



# Parent and Student Handbook 2023-2024

## Thunderbolt Vision Statement

Sky Ranch Middle School builds **Fearless** young **Leaders** who demonstrate **Integrity**, **Grit**, **Honesty**, and **Tolerance** through their academic excellence and citizenship.

## Thunderbolt Mission

Sky Ranch Middle School inspires 21st Century students to take **FLIGHT** academically and personally through rigorous and relevant instruction while creating meaningful relationships to support their journey.

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# THUNDERBOLT HANDBOOK

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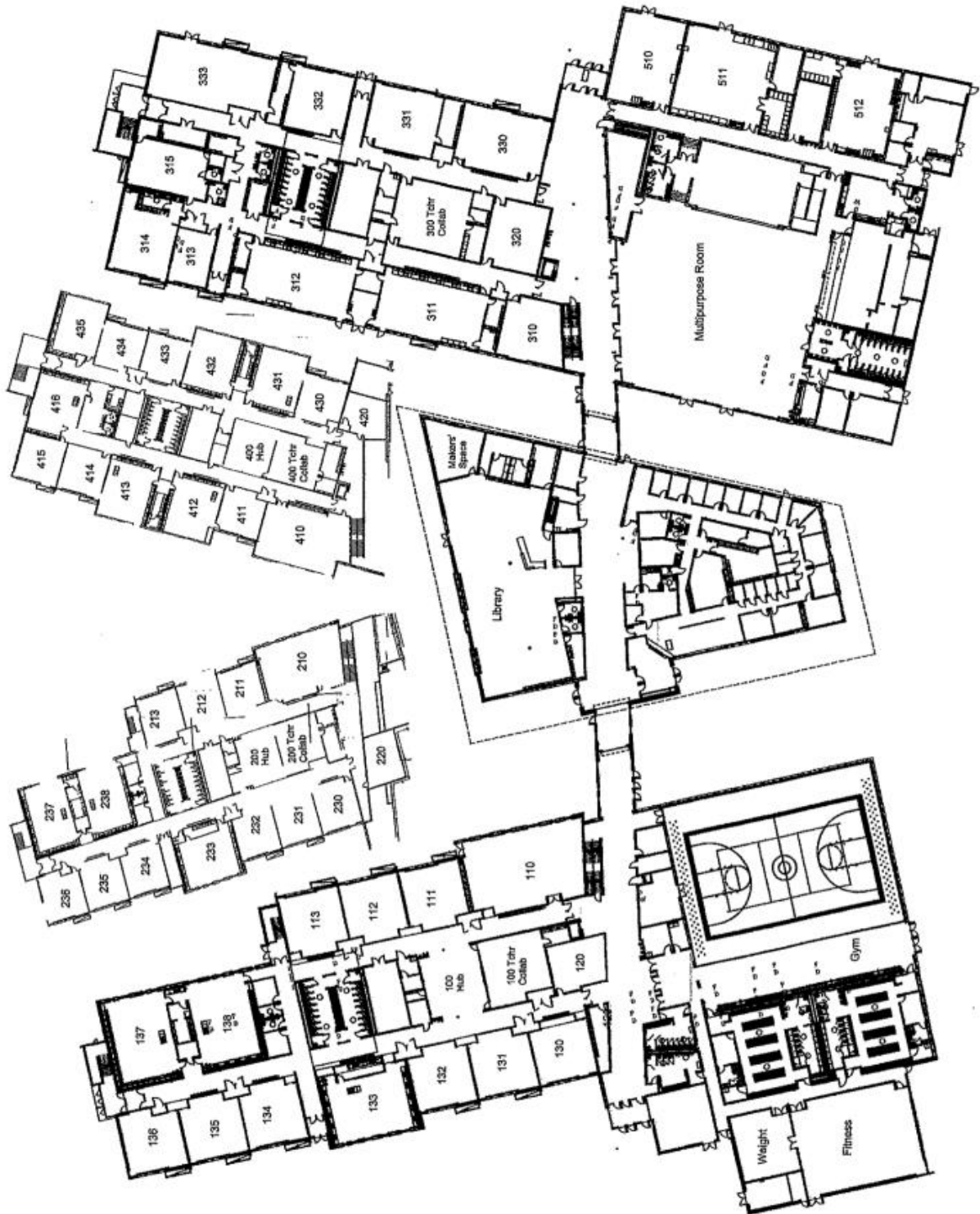
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# BUILDING MAP



## **BELL SCHEDULES**

### **Monday, Tuesday, Thursday, Friday**

1 – 7:30 – 8:20  
2 – 8:24 – 9:15  
3 – 9:19 – 10:09  
4 – 10:13 – 11:03  
1 Lunch 11:03 – 11:33/  
1 Enr 11:08 – 11:39  
2 Lunch 11:39 – 12:10/  
2 Enr 11:39 – 12:10  
5 – 12:15 – 1:05  
6 – 1:09 – 2:00

### **Wednesday**

1 – 7:30 – 8:13  
2 – 8:17 – 9:00  
3 – 9:04 – 9:47  
4 – 9:51 – 10:34  
1 Lunch 10:34 – 11:04/  
1 Enr 10:40 – 11:10  
2 Lunch 11:10 – 11:40/  
2 Enr 11:10 – 11:40  
5 – 11:45 – 12:28  
6 – 12:32 – 1:15



# THUNDERBOLT HANDBOOK

## ROTATION SCHEDULE FOR 6<sup>TH</sup> GRADERS

At Sky Ranch Middle School our block schedule allows for longer periods of time for activities such as labs and diving deeper into various content. Due to this, students experience only three classes on each of the block days. Sixth graders, due to their unique elective schedule, will have a longer time in each of their core classes, but will experience their third and fourth period A day electives during third period block and their third and fourth period B day electives during their fourth period block on Mondays and Tuesdays. In order to eliminate confusion for students, we have created a rotation schedule. You will see an example below, the entire schedule can be viewed at <https://www.washoeschools.net/skyranch>.

August

Mon 14	Tue 15	Wed 16	Thu 17	Fri 18
1	6	1	6	1
2	5	2	5	2
3 A	4 B	3 A	4 B	3 A
4 A	3 B	4 A	3 B	4 A
5	2	5	2	5
6	1	6	1	6

August

Mon 21	Tue 22	Wed 23	Thu 24	Fri 25
1	6	1	6	1
2	5	2	5	2
3 B	4 A	3 B	4 A	3 B
4 B	3 A	4 B	3 A	4 B
5	2	5	2	5
6	1	6	1	6



## GLOSSARY OF TERMS

### 1. Academic Teaming

- The main goal of teaming is to better support students in taking FLIGHT — which drives everything teachers and staff do here at Sky Ranch Middle School.
- Your students' core teachers (math, language arts, social studies, and science) all share the same students.
- This structure creates more interconnected relationships and bolsters academic effort and consistency.

### 1. Looping

Looping means:

- Our 7<sup>th</sup> grade teams of teachers and students will stay together as they make the transition to 8<sup>th</sup> grade.
- Our current 8<sup>th</sup> grade teachers will then drop down to teach the incoming 7<sup>th</sup> graders.

Benefits include:

- An increased sense of community among teachers, students, and families.
- An increase in learning time due to quick 8<sup>th</sup> grade recall of behavior and academic expectations.
- An increase in student attendance.
- A decrease in discipline issues within the classroom.

### 2. Enrichment

- A safe period in the day where students can form relationships with each other and the teacher.
- A time for lessons on SEL and teaching/reinforcement of our FLIGHT matrix.
- A time for team building activities.
- A time to work on cross-curricular units of study.

### 3. Positive Behavior Interventions and Support (PBIS)

- Students will earn PROPS (Positive Recognition of Promising Students). This means that students are being recognized for demonstrating the characteristics of our FLIGHT matrix and our Teacher Student Agreements.
- PROPS can be spent on various rewards and activities throughout the year.

### 4. Social Emotional Learning (SEL)

- Where children are taught knowledge, skills, and dispositions related to: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making.
- SEL is rooted in brain research and focuses on starting and ending each day with a consistent, ritualistic pattern that connects teachers and students as well as students with other students.

## 5. 21<sup>ST</sup> Century Learning Competencies

- Employability Skills and student-centered learning activities
- Collaboration, Knowledge Construction, Real World Problem Solving and Innovation, Use of Technology for Learning, Self-Regulation, and Skilled Communication
- Helps to prepare students for success in a modern world.

## 6. IEP and 504

- Individual Education Plans (IEP) are for students who have a documented disability. These students are eligible to receive specially designed instruction, accommodations and modifications within the classroom.
- 504s are for students who have a health condition that affects their educational performance. These students are eligible to receive accommodations and modifications within the classroom.
- We are excited to have all of these students as part of our Thunderbolt family.

## 7. Gifted and Talented (GT) Magnet

- We are one of four middle schools in the Washoe County School District that have a gifted and talented magnet program.
- This means that students who may not be zoned for our school but attend our school due to a specialized program.
- We are excited to have all of these students as part of our Thunderbolt family.

## ATTENDANCE, RECORDS AND MEDICAL INFORMATION

### 1. What should I do if my child must be absent?

- Parents/guardians must call or send a note to Sky Ranch front office whenever a child is absent. The call or note must be received within three days of the absence.
- A student should request make-up work from each teacher on the day he/she returns from an absence.
- Teachers have two days to provide make-up work to the students once they return to school.
- Make-up work must be completed within the number of days the student was absent, plus one day.

### 2. WCSD Attendance Policy Specifics

- Types of Absences: EXEMPT Absences for which we receive documentation from a medical, mental, or behavioral health professional. Covid exclusions are exempt by definition. These do not count towards chronic absenteeism but do still have academic implications. NON-EXEMPT All other absences. These do count towards chronic absenteeism and have the same academic implications.
- The entire attendance policy, [WCSD Board Policy 5400](#).
- Students will remain on campus unless checked out by a parent or guardian in the main office [per regulation 5146](#).

### 3. Why Attendance Matters

- Attending school every day has a huge impact on a student's academic success starting in kindergarten and continuing through high school. Students who miss more than 17 days (10%) of the school year are classified as chronically absent and are at risk of being retained or not earning sufficient credit to advance to the next grade. This means a student can be chronically absent even if they miss two days every month.
- Data shows that students who frequently miss school are less likely to graduate from high school.

### 4. Student Medical Needs

- In order to succeed to their fullest, some of our young Thunderbolts require medical supports. We want to be up to date in all support needs/concerns for each student. Please contact the school nurse and/or school counselors to make sure health plans and 504s are current.
- Students with 504s are case managed by Sky Ranch counselors, and most often contain aspects related to student health plan needs. WCSD employs safeguards related to access, maintenance and confidentiality of [student records](#).
- All Sky Ranch Health Plans are managed by our school nurse and supported in the clinic by our clinical aide.
- Any use of a [service animal](#) must follow district guidelines.
- Even if your child has a pre-existing Health Plan, you are encouraged to contact the Sky Ranch clinic at the outset of the school year to make sure your child's support needs are current. Your child's teachers, and all staff supporting your child, will follow the supports in your child's Health Care Plan.

The [WCSD Student Health Services Department](#) website provides links to forms for student-medication needs, food allergy needs/precautions, immunizations, and much more.

# THUNDERBOLTS HANDBOOK

## DATES, COUNSELING, VOLUNTEER INFORMATION

### 1. Dates to Know

- First day of School -- 8/14/23
- Labor Day -- 9/4/23
- Fall Break 10/2/23 -- 10/6/23
- Teacher PD Day 10/9/23
- End of 1<sup>st</sup> Grading Period -- 10/13/22
- Nevada Day -- 10/27/23
- Veterans Day -- 11/10/22
- Thanksgiving -- 11/22/23 -- 11/24/23
- End of 2<sup>nd</sup> Grading Period -- 12/21/23
- Winter Break 12/22/23 -- 1/5/24
- Teacher Professional Development Day -- 1/8/24
- Dr. Martin Luther King Jr. Day -- 1/15/24
- Teacher Professional Development Day -- 2/26/24
- President's Day -- 2/19/24
- End of 3<sup>rd</sup> Grading Period -- 3/15/24
- Spring Break -- 3/25/24 -- 4/5/24
- Memorial Day -- 5/27/24
- Last Day of School and End of 4<sup>th</sup> Grading Period -- 6/7/24

### 2. Athletic Dates

- Cross Country 8/21 -- 9/14
- Girls Basketball 9/18 -- 11/2
- Boys Soccer 9/18-- 11/2
- Boys Basketball 11/6 -- 12/14
- Volleyball 1/9 -- 2/12
- Wrestling 2/20 -- 3/21
- Girls Soccer 2/20 -- 3/21
- Track and Field 4/8 - 4/30

### 3. Counseling

The counselors at Sky Ranch Middle School are professional educators with a mental health perspective who understand and respond to a variety of challenges to assist all students feel supported. All Sky Ranch Students have access to a counselor that is

assigned to their Base or Squadron. Counselors are available to help students on school or personal issues. Our counselors are Rebecca Gunderson, Kelly Yost, Jewel Cuellar, and Cameron Tuttle.

- Students must make an appointment to see their counselor. They can do this through a QR code posted on our website, they can come to the main office and request an appointment before school, at lunch or after school. Counselors will then send a pass for the student at their earliest convenience. This eliminates the waste of valuable class time due to lines in the counseling office.
- Students are encouraged to solve conflicts themselves; however, counselors are there to assist students in this process.
- Students and parents can report issues of concern through the Safe Voice website at [www.safevoicenv.org](http://www.safevoicenv.org) or by calling 833-216-7233.
- Campus safety issues can also be reported to Secret Witness Hotline by calling 329-6666.

#### 4. Parent Volunteers

- We are excited for all [parents to be involved](#) and active with the Sky Ranch Community and school events! If you anticipate volunteering to help with any Sky Ranch events/needs this school year, please follow through with each of the following needs.
- Complete and return to the Sky Ranch Office a signed copy of the [Adult Volunteer Application](#). The application can be accessed [here](#). This must be completed yearly.
- Contact the [WCSD School Police Department](#) to complete a yearly background check.
- Contact the [District Fingerprint Office](#) to schedule a personal finger printing IF it has not been completed within the last 5 years with the School District.
- All volunteers/parents/community members check-in at the front office prior to entering the Sky Ranch building during standard school hours.

## LAPTOP DEVICES, HOMEWORK, AND INFINITE CAMPUS

### 1. Device and Tools

- All students at Sky Ranch Middle School will have access to computers in almost every class every day. Students will be expected to maintain the classroom laptops as they would their own and will be held responsible for any damage.

### 2. Responsible Computer Use

- Students who use [personal electronic devices](#) must adhere to district policies.
- [Responsible and safe use of the internet](#) is expected and covered in our Progressive Classroom Management Plan and lessons are provided to students throughout the year on various topics.
- Each student will have a [personal email account](#) that they received upon enrollment in our district that will follow them throughout their enrollment.

### 3. Homework

- [Homework](#) is an essential component of the instructional process and is seen as an extension of classroom instruction.
- Students at Sky Ranch will have math and English homework on most weeknights.

### 4. Infinite Campus

Every student and every parent has an IC log-in. Student and parents have different long-in IDs. IC lets you view your teachers' grade books including assignments, attendance, grades and behavior, as well as test scores, to do lists, school calendar and school announcements.

- An important key to a student's academic success is learning to monitor and checking your progress in every class.
- Enrichment teachers will be supporting students in learning how to access IC throughout the year.
- You can access your IC account from any computer with internet. All WCSD schools have a parent kiosk for parents to use at their convenience. If parents have more than one student, they can view all of their students with one log-in and see their families' educational calendar.
- If you have forgotten your log-on information or have never logged-on – it is very easy and we can help you. Please come and see us in the main office.
- Follow this link to get started <http://campus.washoeschools.nv/campus/portal/washoe.jsp>

# THUNDERBOLT HANDBOOK

## TEACHER, STUDENT AGREEMENTS

### TSA PROGRESSIVE CLASSROOM MANAGEMENT

#### 1. Why

- [Maintains a safe environment](#) where all students can learn and know exactly what is expected of them at all times
- Provides structure for students and consistency in the referral process
- [Supports students](#) as they soar to new heights through rigorous and innovative learning experiences

#### 2. Expectations for Students:

	<b>F</b> <b>FEARLESS:</b> When fears are grounded, dreams take flight.	<b>L</b> <b>LEADER:</b> Know the way, go the way, show the way.	<b>I</b> <b>INTEGRITY:</b> Do the right thing even when no one is watching.	<b>G</b> <b>GRIT:</b> Perseverance and passion to keep you going.	<b>H</b> <b>HONESTY:</b> If you want to be trusted, be honest.	<b>T</b> <b>TOLERANCE:</b> A willingness to embrace another's uniqueness.
						
<b>Classrooms and Learning Areas</b>	<ul style="list-style-type: none"> <li>*Take risks in learning by leaving your comfort zone and by trying new things</li> <li>*Be an active learner: participate, complete work and contribute</li> </ul>	<ul style="list-style-type: none"> <li>*Be prompt, prepared and ready to learn</li> <li>*Clean-up work areas</li> <li>*Model appropriate behavior for others</li> <li>*Be open to the ideas of others</li> <li>*Understand/accept your strengths/ share them with others</li> </ul>	<ul style="list-style-type: none"> <li>*Do your own work</li> <li>*Care for technology equipment and supplies</li> <li>*Follow through on commitments to others</li> <li>*Own your actions and accept results</li> <li>*Demonstrate morals and maturity</li> </ul>	<ul style="list-style-type: none"> <li>*Stay engaged</li> <li>*Search for answers by inquiring</li> <li>*Overcome obstacles and succeed</li> <li>*Use mistakes as growth opportunities</li> </ul>	<ul style="list-style-type: none"> <li>*Speak truthfully about events</li> <li>*Understand/ accept your challenges</li> <li>*Communicate sincerely especially if in conflict</li> <li>*Think about your message first</li> </ul>	<ul style="list-style-type: none"> <li>*Speak and listen respectfully— with all adults</li> <li>*Consider all points of view before reacting</li> <li>*Use appropriate language</li> <li>*Accept discomfort and not having all the answers</li> </ul>

#### 3. School Wide Progressive Classroom Management:

- Step 1 – Warning – Restate the expectation
  - Teacher restates how to follow unmet expectation.
  - Teacher may ask the following questions:
    1. What happened?
    2. What were you thinking at the time?
    3. How did (action) impact our classroom community?
    4. What do you need to do to make things right?
- Step 2 – Re-teach the expectation during a private conversation/quietly to student
  - Teacher re-teaches how to follow unmet expectation.
  - Teacher gives warning of next step (step 3).
- Step 3 – Removal to solo-seat, parent phone call
  - The teacher ensures student goes to their solo-seat partner classroom with a reflection form.
  - Student completes the reflection form. If appropriate (as deemed by the teacher), the student may return to the classroom after completion of the reflection form. Teacher SHOULD require form be sent home and brought back signed.
  - Teacher will conference with student upon return to class to restore relationship.
  - Teacher will make phone call home notifying parent of the behavior, reflection time and form being sent home for parent signature (as applicable).

- If a student does not return to class when prompted or returns and causes further disruption, the teacher will notify the administration and send the student to the office.
- Step 4 – Teacher writes minor referral, contacts family, and implements appropriate intervention
  - Teacher completes a behavior minor write up that includes interventions. Interventions could include but not limited to:
    - Student may be moved to a new seat in the classroom.
    - Student may be assigned an alternate time to conference with teacher or lose a privilege.
    - Student may be assigned a behavior-based reflection activity at home.
- Minor Behaviors Include: [Plagiarism and Cheating](#), Defiance, Disrespect, Tech Violations etc.

#### **Majors Behavior Referrals:**

- Students will be written up with major behavior referrals for:
  - 4 minor behavior referrals in a semester will be converted to a major referral.
  - Receiving a Step 4 and continue to cause a disruption when returning.
  - Behaviors that are not classroom managed and will result in an immediate trip to the office include but are not limited to: battery, threats, [bullying](#), use of combustibles or incendiaries, damage to school property, fighting/physical aggression, possession and/or use of drugs, alcohol, tobacco, or weapons.
- Consequences for major behavior referrals are determined and carried out by administration per the [WCSD behavior manual](#). These consequences may include (but are not limited to):
  - Detention
  - Work crew @ lunch
  - In School Suspension (1 or more periods)
  - Out of School suspension

**\*\*Students with any suspension during the day will not be permitted to attend or participate in any extracurricular events or activities while suspended.**

## **4. Positive Reinforcement**

- Daily: Teachers will give PROPS to students adhering to expectations and exemplifying the traits on the Flight Matrix.
- Monthly: Students can earn entrance to events with their PROPS (This is our PBIS currency like “bucks or cash”).



# THUNDERBOLT HANDBOOK

## TEACHER, STUDENT AGREEMENTS

### TSA HALLWAYS & LOCKERS

#### 1. Why

- Ensures safety of all students and reduces negative incidents
- Helps traffic to keep moving (both in the hallways and outside)
- Prevents tardiness and helps students make good choices
- Maintains the facilities for future staff and students

#### 2. Expectations for Students:

- Keep locker access to a minimum to avoid being late to class.
- Have earbuds out of ears in hallways.
- Have a pass in the hallways, no passes will be issued the first or last ten minutes of class.
- Follow designated traffic pattern when exiting and entering classroom.
- Move quickly to your next classroom to minimize proximity during passing times.
- Do not gather in the hallways.
- Walk on the right side of the hallways and do not cut through bathroom areas to the other side of the hall.

#### 3. Expectations of Staff:

- Be in the hallways during every passing period.
- Actively scan hallways: help students, monitor locker access, keep traffic moving.
- Greet passing and incoming students by name.
- Be prompt to your duty and actively monitor your area.
- Do not issue passes the first or last ten minutes of class, keep passes to a minimum.

#### 4. Consequences:

- If a student is at their locker between classes without a pass, the teacher will re-teach the expectation for locker
  - access (no lockers between classes).
- If locker behavior persists after re-teaching the expectation, the student will be written up with a minor behavior referral under "Disregard for school rules" (per "Referrals" TSA processes).
- If students are sharing lockers, the teacher will re-teach the expectation that the school rule is that lockers may not
  - be shared.
- If sharing of lockers persist with these students, they will be written up with a minor behavior referral under "Disregard for school rules" (per "Referrals" TSA processes).
- Excessive tardiness will result in a loss of locker privileges.
- Third minor offense will be written up as a major behavior referral, per quarter.

**\*\* Any students who are caught sharing lockers more after a major behavioral referral will lose locker privileges.**

**SEL Standards: Self-Awareness, Self-Management, Responsible Decision-Making Example SEL Language: "Thank you for making a responsible decision;" "Thank you for being a great self- manager;" "Great job showing self-awareness".**

# THUNDERBOLT HANDBOOK

## TEACHER, STUDENT AGREEMENTS

### TSA STANDARD OF DRESS

#### 1. What

- Clothing worn on campus must adhere to [WCSD dress code](#).
- Appropriate dress encourages a respectful environment that focuses on teaching and learning.
- Clothing should not promote an illegal activity, including underage drinking, illegal drug use, domestic abuse, gang membership, battery, assault, or any other civil or criminal conduct which would violate state or federal law.
- Clothing must cover the body from the chest/breasts to below the buttocks. This includes all private/intimate parts of the body, to include the midriff.
- Shorts, skirts, skorts, and dresses must be an appropriate length, extending to the student's mid-thigh.
- Undergarments shall not be intentionally exposed (e.g., bras, boxer shorts).
- Nylons/panty hose/tights may be worn as an undergarment under clothing but not alone as pants/bottoms.
- Leggings, to include yoga pants, are acceptable worn as pants.
- Pants/bottoms with rips, tears, or mesh are acceptable but shall not reveal or expose a private/intimate part of the body nor cause a safety concern (e.g., a tripping hazard because the hem of the pant leg drags on the floor).
- Pajamas are reserved for designated days only.
- Proper footwear at all times – no slippers.
- Head coverings worn for medical or religious reasons are permitted.
- Hats and sunglasses can be worn outside, must be removed upon entering building and stored in lockers.
- Sweatshirt hoods may not be worn in the building.
- Sky Ranch does not have [student uniforms](#).

#### 2. Why

- To maintain a safe environment that focuses on teaching and learning.
- To teach students that a standard of dress will be expected of them in their careers.
- Lanyards with IDs will allow students to use planner passes, check out library books, and attend school events.

#### 3. Expectations for Students

- Students are expected to have lanyard and ID visible at all times.
- Students will comply with staff requests to change or make adjustments to their clothing to ensure dress code compliance.
- Lost lanyards and IDs can be purchased for a nominal fee.

#### 4. Expectation for Staff

- Do a visual scan of the classroom and send any student who is in violation of the dress code to the office with a pass.
- Office will enter data in IC. Student will return to class when appropriately dressed.
- The administration will make announcements and Connect Ed phone calls to remind students and parents of dress code expectations.

## 5. Consequences

- Classroom-managed dress code violations (that can be addressed by teacher) will follow the progressive discipline plan.
  - Classroom managed dress code violations might include (but are not limited to):
    - Wearing hats or head coverings in classrooms
    - 1st time: verbal warning, change of clothes (documented as a minor)
    - 2nd time: student calls parent, change of clothes (documented as a minor)
    - 3rd time: student calls parent, change of clothes, one lunch detention (documented as a minor)
    - 4th time: office discretion, based on situation (documented as major)

**SEL Standards: Self-Awareness, Self-Management, Responsible Decision-Making**

**Example SEL Language: “Thank you for making a responsible decision”; “Thank you for being a great self- manager”; “Great job showing self-awareness”.**

# THUNDERBOLT HANDBOOK

## TEACHER, STUDENT AGREEMENTS

### TSA TECHNOLOGY & BACKPACKS

#### 1. What

- Backpacks
- Cell phones
- Computers

#### 2. Why

- Allows for safe storage of personal items.
- Minimizes movement in the classroom.
- Maintains a safe environment that focuses on teaching and learning

#### 3. Expectations for Students

- Place a backpack on the back of your chair while in class.
- Turn cell phone off.
- Students will place cell phones in their backpack or pocket chart as requested by their teacher. Phones will not be visible during class unless it is designated appropriate by the teacher.
- Videos and music may only be accessed with teacher permission.
- Online games may only be accessed if they are in support of education and permission is granted by a teacher.
- Keep backgrounds, screensavers, and profile pictures school appropriate.
- Stay connected to the school Wi-Fi.
- Bring earbuds to class for educational use.

#### 4. Expectations for Staff

- Have a pocket chart for the storage of cell phones that are located close to the teacher for supervision.
- Hold students accountable to policy.
- Be proactive by consistently monitoring student technology use and re-teaching our students the rules regarding the technology.

#### 5. Cell phone Consequences

- First time teacher asks student to place the device in a teacher designated location (teacher desk, chart, etc.)
  - No argument: cell phone is returned at the end of class.
  - Student argues: phone is taken and turned into office. (Documented as a minor, parent phone call or email home.)
- Second time phone is sent to the office for student pick up at the end of the day. (Documented as a minor, parent phone call or email home.)
- Third time phone is sent to the office for parent pick up. (Documented as a major and office addresses it.)

#### 6. Consequences for Technology Violations

Equipment Related Behavior Violations	Equivalent "Traditional" Classroom Violations	Consequences
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Email, instant messaging, internet surfing, computer games (off-task behavior)	Passing notes, looking at magazines, games (off-task behavior)	Follow Progressive Discipline Step System 4 <sup>th</sup> Minor Becomes a Major
Using profanity or obscenity	Inappropriate language	Follow Progressive Discipline Step System 4 <sup>th</sup> Minor Becomes a Major
Cutting and pasting without citing sources (plagiarism)	Plagiarism	Follow Progressive Discipline Step System 4 <sup>th</sup> Minor Becomes a Major
Damaging, defacing, or endangering device or accessories	Vandalism, property damage	Student is written up for a Major Behavior Referral and consequence assigned by admin
Accessing pornographic material, inappropriate files, or files dangerous to the integrity of the network	Bringing pornographic or other inappropriate content to school in print form	Student is written up for a Major Behavior Referral and consequence assigned by admin
Using an electronic resources account authorized for another person	Breaking into or using someone else's locker	Student is written up for a Major Behavior Referral and consequence assigned by admin

Consequences for a major referral will be handled on a case-by-case basis.

**SEL Standards: Self-Awareness, Self-Management, Responsible Decision-Making**

**Example SEL Language: "Thank you for making a responsible decision;" "Thank you for being a great self- manager;" "Great job showing self-awareness."**

# THUNDERBOLT HANDBOOK

## TEACHER, STUDENT AGREEMENTS

### TSA TARDINESS

#### 1. Why

- Ensures supervision of students in a safe location
- Prevents disruption to the learning environments
- Ensures that student receive all the necessary instruction
- Teaches an important life skill

#### 2. Student Expectations

- Students are in their classrooms when the bell rings.
- Students will attend detention or work crew for tardiness, as determined by admin.

#### 3. Incentives

- Incentives can be earned by students who are on time for class.
  - Teachers may give students PROPS for being on time to class.

#### 4. Consequences

- 1<sup>st</sup>-3<sup>rd</sup> tardies in one class: Teachers will reteach expectation on why it is important to be on time.
- 4<sup>th</sup> tardy in one class: Teacher will make parent contact.
- 5<sup>th</sup> –7<sup>th</sup> tardies in one class: Teachers may assign alternate time to discuss the importance of being on time or have student complete a reflection.
- 8<sup>th</sup> tardy in one class Teacher will contact Dean for appropriate intervention.
- Excessive tardiness to class will result in loss of locker privileges.

\*\*Please be consistent with marking students tardy.

\*\*Excessive tardiness to school will be office managed.

Proper follow through by teacher with tardy protocol (including IC documentation) will result in office managed interventions.

**SEL Standards: Self- Awareness, Self-management, Social Awareness, Responsible Decision Making**

**Example SEL Language: “Thank you for making a responsible decision”; “Thank you for being a great self- manager”; “Great job showing self-awareness**

## STUDENT SAFETY AND DRILLS

Your students' safety is of the upmost concern to the staff at Sky Ranch Middle School. We have been lucky to have a school built with the most updated safety features of any school in the district. The following is a list of definitions of the types of safety concerns that may arise on campus as well as what you can expect from the administrative team at Sky Ranch.

### Code Blue

A Code Blue indicates a medical situation on campus. This situation could be any serious medical situation that requires an immediate response from the Code Blue Team. Some examples of serious medical situations might include but are not limited to: seizures, allergic reactions, fainting and cardiac issues.

### Code Yellow

A Code Yellow indicates a threat near campus. Perimeter doors will be secured. Code Yellow protocol is to be used to prevent the occurrence of a major incident when conditions indicate that a higher-than-normal threat level is present on campus or near campus (i.e. dangerous person in the neighborhood, police searching for a gunman near campus). Staff will continue to teach, and students will continue to learn, but the building will be secured from the outside. Staff lead students in frequent drills to practice the behaviors they will need should a real event occur.

### Code Red

A Code Red indicates a threat on campus. Perimeter doors will be secured. Code Red protocol is to be used to manage the occurrence of a major incident is occurring on campus. All instruction and movement in the building is halted. Staff and students will be following emergency procedures in order keep everyone safe. Staff lead students in frequent drills to practice the behaviors they will need should a real event occur.

### Administrative Procedures during Emergencies

Our first objective during any emergency is to secure our building and protect students. This means that in an actual event, we will notify parents and families with updated information as soon as we are confident that the situation has been addressed. It is possible that you might hear from your student before you hear from administration at the building. An update from administration will occur as soon as we have secured the building and followed our required safety procedures. This could take upwards of thirty minutes. Please know that you can visit the district website, hyperlinked below, for information and updates on Code Red situations that last for an extended period.

<https://www.washoeschools.net/cms/lib/NV01912265/Centricity/domain/152/2018%20back%20to%20school%20expo%20photos/2018%20Emergency%20Guide.pdf>

Drills will not be announced. It is important to practice all situations as if they are live events and live events do not come with advance notice. (If your student has an IEP or 504 that requires advanced notice, which will be honored.) However, if we are conducting a drill, we will put a notice on the front door of the building to inform people why there is no response for office staff.



## STUDENT MEALS

Washoe County School District participates in the National School Breakfast and Lunch Programs. Nutritious meals are served every school day.

Students eligible to receive meals under the National School Breakfast and Lunch Programs may receive lunch every day.

### 1. Cost of Lunch

- Lunch is \$3.15
- Students may purchase lunches in the cafeteria each day with cash or through their lunch account with their code.

### 2. Loading Money on My Child's Lunch Account

- By creating a secure online account with myLunchMoney.com, parents can continue to manage their student's life easily and conveniently.
- Whether it is viewing what meals your child has purchased for the week or simply setting weekly or daily spending limits for your child, [www.myschoolbucks.com](http://www.myschoolbucks.com) provides parents with a direct link to their student's school wherever you have internet access, including at our school's Parent computer. Follow directions on the WCSD website under Nutrition Services.

### 3. Menus

- Menus change on a daily basis with the meal of the day. Pizza, hamburgers and cheeseburgers are available on a daily basis.
- Students may choose to buy a complete meal, or they may purchase from the A La Cart line.
- Menus can be found at <https://www.washoeschools.net/Page/8156>

### 4. Applying for Free or Reduced Lunch

You will find an application online at <https://rocket.washoeschools.net>

- **OR** in your school registration packet
- **OR** at the Sky Ranch Middle School's main office
- **OR** you can go to the Nutrition Services Office

## ATHLETICS

We are passionate about student-athletes, as they exemplify the qualities of athleticism combined with quality academics. At Sky Ranch, we follow all [WCSD athletic policies and procedures](#) to ensure fair sportsmanship for all competitors and equal status/access opportunities for all athletic candidates.

### 1. Athletic Dates

Tryouts for each season will be announced prior to the start date of each season.

- Cross Country 8/21 – 9/14
- Girls Basketball 9/18 – 11/2
- Boys Soccer 9/18– 11/2
- Boys Basketball 11/6 – 12/14
- Volleyball 1/9 -- 2/12
- Wrestling 2/20 -- 3/21
- Girls Soccer 2/20 – 3/21
- Track and Field 4/8 - 4/30

### 2. Eligibility

- Have a 2.0 GPA in academics and citizenship.
- Have no Fs in academics or citizenship.
- Regularly attend all classes.

### 3. Setting Up for Success

- Help your student-athlete be successful from the get-go. Access and download all middle school sports schedules, of interest.
- Make note of Try-Out dates/times.
- Complete/submit all student athletic forms and fees prior to deadlines.
- Please help your student-athlete maintain regular attendance with all sports program needs (practices, games, etc); complete all necessary paperwork; and ensure your child displays the qualities of fair sportsmanship as well as all adults viewing/helping with the program. Let's have an outstanding school year!

Click on the following links for information:

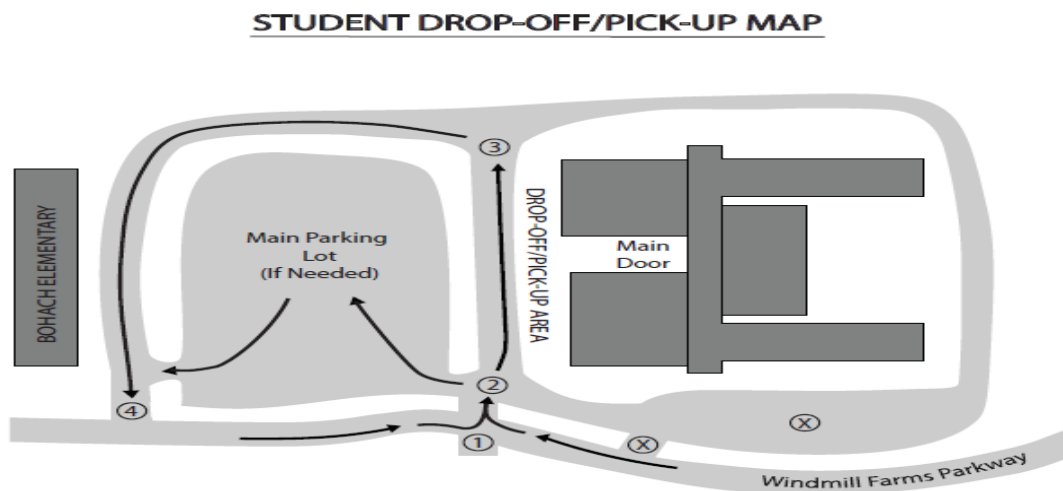
[ATHLETIC SCHEDULES](#)

[STUDENT TRAVEL FORMS](#)

## DROP OFF, PICK UP AND TRANSPORTATION

### 1. Drop Off and Pick Up

- Per State Directive 024 and WCSD School Board Policy, any adult or child over the age of 8 years old, must always wear a face mask covering nose and mouth completely when inside the Sky Ranch Middle School building.
- Parents, for all student drop-off and pick-up, the (un)loading zone is in front of the school along the west-facing curb adjacent to the Sky Ranch Middle School sign. Pull into the second parking lot entrance on Windmill Parkway that feeds directly into the curbside loop on the western front of the building. Pull forward toward the northwest end of the building, where the bike racks are located. Exit by following the drop off lane passed Bohach ES and back onto Windmill Farms Parkway.
- For any/all parking needs, only use the parking lot on the southwestern side of campus.
- Buses will enter and exit the eastern most parking lot entrance, adjacent to the music rooms and maintenance shed.
- Please respect our Sky Ranch bus safety-needs and loading zones by only using the second parking entrance for family drop-off and school-access parking.
- Students may enter/exit the new gate using the stairs off the east side of the campus from Kiley Parkway. Please respect the parking zone markings on the street curbside and watch for students crossing/walking in this area.



### **ZONE EXPLANATIONS**

- 1 - All student/parent traffic enters through main entrance
- 2 - Enter parking lot here if you need to park instead of drop-off/pick-up
- 3 - When dropping-off/picking-up, always pull forward as far as possible
- 4 - After drop-off/pick-up, follow road around parking lot and exit onto Windmill Farms Parkway near Bohach Elementary
- X - Please do not use this entrance or parking lot. This area is for staff parking and bus traffic only



# THUNDERBOLT HANDBOOK

## Transportation

- [Students using buses](#) are responsible for being to the bus stop in the morning 5 minutes prior to bus pick-up time.
- Students are also responsible to be on the school bus after school each day within 7 minutes of the final bell ringing. To maintain bus schedules across all schools, school buses will begin leaving the Sky Ranch campus exactly 7 minutes after the final bell rings.
- Student bus route pick up and drop off times can be found on the district website under the transportation tab by entering your address. Inclement weather updates can be found there as well.
- Students who ride the bus must follow all District bus rules, to maintain student safety at all times, and to provide the bus driver conditions to keep all riders safe while the bus is stationary as well as in motion. You can find the bus rules here: [Bus Rules](#)
- Failure to adhere to district bus rules will result in progressive consequences including detention, temporary bus suspension or permanent bus suspension.
- Please contact Dispatch and Communication with concerns and to set up bussing for your child. 775-337-7769

## 2. Students on Campus

- Students should wait outside the building near the entry point they will access for their 1<sup>st</sup> period class (see attached map).
- Students may arrive at 7:15 am and must leave by 2:10 pm, [unless participating in an event](#) under the direct supervision of a coach or teacher.
- Duty teachers provide supervision starting at 7:15 am and ending at 2:10 pm.
- For safety and security, students must be outside the building prior to the start of school. During lunch time, students must be in the cafeteria, intermurals, outside or in the library. Students must have a Pass from their teacher to be in the building during lunchtime and only with the designated staff member.

## 3. Bicycles and Scooters

- Any student riding a bike or scooter to school must supply a lock and keep their bike locked up in the bike rack area.
- Students are expected to follow all bike safety laws to and from school. On campus, students must walk their bike or scooter.
- Skateboards are not allowed on school grounds, because there is nowhere to safely store them.
- The bike rack is locked after the first bell and unlocked just before the last bell of the day.
- Sky Ranch and WCSD is not responsible for the loss, theft, or damage to these transportation items, or any personal items brought by students or staff and community.