CUBA
INDEPENDENT SCHOOL DISTRICT

STUDENT HANDBOOK 2026-2027

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CHARACTER COUNTS/POSITIVE SCHOOL CLIMATE

RESTORATIVE JUSTICE

At CISD, we encourage the following attitudes and behaviors: friendliness, acceptance, and respect for people of different political, racial, economic, social, and religious backgrounds and abilities; eagerness to participate in both academic and non-academic activities; a spirit of cooperation and willingness to share abilities, time, and skills not only to further one's own goals but to assist others to succeed; prompt and regular attendance in classes and school-sponsored activities and organizations; willingness to adhere to school rules as part of a school family; and to make positive contributions to the academic and social climate. Maintaining a school climate free of harassment, intimidation or bullying supports a total learning experience that promotes personal growth, healthy interpersonal relationships, wellness, and freedom from discrimination and abuse. Cuba ISD follows all laws set in the state of NM in support of student discipline and holistic support for issues that may arise with our students at all schools. Out-of-school suspension and expulsion are reserved for the most severe behaviors: threats to the school or school personnel, selling of drugs. Cuba Schools operates on Restorative Justice Practices.

ATTENDANCE

Punctuality and attendance in school are just as important to your education and success as punctuality and attendance on a job site are to your success as an employee. This good habit begins in school.

New Mexico Attendance for Success Act and the Cuba Independent School Board Policy require school students under the age of eighteen (18) and/or as otherwise provided by law to attend school according to the school calendar established by the school district. It is up to the student's parent/guardian and the student to ensure the student attends school. During remote learning, students are required to check in with teachers daily within the first 30 minutes of school (between 8:00am and 8:30am). Attendance is the same for students in remote learning as it is or on site. Students in remote learning must sign-in to every class period and at the beginning and end of the school day.

Excused Absences, Unexcused Absences, Tardies, and Chronic Absenteeism

An excused absence means absence from a class or school day for a death in the family, medical absence, religious instruction, tribal obligations, or any other allowable excuse pursuant to the policies of the local school board.

An unexcused absence means an absence from a class or school day for which the student does not have an allowable excuse pursuant to the Attendance for Success Act or policies of the CISD School Board.

A tardy for your child's school attendance purposes is defined as any student who is NOT inside the classroom when the tardy bell stops ringing or before the first bell of the day or is not online in the remote classroom within 10 minutes of the start of class.

Chronically absent or chronic absenteeism means that a student has been absent for ten percent or

more of classes or school days for any reason, whether excused or not, when enrolled for more than ten days.

Though certain absences are considered "excused", all absences are recorded and counted in the student's record. A phone call/note may be sent to the front office or attendance clerk. A student may, subject to the approval from the school principal, be **excused** from school to participate in any religious instruction. A phone call/note may be sent to the principal regarding and stating that the student was participating in a religious leave. If a student accumulates five (5) absences, whether excused by a parent/guardian or not, the following actions may be taken:

- If a student misses one day of school, and the school does not receive a phone call from the family, the attendance clerk will make a courtesy phone call to the family.
- If a student misses two consecutive days of school, then the student will receive a home visit from the school.
- Once a student has missed 10% of enrolled days, the school will arrange for a meeting with the parents (elementary school) and with the student and the parents (middle and high school).
- Five (5) absences- Parent/Guardian will receive a letter from the school informing the parent/guardian of absence.Seven (7) – Parent/Guardian will receive a letter from the school informing the parent/guardian of absence and a meeting with the principal to create an attendance contract.
- Ten (10) absences – Parent/Guardian will receive a notice from the school principal detailing the New Mexico School Attendance for Success Act. The Children, Youth, and Family Department (CYFD), Department of Family Services-Navajo Nation, or the District Attorney's office may be contacted to report parents for educational neglect.

If a student is arriving at school tardy, please do the following:

1. Report to the front office to receive a pass or to be escorted to class or call the front office attendance clerk to get an excuse.
2. Provide a note from your parent/guardian explaining why you are late.

EARLY WARNING SYSTEM (EWS)

The intent of EWS in the Cuba School District is to identify students early and provide them with support so that they can get back on track. Informed by research about the academic and behavioral predictors of dropping out, such early warning systems are a promising approach to effective dropout prevention. An early warning system uses readily available data to systematically identify students who are at risk; identified students then can be matched with appropriate interventions to help them get on track.

Indicator	Threshold
Attendance	Student missed 10% or more of instructional time (absences)
Course Performance	Failure in one or more courses Earned 2.0 or lower GPA (on a 4-point scale)
Behavior	Locally validated thresholds (e.g., referrals, in- or out-of-school suspension, behavior grades)

The district will reward students with good attendance, who do not miss more than 10% of instructional time or more than three full school days every nine weeks, and who do not fail in one or more courses or earn a GPA of 2.0 or lower.

MAKE-UP WORK

Regular attendance is essential to a student's success in school and is of prime importance in the education process. All students are expected to attend school (onsite or remotely) each day of the established calendar, in compliance with the Attendance for Success Act. Students are responsible for:

1. Attending school (onsite or remotely) for all days of the established school calendar.
2. Finding out what work was missed and needs to be completed; you will be given the same number of days you were absent to complete/submit missing assignments. The schools are always willing to work with students to help them make up for the missed academic work.
3. Knowing in advance that you are going to need make-up work, please contact your teacher or administrator to make arrangements.

BLACK EDUCATION ACT/RACIAL AGGRESSION HOTLINE

To contact the Anti-Racism, Anti-Oppression Portal, please visit http://bit.ly/ARAOPortal. The

portal is available for students, families, and community members to report school-based incidents of racism, injustice, or discrimination against anyone. Your report will reach a trained department employee from 8:00 a.m. to 5:00

p.m. Monday through Friday. The portal was established as a requirement of the Black Education Act, passed in the 2021 General Session of the Legislature. The discipline matrix in the handbook was developed in partnership with the District Equity Council, involving students, parents, and school personnel, and which meets once per month throughout the school year. This handbook was approved at a local board meeting.

HALL PASSES

Hall passes are to be used at all times when classes are onsite and in session if students need to be outside their classroom. There are no hall passes given out for the first and last ten minutes of class unless it is an emergency.

STUDENT CHECK-OUT/PICK-UP PROCEDURE

Only the parent or legal guardian is permitted to check out a student from school. Only the persons listed in your child's emergency contact will be permitted to check out your child from school. In unexpected situations, a parent/legal guardian may wish to give consent for another person to check out their child from school. In such events, parents must provide written consent that contains the date and time of checkout and phone number to reach the parent giving consent. All transportation changes must be received by 3:00 p.m. Removing students during an organized after-school event will require the written permission of the coach or school representative.

STUDENT DROP OFF

Students should be dropped off at the designated drop-off locations. Elementary students should be dropped off at the sidewalk in front of the building. Middle school students should be dropped off at the southwest end of the building around the staff parking lot. High school students should be dropped off at the student parking lot located behind the high school, west of the football field.

SCHOOL VISITORS

All visitors are required to report to the front office with a valid state-issued ID and sign in. Upon signing in, each person will be issued a Visitor Sticker. An individual who is on school property without the approval of the front office/principal is considered trespassing, and authorities will be called.

STUDENT TRANSPORTATION AND BUS SAFETY

All students are expected to ride their assigned bus home. If the student is to ride a different bus, a signed note that includes the parents' phone number must be received by 3:00 p.m. No changes will be made without written documentation and approval from the front office.

Only students participating in an organized and sponsored after-school activity may ride the activity bus home. The bus driver has full charge of the students when they are riding the bus. The bus is an extension of the classroom, and the rules that apply to the classroom extend to the bus.

FIRE, LOCKDOWN, AND OTHER EMERGENCIES

A CIS Emergency Procedure Plan is posted in each room of the school. Students should familiarize themselves with emergency procedures. When an emergency signal or sound is given, students will immediately respond appropriately as per the plan. When leaving the building is required, all students will leave the room in a quiet and orderly manner, following the prescribed route to clear the building. Students and teachers must report to their designated areas and remain there until the signal or alarm sounds for the return to the classroom.

SCHOOL/STUDENT PROPERTY

School property shall be treated respectfully, and the student's family will pay for any vandalism the student has caused. Students who bring any items of value do so at their own risk. The school principal or designated administrator has the authority to inspect any backpack, purse, gym bag, etc., if there is probable cause.

CUBA ISD CELLPHONE AND WIRELESS COMMUNICATION DEVICES

APPLICABLE GUIDELINES & RULES

Cell phone and wireless communication devices include, but are not limited to, the following list: Cell phones, smart watches, Bluetooth devices, earbuds, headphones, AirPods, other electronic devices per administrative discretion. **Exemptions to the above are school-issued or approved devices by administration.**

The aim of Cuba ISD is to establish a balance between academic focus and responsible student phone, electronic, and technology usage. Cuba ISD students have the privilege of utilizing school-issued laptops, therefore making cell phones and other personal electronics less useful for academic purposes. The school is not responsible for electronic devices being lost, stolen, or destroyed. Students are expected to put cell phones and electronic devices out of sight and on silent mode before entering any classrooms at Cuba ISD schools. Cell phones and other electronic devices can only be used before and after school.

Cell phones and other electronic devices, as listed above, that are seen or heard during the school day are in violation of the school policy, and the student will be asked to turn off the device and put it away in their bag or locker. Further violations will be handled according to the school discipline matrix. Coaches/sponsors will have discretion on the use of electronics on school trips and activities.

PARENT/GUARDIAN CALLS AND TEXTS

Please do not call or text your child, urgent or otherwise, during the school day. A call or text from a

parent or family member does not exempt your student from disciplinary consequences. As an alternative, please call the appropriate office and a staff member will relay the message to your student. As well, students are not to call their parents/guardians directly to pick them up if they feel sick or for any other reason in-side of the academic hours. They must report to the office or nurse and contact their parents/guardians from the school phone. During standardized testing, students are not available to be released for messages until the testing period is completed. We ask for your cooperation in this regard and appreciate your support of your students' academic success by abiding with the policy.

BULLYING

We employ many strategies to discourage bullying and promote a positive school atmosphere. If a student is experiencing any bullying behavior, he or she should report it immediately to a teacher, counselor, or the site principal. CISD will not tolerate bullying of any kind.

CAFETERIA

A cafeteria is provided where students can eat breakfast and lunch. Both breakfast and lunch are provided free of charge to all students. We encourage all students to go through the serving line and eat a nutritious breakfast and lunch each day. Students are brought to the cafeteria during their scheduled time. If a child has special consideration for diet or food restrictions due to allergies, lactose intolerance, or any other medical condition, please inform your child's teacher or the school nurse so that special arrangements can be made for your child. A doctor's order must be provided for any dietary changes. If your child has any dietary restrictions due to culture/beliefs, please speak with your school administrator.

SCHOOL NURSE SERVICES

District nursing staff are housed on campus and at each designated school site and are available for the physical welfare of all students. Students who are ill or become ill during the school day are to obtain a pass from the teacher and report to the nurse. If the illness or injury requires the student to be taken home, the nurse will inform the parent/guardian and the student will be signed out at the front office. If there is a specific medicine students need to take, they will need to inform the nurse's office in each building and ensure that they have permission to keep needed medicine on their person, or if it needs to be housed in the nursing office.

All medication will be kept and dispensed only through the nurse's office, as nursing staff are the only persons authorized to dispense medication to students. **Students are not allowed to carry any form of medication, including Aspirin/Tylenol, in their possession unless they have provided a doctor's note that this is a medicine that needs to be on their person.**

MEDIA CENTER/LIBRARY/BOOKS/TEXTBOOKS

Students coming to the media center/library during class time must have a valid pass or a staff member to supervise the student(s). If help is needed to find materials, the media center/library staff will be there to assist. Students are responsible for the books they check out and are expected to treat

them with respect. If a student tears, writes on, loses, or destroys a book, they will be required to pay the full cost of replacement.

FIELD TRIPS

Properly supervised and planned educational field trips are an important part of the instructional program. A signed permission form from a parent or guardian is required for all students attending a field trip.

Any parent accompanying a class on a field trip is expected to follow the school rules and assist the teacher in supervising students. Only students enrolled in the class may attend the field trip.

All students will be returned to the school after a field trip unless prior arrangements have been made with the administrator and are documented in writing.

STUDENT ACTIVITIES

CISD offers a variety of activities that students can choose from to enrich their learning and school experience. Every student will have a choice of “clubs" throughout the year. For more information regarding clubs, please ask your student’s teacher or the school site principal.

INCENTIVES

ELEMENTARY INCENTIVES & STUDENT RECOGNITION PROGRAMS

Positive Behavioral Intervention Supports			
Program	Person(s) Responsible	Behavior	Incentive
In-Class Incentives	Teachers	Teachers will design a token economy where students can spend Class Dojo points to earn prizes. Students who demonstrate the school's behavioral expectations, show kindness, take responsibility, and make positive choices will be recognized.	Various incentives.
Student of the Month	Homeroom teachers, principals, and the social worker.	Homeroom teachers will decide on a Student of the Month from each classroom. This award is for students who consistently follow the rules, do their work, have excellent attendance, and are good classroom and school citizens.	Ram drawstring book bag, with prizes, a certificate of recognition, and their photo on the Hall of Fame bulletin board.
Attendance Awards	Homeroom teachers and the Early Warning Systems (EWS) Team.	Students who consistently come to school every day will receive incentives for their good attendance.	*From District:* - Incentives on 40-day, 80- day, and 120-day. - March Madness Attendance Prizes - Monthly incentives *From School:* - Quarterly recognition at awards assembly - Name on the Hall of Fame bulletin board - Monthly perfect attendance will receive an incentive. - Yearly perfect attendance will be rewarded with a bike.

Academic Recognition			
Program	Person(s) Responsible	Behavior	Reward
Honor Roll / Academic Excellence	Homeroom teachers, Principals, and the Social Worker	Students who show academic excellence and have all A's or A's and B's on their report cards.	T-shirts, prizes, medals, certificates, awards, assembly recognition, their photo, and name on the Hall of Fame bulletin board. A Honor Roll all year receives a STEM Backpack A and A/B Honor Roll all year will have a field trip
Level-Up Reading Challenges	Classroom Teachers and Principals	Students will be awarded for exceeding their reading goals using BeanStack as their goal indicator.	Students will receive rewards for reading challenge events. Students who are high scorers will be invited to a reading rally at the end of the year.
Level-Up Math Challenges	Classroom Teachers and Principals	Students will be awarded for exceeding their math goals during monthly math challenges.	Students will receive rewards for math challenge events.

MIDDLE SCHOOL INCENTIVES

Cuba Middle School will recognize our amazing students by having all teachers select Students of the Month. Students of the Month will be recognized for good leadership skills, hard work, positive attitude, good behavior, and/or respectful interactions. We will also have attendance awards to recognize students who come to school every day and on time. Our students who show individual growth and the most improved class in short cycle assessments will be rewarded.

HIGH SCHOOL INCENTIVES

Cuba High School will recognize students throughout the year. Recognition will be given to students who demonstrate excellence and improvement not only in academics, but attendance, citizenship, and kindness, to name a few. Staff will seek out students who shine and recognize them in multiple ways. Students and the staff at CHS want to catch you doing great things, so be proud of who you are and allow us to see your awesomeness!

DRESS CODE

The school is responsible for fostering and reinforcing good habits of dress and grooming, as well as promoting an atmosphere of learning. By doing so, we are hopeful that students will develop an understanding of appropriate dress in specific environments. *Any article of dress that tends to draw excessive attention, interferes with instruction, threatens health or safety, represents drugs, alcohol, gang affiliation, or is discriminatory to others is not appropriate for school. We honor the cultural dress and hair aligned to students' culture and heritage.*

DRESS CODE EXPECTATIONS FOR ALL SCHOOLS

Pants, shirts, dresses, hoodies & pullover hats

- Pants, shirts, dresses must properly fit and cover skin from the waist down to support non-distractions. Spandex, yoga pants may be worn if the shirt extends to the thighs. Shirts need to be appropriately fit, with no midriff (showing torso) or low cut shirts that could be distractive to the educational process.
- Hoods on hoodies are not allowed inside buildings.
- Health/Medical Grade Masks (only) can be worn on school campuses; no pull-over mask or masks with writings or drawings can be worn.

Footwear

- Shoes will be worn at all times and be safe and secure.

DISCIPLINE

ELEMENTARY SCHOOL RULES AND BEHAVIOR EXPECTATIONS

At Cuba Elementary School, we use restorative practices to help children build strong social- emotional skills, manage their behavior, and grow into kind, responsible individuals.

We focus on teaching and helping students understand their feelings, solve problems peacefully, and repair harm when mistakes happen. When conflicts arise, we guide students through reflective conversations to make things right and strengthen relationships.

We also use positive support and incentives to encourage great choices! This includes verbal praise, classroom incentives, leadership roles, and school-wide celebrations that recognize effort, kindness, attendance, and academic achievements.

Together, these tools create a safe, supportive, and respectful environment where every child can thrive.

Our Cuba Elementary School expectations for student behavior are:

BE SAFE

Keep your hands, feet, and objects to yourself.

BE RESPECTFUL

Use kind words and actions.

BE RESPONSIBLE

Follow adult directions and be prepared to learn.

Within this document are guidelines that Cuba Elementary has established and designed to promote student success. These guidelines for student conduct are to ensure a safe learning environment for each and every student, as well as to create a safe environment for the faculty and staff.

This family handbook allows a student to take accountability for his or her actions so that each student learns and accepts responsibility when violations occur. It is crucial for families and the school to work together to make sure that students can take ownership for his or her actions. If a student's actions violate a district guideline, the student will be expected to fulfill and accept the appropriate consequences.

The expectations our school has for each and every student should be met when students are at all areas of school, going to or from school, at a bus stop, and/or at a school event. These expectations help ensure students are safe at all times.

Consequences outlined in this handbook are not the only consequences that may occur when a student violates a school guideline. Each administrator, or appropriate discipline personnel, has the ability to use discretion to create an appropriate consequence for a student's violation.

Although Cuba Elementary strives to allow students to grow and allow their personal and unique strengths to shine, we will not allow the hindrance of student learning due to inappropriate conduct.

ELEMENTARY DISCIPLINE MATRIX PRE-K – 2ND GRADE

PreK – 2nd Grade			
Behavior	1st Offense - Handled by Teacher (Suggestions listed)	2nd Offense - Handled by Teacher or Refer To Social Worker/Administrator	3rd Offense - Handled by Teacher or Refer To Administrator
Not following directions	• Teach routines with visuals and role- play • Use Choice Boards • Review Expectations	• Check-in/Check-out system • Visual schedule and reminders • Calm-down toolkit • Daily behavior chart with individual goals (if needed) • Contact parent/guardian (teacher)	• Daily behavior chart with individual goals • Home to school communication log • Social Emotional Learning (SEL) sessions with the social worker • 1 Structured Day • Contact parent/guardian (administrator)
Disrupting the learning environment	• "Safe Place" calming corner • Brain Breaks • Class agreements made during circle time	• Small group skill-building (e.g., impulse control) • Behavior reflection sheet with adult support • Contact parent/guardian (teacher)	• Social Emotional Learning (SEL) sessions with the social worker • Individual restorative conference • 1 Structured Day • Contact parent/guardian (administrator) • Safety Plan if needed
Hurtful language/ Bullying	• Use I-messages and problem-solving script • Emotional literacy lessons (naming feelings)	• Guided restorative circle with involved students • Role-playing kind responses • Behavior contract (if needed) • Contact parent/guardian (teacher)	• Restorative justice session • Ongoing Social Emotional Learning (SEL) coaching with the Social Worker • 1 Structured Day • Behavior Contract • Contact parent/guardian (administrator)
Physical aggression (hitting, kicking)	• Teach hands are for helping • "Say it with words" scripts • Model gentle touch with puppets	• Buddy classroom breaks • Restorative circle with affected students • Contact parent/guardian (teacher)	• Restorative circle with affected students • Safety plan developed with family • Daily check-ins with the social worker • 1 Structured Day • Contact parent/guardian (administrator)

Excluding or not sharing with peers	• Model and practice inclusive language • Social Stories on friendship • "We are a team" songs or chants	• Reflection conversation with teacher • Contact parent/guardian (teacher)	• Restorative conference with those affected • Family meeting to co-plan strategies • Contact parent/guardian (administrator)
Theft	• Teacher redirection and private conversation • Return the item to its owner • Contact parent/guardian (teacher)	• 1 Structured Day • Behavior Contract • Restorative circle with affected students (if needed) • Contact parent/guardian (teacher)	• 1-2 Structured Days • Review/Update Behavior Contract • Restorative circle with affected students (if needed) • Contact parent/guardian (administrator)

ELEMENTARY DISCIPLINE MATRIX 3RD – 5TH GRADE

3rd – 5th Grade			
Behavior	**1st Offense - Handled by Teacher (Suggestions Listed)**	**2nd Offense - Refer To Social Worker or Administrator**	**3rd Offense - Refer to Administrator**
Teasing: To provoke or irritate with playful but hurtful comments or behavior. **Harrassment:** Aggressive teasing, intimidation, or exclusion **Bullying:** Verbal, emotional, or physical attacks or intimidation. Aggressive targeting.	• Private conversation using active listening and I- messages • Practice empathy through perspective-taking • Student writes or draws a reflection/ apology • Restorative chat with impacted student (facilitated) • Contact parents	• Social worker-facilitated restorative circle • Teach empathy and perspective-taking • Opportunity to restore relationships through action • Daily check-ins until harm is repaired • 1 Structured Day with accountability project (e.g., school kindness campaign) • Contact parents	• Social-emotional support for all involved • Education on empathy and harm through guided lessons • Apology/reconnection activity • Restorative practices could include Structured Day(s), Accountability Project, Community Circles and could lead to suspension • Safety Plan for harmed student • Responsible leadership role to rebuild identity positively • Contact parents
Defiance/ Disrespect / Non-Compliance: Refusing to follow directions or being boldly noncompliant	• Re-teach expectation with connection, not correction • Calm-down or regulation support first (eg. breathe, journal, sensory tool) • Collaborative problem-solving ("What's getting in the way today?") • Opportunity to repair the relationship (note, check-in, job offer) • Offer structured choices (e.g., "You may do it now or after a break.") • Contact parents if needed	• Reflective conference: identify triggers and new choices with social worker and teacher. • Calm-down plan with co-regulation tools • Ongoing support from the social worker • 1 Structured Day with Accountability Project • Behavior Contract • Restorative conference with teacher, student, and parent • Contact Parents	• Restorative practices could include Structured Day(s), Accountability Project, Community Circles and could lead to suspension • Reentry conference with family • Daily Check-In/Check-Out with trusted adult • Contact Parents

3rd – 5th Grade Continued			
Behavior	**1st Offense - Handled by Teacher (Suggestions Listed)**	**2nd Offense - Refer To Social Worker or Administrator**	**3rd Offense - Refer to Administrator**
Disruption: Talking out of turn, making noises, leaving seat without permission, distracting others **Disorderly Conduct:** **(Can Start at 3rd Offense)** Violent outbursts or destruction of property; unsafe behavior	• Brain break or mindfulness activity • Safe Space/Calming Corner - use with co-regulation support • Class rule review with the group or individually • Student reflection using sentence starters or journal • Contact parents	• Social worker restorative conference • Behavior Contract • Check-In/Check-Out with trusted adult • Contact Parents	• 1-3 Structured Days with Accountability Project • Calm space and safety plan developed • Reentry meeting with student input • Student participates in community restoration (cleanup, apologies, service) • Contact Parents
Inappropriate Language: Swearing, gestures, or put- downs not directed at anyone specifically	• Teach replacement language or calming phrases • Opportunity for the student to make things right (kind message, clean-up, service) • Apology (verbal, written, or creative) with support if needed • Contact parents	• Social worker restorative conversation • Reflection on impact of words • Restorative apology to affected individuals • Behavior Contract if repeated • Contact Parents	• Restorative practices could include Structured Day(s), Accountability Project, Community Circles and could lead to suspension • Family conference • Contact Parents

3rd – 5th Grade Continued			
Behavior	**1st Offense - Handled by Teacher (Suggestions Listed)**	**2nd Offense - Refer To Social Worker or Administrator**	**3rd Offense - Refer to Administrator**
<u>Lying/ Cheating/ Investigative Behavior:</u> The student delivers an untrue message. Deliberately violates rules, forgery, or cheating. Dishonest on tests, classwork, or documents. Spreading rumors, stirring drama, and encouraging others to act	• Private restorative conversation about trust • Re-teach the value of honesty and effort • Collaborative plan for redoing work with integrity • Reflection on how actions affect others (teacher, peers, family) • Contact parents	• Social worker-led reflection: "What led to this choice?" • Restorative circle with teacher and student or small circle mediation with students impacted • Create a peer leadership opportunity as a positive outlet • Behavior Contract • 1 Structured Day with Accountability Project • Contact parents	• Restorative practices could include Structured Day(s), Accountability Project, Community Circles and could lead to suspension • Family conference with administration, student, and parent/guardian to develop a plan for rebuilding trust • Restitution or academic integrity plan (e.g., redo assignment, loss of credit when appropriate according to school policy, or complete an alternative assignment) • Restorative conference with those impacted to repair relationships and restore trust • Behavior Contract with clearly defined honesty and accountability goals • Daily Check-In/Check-Out with a trusted adult until consistent honesty is demonstrated • Leadership or service opportunity to rebuild trust within the classroom or school community • Contact Parents

3rd – 5th Grade Continued			
Behavior	**1st Offense - Handled by Teacher (Suggestions Listed)**	**2nd Offense - Refer To Social Worker or Administrator**	**3rd Offense - Refer to Administrator**
<u>Physical Contact:</u> Pushing, shoving, and horseplay **<u>Minor Fighting:</u>** (Start at 2nd Offense) Physical aggression with no injury; students stop when told **<u>Serious Fighting:</u>** (Start at 3rd Offense) Physical injury; students required adult physical intervention ● **Review of safety expectationrequired adult physical intervention** **<u>Assault/Threat:</u>** (Start at 3rd Offense) Threatening or causing physical harm to another student or staff member **Community Circles and could lead to suspension** **Contact Parents**	• Review of safety expectations • Student reflection + repair talk • Peace Corner with breathing tools • Supervised reconnect activity (e.g., helping hand, classroom job) • Contact Parents	• Calm down and separate first • Restorative circle with both students when ready • Reflective work: "What happened? Who was affected?" • Repair options: verbal, written, or service- based • 1-3 Structured Days with accountability project • Behavior Contract • Contact Parents	• Immediate separation to ensure safety • Social worker-led debrief for involved parties eg. "What happened? What was the need?" • Repair circle and community agreement before return • Safety and support plan developed before return (if needed) • Conflict-resolution skill- building sessions with social worker • Restorative practices could include Structured Day(s), Accountability Project, Community Circles and could lead to suspension Contact Parents

3rd – 5th Grade Continued			
Behavior	**1st Offense - Handled by Teacher (Suggestions Listed)**	**2nd Offense - Refer To Social Worker or Administrator**	**3rd Offense - Refer to Administrator**
Confrontation with Staff: Argumentative, raised voice, challenging tone	• Private conversation • Reteach expectations with connection • Calm-down or regulation support (eg. breathe, journal, sensory tool) • Reflection: "What need were you trying to meet?" • Opportunity to repair the relationship (note, check-in, job offer) • Contact Parents	• Student-teacher restorative mediation with the social worker • Reflection: "What need were you trying to meet?" • Co-created regulation strategies and practice scenarios • 1 Structured Day with Accountability Project • Behavior Contract • Reconnect activity with adult (e.g., lunch check-in) • Contact Parents	• Restorative practices could include Structured Day(s), Accountability Project, Community Circles and could lead to suspension • Family conference • Reentry meeting focused on rebuilding relationships • Contact Parents
Property Misuse: Breaking, damaging, or misusing classroom items **Minor Vandalism:** (Start at 2nd Offense) Damage to school / classmate property (books, bags, etc.) **Major Vandalism:** (Start at 3rd Offense) Damage to technology or property with high value	• Calm explanation of expectations • Restorative repair (clean-up, fix-it job) • Verbal/written apology • Role-play: “How can we take care of our space?” • Contact Parents	• The student creates a restoration plan (cleaning, fixing, apologizing) • Re-teach: “We are all caretakers of our space.” • 1 Structured Day with Accountability Project • Contact Parents	• Student-led restitution (repair, apology, project-based repair plan) • Family collaboration to address the financial and behavioral plan • Teach and model responsible caretaking of shared spaces • Restorative practices could include Structured Day(s), Accountability Project, Community Circles and could lead to suspension • Contact parents

3rd – 5th Grade Continued			
Behavior	**1st Offense - Handled by Teacher (Suggestions Listed)**	**2nd Offense - Refer To Social Worker or Administrator**	**3rd Offense - Refer to Administrator**
Stealing (Items under $5): Taking something that doesn't belong to you **Petty Theft (Under $300):** (Start at 2nd Offense) Taking items not belonging to student	● Private reflection: "Why did this happen?" ● Restorative conversation with the affected party ● Return or replace the item ● Rebuild trust (small helpful task, check-in with adult) ● Contact Parents	● Guided empathy lesson with reflection by social worker: "Who was affected?" ● Return/replacement of item ● Family conference and behavior support plan ● Trust-building responsibility (classroom helper, tech lead) ● 1-3 Structured Days with Accountability Project ● Contact Parents	● Restorative practices could include Structured Day(s), Accountability Project, Community Circles and could lead to suspension ● Restitution or replacement plan ● Family conference ● Behavior Contract ● Contact Parents
Electronic Device Misuse: Playing with a cell phone, texting, recording, misuse of a computer, or any other electronic device	● Calm, non-punitive confiscation (explain why) ● Reflection on responsible use ● Re-teach technology expectations ● Opportunity to earn device use back responsibly ● Follow School Policy ● Contact Parents	● Device confiscated according to school policy ● Social worker reflection on responsible technology use ● Behavior Contract if repeated ● Loss of device privileges for designated period per school policy ● Contact Parents	● 1 Structured Day with Accountability Project if misuse significantly disrupted learning or involved inappropriate content ● Digital citizenship lesson ● Family conference ● Possible loss of technology privileges ● Contact Parents

3rd – 5th Grade Continued			
Behavior	**1st Offense - Handled by Teacher (Suggestions Listed)**	**2nd Offense - Refer To Social Worker or Administrator**	**3rd Offense - Refer to Administrator**
Distributing Inappropriate Items/Materials: Sharing inappropriate images, notes, drawings, or objects (Distribution of sexually explicit material, credible threats, hate speech, or materials that create a significant disruption or safety concern may begin at Offense 2 or 3, depending on the severity and district policy).	● Calmly confiscate the item/material. ● Private restorative conversation about why the material was inappropriate. ● Guided reflection: "How could this affect others?" ● Re-teach classroom and digital citizenship expectations. ● Student repairs harm through an apology or other restorative action if others were impacted. ● Contact Parents	● Social work conference with restorative questions ● Guided reflection: impact on classroom community ● Opportunity for repair (e.g., apology, education to the class) ● Re-teaching digital/citizenship or empathy skills ● 1 Structured Day with Accountability Project ● Contact Parents	● Restorative practices could include Structured Day(s), Accountability Project, Community Circles and could lead to suspension ● Family conference with administration ● Reentry conference before returning to class ● Digital citizenship or empathy lessons ● Contact Parents
Grounds / Unauthorized Location: **(Start at 2nd Offense)** Leaving an assigned area (classroom, cafeteria, playground, restroom, etc.) without permission but remaining on campus. **(Start at 3rd offense)** Leaving school grounds or eloping from campus, creating a significant safety risk.		● Immediate return to supervision and safety check. ● Social worker restorative conference to identify the reason for leaving. ● Student reflection: "What happened? What could you do differently?" ● Develop a classroom/regulation plan (break card, safe space, trusted adult). ● Parent notification. ● Behavior Contract and Check-In/Check-Out with a trusted adult.	● Immediate parent notification ● Family conference - safety conversation ● Safety and support plan created collaboratively ● Student reflection: "What led you to leave?" ● Rebuild trust through Check-In/Check-Out, buddy system, or adult mentor. ● Functional problem-solving to identify triggers and prevention strategies. ● Restorative practices could include Structured Day(s), Accountability Project, Community Circles and could lead to suspension ● Reentry meeting prior to returning to class

3rd – 5th Grade Continued			
Behavior	**1st Offense - Handled by Teacher (Suggestions Listed)**	**2nd Offense - Refer To Social Worker or Administrator**	**3rd Offense - Refer to Administrator**
Possession / Use of Unauthorized Medication (non-Abuse): (Start at 2nd Offense) Cough drops, ibuprofen, or another student's medication **Possession / Use of Drugs:** (Start at 3rd Offense) Alcohol, tobacco, vapes, marijuana, street drugs or misuse of medication		• Secure the medication and notify the nurse/ administrator • Parent notification and family conference • Student education on medication safety • Social worker or counselor reflection on making safe choices • Behavior/Safety Plan • Contact Parents	• Ensure student safety and secure the substance Immediate family notification • Follow district policy regarding law enforcement or required reporting, when applicable. • Referral to a community counseling partner if appropriate • Family-led support plan (may include counseling) • Restorative practices could include Structured Day(s), Accountability Project, Community Circles and could lead to suspension • Reentry meeting and ongoing supports (Check-In/Check-Out, Behavior Contract)
Possession of Simulated Weapons: Bringing toy weapons or replicas to school		• Calm removal and student debrief • Re-teach safety expectations • Reconnect and repair process with the class • Family conversation about media/safety awareness	• Restorative practices could include Structured Day(s), Accountability Project, Community Circles and could lead to suspension • Safety conference with family • Behavior/Safety Contract • Restorative education on school safety expectations

3rd – 5th Grade Continued			
Behavior	**1st Offense - Handled by Teacher (Suggestions Listed)**	**2nd Offense - Refer To Social Worker or Administrator**	**3rd Offense - Refer to Administrator**
Possession of Weapons: (Start at 3rd Offense) Possession of a real or potentially dangerous weapon (knife, firearm, blunt object) on school grounds or during school events.			• Immediate confiscation and notification of authorities as required by policy • Ensure safety for all, separate student calmly • Family notified and brought into safety planning • Mandatory suspension per district/state policy • Social Worker led restorative process to explore "What led to this?" and "What do you need?" • Reintegration plan developed with administration, social worker, student and family • Possible referral to outside services • Could result in expulsion hearing
Sexting (1:1 and non-coerced): (Start at 2nd or 3rd Offense) Sending or receiving sexual content digitally between students **Sexual Harassment:** (Start at 2nd or 3rd Offense) Unwanted verbal, physical, or written sexual advances		• Individual and family support with discretion and dignity • Student education on digital safety and consent • Restorative planning with the social worker if trust is broken • Admin meets with all parties to ensure emotional safety • 1-2 Structured Days with Accountability Project • Contact Parents	• Immediate safety and separation plan • Support for the harmed student, including family outreach • Education on consent, boundaries, and empathy • Restorative practices could include Structured Day(s), Accountability Project, Community Circles and could lead to suspension • Contact Parents

MIDDLE & HIGH SCHOOL DISCIPLINE MATRIX

Cuba ISD works to support the whole child and help when student/s violate/s rules that harm them or their classmates.

The following is a discipline matrix to help students and parents understand the supports and consequences when a child violates school rules and district policy. Each action is at the discretion of the site administrator acting in the best interest of the student as well as the student body. We use restorative justice practices and counseling support to help students when violations of policies occur. The use of support circles when needed will be implemented.

Under-the-influence/Possession of Drugs, Alcohol, or Paraphernalia			
Type of Incident	**1st Offense**	**2nd Offense**	**3rd Offense**
Under-the-Influence **Possession of Drugs, Alcohol, or Paraphernalia** **Distribution (1 oz. of Marijuana or Broken up for distribution)** ***Goes straight to 3rd offense line**	● Parent Notification ● Risk Assessments Character Strong ● Referral to School Counselors, Social Worker ● Restorative Practices could include Structured Day, Accountability ● Evaluation by nursing staff	● Parent Notification ● Report to Police ● Referral to Counseling at School-Based Health Center ● Restorative Practices could include Structured Day ● Evaluation by nursing staff	● Parent Notification ● Referral to Treatment Program ● Referral to Counseling at School-Based Health Center ● Restorative Justice 3 days w/ accountability report and restorative family circles. ● Evaluation by nursing staff based on needs of student ● Report to police ● Behavior Contract Updated ● Suspension up to 10 days, possible expulsion hearing

Fighting / Physical Aggression and Other Disruptive Behavior			
Type of Incident	**1st Offense**	**2nd Offense**	**3rd Offense**
Threats, Hazing, Bullying or Intimidation (including social media)	• Restorative Practices could include Structured Day, Accountability Project, and/or Community Circles • Behavior Contract required. • Parent phone call • Visit with a counselor or social worker	• Restorative Practices could include Structured Day, Accountability Project, and/or Community Circles • Behavior Contract required. • Parent conference • Visit from a counselor/social worker • Recommended support service team(s)	• Restorative Practices could include Structured Day, Accountability Project, and/or Community Circles • Parent conference • Report to the Police Department • Visit from a counselor/social worker • Social time restrictions and/or participation in activities/athletics
Racialized Aggression Racialized aggression is defined as any aggressive act which can be characterized, categorized, or which appears as such to be racial in nature. These acts and behaviors are strictly prohibited	• Parent notification • Immediate removal from learning environment • Investigation – outcome will determine consequences or possible Title IX investigation	• Parent • notification • Immediate removal from learning environment • Investigation – outcome will determine consequences or possible Title IX investigation	• Parent notification • Immediate removal from learning environment • Investigation – outcome will determine consequences or possible Title IX investigation
Involved in a Fight	• Restorative Practices could include Structured Day, Accountability Project, and/or Community Circles • Behavior Contract required. • Parent phone call • Visit of a counselor/social worker	• Restorative Practices could include Structured Day, Accountability Project, and/or Community Circles • Behavior Contract updated. • Possible forfeit of activities 1 week • Parent conference • Visit of a counselor/social worker. • Recommended to support service team(s)	• Restorative Practices could include Structured Day, Accountability Project, and/or Community Circles • Parent conference • Possible forfeit of activities 2 weeks • Recommended to support service team(s) • Visit from a counselor/social worker. • Report to police

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Fighting / Physical Aggression and Other Disruptive Behavior (continued)			
Type of Incident	**1st Offense**	**2nd Offense**	**3rd Offense**
Threat or Assault to a staff member, or the school *Goes straight to 3rd offense line			• Suspension (up to 10 days) pending an Expulsion Hearing
Disruptive Behavior in Class/Campus **Dress Code Violation**	• Restorative Practices could include Structured Day, Accountability Project, and/or Community Circles • Recommended to support service team(s) • Parent Phone Call • Behavior Contract • Warning	• Restorative Practices could include Structured Day, Accountability Project, and/or Community Circles • Recommended to support service team(s) • Behavior Contract update • Parent Conference	• Restorative Practices could include Structured Day, Accountability Project, and/or Community Circles • Behavior Contract updated • Parent Conference • Visit from a counselor/ social worker
Violation of Technology Use Agreement	• Restorative Justice 1st Session: Community Circle Process with Parent/Guardian Practices could include Structured Day, Accountability Project, and/or Community Circles • Verbal Warning • Parent Phone Call	• Restorative Practices could include Structured Day, Accountability Project, and/or Community Circles • Parent Conference • Behavior Contract Required	• Restorative Practices could include Structured Day, Accountability Project, and/or Community Circles • Parent Conference • Behavior Contract Revisited • Visit from a counselor/social worker
Sexually abused another person *Goes straight to 3rd offense line			• Investigation with student(s) placed on remote learning until findings are complete • Title IX processes and possible hearing depending on incident severity • Parent conference • Report to Police • File report with CYFD or Navajo Nation Social Services

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Fighting / Physical Aggression and Other Disruptive Behavior (continued)			
Type of Incident	**1st Offense**	**2nd Offense**	**3rd Offense**
Engaging in sexual behavior on campus	● Parent conference ● Visit from counselor/social worker ● Recommended to support service team(s) ● Nurse consultation ● Restorative Practices could include Structured Day, Accountability Project, and/or Community Circles	● Visit from a counselor/social worker ● Parent conference ● Recommended to support service team(s) ● Restorative Practices could include Structured Day, Accountability Project, and/or Community Circles	● Suspension for up to 10 days pending expulsion hearing with a visit from a counselor/social worker ● Restorative Practices could include Structured Day, Accountability Project, and/or Community Circles ● Recommended to support service team(s) ● Mental health referral
Overt public displays of affection (PDA)	● Contact parents	● Contact parents ● Behavior contract ● Restorative Practices could include Structured Day, Accountability Project, and/or Community Circles	● Contact parents ● Re-visit behavior contract ● Restorative Practices could include Structured Day, Accountability Project, and/or Community Circles

Property Damage/Theft/Forgery			
Type of Incident	**1st Offense**	**2nd Offense**	**3rd Offense**
Attempted/damaged private/school property (includes non-school hours)	• Restorative Practices could include Structured Day, Accountability Project, and/or Community Circles • Behavior contract • Parent conference • Restitution	• Restorative Practices could include Structured Day, Accountability Project, and/or Community Circles • Restitution • Behavior contract • Parent conference • Report the incident to Police • Visit from a counselor/social worker	• Restorative Practices could include Structured Day, Accountability Project, and/or Community Circles • Restitution • Extend suspension pending an expulsion hearing • Parent conference • Report the incident to Police • Visit from the counselor/social worker • Mental health referral
Possessed stolen property	• Restorative Practices could include Structured Day, Accountability Project, and/or Community Circles • Parent Conference • Restitution • Report to Police • Visit from the counselor or social worker	• Restorative Practices could include Structured Day, Accountability Project, and/or Community Circles • Parent Conference • Restitution • Report to Police • Visit from the counselor or social worker	• Restorative Practices could include Structured Day, Accountability Project, and/or Community Circles • Restitution • Extend suspension pending and expulsion hearing • Parent conference • Report the incident to the Police • Visit from the counselor or social worker

Property Damage/Theft/Forgery (continued)			
Type of Incident	**1st Offense**	**2nd Offense**	**3rd Offense**
Forged or altered school documents	● Restorative Practices could include Structured Day, Accountability Project, and/or Community Circles ● Parent conference ● Visit from counselor/ social worker	● Restorative Practices could include Structured Day, Accountability Project, and/or Community Circles ● Forfeit activities ● Behavior contract ● Parent conference ● Visit from counselor/ social worker	● Restorative Practices could include Structured Day, Accountability Project and/or Community Circles ● Visit from the counselor or social worker ● Parent conference ● Forfeit activities 1 week
Possessed stolen property	● Restorative Practices could include Structured Day, Accountability Project, and/or Community Circles ● Parent Conference ● Restitution ● Report to Police ● Visit from the counselor or social worker	● Restorative Practices could include Structured Day, Accountability Project, and/or Community Circles ● Parent Conference ● Restitution ● Report to Police ● Visit from the counselor or social worker	● Restorative Practices could include Structured Day, Accountability Project, and/or Community Circles ● Restitution ● Extend suspension pending and expulsion hearing ● Parent conference ● Report the incident to the Police ● Visit from the counselor or social worker

Weapons			
Type of Incident	**1st Offense**	**2nd Offense**	**3rd Offense**
Possessed/displayed a dangerous object or look-alike object	● Restorative Practices could include Structured Day, Accountability Project, and/or Community Circles ● Visit from the counselor or social worker ● Parent conference ● Report the incident to police/campus security (HS)	● Restorative Practices could include Structured Day, Accountability Project, and/or Community Circles ● Visit from the counselor or social worker ● Parent conference ● Report the incident to the police ● Visit from the counselor or social worker	● Restorative Practices could include Structured Day, Accountability Project, and/or Community Circles ● Suspension 1 to 10 days pending a hearing
Possessed a weapon *Goes straight to 3rd offense line			● Suspended 10 days pending the outcome of a long-term suspension or expulsion hearing

Ditching/Tardiness			
Type of Incident	**1st Offense**	**2nd Offense**	**3rd Offense**
Tardy	● Written warning to student	● Parent notified by phone/letter ● Behavior Contract	● Parent conference ● Behavior contract required
Ditching	● Parent notified by phone/letter ● Behavior Contract	● Parent conference ● Recommend to counselor/social worker ● Behavior Contract revised	● Parent Conference ● Return to school with parent/ guardian present

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Cell Phones			
Type of Incident	**1st Offense**	**2nd Offense**	**3rd Offense**
Use of Cell Phones and Electronic Devices in Schools See School Board Policy ***J-3150 Use of Cell Phones and Electronic Devices in Schools***	• Email and/or Cell Phone slip to the principal	• Email and/or Cell Phone slip to the principal • Call parents • Administrator returns the device to the student at the end of the day.	• Parent/Student conference • Administrator returns the device to the parents. • Restorative Practices could include Structured Day, Accountability Project, and/or Community Circles

2026-2027 CUBA INDEPENDENT SCHOOL STUDENT HANDBOOK RECEIPT FORM

PARENT/GUARDIAN & STUDENT HANDBOOK RECEIPT FORM

This HANDBOOK was issued to me on _____ by_____
Issue Date Staff Member

The aforementioned CISD teacher/staff member read aloud the Student Handbook to me as well as all other attending students. There was also time for discussion, clarification, and time for questions/answers.

Students are required to read the Student Handbook carefully on their own. By reading the Handbook, you will be aware of and understand the procedures and rules of CISD.

STUDENTS: Please sign/type your name below. Typing or signing your name shows that you have read the Student Handbook and fully understand its contents. If you choose not to enter your name below as requested, you are still accountable for following all the information contained herein.

Student Print Name: _____

Student Signature: _____ Date: _____

PARENT/GUARDIAN: By typing/signing your name below you indicate that:

Your son/daughter received a copy of the 2026-2027 CISD Student Handbook,

You read it in its entirety,

You understand its contents,

You discussed the Student Handbook with your son/daughter, and

You will agree to and support the guidelines described in the Student Handbook.

Parent/Guardian Print Name: _____

Parent/Guardian Signature: _____ Date Signed: _____

NOTE: Failure to sign and return this form does not excuse the student or any parent/guardian from the responsibilities and expectations contained herein.



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