SABIN MIDDLE SCHOOL

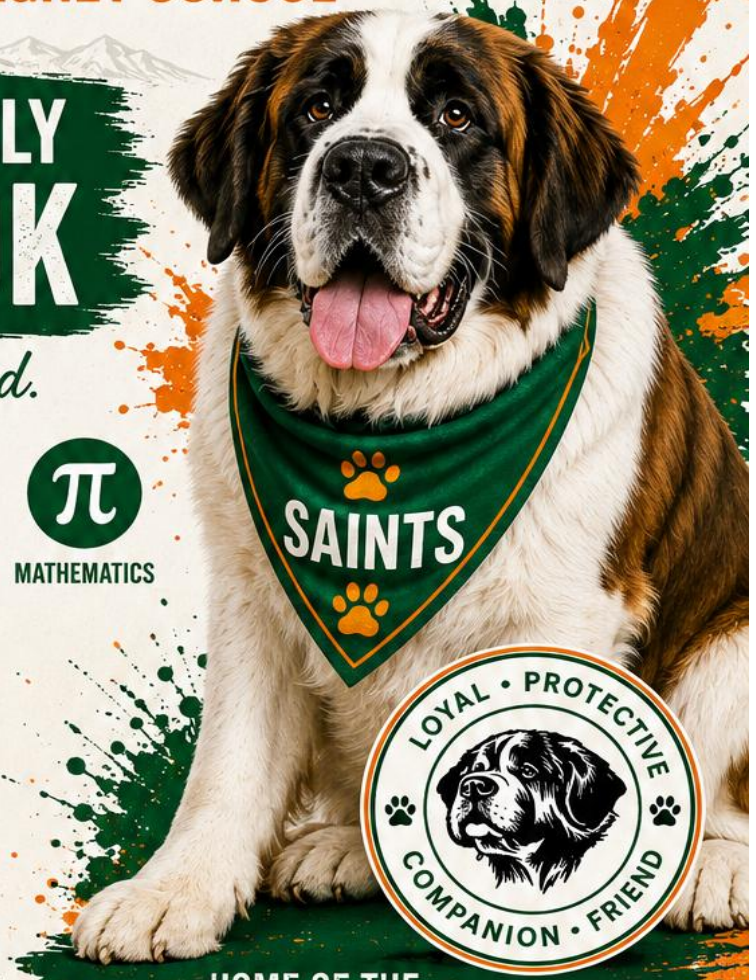
2026-27

STEAM & GIFTED MAGNET SCHOOL

STUDENT & FAMILY HANDBOOK

Discover. Create. Lead.

SCIENCE · TECHNOLOGY · ENGINEERING · ARTS · MATHEMATICS



- **Dr. Christina Clayton,** Principal
- **Brooke Gibbons,** Asst. Principal
- **Tracy Jarboe,** Asst. Principal
- **Leonard Tardiff,** Dean of Students
- **Courtney Williams,** 6th Grade Counselor
- **Gio Franco-Diaz,** 7th Grade Counselor
- **Kodi Enkler,** 8th Grade Counselor
- **Becky Marsh** – Gifted Magnet Coordinator
- **Chris Smith** – Gifted Magnet Coordinator

HOME OF THE *Saints*

Main Office: (719) 328-7000
Office Fax: (719) 573-4960
Counseling Office: (719) 328-7006

Gifted Magnet Office: (719) 328-7075
24 Hour Absence Reporting Line: (719) 328-7012

Sabin Middle School: 3605 N. Carefree Circle, Colorado Springs, CO 80917
Office Hours 8:00 am to 4:00 pm

School Cancellation and delayed start information at www.d11.org

PRINCIPAL'S WELCOME



DEAR STUDENTS AND FAMILIES,

Welcome to the 2026 - 2027 school year! Each year, Sabin Middle School provides a student/parent/guardian handbook outlining our policies and procedures. Whether you are new to our school or a returning "old-timer," this handbook is designed to help make the year a positive and successful one. It contains helpful school information and highlights the important role students and families play in our community.

While this handbook outlines expectations and guidelines, it is not all-inclusive - no single document could cover every situation. We encourage students and parents/guardians to read through it carefully together and discuss its contents, so everyone feels prepared for the year ahead. Again, welcome to the 2026–2027 school year.

Students:

Take pride in yourselves, your education, and your school. Do whatever it takes to be the change.

Parents/Guardians:

Take pride in your children and their accomplishments. Encourage them to do whatever it takes to be the change and celebrate their successes along the way.

We are excited to have you as part of the Sabin Middle School community.

Let's make this our best year yet!

Christina Clayton
Principal

TOGETHER, WE ARE:

LOYAL
We stand together and support one another.

PROTECTIVE
We create a safe, respectful environment for everyone.

COMPANION
We build strong relationships and care for our community.

FRIEND
We are kind, inclusive, and welcoming to all.

WHY SABIN?

STEAM & GIFTED MAGNET SCHOOL

At Sabin, students explore their interests, discover their passions, and develop the skills they need for success in high school, college, careers, and life.

Together, we create a culture of excellence, curiosity, and compassion.



SCIENCE
Ask questions. Investigate. Solve real-world problems.

TECHNOLOGY
Innovate. Design. Use technology to create and connect.

ENGINEERING
Build. Test. Improve. Turn ideas into solutions.

ARTS
Create. Collaborate. Express your unique voice.

MATHEMATICS
Think critically. Reason. Apply skills every day.

EXCELLENT EDUCATION
Dedicated teachers, challenging academics, and a supportive learning environment.

AWARD-WINNING ELECTIVES
Robotics, Music, Drama, and many other engaging programs that inspire creativity and innovation.

CLUBS & ACTIVITIES
Dozens of clubs, sports, and activities that help students connect, lead, and make lasting memories.

Discover. Create. Lead.

LOYAL • PROTECTIVE • COMPANION • FRIEND

VISION & MISSION

SABIN VISION

At Sabin Middle School, we envision a thriving STEAM-focused community where students are inspired to think critically, collaborate intentionally, and take ownership of their learning. By fostering curiosity, creativity, resilience, and student agency, we empower all learners to grow academically and personally, preparing them to succeed in a rapidly changing world.

SABIN MISSION

Our mission is to provide engaging, standards-aligned instruction and meaningful learning experiences that challenge students to achieve their fullest potential. We are committed to:

- Increasing student growth on STAR Math and ELA through purposeful planning and instruction.
- Designing classrooms around intentional teaming to build collaboration, problem-solving, and student agency.
- Creating learning environments where students are engaged, not just compliant, fostering ownership of their academic journey.
- Implementing MTSS systems to address performance challenges and support student agency in learning.
- Embedding STEAM practices across all subjects to cultivate innovation, inquiry, and real-world connections.

Together, we strive to ensure every student leaves Sabin prepared to excel academically, think critically, and contribute meaningfully to their community and beyond.

NONDISCRIMINATION STATEMENT

Colorado Springs School District 11 does not unlawfully discriminate on the basis of race, color, creed, sex (gender), sexual orientation, religion, national origin, ancestry, age, or disability in admission, access to, treatment, or employment in its educational programs or activities. The District is committed to maintaining an environment free from discrimination and harassment.

Any student, parent/guardian, employee, or community member who believes they have experienced discrimination or harassment should report the concern immediately to the school principal or to the District 11 Nondiscrimination Compliance Coordinator:

Office of Equal Opportunity Programs
and Ombud Services
1115 N. El Paso Street
Colorado Springs, CO 80903

Phone: (719) 520-2271

Fax: (719) 520-2442

GENERAL INFORMATION

Florence R. Sabin Middle School opened in 1975 and is named in honor of Dr. Florence Rena Sabin, a pioneering medical scientist and public health leader whose legacy reflects perseverance, scholarship, and service to others. Sabin Middle School is proud to continue that tradition by fostering a culture of academic growth, leadership, and community for all students.

Sabin serves students from across the Colorado Springs community. While our 6th graders come from throughout the district and beyond, many transition from Carver, Madison, Penrose, Rudy, and Wilson Elementary Schools. After completing 8th grade, Sabin students attend a variety of District 11 high schools, with Doherty High School and Mitchell High School serving as our primary feeder schools.

Since its opening, Sabin Middle School has remained committed to providing a supportive learning environment that emphasizes student achievement, responsibility, and positive school culture. Our mascot, the Saint Bernard, and our school traditions reflect the pride and resilience of the Sabin community.

FAMILIES ARE ENCOURAGED TO STAY CONNECTED AND INFORMED:

Website: www.d11.org/Sabin

Facebook: Sabin Middle School

Instagram: @go_sabinsaints



Please follow Sabin to stay up to date on school news, events, and celebrations.

BELL SCHEDULES

Regular Bell Schedule

6th Grade				7th Grade				8th Grade			
Period		Science/SS/Explore	Math/ELA	Period		Science/SS/Explore	Math/ELA	Period		Science/SS/Explore	Math/ELA
1	48	8:40-9:28 (SS/S)	8:40-9:53	1	48	8:40-9:28 (E)		STEAM 1	45	8:40-9:25	
2	48	9:31-10:19 (SS/S/E)	9:56-11:10	2	48	9:31-10:19 (SS/S)	9:31-10:44	2	47	9:28-10:15 (E)	
3	48	10:22-11:10 (S/E)		3	48	10:22-11:10 (S/E)	10:47-12:01	3	48	10:18-11:06 (S/E)	10:18-11:30
Lunch (4)	30	11:10-11:40		4	48	11:13-12:01 (SS/S/E)		4	48	11:09-11:57 (SS/S)	11:33-12:48
5	47	11:43-12:30 (SS/S/E)	11:43-12:54	Lunch (5)	30	12:01-12:31		5	48	12:00-12:48 (SS/S/E)	
6	47	12:33-1:20 (SS/E)	12:57-2:10	6	47	12:34-1:21 (SS/E)	12:37-1:49	Lunch (6)	30	12:48-1:18	
7	47	1:23-2:10 (SS/S)		7	47	1:24-2:11 (SS/S/E)	1:52-3:04	7	47	1:21-2:08 (SS/E)	1:21-2:33
8	48	2:13-3:01 (E)		8	47	2:14-3:01 (SS/S)		8	47	2:11-2:58 (SS/S/E)	2:36-3:49
STEAM 9	45	3:04-3:49		STEAM 9	45	3:04-3:49		9	48	3:01-3:49 (SS/S)	

Delayed Start Bell Schedule

6th Grade				7th Grade				8th Grade			
Period		Science/SS/Explore	Math/ELA	Period		Science/SS/Explore	Math/ELA	Period		Science/SS/Explore	Math/ELA
1	34	10:40-11:14	10:40-11:32	1	31	10:40-11:11		1	20	10:40-11:00	
2	34	11:17-11:51	11:35-12:21	2	33	11:14-11:47	11:14-12:04	2	34	11:03-11:37	
Lunch (4)	30	11:51-12:21		3	33	11:50-12:23	12:07-12:23	3	34	11:41 - 12:15	11:41-12:33
3	34	11:28-12:58	12:24-12:58	Lunch (5)	30	12:23-12:53		4	35	12:18 - 12:53	12:36-1:53
5	34	1:01-1:35	1:01-1:53	4	33	12:57-1:30	12:57-1:30	Lunch (6)	30	12:53-1:23	
6	34	1:38-2:12	1:56-2:49	6	35	1:33-2:08		5	34	1:26-1:59	1:26-1:59
7	34	2:15-2:49		7	35	2:11-2:49	1:31-2:25	7	33	2:02-2:35	2:02-2:54
8	34	2:52-3:26		8	36	2:52-3:26	2:28-3:22	8	33	2:38-3:11	2:57-3:49
9	20	3:29-3:49		9	20	3:29-3:49		9	33	2:14-3:49	

Testing Bell Schedule

6th Grade				7th Grade				8th Grade			
Period		Science/SS/Explo	Math/ELA	Period		Science/SS/Explo	Math/ELA	Period		Science/SS/Explo	Math/ELA
Test	65	8:40-9:45				8:40-9:45				8:40-9:45	
1	40	9:47-10:27	9:47-10:47	1	40	9:47-10:27		1	31	9:47-10:18	
2	40	10:30-11:10	10:50-11:10	2	40	10:30-11:10	10:30-11:30	2	40	10:21-11:01	
Lunch (4)	30	11:10-11:40		3	40	11:13-11:53	11:33-11:53	3	40	11:04-11:44	11:04-12:04
3	40	11:43-12:23	11:43-12:23	Lunch (5)	30	11:53-12:23		4	40	11:47-12:27	12:07-12:27
5	40	12:26-1:06	12:26-1:27	4	40	12:26-1:06	12:26-1:06	Lunch (6)	30	12:27-12:57	
6	40	1:09-1:49	1:30-2:32	6	40	1:09-1:49	1:09-2:10	5	40	1:00-1:40	1:00-1:40
7	40	1:52-2:32		7	40	1:52-2:32	2:13-3:15	7	40	1:43-2:23	1:43-2:44
8	40	2:35-3:15		8	40	2:35-3:15		8	40	2:26-3:06	2:47-3:49
9	31	3:18-3:49		9	31	3:18-3:49		9	40	3:09-3:49	

DAILY PROCEDURES

MORNING ROUTINES

Each morning, the cafeteria is open from 8:10 a.m. to 8:35 a.m. for students who wish to eat breakfast. Supervision is not available prior to 8:10 a.m.; therefore, students should not arrive before this time. Once a student is on school property, they may not leave campus, including the park or surrounding areas, due to the lack of off-campus supervision. Breakfast entry is through the main front doors by Bernie, the Saint Bernard. All food must be eaten in the cafeteria; food may not be taken into classrooms. If a bus arrives late, those students will be permitted to have a late breakfast.

Students are not permitted in the main hallways until the first bell at 8:35 a.m. unless they are reporting to the office or have a teacher-issued pass. Students will remain in the cafeteria until 8:35 a.m.

All students must enter through the main entry doors by Bernie, the Saint Bernard. Prior to the first bell, students may wait in the courtyard or cafeteria unless the temperature falls below 18°F or there is active rain or snowfall. In these cases, indoor procedures will be followed, and all students will enter the cafeteria upon arrival.

END OF DAY ROUTINES

At dismissal, students who walk or are picked up by parents/guardians will exit through the main doors near the attendance office, while students who ride the bus will exit through the northwest door by the 7th-grade hallway. Special education buses will be located at the back of the school, and students will be escorted to those buses. No other exits should be used, as supervision is not provided in those areas.

Bus riders should proceed directly to their assigned bus lines, as buses begin departing promptly at 4:00 p.m. Students who miss their bus may use office phones to arrange alternate transportation. Bus riders who leave school property will not be permitted to return to campus.

Students waiting for rides must remain in the front courtyard or just inside the front doors near the cafeteria. For everyone’s safety, students, families, staff, and visitors are expected to follow all traffic signs and directional arrows, use designated crosswalks, and comply with directions from campus security officers, whose role is to ensure a safe and orderly environment.

Students who ride the bus may not leave school property, including the park across the street. Students who leave campus cannot return and therefore forfeit riding the bus home that day. Once students leave school grounds, they are expected to go directly home and not return to campus. Students who do not

follow these expectations may be subject to disciplinary action, including suspension of bus privileges or other in-school consequences.

PICKING UP AND DROPPING OFF STUDENTS

We recognize that traffic can become congested immediately before and after school. We ask for the cooperation of all parents/guardians in driving safely and following all posted traffic-flow arrows, signs, and directions.

As an alternative to the Sabin driveways and parking lot, parents/guardians may consider using the Village Seven Church parking lot located northwest of the school.

Please be prompt when picking up students after school and following school events. Students must be picked up no later than 10 minutes after the conclusion of any school event. Failure to pick up a student in a timely manner may result in the student losing the privilege of participating in future school events. If a parent/guardian cannot be reached within 30 minutes, CPSD may be contacted to ensure the student's safety.

At dismissal, high school students who are picking up their middle school siblings are asked to wait outside the building. Parents/guardians are strongly discouraged from having elementary-aged students wait on Sabin grounds for older siblings, as supervision cannot be provided for non-Sabin students.

BICYCLES

Sabin Middle School does not assume responsibility or liability for bicycles or bicycle-related items. Students are responsible for bringing a cable and lock to secure their bicycles. Students who ride bicycles to school must follow the expectations listed below. Failure to do so may result in disciplinary consequences.

• All bicycle safety and traffic laws must be followed at all times.

• Bicycles must be ridden in the direction of traffic and on the right side of the street.

• Bicycles must be walked at all times while on campus grounds, including sidewalks and parking lots.

• Any items not permanently attached to the bicycle (e.g., pumps or accessories) should be removed before arriving at school or secured in the student’s locker. However, Bicycles must remain outside the building and locked using one of our bicycle racks.

• Students who do not follow the bicycle policy may lose the privilege of bringing a bicycle to school.

SKATEBOARDS/SCOOTERS

Sabin Middle School does not assume responsibility or liability for skateboards, scooters, or similar items that students use to travel to and from school. Please note that hoverboards are not permitted on school grounds. Students who bring skateboards or scooters to school must follow the expectations listed below. Failure to do so may result in disciplinary consequences.

• Skateboards and scooters must be carried at all times while on campus grounds, including sidewalks and parking lots.

• Skateboards and scooters must be stored in the student's locker during the school day.

• Skateboards or scooters that are used on school grounds will be confiscated and held for parent/guardian pickup.

• Students who do not follow this policy may lose the privilege of bringing a skateboard or scooter to school.

LOCKERS

Students will be assigned lockers at the beginning of the school year after the office has received completed emergency contact cards and all required health forms. Lockers are a privilege, and students are expected to follow all locker expectations. Failure to follow these guidelines may result in the loss of locker privileges for the remainder of the quarter or longer.

Locker Use and Responsibility

• Lockers may only be used by the student to whom they are assigned. Sharing lockers is prohibited and may result in the loss of locker privileges for all students involved.

• Locker combinations must never be shared. Students should not store belongings for other students or place another student's items in their locker.

• Staff will not open lockers to retrieve items stored in another student's locker.

• Lockers must be treated with respect. Students may not kick, write on, place stickers on, or otherwise deface lockers. Magnets may be used to display pictures or small items.

• Lockers should be kept clean at all times. Any locker concerns or maintenance issues should be reported to the counseling office.

• Selling items from a locker, including candy, soda, or other merchandise, is not permitted.

Locker Security

• After closing the locker door, students must spin the dial to ensure the lock engages. The lock will not be secure unless this step is completed.

• Do not leave the lock "preset" on the last number of the combination.

• Students are responsible for ensuring their locker is fully secured before leaving it.

School Authority and Searches

Lockers remain the property of Sabin Middle School and are loaned to students for their use. Administration and Campus Security reserve the right to open and inspect lockers at any time, including conducting random checks. District 11 may also conduct periodic searches using trained dogs to detect illegal substances or weapons. Students should never hold items for another person in their locker, as they are responsible for all contents stored within it.

When Lockers May Be Used

Lockers only may be accessed before school, immediately before and after grade-level lunch periods, and after school.

Items Allowed in Lockers

Lockers are intended for essential items such as jackets and YONDR-pouched phones. Students should not bring non-essential items to school, including toys, stuffed animals, sports equipment, perfume, candy, or gum. School supplies, including Chromebooks, are provided by teachers and remain in classrooms. Any non-essential items brought to school may be confiscated.

Gym Lockers

Gym lockers are available for storing PE clothing, after-school sports clothing, deodorant, shoes, and athletic equipment. Please note that body spray, perfume, makeup, curling irons, and similar personal items should not be brought to school.

Music Lockers

Music lockers are available only for storing instruments and musical materials, such as music books and sheet music.

BACKPACKS, STRING BAGS, PURSES, BINDERS, ETC.

Due to the large number of students at Sabin and the safety concerns that backpacks create in classrooms and hallways, the use of large bags during the school day is limited. Students may carry

backpacks in the hallways before and after school only. During the school day, backpacks must be stored in lockers.

Students are encouraged to keep feminine hygiene products in their lockers or carry them in a small purse (fanny pack sized only) or fanny pack as needed. A Trapper Keeper-style binder may be carried throughout the day. Large purses, string bags, backpacks, and similar items are not permitted during the school day.

IDENTIFICATION CARDS

Each District 11 student will be issued an identification (ID) card featuring their photograph during the early part of the first quarter. Students are required to carry their ID badge and make it visible to staff and security personnel upon request each school day. Due to increased safety expectations in schools and public spaces, this requirement will be consistently enforced.

ID cards are required for the following:

- Riding the school bus
- Attending school dances
- Borrowing books from the library
- Receiving meals in the cafeteria

ID cards are considered school property and must not be written on, altered, or damaged. Lost or damaged ID cards must be replaced immediately at a cost of $5, payable to the business manager's office.

Students who do not have a visible ID badge may be treated as visitors. Families can support this expectation by helping students develop the daily habit of wearing their ID badge or displaying it in the ID window of their YONDR pouch. We understand that developing this habit may take time at the beginning of the school year, and we appreciate your partnership in helping Sabin maintain a safe and secure environment for all students.

TEXTBOOKS

Not every Sabin teacher uses textbooks; however, many courses continue to rely on them as an instructional resource. Textbooks are school property and are loaned to students for educational purposes. Students are expected to care for their textbooks and return them in good condition at the end of the course or school year.

Lost or damaged textbooks will result in replacement fees. In most cases, textbooks remain in the classroom for instructional use and are not regularly taken home.

EMERGENCY INFORMATION CARDS

One of the most important ways families can support a student's safety and well-being at school is by providing accurate and up-to-date contact information. At the beginning of each school year, parents/guardians are required to complete the Fall Update online or during fall check-in. It is essential that this information is completed accurately and, in its entirety, so the school can contact a responsible adult in the event of an emergency.

If contact information changes during the school year—especially work, home, or cell phone numbers—please update it promptly by contacting the school office in person or by calling 719-328-7020. Please note that if a parent/guardian cannot be reached during a student health emergency, the school may authorize ambulance transportation at the parent/guardian's expense.

Individuals listed on the emergency card are authorized to:

- Pick up and sign a student out of school.
- Make decisions on behalf of the parent/guardian when necessary.

For safety reasons, individuals who are not listed on the emergency card, including older siblings, will not be permitted to sign a student out of school. Families are encouraged to carefully consider whom they include on this form.

COMPUTER USE

Before logging onto any District 11 computer, students must sign a user agreement acknowledging their responsibility to use technology appropriately and responsibly. By signing this agreement, students agree to use technology for educational purposes only. Student computer use may be monitored by staff through programs such as Lightspeed.

Inappropriate use of technology - including accessing pornography; hate-related, drug-related, gang-related, or weapons-related content; other non-school-appropriate material; or misuse of Schoology chat, Google applications, and other software - will result in the loss of technology privileges and may lead to administrative consequences.

Students are responsible for the proper care and use of all school-issued technology devices and accessories assigned to them during class. Students are expected to use devices appropriately, report any damage or technical concerns immediately, and return devices and chargers in good condition at the end of each class period.

Intentional damage, misuse, or neglect of school technology may result in disciplinary action and/or financial responsibility in accordance with district technology policies and procedures.

BREAKFAST AND LUNCH PROCEDURES

The school cafeteria is open to all students for breakfast and lunch. School breakfast and lunch will be provided free of charge to all students during the 2026–2027 school year.

We ask that all families continue to complete the Free and Reduced Lunch Application at www.myschoolapps.com.

Completing this application will not change any services your family currently receives. The information collected helps provide important funding and additional support to our school and district, allowing us to better serve all students and families.

Students are not required to eat school-provided meals. They may bring lunch from home, or a parent/guardian may drop off a lunch during the student's scheduled lunch period. However, students who do not bring a lunch are expected to take advantage of the free school meal program. Students may not bring or consume snack items during class time; therefore, bringing or selecting a healthy lunch is essential. Items such as energy drinks, candy, gum and large bags of chips are not permitted and will be confiscated until the end of the day. Students may not share food due to allergy concerns and other health and safety considerations.

Meal delivery services are not permitted. This includes Grubhub, Uber Eats, and all other restaurant delivery services, even when ordered by a parent/guardian. Food delivered through these services will not be accepted or distributed to students. Families are asked to help discourage this practice.

Lunch/recess periods are 30 minutes in length, and staff members must focus on student supervision and meal service. Students are expected to follow all cafeteria procedures and expectations to help maintain a safe and efficient environment. Following lunch, students must go outside for fresh air and social interaction, allowing staff time to clean the cafeteria before the next lunch period begins, except during inclement weather.

All outdoor expectations and procedures must be followed, and students are never permitted to leave campus during lunch/recess. Food and beverages may not be taken outside of the cafeteria.

ATTENDANCE MATTERS

SCHOOL ATTENDANCE

Attendance is directly related to academic achievement. When students are not in class, they are most likely missing valuable learning opportunities. According to Colorado law, every parent/guardian is responsible for ensuring that children under the age of 17 attend school. In addition, the State requires all schools to maintain an attendance rate of 95 percent.

In a school year consisting of 173 days with seven class periods per day, a 95 percent attendance rate allows for only 8.6 days, or approximately 60 class periods, of absence per student, whether excused or unexcused. Sabin Middle School is held accountable for maintaining this attendance rate.

The school's attendance office regularly reviews Excessive Absence Reports to identify students who may have accumulated an excessive number of absences. When a pattern of excessive absences develops, the school may take one or more of the following actions:

- The school may hold a parent/guardian/student meeting with counselors to develop an attendance contract.
- The school may send a letter to parents/guardians informing them of the number and dates of absences.
- Parents/guardians may be required to provide documentation from a qualified medical professional, including a physician, dentist, or counselor, for future absences to be considered fully excused.
- The school may schedule a meeting with the student and/or parent/guardian to develop an attendance contract.

    - The contract will address the reasons for the absences and identify possible solutions.
    - The contract may require medical documentation from a parent/guardian or qualified medical professional for future absences.

- The school may notify District 11's Office of Student Support and Engagement of the student's attendance record and request an Initial Notice of Non-Compliance, which directs parents/guardians and students to comply with attendance requirements.
- The district may refer the matter to Juvenile Court and schedule an Initial Advisement hearing.
- During the Initial Advisement, the Court may direct that no further absences occur without medical documentation and that the student refrain from behaviors that result in referrals or suspension.
- Failure to comply with the Court's Initial Advisement may result in a finding of Contempt of Court and potential incarceration.

MAKE-UP WORK

Students are responsible for requesting make-up work from their teachers following an absence. Make-up work should reflect the assignments missed during the absence. In accordance with Board of Education guidelines, students are allowed one day to make up work for each day absent, plus one additional day. Missed work that is not completed within this timeline may result in a lower grade.

Parents/guardians may request make-up work in advance for extended absences by contacting the attendance office. Please allow at least 24 hours for the office to collect assignments from teachers.

Students are required to complete assignments missed due to field trips. Teachers may require assignments to be completed and submitted prior to a field trip. Students are responsible for requesting this work from their teachers.

TARDIES

The time between class periods can be challenging for middle school students, who may be tempted to socialize rather than proceed directly to their next class. Students are given three minutes between periods and are expected to arrive on time. Students who need to use the restroom are encouraged to report to class first and obtain a pass from their teacher to avoid being marked tardy.

Tardies are tracked each quarter, and repeated tardiness may result in interventions and consequences. Students with multiple tardies may be referred to the grade-level MTSS team for data analysis and intervention.

Interventions may include:

- Parent/guardian conferences and/or the loss of standard passing-period privileges.
- An attendance contract for students with excessive tardies.
- Consequences ranging from lunch detention and after-school detention to in-school detention (ISD) and Saturday School.
- District policy requires teachers to mark students absent if they arrive more than 20 minutes late to class. This absence will be recorded as unexcused.

APPOINTMENTS

Appointments should be scheduled outside of school hours whenever possible. When this is not possible, students may be signed out through the main office.

Individuals picking up a student must provide identification when signing the student out. Only individuals listed on the student's emergency card may do so.

Students may sign themselves back in following an appointment; however, they must report directly to the office to check in and obtain a pass to class.

Students who are signed out are not permitted to return to school grounds unless they have checked back in through the main office and returned to class.

PREARRANGED ABSENCES

If a student plans to be absent during the regular school year, a parent/guardian must submit a written request to the principal at least three school days prior to the planned absence.

Students are responsible for obtaining and completing all assignments that will be missed during the absence. At the discretion of the principal, prearranged absences may be included when calculating a student's Excessive Absence Report.

LATE ARRIVALS (EXCUSED OR UNEXCUSED)

Students arriving late to school, whether excused or unexcused, must report directly to the attendance office to obtain a pass before reporting to class.

ACADEMIC SUCCESS

ACADEMIC PROGRAMS

Sabin Middle School offers two learning pathways designed to meet the diverse needs of our students.

Our traditional program follows the District 11 middle school curriculum offered across all district schools. Advanced classes are available at each grade level for students who are performing above grade level and seeking additional academic challenges. Students interested in advanced coursework should speak with their teacher or school counselor. Prior grades, assessment data, and overall academic performance will be reviewed when determining placement. Students enrolled in advanced classes are expected to maintain a grade of C or higher.

ACADEMIC ACCOUNTABILITY

Student achievement is a top priority at Sabin Middle School. We expect all students to demonstrate consistent academic effort and achievement. Our Middle School Accountability System encourages students to prioritize learning, take ownership of their academic progress, and strive for success. At Sabin, we recognize and celebrate students' best efforts and accomplishments.

8TH-GRADE PROMOTION

A promotion ceremony for eighth grade will be held during the last week of school. Eighth-grade students may participate in promotion by meeting the criteria that are laid out to the students by the eighth-grade team in early May. Student behavior is also an important component of academic success. Any behavior resulting in an out-of-school suspension may place a student on probationary status for promotion, with an opportunity to earn restitution as determined by school administration.

Participation in promotion activities, celebrations, and class trips is a privilege and may be revoked at any time due to academic or behavioral concerns.

MIDDLE SCHOOL GRADEBOOK GUIDELINES

Math

- **Purpose:** To establish consistent and accurate grading practices across the math department that reflect true student mastery of standards.

- **Guiding Principles**
    - Grades should communicate what students know and can do in relation to grade-level mathematical standards.
    - Grades should not be influenced by behaviors, compliance tasks, or external factors unrelated to academic performance.
    - The gradebook must be organized, transparent, and accessible for students and families.
- **Minimum Standards for Grade Weighting**
    - To ensure accuracy and balance in representing mastery, grade categories must follow these minimum expectations:
    - Required Categories & Recommended Weights
        - Summative Assessments (Tests): 40–60%
        - Measures mastery of priority standards.
        - Should be rigorous and aligned to taught content.
    - Formative Assessments (Quizzes): 20–30%
        - Checks for understanding during the learning process.
        - Should be low-stakes but academically aligned.
    - Independent Practice / Classwork: 10–20%
        - Used to monitor progress toward mastery.
        - Accuracy should be the primary scoring component.
    - Homework (If Assigned): 0–10%
        - Should reinforce skills, not introduce new learning.
        - Should not disproportionately affect overall grades.
    - Notes on Weighting
        - Categories may be adjusted within ranges but must maintain summative assessments as the primary indicator of mastery.
        - Category weights must remain consistent throughout the school year.
- **Extra Credit Policy**
    - To maintain grade accuracy and prevent inflation:
    - Extra credit is generally not permitted.
        - If extra credit is allowed under special circumstances:
        - It must align directly with mathematical content or standards.
        - It must not allow students to bypass demonstrating mastery.
        - It must be capped so that it cannot raise a student's grade more than 2%.
        - It cannot be awarded for non-academic tasks (supplies, signatures, behavior).
        - Extra credit should never falsify or artificially inflate a student's academic record.
- **Retake Policy**
    - Retakes provide students the opportunity to demonstrate improved mastery.
        - Required Components
        - Students may retake any summative assessment after completing teacher-assigned relearning activities.
        - A retake window (e.g., 1–2 weeks after receiving the original score) must be established.
        - Teachers may require:

        - Corrected problems from the original assessment
        - Practice problems or skill reviews
        - A reflection on mistakes
    - Grading Retakes
        - The replacement grade should reflect improved mastery using one of the following options:
    - Full replacement (recommended)
    - Capped replacement (e.g., up to 85–90%)
        - Students should not be penalized with averaging scores.
    - Limits
        - **Late** Retakes may not be allowed for quizzes or homework unless teacher determines the need.
        - Retakes must reflect the same or comparable level of rigor.
- **Work Acceptance Policy**
    - Late work should support learning, not punish behavior.
    - General Guidelines
        - Late academic work must be accepted within a reasonable timeframe (recommended: until the end of the unit).
        - A small deduction may be applied (not exceeding 10%).
        - Students should receive feedback on late work to support learning progress.
    - Students with Chronic Late Work
        - Use intervention systems such as ZAP (Zeroes Aren't Productive):
            - Students complete missing assignments during structured time (lunch, advisory, after school).
            - Goal is to ensure students demonstrate learning rather than accumulate zeroes.
    - Zeroes
        - Zeroes may only be entered when:
            - The assignment is missing after all intervention options are exhausted.
            - There is insufficient evidence of learning.
            - Zeroes should trigger intervention, not remain as a final grade without support.

English/Language Arts (ELA)

- **Purpose:** To establish consistent and accurate grading practices across the district ELA departments that reflect true student mastery of standards.
- **Guiding Principles**
    - Grades should reflect a student's demonstrated mastery of ELA standards, not behaviors or compliance.
    - Grades must be based on academic performance across reading, writing, and language domains.
    - Gradebooks should be accurate, transparent, and promote growth over time.
- **Minimum Standards for Grade Weighting**
    - ELA mastery requires balanced consideration of multiple skill areas. Grade categories must follow these minimum expectations:
        - Required Categories & Recommended Weights

        - Summative Assessments (Essays, Unit Tests, Performance Tasks): 45–60%
        - Includes final writing pieces, reading comprehension assessments, research projects, and major performance tasks.
    - Formative Assessments
    - Quizzes, Draft Checks, Reading Checks): 20–30%
        - Measures progress toward mastery and readiness for summative tasks.
    - Classwork / Independent Practice / Notes: 15–25%
        - Includes reading responses, drafting activities, and structured group tasks.
        - Notes taken to support student learning.
    - Homework (If assigned): 0–10%
        - Should reinforce independent reading or writing practice.
  - Notes on Weighting
    - Summative work must remain the most significant portion of the student's grade.
    - Weights must be consistent across a teacher's gradebook for the entire school year.
- **Extra Credit Policy**
  - To maintain equity and accurate records of mastery:
    - Extra credit is strongly discouraged.
    - If extra credit is allowed:
    - Must directly assess ELA standards.
    - Cannot exceed 2% impact on the total grade.
    - Must not replace or outweigh performance on required assessments.
    - Extra credit may *not* be awarded for behavior, supplies, participation, or non-academic tasks.
- **Retake Policy**
  - Retakes are an essential tool for supporting mastery learning.
  - Required Components
    - Students may retake summative reading assessments and/or revise major writing pieces after completing prescribed relearning activities.
    - Retake/revision windows should be defined (recommended: within 1–2 weeks of receiving the score).
    - Relearning options may include:
    - Writing conferences
    - Draft revisions
    - Close reading activities
    - Correcting quiz errors
    - Completing targeted practice tasks
  - Grading Retakes/Revisions
    - Writing revisions should replace the previous score fully or be capped at a mastery threshold (85–90%) depending on department policy.
    - Retake grades should reflect the student's most accurate demonstration of mastery.
    - Scores will not be averaged.
  - Limits
    - Minor assignments (ex: informal reading responses) may not require retakes.
    - Retake opportunities must align with the rigor of the original assessment.
- **Late Work Acceptance Policy**

    - Late work policies must promote academic success, not punish student behavior.
    - General Guidelines
        - Late academic work should be accepted until the end of the unit or designated grading period.
        - A small penalty (no more than 10%) may be applied, but cannot make the grade punitive or disproportionate.
        - Feedback must still be provided for late submissions.
    - Chronic Late Work
        - Use ZAP (Zeroes Aren't Productive) or similar systems:
        - Students complete missing assignments during structured time.
        - Focus remains on demonstration of learning, not compliance.
    - Zeroes
        - Zeroes may be entered only when:
            - The student has not submitted work despite all interventions.
            - There is no evidence of learning on the standard.
            - Zeroes should initiate intervention, not remain without follow-up
- **Retake Policy**
    - Retakes are an essential tool for supporting mastery learning.
    - Required Components
        - Students may retake summative reading assessments and/or revise major writing pieces after completing prescribed relearning activities.
        - Retake/revision windows should be defined (recommended: within 1–2 weeks of receiving the score).
    - Grading Retakes/Revisions
        - Writing revisions should replace the previous score fully or be capped at a mastery threshold (85–90%) depending on department policy.
        - Retake grades should reflect the student's most accurate demonstration of mastery.
        - Scores will not be averaged.
    - Limits
        - Minor assignments (ex: informal reading responses) may not require retakes.
        - Retake opportunities must align with the rigor of the original assessment.

Science

- **Purpose:** To establish consistent and accurate grading practices across the Science department that reflect true student mastery of standards.
- **Guiding Principles**
    - Grades should communicate what students know and can do in relation to grade-level scientific standards.
    - Grades should not be influenced by behaviors, compliance tasks, or external factors unrelated to academic performance.
    - The gradebook must be organized, transparent, and accessible for students and families.
- **Minimum Standards for Grade Weighting**
    - To ensure accuracy and balance in representing mastery, grade categories must follow these minimum expectations:
        - Required Categories & Recommended Weights
        - Summative Assessments (Tests) / Labs: 40–60%

        - Measures mastery of priority standards.
        - Should be rigorous and aligned to taught content.
    - Formative Assessments (Quizzes) / Labs: 20–30%
        - Checks for understanding during the learning process.
        - Should be low-stakes but academically aligned.
    - Independent Practice / Classwork / Labs: 10–20%
        - Used to monitor progress toward mastery.
        - Accuracy should be the primary scoring component.
    - Homework (If Assigned): 0–10%
        - Should reinforce skills, not introduce new learning.
        - Should not disproportionately affect overall grades.
- Notes on Weighting
    - Categories may be adjusted within ranges but must maintain summative assessments as the primary indicator of mastery.
    - Category weights must remain consistent throughout the school year.

- **Extra Credit Policy**
    - To maintain grade accuracy and prevent inflation:
        - Extra credit is generally not permitted.
            - If extra credit is allowed under special circumstances:
            - It must align directly with scientific content or standards.
            - It must not allow students to bypass demonstrating mastery.
            - It must be capped so that it cannot raise a student's grade more than 2%.
            - It cannot be awarded for non-academic tasks (supplies, signatures, behavior).
            - Extra credit should never falsify or artificially inflate a student's academic record.
- **Retake Policy**
    - Retakes provide students the opportunity to demonstrate improved mastery.
        - Required Components
            - Students may retake any summative assessment after completing teacher-assigned relearning activities.
            - A retake window (e.g., 1–2 weeks after receiving the original score) must be established.
            - Teachers may require:
            - Corrected problems from the original assessment
            - Practice problems or skill reviews
            - A reflection on mistakes
    - Grading Retakes
        - The replacement grade should reflect improved mastery using one of the following options:
    - Full replacement (recommended)
    - Capped replacement (e.g., up to 85–90%)
        - Students should not be penalized with averaging scores.
    - Limits

        - Retakes may not be allowed for quizzes or homework unless teacher determines the need.
        - Retakes must reflect the same or comparable level of rigor.
- **Late Work Acceptance Policy**
    - Late work should support learning, not punish behavior.
    - General Guidelines
        - Late academic work must be accepted within a reasonable timeframe (recommended: until the end of the unit).
        - A small deduction may be applied (not exceeding 10%).
        - Students should receive feedback on late work to support learning progress.
    - Students with Chronic Late Work
        - Use intervention systems such as ZAP (Zeroes Aren't Productive):
            - Students complete missing assignments during structured time (lunch, advisory, after school).
            - Goal is to ensure students demonstrate learning rather than accumulate zeroes.
    - Zeroes
        - Zeroes may only be entered when:
            - The assignment is missing after all intervention options are exhausted.
            - There is insufficient evidence of learning.
            - Zeroes should trigger intervention, not remain as a final grade without support.

Social Studies

- **Purpose:** To establish consistent and accurate grading practices across the district Social Studies departments that reflect true student mastery of standards.
- **Guiding Principles**
    - Grades should reflect a student's demonstrated mastery of Social Studies Standards, not behaviors or compliance.
    - Gradebooks should be accurate, transparent, and promote growth over time.
- **Minimum Standards for Grade Weighting**
    - Social Studies mastery requires balanced consideration of multiple skill areas. Grade categories must follow these minimum expectations:
        - Required Categories & Recommended Weights
            - Summative Assessments (Essays, Unit Tests, Performance Tasks): 45–60%
                - Includes assessments, research projects, essays, and major performance tasks.
            - Formative Assessments (Quizzes): 20–30%
                - Measures progress toward mastery and readiness for summative tasks.
            - Classwork / Independent Practice / Notes: 15–25%
                - Includes reading responses, drafting activities, and structured group tasks.
                - Notes taken to support student learning.
            - Homework (If assigned): 0–10%
                - Should reinforce independent reading or writing practice.

        - Notes on Weighting
            - Summative work must remain the most significant portion of the student's grade.
            - Weights must be consistent across a teacher's gradebook for the entire school year.
- **Extra Credit Policy**
    - To maintain equity and accurate records of mastery:
        - Extra credit is strongly discouraged.
        - If extra credit is allowed:
        - Must directly assess Social Studies standards.
        - Cannot exceed 2% impact on the total grade.
        - Must not replace or outweigh performance on required assessments.
        - Extra credit may *not* be awarded for behavior, supplies, participation, or non-academic tasks.
- **Retake Policy**
    - Retakes are an essential tool for supporting mastery learning.
    - Required Components
        - Students may retake summative assessments and/or revise major assignments after completing prescribed relearning activities.
        - Retake/revision windows should be defined (recommended: within 1–2 weeks of receiving the score).
        - Relearning options may include:
        - Individual conferences
        - Work revisions
        - Correcting quiz errors
        - Completing targeted practice tasks
    - Grading Retakes/Revisions
        - Assignment revisions should replace the previous score fully or be capped at a mastery threshold (85–90%) depending on department policy.
        - Retake grades should reflect the student's most accurate demonstration of mastery.
        - Scores will not be averaged.
    - Limits
        - Minor assignments may not require retakes.
        - Retake opportunities must align with the rigor of the original assessment.
- **Late Work Acceptance Policy**
    - Late work policies must promote academic success, not punish student behavior.
    - General Guidelines
        - Late academic work should be accepted until the end of the unit or designated grading period.
        - A small penalty (no more than 10%) may be applied, but cannot make the grade punitive or disproportionate.
        - Feedback must still be provided for late submissions.
    - Chronic Late Work
        - Use ZAP (Zeroes Aren't Productive) or similar systems:
            - Students complete missing assignments during structured time.

        - Focus remains on demonstration of learning, not compliance.
    - Zeroes
        - Zeroes may be entered only when:
            - The student has not submitted work despite all interventions.
            - There is no evidence of learning on the standard.
            - Zeroes should initiate intervention, not remain without follow-up
- **Retake Policy**
    - Retakes are an essential tool for supporting mastery learning.
    - Required Components
        - Students may retake summative reading assessments and/or revise major writing pieces after completing prescribed relearning activities.
        - Retake/revision windows should be defined (recommended: within 1–2 weeks of receiving the score).
    - Grading Retakes/Revisions
        - Writing revisions should replace the previous score fully or be capped at a mastery threshold (85–90%) depending on department policy.
        - Retake grades should reflect the student's most accurate demonstration of mastery.
        - Scores will not be averaged.
    - Limits
        - Minor assignments (ex: informal reading responses) may not require retakes.
        - Retake opportunities must align with the rigor of the original assessment.

Elective Classes

- **Purpose:** To establish consistent and accurate grading practices across the Elective department that reflect true student mastery of standards.
- **Guiding Principles**
    - Grades should communicate what students know and can do in relation to grade-level standards.
    - Grades should not be influenced by behaviors, compliance tasks, or external factors unrelated to academic performance.
    - The gradebook must be organized, transparent, and accessible for students and families.
- **Minimum Standards for Grade Weighting**
    - To ensure accuracy and balance in representing mastery, grade categories must follow these minimum expectations:
        - Required Categories & Recommended Weights
        - Summative Assessments (Tests): 40–60%
            - Measures mastery of priority standards.
            - Should be rigorous and aligned to taught content.
        - Formative Assessments (Quizzes): 20–30%
            - Checks for understanding during the learning process.
            - Should be low-stakes but academically aligned.
        - Independent Practice / Classwork: 10–20%
            - Used to monitor progress toward mastery.
            - Accuracy should be the primary scoring component.
        - Homework (If Assigned): 0–10%

        - Should reinforce skills, not introduce new learning.
        - Should not disproportionately affect overall grades.
    - Notes on Weighting
        - Categories may be adjusted within ranges but must maintain summative assessments as the primary indicator of mastery.
        - Category weights must remain consistent throughout the school year.
- **Extra Credit Policy**
    - To maintain grade accuracy and prevent inflation:
        - Extra credit is generally not permitted.
        - If extra credit is allowed under special circumstances:
            - It must align directly with scientific content or standards.
            - It must not allow students to bypass demonstrating mastery.
            - It must be capped so that it cannot raise a student's grade more than 2%.
            - It cannot be awarded for non-academic tasks (supplies, signatures, behavior).
        - Extra credit should never falsify or artificially inflate a student's academic record.
- **Retake Policy**
    - Retakes provide students the opportunity to demonstrate improved mastery.
        - Required Components
            - Students may retake any summative assessment after completing teacher-assigned relearning activities.
            - A retake window (e.g., 1–2 weeks after receiving the original score) must be established.
            - Teachers may require:
            - Corrected problems from the original assessment
            - Practice or skill reviews
            - A reflection on mistakes
        - Grading Retakes
            - The replacement grade should reflect improved mastery using one of the following options:
        - Full replacement (recommended)
        - Capped replacement (e.g., up to 85–90%)
            - Students should not be penalized with averaging scores.
        - Limits
            - Retakes may not be allowed for quizzes or homework unless teacher determines the need.
            - Retakes must reflect the same or comparable level of rigor.
- **Late Work Acceptance Policy**
    - Late work should support learning, not punish behavior.
        - General Guidelines
            - Late academic work must be accepted within a reasonable timeframe (recommended: until the end of the unit).
            - A small deduction may be applied (not exceeding 10%).
            - Students should receive feedback on late work to support learning progress.
        - Students with Chronic Late Work

        - Use intervention systems such as ZAP (Zeroes Aren't Productive):
            - Students complete missing assignments during structured time (lunch, advisory, after school).
            - Goal is to ensure students demonstrate learning rather than accumulate zeroes.
    - Zeroes
        - Zeroes may only be entered when:
            - The assignment is missing after all intervention options are exhausted.
            - There is insufficient evidence of learning.
            - Zeroes should trigger intervention, not remain as a final grade without support.

ACADEMIC GRADES

- Academic grades are extremely important, and students are expected to earn grades of C or higher while striving to achieve their personal best. Each teacher will provide written grading expectations. Letter-grade ranges are as follows:
    - • A: 90–100%
    - • B: 80–89%
    - • C: 70–79%
    - • D: 60–69%
    - • F: Below 60%

ACADEMIC INTEGRITY

- Students are expected to demonstrate honesty and integrity in all academic work. Cheating, submitting another person's work as one's own, or copying from a book, website, artificial intelligence (AI) tool, or other resource without proper citation or credit (plagiarism) is prohibited.
- With increased access to online resources and AI tools, plagiarism has become more prevalent; however, it remains a serious violation of school expectations. Students who cheat, copy, or plagiarize work will receive a zero for the assignment and may be subject to additional disciplinary consequences.

REPORT CARDS

- Report cards are issued at the end of each quarter and are available to parents/guardians through PowerSchool. Families should review the District 11 calendar and watch for report card posting dates:
    - https://www.d11.org/district-calendar
- Families who prefer a printed report card at the end of a quarter should contact the counseling office at (719) 328-7006.

PROGRESS REPORTS

- Progress reports are distributed at the midpoint of each quarter to help students and families monitor academic progress. Parents/guardians are encouraged to review these reports carefully. Families may contact the counseling office to request a reprint of a report card or progress report if needed.

HONOR ROLL

- Honor Roll is published at the end of each quarter and is recognized through an awards celebration.
- GPA recognition levels are as follows:
    - 3.0–3.49: Honors
    - 3.5–3.99: High Honors
    - 4.0: Principal's Honors

MIDDLE SCHOOL ACCOUNTABILITY SYSTEM (MSAS)

Students who meet the criteria for additional academic support may be referred to the District 11 Middle School Accountability System (MSAS).

A student qualifies for MSAS when at least two of the following three criteria are met:

1. The student has earned an F in Math or English Language Arts (ELA).
2. The student demonstrates growth below a Student Growth Percentile (SGP) of 35 in STAR Math or STAR ELA on two of the three most recent assessments.
3. The student's STAR proficiency level in Math or ELA is Below Approaching on two of the three most recent assessments.

Students participating in MSAS will meet regularly with their counselor to review grades, develop an action plan, and receive mentoring from a trusted adult. Students who continue to require intensive support may be referred to Catalyst Academy.

STAYING CONNECTED

The two most common reasons for low grades are excessive absences and incomplete assignments. Students are encouraged to monitor their grades regularly through PowerSchool.

Any student who notices a decline in academic performance should speak with their teacher as soon as possible to determine the cause and develop a plan for improvement.

Parents/guardians are encouraged to monitor their student's progress regularly through PowerSchool. Parent Portal access can be obtained through PowerSchool, or families may contact the district at (719) 520-2487 for assistance.

If parents/guardians have questions regarding their student's grades or academic performance, they are encouraged to request a parent-teacher conference through the grade-level team leader or school counselor.

Parents/guardians may access PowerSchool through the Parent Portal. Please visit the District 11 website for registration instructions and contact the school's Learning Technology Educator (LTE) for your student's unique access password.

FIELD TRIP ELIGIBILITY

Teachers may periodically arrange academic field trips that support District 11 curriculum standards and learning objectives.

A signed parent/guardian permission form is required before a student may participate.

Academic performance and behavior records may be reviewed when determining eligibility for both academic and non-academic field trips.

STUDENT EXPECTATIONS

Student Responsibilities

Academic success comes first. Students earning an F in any class will be temporarily ineligible for performances until the grade improves. Students may continue attending rehearsals to remain current with the material.

As members of the Sabin community, students are expected to demonstrate professionalism and positive behavior during rehearsals, classes, in hallways, and at school events. Disruptive or inappropriate behavior may result in suspension from rehearsals, performances, or other school opportunities.

Attendance and Participation

Students are expected to attend every rehearsal unless excused by a parent/guardian, teacher, counselor, or administrator.

Excused Absences Include:

- Doctor or dentist appointments
- Illness
- Absence from school

VAPA: A written excuse must be provided to the director before the rehearsal or performance unless an emergency prevents advance notice. If a student is absent from school, families must contact the teacher directly, as the attendance office does not relay messages.

Consequences for Unexcused Absences

• First unexcused absence: The student may still perform.
• Second unexcused absence: The student may participate but will not receive featured or leading roles.
• Third or subsequent unexcused absence: The student will not participate in the next performance.

Academic or School Behavior Issues• Poor grades or inappropriate school behavior may result in suspension from the next performance or dismissal from the VAPA program or activity.
• School disciplinary referrals may also result in performance suspension or removal from the program.

Attitude, Professionalism, and Conduct

• Students must maintain a positive attitude and demonstrate professional conduct during rehearsals, classes, and performances. Poor attitude, disruptive behavior, or unprofessional conduct may result in suspension from the next performance or dismissal from the VAPA program or activity.

PHYSICAL EDUCATION (PE)

- Students enrolled in Physical Education are required to dress out each day. A PE uniform is required and will be available at a cost not to exceed $10.
- Gym lockers will be provided; however, students must provide their own locks. Students are responsible for securing their belongings and ensuring that PE clothing is cleaned regularly.
- Sabin Middle School is not responsible for lost or stolen items in locker rooms.
- To be excused from PE for a single day, students must provide a written note from a parent/guardian or physician.
- For extended PE exemptions, the school requires documentation from the student's physician.

END-OF-YEAR ACTIVITIES

Student participation in team-sponsored end-of-year activities, including camp, Elitch Gardens, Cottonwood Park, bowling, and similar events, will be based on academics and behavior as outlined by the grade level team for each grade. Students who are failing one or more classes and/or have behaviors that result in suspensions of any kind may be ineligible for these activities.

STEAM & GMP MAGNET

GIFTED MAGNET PROGRAM (GMP)

The Sabin Gifted Magnet Program (GMP) is designed to support identified gifted and talented (GT) learners. The program utilizes the Understanding by Design framework and the Autonomous Learner Model of instruction, with the overarching themes of Discovery, Change, and Conflict integrated throughout the five core content areas.

Advanced classes are available at each grade level for students who are performing above grade level and seeking additional academic challenges. Sabin's Gifted Magnet Program emphasizes cross-curricular connections and hands-on, inquiry-based learning experiences that foster critical thinking, creativity, and student agency.

Students enrolled in GMP classes are expected to maintain a grade of C or higher.

SCIENCE, TECHNOLOGY, ENGINEERING, ARTS, MATH (STEAM)

At Sabin Middle School, every student benefits from engaging STEAM instruction that integrates Science, Technology, Engineering, Arts, and Mathematics into meaningful, hands-on learning experiences. STEAM education promotes creativity, critical thinking, collaboration, and problem-solving while helping students make real-world connections across content areas.

In addition to STEAM experiences embedded throughout the curriculum, Sabin offers a variety of STEAM-focused elective courses, including Career and Technical Education (CTE), Project Lead the Way (PLTW), and Robotics. These programs provide students with opportunities to explore future careers, develop technical skills, and apply innovative thinking through project-based learning.

Sabin's commitment to STEAM excellence is reflected in the accomplishments of our students. During the 2025–2026 school year, the Sabin Robotics Team advanced to international-level competition, showcasing the talent, dedication, and ingenuity of our students on a global stage.

ATHLETICS & ACTIVITIES

SCHOOL ATHLETICS

Students enrolled in a District 11 middle school who are in good academic and behavioral standing are eligible to participate in the middle school interscholastic athletic program.

SPORTS OFFERED

Sport	Season
Cross Country	August 10 – September 25
Girls' Volleyball	August 10 – September 25
Wrestling	September 28 – November 13

Girls' Soccer	September 28 – November 13
Boys' Basketball	November 16 – January 15
Girls' Basketball	January 18 – March 19
Track & Field	March 22 – May 21
Boys' Volleyball	March 22—May 21
Girls' Softball	March 22 – May 21
Boys' Soccer	March 22 – May 21

REQUIREMENTS FOR PARTICIPATION

• Participation in athletics is a privilege. Research consistently shows that students who participate in athletics and extracurricular activities are more likely to succeed academically. Sabin Middle School values both academic achievement and positive behavior and believes that student-athletes can accomplish great things both in school and in their future endeavors. Academics come first at Sabin, with athletics serving as an important extension of the educational experience. We appreciate your support in reinforcing this message with your student.

• All sports require students to complete five practices before they are eligible to compete in a game or meet.

• Students who wish to participate in interscholastic athletics are expected to be passing all classes. Students with one or more F grades will be ineligible to compete in games or meets until the next eligibility review. Eligibility is checked weekly, with grades reviewed each Monday morning. Students who are deemed ineligible will not be permitted to participate in competitions from Monday through Saturday of that week. Students will be granted one warning week before eligibility restrictions are enforced.

• Students who skip class, skip school, or receive an in-school or out-of-school suspension will be ineligible to practice or compete on the day(s) of the violation.

• Academic progress and behavioral improvement may be reviewed by the Athletic Director on a case-by-case basis upon student request. Student-athletes who continue to struggle academically and/or behaviorally may be placed on an academic and/or behavior contract.

Prior to the first practice, athletes must submit the following materials to the business manager:

CHSAA Physical Form

- The physical examination section must be completed and signed by a licensed physician indicating the student has passed the physical examination.
- Physical examinations are valid for 365 days from the date of the exam.

District 11 Participation Form

- Must be completed once each school year.

Blue Emergency Information Card

- Must be completed prior to each sports season.

ADDITIONAL ATHLETIC INFORMATION

- Most sports offer intramurals during the week prior to the official season. While participation is not required, it is strongly encouraged.
- Track and Field includes both an A Team and a B Team.
- Basketball, volleyball, soccer, and wrestling may include both an A Squad and a B Squad. If participation numbers are low, teams may be combined with other District 11 middle schools or limited to an A Squad only.
- The A Squad may include 7th- and 8th-grade students. The B Squad may include 6th- and 7th-grade students.

ATHLETIC FEES

• There are no athletic participation fees for students.

• Students will be charged for lost, damaged, or unreturned uniforms and equipment.

• Track and Field, soccer, softball, and wrestling are open to all students. Basketball and volleyball require participation in tryouts.

• Students interested in athletics should contact the coach and Athletic Director for additional information. Students must be registered by the first day of practice to be eligible to participate or try out.

ADMISSION

Gate Fees at Sabin athletic events (all sports except Cross Country):

• $2.00 – General Admission
• $1.00 – Senior Citizens and Students

ACCEPTABLE BEHAVIOR FOR PLAYERS AND SPECTATORS

• Attendance at athletic events is a privilege. Students with significant behavioral concerns may be denied admission to athletic events held at Sabin Middle School.

• Students and spectators who create an unsafe, disruptive, or negative environment at athletic events may be removed from the event and permanently banned from future athletic activities.

• All spectators attending Sabin and District 11 events are expected to demonstrate respect toward officials, coaches, event workers, security personnel, players, and fellow spectators.

• Good sportsmanship is expected from everyone attending Sabin and District 11 events. School and district rules remain in effect during all practices, competitions, and related activities.

• Positive cheering and applause are encouraged. Booing, taunting, profanity, racist or sexist remarks, intimidation, or any other unsportsmanlike behavior directed toward players, spectators, officials, administrators, coaches, or staff will not be tolerated.

• Any individual—player or spectator—who engages in inappropriate or unsportsmanlike behavior may be removed from the competition site by officials or district personnel.

• Students removed from an event may also be subject to school disciplinary consequences, including suspension.

• Non-student spectators who are removed from an event may be prohibited from attending future Sabin and District 11 events for up to 365 calendar days.

• Parents/guardians and other spectators are expected to refrain from confronting coaches or officials before, during, or immediately following games. Concerns regarding coaches, players, or officials should be directed to the school's Athletic Director.

REQUIREMENTS FOR STUDENT SPECTATORS

• Like participation in athletics, attending athletic events as a spectator is a privilege. Sabin Middle School takes both behavior and attendance seriously and expects spectators to uphold the same standards as student-athletes.

• Students who wish to attend athletic events as spectators must be passing all classes. Students with one or more F grades may be denied admission to athletic events until academic standing improves.

DRESS CODE

We believe that school should first and foremost be a place for learning. However, students often attend school for both academic and social reasons. Students may choose clothing and accessories to impress others, align themselves with particular groups, attract attention, or express personal style. In our middle school experience, some clothing choices can interfere with learning, distract others, or contribute to bullying and peer conflict. Therefore, Sabin Middle School maintains and consistently enforces a comprehensive dress code.

In general, Sabin follows District 11 Board of Education policies regarding student dress and appearance. However, additional guidelines have been established based on situations and concerns encountered in recent years.

Please note that this list is not all-inclusive. Additional situations may arise during the school year that require revisions, additions, or administrative interpretation. All dress code decisions are subject to administrative discretion.

Students' clothing, accessories, and personal appearance must meet the following expectations:

- Clothing or accessories must not contain words, symbols, images, or references related to drugs, drug use, tobacco, alcohol, sex, weapons, or violence. Items depicting mushrooms,

the 8-ball symbol, cookies, 420, 4:20, 4/20, the dollar sign ($) when used to promote drug culture, the Playboy Bunny logo, and the Player 69 brand are not permitted.

- Clothing or accessories must not be discriminatory, inflammatory, or reasonably perceived as likely to disrupt the educational environment.
- Clothing or accessories must not be vulgar, obscene, sexually provocative, or excessively revealing. District guidelines prohibit clothing that is see-through, excessively tight, overemphasizes or exposes body areas traditionally considered private, sags below the hips, or exposes undergarments, including boxer shorts or bra straps.
- Shorts, skorts, and skirts must extend to mid-thigh. Mid-thigh is defined as the point halfway between the knee and the hip. As a general guideline, when a student's arms are resting naturally at their sides, the hemline should extend below the tip of the longest finger.
- Pants and similar garments must be worn at or above the hips. Sagging pants are not permitted. Clothing that is so tight that it cannot be worn properly at the hips is also prohibited. Wearing shorts underneath sagging pants does not satisfy dress code requirements.
- Clothing must not be excessively ripped or torn. Shirts may not contain holes that expose body areas traditionally considered private unless an appropriate garment is worn underneath. Pants may not contain holes at or above the knee-to-mid-thigh area unless appropriate shorts or leggings are worn underneath.
- Shirts worn by male students must have sleeves. Tops worn by female students must have shoulder straps that are at least two inches wide (approximately three fingers in width). Tops may not overemphasize or excessively expose the chest or cleavage. Wearing an outdoor jacket to conceal an inappropriate top does not meet dress code requirements.
- Tube tops, crop tops, midriff tops, and other garments that expose the stomach are not permitted. Mesh, netted, or see-through tops may only be worn when an appropriate shirt is worn underneath.
- Slippers, pajamas, sleepwear, bathrobes, blankets, and clothing that resembles sleepwear are not permitted.
- Hats, hoods, and other head coverings may not be worn inside the building unless required as part of a student's sincerely held religious practice. Special circumstances must be approved by school administration prior to attending class.
- Headphones, earbuds, and similar electronic accessories may not be worn during the school day and must remain secured in the student's YONDR pouch unless otherwise authorized by staff.
- Clothing, accessories, symbols, or appearance that are associated with or perceived to be gang-related are prohibited. While the school recognizes that not all students who wear certain items are affiliated with gangs, these restrictions are necessary to maintain a safe learning environment for all students. Prohibited gang-related references include, but are not limited to:
    - "Southside," "Westside," "SUR," "Sureños," or "Norteños"
    - The number 13 or references commonly associated with gang identification
    - 213 (Los Angeles area code), 504, MS-13, or similar references
    - Los Angeles or LA when used in a manner associated with gang symbolism
    - "ICP," "Insane Clown Posse," "Juggalos," or the "Hatchet Man" symbol

    - One pant leg worn higher than the other or tucked in
    - Chain wallets
    - Bandanas
    - Red tops and Black bottoms or Black tops and Red bottoms

- Hoodies worn with the hood up inside the building
- Gang-related symbols, markings, or references are also prohibited on makeup, tattoos, drawings, or pen markings.
- Oversized shirts that extend below the fingertips are not permitted.
- Gloves and heavy outerwear or winter coats may not be worn inside the building unless approved for medical or other special circumstances.
- Closed-toe shoes or secured sandals with straps must be worn at all times. Slippers and flip-flops are not permitted.
- Sunglasses may not be worn inside the building, including on top of the head.
- Large backpacks, purses, saddle bags, and similar items may not be carried during the school day. Classroom supplies are provided and stored in instructional areas. Students who need to carry small personal items, such as feminine hygiene products, may use a fanny pack, small clutch, pouch, or Trapper Keeper-style organizer.
- Body sprays, colognes, perfumes, and similar scented products may not be used at school. Many students and staff members have allergies or sensitivities to these products. Any such item used at school may be confiscated by a staff member.

This list is not exhaustive. Additional restrictions or modifications may become necessary throughout the school year to address new situations or safety concerns.

VIOLATIONS OF THE DRESS CODE

- Students are responsible for correcting dress code violations promptly when directed by any staff member.
- The school maintains a clothing closet containing items such as sweatpants and T-shirts that students may borrow for the day.
- If a student is unable to immediately correct a dress code violation, they may be required to contact a parent/guardian to bring appropriate clothing. While waiting, the student may be assigned to the In-School Detention (ISD) room.
- Parents/guardians may also provide permission for a student to walk home to change clothes when appropriate.
- Repeated dress code violations may result in in-school detention.
- Continued violations may result in out-of-school suspension and placement on a Remedial Discipline Plan for persistent defiance of school expectations.
- The final determination regarding whether clothing, accessories, or appearance violate the dress code rests with the building administration.

Because dress code violations often require parents/guardians to bring replacement clothing to school, families are encouraged to review their student's attire before leaving for school each morning to ensure compliance with these expectations.

STUDENT EXPECTATIONS

SCHOOL RULES GOVERNING STUDENT BEHAVIOR

Sabin Middle School expects students to focus on academic success and personal growth. Experience has shown that maintaining a positive, orderly learning environment requires minimizing behaviors that interfere with teaching and learning. In general, Sabin follows District 11 Board of Education policies regarding student behavior and discipline. However, additional expectations have been included based on situations and concerns encountered in recent years. Please note that new situations may arise during the school year that require additional guidance or clarification.

DISRUPTIVE BEHAVIOR

Disruptive behavior includes, but is not limited to, yelling, whistling, abusive language, taunting, roughhousing, horseplay, play-fighting, "going bodies," pushing, shoving, jumping on others, "messing around," or any other dangerous, disorderly, or disruptive conduct. It also includes pinching, slapping, hitting games, throwing objects (including snowballs), and any willful disobedience or defiance of authority.

These expectations apply before and after school, during the school day, and at all school-sponsored or District-sponsored activities, whether on or off campus. Violations may result in a referral to administration and disciplinary consequences.

Students are expected to keep their hands, feet, objects, and inappropriate comments to themselves at all times.

RESPECTFUL COOPERATION WITH PERSONS IN AUTHORITY

Students are expected to cooperate respectfully with all persons in positions of authority. Disobedience, failure to comply with a reasonable request, or the use of abusive, disrespectful, or inappropriate language or actions toward any administrator, staff member, volunteer, District employee, campus supervisor, or law enforcement officer is considered insubordination and will not be tolerated.

Students who fail to cooperate with persons in authority may be subject to disciplinary action, up to and including suspension.

HALLWAYS AND PASSING PERIODS

- Passing periods are three minutes long and provide students with sufficient time to travel from one class to the next.
- Students are expected to arrive to class on time (see Tardies).
- Students are expected to demonstrate appropriate behavior in the hallways. Running, shouting, whistling, jumping to touch ceiling tiles or door frames, and other unsafe or disruptive behaviors are prohibited.
- Eating and drinking are not permitted in the hallways, except for water.
- During class time, students in the hallways must have a pass and should not engage in any behavior that disrupts or distracts from classroom learning.
- To facilitate the safe flow of traffic, students are expected to walk on the right side of the hallway, avoid congregating in hallways, and refrain from blocking the movement of others.
- Because all necessary learning supplies are provided in classrooms, student locker access is limited during the school day.

CAFETERIA EXPECTATIONS

The school cafeteria is open to all students for breakfast and lunch. Meals are provided free of charge to all students. Students are expected to maintain appropriate behavior at all times and follow all policies outlined in this handbook.

The following expectations specifically apply to the cafeteria:

- Students should not be in the hallways during the lunch period.
- Students are expected to arrive at the cafeteria by the bell, just as they would for any other class period.
- Students may not return to the main building during lunch without a pass.
- Students should use the restroom and access their lockers before entering the cafeteria.
- On cold, windy, or rainy days, students should retrieve coats, hats, and other outerwear before entering the cafeteria.
- All food and beverages must be consumed in the cafeteria.
- Food and beverages may not be taken outside of the cafeteria unless authorized.
- Orderly conduct is expected at all times.
- Respectful cooperation with cafeteria supervisors is required.
- Pushing, shoving, cutting in line, or other disruptive behavior is prohibited. Students who are not waiting in line should remain seated.
- Throwing food or beverages, taking food from others, or engaging in disruptive conduct will not be tolerated.
- Students are expected to help keep the cafeteria clean and are responsible for cleaning the area around their table before leaving.
- Students are expected to eat a nutritious lunch and may not bring sharing-size bags of chips, energy drinks, soda, candy, or similar items.
- For health and safety reasons, students may not share, trade, or sell food items at school.

GUEST TEACHERS/STAFF

Guest teachers and staff members are valued members of our school community and should be treated with the same respect afforded to all staff members.

When a guest teacher is assigned to a classroom, students are expected to remain attentive, cooperative, and engaged so that learning can continue in the absence of the regular teacher. Students are responsible for their own behavior and should not encourage, support, or laugh at the inappropriate behavior of others.

Students who fail to meet these expectations may receive a referral to administration and appropriate disciplinary consequences.

PUBLIC DISPLAYS OF AFFECTION

Students are expected to avoid public displays of affection while at school or school-sponsored events. Excessive physical displays of affection have the potential to disrupt the educational environment and are prohibited on school property.

Public displays of affection include, but are not limited to:

- Hand-holding
- Hugging
- Kissing
- Sitting on laps
- Cuddling

Students who feel uncomfortable as a result of the public displays of affection of others may perceive such behavior as unwelcome and inappropriate.

As a general rule, students are expected to respect personal space and keep their hands, feet, and personal contact to themselves.

TOYS

- Sabin defines toys as any item that is distracting or has the potential to distract the student or others from learning.
- Dolls, stuffed animals, bean bags, toy vehicles, board games, personal electronic devices (including gaming devices), trading cards, fantasy cards, personal sports equipment, and similar items should not be brought to school.
- Sabin Middle School assumes no responsibility or liability for these items if students choose to bring them to school. Lost, stolen, or damaged items will not be investigated.
- Students who violate this policy may have items confiscated. Parents/guardians will be required to retrieve confiscated items from the school.

- It is the student's responsibility to notify a parent/guardian when confiscated items need to be picked up.
- Repeated violations of this policy may result in disciplinary consequences.

HARMFUL OBJECTS

Students who possess, create, or use objects that have the potential to harm others may be subject to disciplinary consequences.

Examples include, but are not limited to:

- Spitballs and spitball launchers
- Rubber bands used for shooting objects
- "Hornets" or "paper wasps" (paper folded into a dart shape and launched with a rubber band)

This list is not exhaustive, and other items may be considered harmful objects at the discretion of school administration.

LASER POINTERS

Laser pointers warrant special attention because they may be classified as Standard Weapons by the District's Office of Student Support and Engagement due to their potential to cause serious injury.

Possession or use of a laser pointer by a student may result in disciplinary action, including suspension.

CELL PHONES & YONDR POUCHES

Sabin Middle School is committed to providing a phone-free learning environment that promotes academic engagement, social interaction, and student well-being.

- Cell phones are the source of many challenges students face in school today. To support students' educational and social-emotional development, student access to and use of cell phones is prohibited from the time students enter the building until they leave for the day. This policy will be implemented consistently throughout all District 11 middle schools.
- Sabin Middle School is not responsible for lost, stolen, or damaged cell phones brought to school. Cell phone theft is a common issue in middle and high schools. Families can help reduce these concerns by ensuring that phones remain out of sight, secured in YONDR pouches, or left at home during the school day.
- Every student is issued one YONDR pouch at no cost. Students are responsible for maintaining and caring for their pouch. The YONDR pouch serves as a student's required entry credential each day in middle and high school.

- This is a Board of Education requirement. Lost or damaged YONDR pouches will be replaced, and a fee of $30 will be charged for each replacement pouch. Students who are unable to pay for a replacement pouch may be provided with a work opportunity to earn a new pouch.
- Each YONDR pouch includes a space for a student ID card. Student names are also permanently marked on the pouch for identification purposes.
- Even students who do not own a cell phone are required to carry their YONDR pouch with their ID card, as it is required for entry into the building.
- Students who refuse to use a YONDR pouch may be subject to disciplinary consequences, including suspension.
- Students have access to school telephones in classrooms, offices, and common areas, including during lunch periods, should they need to make an emergency phone call.

When a cell phone or personal electronic device is visible or used during the school day, the following consequences may apply:

CONSEQUENCES FOR CELL PHONE VIOLATIONS- District Policy

Offense	Consequence
1st Offense	Verbal warning. Phone/device is confiscated and taken to the office. The student may pick it up after the final bell at 3:50 p.m. Parent/guardian notification will not occur.
2nd Offense	Verbal warning. Phone/device is confiscated and taken to the office. The student may pick it up after the final bell at 3:50 p.m. Parent/guardian notification will be made by the classroom teacher or administrator.
3rd Offense	Parent/guardian or a parent/guardian designee who is at least 18 years of age must retrieve the phone/device from the office. The device will not be released to the student.
4th Offense	One day of In-School Suspension (ISS) for repeated disobedience. Parent/guardian or an authorized adult designee must retrieve the phone/device from the office.
5th Offense	Two days of In-School Suspension (ISS) for repeated disobedience. Parent/guardian or an authorized adult designee must retrieve the phone/device from the office.
6th Offense and Beyond	Out-of-School Suspension (OSS), with the length of suspension increasing for repeated offenses. Parent/guardian or an authorized adult designee must retrieve the phone/device from the office.

PHONE CALLS

We understand that emergencies and important situations occasionally require parents/guardians to contact their children during the school day. However, we ask that interruptions to instruction be kept to a minimum whenever possible.

The preferred method of communication is for parents/guardians to leave a message with the main office at (719) 328-7010 or provide a written note that can be delivered to the student. Office staff will ensure that the student receives the message and has an opportunity to return the call when appropriate.

STUDENT EXPECTATIONS

UNLAWFUL BEHAVIOR

Students are expected to refrain from engaging in any unlawful activity, including but not limited to robbery, assault, extortion, gambling, or any of the behaviors described below. Consequences for unlawful behavior are serious and will vary depending on the nature and severity of the offense.

This list is intended to provide general guidance and is not all-inclusive. Situations not specifically listed may arise during the school year. In general, Sabin Middle School will adhere to District 11 Board of Education policies and procedures when responding to unlawful behavior.

SMOKING/VAPING

The use of any tobacco or nicotine product is prohibited on school property and at all school-sponsored activities. Students may not possess cigarettes, lighters, vape devices, tobacco products, or related paraphernalia at school.

School staff will confiscate tobacco products, lighters, and vape devices. Students found in possession of or using these items will be subject to disciplinary action, including suspension.

Many students access vape devices belonging to parents/guardians, with or without permission. Sabin Middle School disposes of all confiscated vape devices and does not return them to parents/guardians. Families are encouraged to keep vape devices secured and inaccessible to students.

ALCOHOL

Students who possess, use, distribute, or sell alcohol on school property, at any school-sponsored or District-sponsored activity, or while traveling to or from school may be subject to a mandatory suspension.

Students who arrive at school under the influence of alcohol may also receive disciplinary consequences, including:

- Mandatory suspension
- Referral to the Office of Student Support and Engagement for consideration of expulsion
- Possible referral to the Colorado Springs Police Department (CSPD)

DRUGS

Students who possess, use, distribute, or sell illegal drugs, controlled substances, prescription medications without authorization, or drug-related paraphernalia on school property, at any school-sponsored or District-sponsored activity, or while traveling to or from school will be subject to serious disciplinary consequences.

Consequences may include:

- Mandatory suspension
- Referral to the Office of Student Support and Engagement for consideration of expulsion
- Referral to the Colorado Springs Police Department

Students who arrive at school under the influence of drugs may also be subject to these consequences.

Possession of drug-related paraphernalia may result in disciplinary action, up to and including suspension.

WEAPONS

Board of Education policy defines dangerous weapons as:

- A firearm, whether loaded or unloaded; a replica that could reasonably be mistaken for a firearm; or any pellet gun, BB gun, airsoft gun, or other device designed to launch projectiles through spring action, compressed air, or similar means.
- A fixed-blade knife with a blade longer than three inches or a spring-loaded knife or pocketknife with a blade longer than three and one-half inches.
- Any object or substance designed, used, or intended to inflict death or serious bodily injury. Examples may include brass knuckles, bows and arrows, blowguns, slingshots, poison, mace, explosive devices, rocks, scrap metal, or any item defined as an unlawful weapon under Colorado law.

A weapon facsimile is defined as:

- Any object, device, instrument, material, or substance that substantially imitates or resembles a weapon.

Note: A weapon facsimile may be considered a weapon under District policy depending on its appearance, use, or intended use.

Any District 11 student found in possession of a dangerous weapon on school property or at any school-sponsored activity will receive a mandatory suspension and referral to the Office of Student Support and Engagement for consideration of expulsion. Criminal charges may also be filed through the Colorado Springs Police Department.

Students found in possession of a standard weapon may be suspended and referred to the Office of Student Support and Engagement. Depending on the circumstances, criminal charges may also be filed.

THREATS, BULLYING, AND INTIMIDATION

Threats, bullying, intimidation, and harassment of any kind will not be tolerated.

Students are expected to treat others and their property with respect. Students may not threaten, intimidate, harm, or encourage the mistreatment of others. Students are also expected to refrain from damaging or threatening to damage the property of others.

This policy includes cyberbullying when its effects disrupt the educational environment or impact students at school.

Students are encouraged to report all incidents of bullying, threats, intimidation, or harassment to a staff member, counselor, assistant principal, or through Safe2Tell using the phone number listed on the back of their student ID card.

Threats are taken as seriously as the act itself and may result in disciplinary consequences, including In-School Detention (ISD), Out-of-School Suspension (OSS), and possible criminal charges depending on the circumstances.

FIGHTING

Fighting is prohibited at Sabin Middle School.

The Colorado Springs City Code (21-2-101) states:

"It shall be unlawful for any person to intentionally, knowingly, or recklessly fight or brawl with another. It shall be unlawful for any person to permit any of the above acts upon any premises under his or her control when it is within that person's power to prevent such action."

The City Code further states:

"For purposes of this section, it is not a defense that a person charged under this section was not the instigator or initiator of the fight."

Because of this provision, fighting may result in:

- Mandatory suspension
- Possible criminal charges through the Colorado Springs Police Department
- Referral to the Office of Student Support and Engagement for consideration of expulsion

Students are expected to seek assistance from adults to avoid physical conflicts and to report situations that may lead to a fight.

Recording, encouraging, promoting, or participating in the filming of a fight may also result in disciplinary consequences.

INSTIGATION

Instigation is defined as encouraging, provoking, or escalating conflict between others in a manner that may lead to a fight or other disruption.

Instigation disrupts the learning environment and is considered a serious offense. Sabin Middle School views instigation as equally serious as, and sometimes more serious than, the conflict it creates.

Students who engage in instigation, whether intentionally or unintentionally, may be subject to disciplinary action up to and including suspension.

HARASSMENT

Harassment is defined as repeatedly insulting, taunting, challenging, threatening, or otherwise communicating with another person in a manner intended to annoy, intimidate, threaten, or cause emotional harm.

Students are expected to treat one another with dignity and respect.

Harassment based on race, color, religion, national origin, sex, disability, or any other protected status is prohibited and may result in suspension or other disciplinary action.

Harassment may occur in person, electronically, or through social media and other digital platforms.

Students are encouraged to report all incidents of harassment to a teacher, counselor, assistant principal, or through Safe2Tell.

SEXUAL HARASSMENT

Sexual harassment is a form of sex discrimination and is prohibited by law. All students have the right to learn in an environment free from discrimination, harassment, and intimidation.

Sexual harassment includes, but is not limited to:

- Sexual jokes, comments, or teasing
- Repeated remarks with sexual or demeaning implications
- Excessive public displays of affection or inappropriate touching that may make others uncomfortable
- Unwelcome touching, including patting, pinching, or repeated physical contact

- Sexual advances, requests for sexual favors, pressure for sexual activity, or other verbal, nonverbal, or physical conduct of a sexual nature

Students are encouraged to report incidents of sexual harassment to a teacher, counselor, assistant principal, or through Safe2Tell.

Parents/guardians may also report concerns to law enforcement.

All reports of sexual harassment will be handled as confidentially as possible and investigated according to District procedures. Reporting sexual harassment will not negatively affect a student's grades, status, or standing within the school.

Because of the seriousness of sexual harassment allegations, knowingly making a false report may result in disciplinary consequences.

GANGS

The Board of Education recognizes that gang-related behavior, appearance, or activity can negatively impact the safety and well-being of students and interfere with the educational process.

The District expects administrators to eliminate gang-related and gang-like behavior from schools.

NO STUDENT SHALL:

- Wear, possess, use, distribute, display, or sell clothing, jewelry, emblems, badges, symbols, signs, or other items that indicate gang membership or affiliation.
- Create, display, or distribute gang-related graffiti, drawings, markings, or literature.
- Use speech, gestures, symbols, or actions that promote gang activity.
- Recruit or solicit others for gang membership.
- Demand money, property, protection, or favors from another person through intimidation or extortion.
- Commit illegal acts or violate school or District regulations in support of gang activity.
- Encourage or incite violence against another person.
- Participate in activities that may reasonably be interpreted as gang-related.

Students who engage in gang-related or gang-like behavior, appearance, or activities will be subject to disciplinary consequences up to and including suspension.

Students and parents/guardians may be required to review and sign documentation acknowledging the District's gang-prevention policies and the consequences associated with gang-related behavior.

DISCIPLINE & CONSEQUENCES

In general, Sabin Middle School follows District 11 Board of Education policies and procedures when determining disciplinary consequences for student behavior.

LUNCH LEARNING OPPORTUNITIES (LUNCH DETENTION)

Students may be assigned Lunch Learning Opportunities (Lunch Detention) by a classroom teacher for tardies, classroom disruptions, or other disciplinary infractions. Administrators may also assign lunch detention as a disciplinary consequence.

Students serving administrative lunch detention will eat in the In-School Detention (ISD) room. All lunch detentions include a learning opportunity, reflection activity, restorative task, or other educational assignment as determined by the teacher or administrator.

AFTER-SCHOOL LEARNING OPPORTUNITIES (AFTER-SCHOOL DETENTION)

Disciplinary infractions may result in an After-School Learning Opportunity (After-School Detention).

Teachers may assign after-school detention to be served in their classroom or in a designated location. Administrators may also assign after-school detention as a disciplinary consequence.

The staff member assigning the detention will make a reasonable effort to contact the parent/guardian and provide at least 24 hours' notice so transportation arrangements can be made.

Failure to attend an assigned after-school detention may result in additional disciplinary consequences, including In-School Suspension (ISS) or Out-of-School Suspension (OSS).

Repeated behavioral concerns or repeated failure to comply with assigned consequences may be considered open and persistent defiance of authority and may result in referral to administration for additional disciplinary action.

IN-SCHOOL LEARNING SUSPENSION (ISD)

In-School Suspension (ISS) is a partial-day or full-day disciplinary consequence that may be assigned by an administrator, depending on the nature and severity of the offense.

Students assigned to ISS will report to the designated ISS room for the duration of the consequence.

The assistant principal will attempt to notify the parent/guardian by telephone and, when necessary, will provide written notification.

Students are expected to arrive prepared with all required learning materials and assignments and are expected to remain productive throughout the detention period.

Additional disciplinary infractions while serving ISS may result in an extension of the detention period or escalation to Out-of-School Suspension (OSS).

OUT-OF-SCHOOL SUSPENSION (OSS)

Students may be assigned Out-of-School Suspension by school administration for repeated disciplinary violations or for serious offenses that affect the safety, security, or well-being of students, staff, or the school environment.

Students serving an Out-of-School Suspension may not be present on any District 11 property or attend any District-sponsored activity during the suspension period unless specifically authorized by school administration.

Students may receive academic credit for work completed during the suspension period in accordance with District policies and teacher expectations.

EXPULSION

Repeated or severe behavioral violations may result in a five-day suspension and referral to the District 11 Office of Student Support and Engagement for consideration of expulsion. The District may extend the suspension for an additional five days while the expulsion process is being reviewed.

A second fight during the same school year may also result in consideration for expulsion.

Depending on the circumstances, an expulsion may remain in effect through the end of the semester, the end of the school year, or for up to 365 calendar days.

Students who are expelled may not be present on any District 11 property or attend any District-sponsored event during the expulsion period.

In accordance with Colorado law and District policy, an expelled student may be prohibited from enrolling in another Colorado public school, including charter schools, during the term of the expulsion.

STUDENT CODE OF CONDUCT

DISTRICT 11 STUDENT CONDUCT EXPECTATIONS

The Colorado Springs School District 11 Board of Education considers a positive learning environment to be a high priority for all students and staff. The Board believes that the adults in students' lives share the responsibility of helping students develop and demonstrate positive, appropriate behavior.

Students in Colorado Springs School District 11 are expected to conduct themselves in a manner that reflects positively on themselves, their school, and their community. Students shall act in ways that maximize the benefits of public education and refrain from behaviors that interfere with learning and teaching.

Students are expected to respect the rights, dignity, and property of others. They must conduct themselves in a manner that does not cause harm to themselves or others, including avoiding behaviors that could reasonably result in harm. Students are expected to demonstrate age-appropriate, lawful, ethical, and responsible behavior as members of the District 11 community.

Students are encouraged to develop and use effective problem-solving and conflict-resolution skills while accepting responsibility for their actions and supporting their own personal growth and development.

STUDENTS IN THIRD GRADE AND HIGHER

In accordance with applicable law and Board policies regarding student suspensions, expulsions, and other disciplinary interventions, the principal or designee may suspend or recommend expulsion for students in third grade and higher who engage in one or more of the following behaviors while:

- In a school building
- On District property
- While being transported in vehicles operated or dispatched by the District or one of its schools
- During a school-sponsored or District-sponsored activity or event
- Off District property when the conduct has a direct connection (nexus) to the school or any District curricular or extracurricular activity

The following behaviors may result in disciplinary action:

1. Causing or attempting to cause damage to District property, or stealing or attempting to steal District property.
2. Causing or attempting to cause damage to private property, or stealing or attempting to steal private property.
3. Willfully destroying, vandalizing, or defacing District property.
4. Committing any act that, if committed by an adult, would constitute robbery or assault under state law.
5. Engaging in extortion, coercion, or blackmail, including obtaining money or property from another person through intimidation, force, or threats.
6. Engaging in verbal abuse, including name-calling, racial or ethnic slurs, written or verbal harassment, or derogatory statements directed toward an individual or group that disrupt the educational environment or incite violence.
7. Participating in hazing activities, including forcing prolonged physical activity, excessive consumption of any substance, deprivation of sleep, food, or drink, or any conduct that recklessly

endangers the health, safety, or well-being of an individual as part of initiation into a student group or organization.

8. Violating the Board's policies regarding bullying prevention and education.
9. Violating criminal laws in a manner that affects the District or the safety and welfare of students, staff, or the school community.
10. Violating any Board policy, District regulation, or established school rule.
    - Please refer to the D11 website for BOE policies.



SABIN MIDDLE SCHOOL

STEAM & GIFTED MAGNET SCHOOL

2026-27



PARENT/GUARDIAN AND STUDENT ACKNOWLEDGMENT OF STUDENT HANDBOOK

The expectation is that all parents/guardians have sat with their student(s) and read through the entire student handbook acknowledging the expectations for the new school year. Many of these expectations and accountability measures may be new to your experience at Sabin Middle School. As a parent/guardian, you do not have to agree with these expectations, but your student will still be held to these high standards and expectations to maintain an orderly, safe, and academic-focused school for **ALL** students.

We will provide ample opportunities for your student to learn from their mistakes, correct their behavior, and work toward becoming an amazing addition to our community. Students that adhere to these expectations will be rewarded for their efforts in academics and in behavior throughout the year and it is our goal to have **100%** of our student population rewarded for their growth and their success.

We look forward to working with you and your family as we navigate these waters of change. If you have any questions or concerns regarding any of these expectations or policies, please contact the main office and schedule a meeting with one of our administrators.

Please sign and return this page to the main office
PRIOR TO SEPTEMBER 15TH
to avoid additional contact and possible parent/guardian/teacher meetings with our amazing staff.

STUDENT ACKNOWLEDGMENT

I have read and understand the Sabin Middle School Student Handbook for the 2026–2027 school year.

Printed Student Name: _____

Student Signature: _____

Date: _____

PARENT/GUARDIAN ACKNOWLEDGMENT

I have read the Sabin Middle School Student Handbook with my student and understand the expectations, policies, procedures, and consequences for the 2026–2027 school year.

Printed Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Date: _____

SECOND PARENT/GUARDIAN ACKNOWLEDGMENT (OPTIONAL)

Printed Parent 2/Guardian 2 Name: _____ Parent 2/Guardian 2 Signature: _____

Date: _____