each student consistent with the number of classes in which the student is enrolled, divided proportionately through the academic day.
- D. Students are confined to their assigned areas and seats except as designated by the supervisor. All personal maintenance will be planned and approved by the supervisor.
- E. Students are to bring all books, workbooks, paper and necessary instruments for each class in which they are enrolled to the program daily and take the same material home each day of the program.
- F. Protocols for implementation of the Alternative to Suspension Program following the requirements above may be established by the administrator at each location.

Procedure and Conditions for Readmission of students Suspended for More Than Ten Days

Early readmission procedures

The Superintendent may authorize early readmission of a student suspended for more than ten (10) days. The student shall be considered for readmission only upon completion of the major portion of the suspension (usually one [1] day more than half [1/2] with consideration for the grading period or academic division as necessary). The following conditions must be met:

- A. A written request must be submitted to the Superintendent on behalf of the student by the student's parent or guardian asking for readmission and requesting a meeting to determine any requirements.

B. Accompanying the written request shall be a summary of the student's activities and accomplishments during the suspension period written and signed by the student and signed and attested to by the parent or guardian. (Parents of elementary grade students may prepare the summary.)

C. The request shall include a signed statement from local law enforcement officials that there have been no infractions of local or state codes for which the student could have been charged during the period of the suspension.

D. At the time of the meeting to review the request the student may be required to explain the incident or incidents leading up to the suspension.

E. The determination to allow readmission may be based on, but not limited to, the following elements:

1. The age of the student.
2. The frequency, type, and relative magnitude of previous misbehavior by the student.
3. The relative severity of the event(s).
4. Whether the student's behavior violated civil or criminal laws.
5. The degree to which the incident(s) interfered with the educational process.
6. The extent to which the event created endangerment to the student, others or property.
7. Special intellectual, psychological, emotional, environmental and physical characteristics of the student.
8. The student's attitude concerning the event(s).
9. The expressed intent concerning the student's future behavior.

F. Should early readmission be granted, the student, with parent or guardian affirmation, shall agree to the following conditions:

1. Regular attendance—no unexcused absences.
2. No violation of school rules or policies.
3. Attendance at after school events for the remaining term of suspension only with prior approval of the administration.
4. Completion of all class tasks in timely fashion, as directed.
5. Student will receive supervision before and after school by parental arrangement, travel directly to school and from school, and report immediately to a supervisor for the balance of the term of the suspension.

G. The student and parent or guardian shall receive a written admonition that failure in the conditions required for early readmission will mean summary imposition of the remainder of the suspension, and additional punishment if indicated by the disciplinary policies and procedures of the District.

INDIAN OASIS MIDDLE SCHOOL

Expectation Agreement between Student, Parent/Guardian & IOMS Staff
2019-2020

STUDENT AGREEMENT

It is important that I do my personal best; therefore, I will do the following:

- Come to school ready to learn and work hard
- Keep on target to be able to complete by courses on time
- Know and follow school rules
- Communicate regularly with my parents/guardians so they can help me be successful in school
- Openly communicate with my teachers and staff at IOMS and inform them of any concerns

PARENT/GUARDIAN AGREEMENT

It is important that my student achieve; therefore, I will do the following:

- Keep contact information updated
- Ensure that my student is in school every day, on time
- Encourage my student to complete course work outside of school hours
- Communicate regularly with my student's teachers about his/her progress

TEACHER AGREEMENT

It is important that my student achieve; therefore, I will do the following:

- Create an interactive learning environment to meet the needs of all students
- Participate in collaborative decision making and consistently work with families and the community
- Communicate to students and parents information about student progress
- Encourage parent input, and engagement

DIRECTOR AGREEMENT

It is important that I support the collaboration of Parents, Students and Staff; therefore, I will do the following:

- Provide an environment that allows for positive interaction between the student, teacher, and parent
- Monitor daily instruction and student progress
- Ensure a safe environment conducive to learning

INDIAN OASIS MIDDLE SCHOOL
Baboquivari Unified School District #40

Handbook Agreement Form
2019-2020

I _____ (Parent/Guardian) have read the 2019-2020 Indian Oasis Middle School, student parent/guardian handbook with my student. I understand and agree to the rules and conditions as written.

I _____ (Student) have read the 2019-2020 Indian Oasis Middle School student, parent/guardian handbook with my parent/guardian. I understand and agree to the rules and conditions as written.

Please sign and return this form to your homeroom teacher.

Student Signature: _____ **Date:** _____

Parent/Guardian Signature: _____ **Date:** _____

Teacher Signature: _____ **Date:** _____