

<p style="text-align: center;">AGENDA</p> <p style="text-align: center;">Sandoval Academy of Bilingual Education (SABE)</p> <p style="text-align: center;">Governing Board Regular Meeting</p>

Location:	Via Zoom Meeting Join Zoom Meeting: https://zoom.us/j/2145335070?pwd=VXpZcjFjdndmcWhiMUtXU2dudTJnQT09 Meeting ID: 214 533 5070 Passcode: sabe
Date:	September 21, 2022
Time:	6:30 pm
Future Meeting Date:	Wednesday, October 19, 2022

Governing Council Members:

Becky A. Torres, President; Brennan Divett; Lisa Spangler; Scott Heller; Mario Martinez

Others:

Jackie Rodriguez – Executive Director/Principal; Ashley Wolfel – The Vigil Group; Alice Banks – Assistance with meeting notes

Agenda details:

- I. Call to Order
- II. Approval of Agenda
- III. Approval of Minutes from August 31, 2022 General Meeting
- IV. Financial Report: August: Ashley Wolfel, SABE Business Manager, The Vigil Group
- V. Action Items:
 - a. BAR 11000-563-000-2223-0002-M
 - b. BAR 11000-563-000-2223-0003-M
 - c. BAR 11000-563-000-2223-0004-T
 - d. BAR 11000-563-000-2223-0005-M
 - e. Ratification of the contract with Herrera Bus Services
 - f. Final SABE Employee Handbook
 - g. Final SABE Student/Parent Handbook
- VI. Discussion Items
 - a. Policy Committee
 - i. Update
 - ii. Next Policy Review: Wellness Plan / Safe Schools Plan
 - b. Governing Board Training – Kelly Callahan
- VII. Closed Session
 - a. Pursuant to the Open Meetings Act NMSA 1978, 10-15-I (H)(7) closed session is called to address sensitive student information, SABE'S Safe School's Plan.
 - b. Reconvene, statement closure
- VIII. Principal's Update
 - a. Fiscal & Operations
 - b. Instruction & Data
- IX. Public Comment
- X. Announcements
- XI. Adjourn

<p style="text-align: center;">MINUTES Sandoval Academy of Bilingual Education (SABE) Governing Board Regular Meeting</p>
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Location:	Via Zoom Meeting Join Zoom Meeting: https://zoom.us/j/2145335070?pwd=VXpZcjFjdndmcWhiMUtXU2duYTJnQT09 Meeting ID: 214 533 5070 Passcode: sabe
Date:	Wednesday, August 31, 2022
Time:	6:30 pm
Future Meeting Date:	Wednesday, September 21, 2022

Governing Council Members:

Becky A. Torres, President - present via Zoom
Brennan Divett - absent
Lisa Spangler - present via Zoom
Scott Heller - present via Zoom at 6:37 PM
Mario Martinez - present via Zoom

Others: Jackie Rodriguez - Executive Director/Principal - present via Zoom
Ashley Wolfel - The Vigil Group - present via Zoom
Alice Banks - Assistance with Meeting Notes - present via Zoom

Agenda details:

- I. Call to Order
Becky called the meeting to order at 6:34 PM.
- II. Approval of Agenda
Lisa moved and Mario seconded the motion to approve the agenda with the addition of Discussion Item “a” regarding SABE’s transportation contract with Herrera Coaches, Inc. The motion was passed unanimously.
- III. Approval of Minutes from July 27, 2022 General Meeting
Scott moved and Mario seconded the motion to approve the minutes of the July 27, 2022 General Meeting as revised. The motion was passed unanimously.
- IV. Financial Report: August: Ashley Wolfel, SABE Business Manager, The Vigil Group
Ashley reviewed information from the Finance Committee meeting that was held prior to the Governing Board meeting.
- V. Action Items:
 - a. BAR 11000-563-000-2223-0001-I
Scott moved and Lisa seconded the motion to approve the Increase BAR. The motion was passed unanimously.

VI. Discussion Items

- a. Transportation Contract with Herrera Coaches, Inc.

Jackie had sent the contract to Becky for review. Becky did not find any issues with the contract. The contract was amended to meet the same requirements from the previous year as addressed by the Governing Board, and it has been submitted due to the need for bus transportation. Becky asked that the contract be presented at the next governing Board meeting to be ratified.

VII. Principal's Update

- a. Fiscal & Operations

It has been a very busy month! Our current enrollment is 230 students. Jackie has been working with Clear Channel to utilize a second set of billboards in an attempt to increase enrollment. We were able to add another fourth-grade classroom this year. Jackie is going to be looking at more creative ways to market our school to families. Another Charter School will be opening in the Rio Rancho area next year. This will present a challenge in continuing to increase enrollment.

Our previous Custodian resigned his position, but we should have a new one beginning in a couple of weeks. Our new Food Services Manager started this week.

- b. Instruction & Data

Jackie will share our standardized testing data (NM-MSSA and NM-ASR) from last year in an upcoming meeting. The K-3 students are currently taking Istation, and all students will be taking NWEA soon. Several of the new teachers have received GLAD (Guided Language Acquisition Design) and ARC (American Reading Company) training. Small group interventions will be provided for our struggling students in second and third grades beginning after Labor Day.

VIII. Public Comment

None

IX. Announcements

None

X. Adjourn

Scott moved and Mario seconded that the meeting be adjourned. The motion passed unanimously, and the meeting was adjourned at 7:23 PM.

Sandoval Academy of Bilingual Education
Fiscal Year 2022
Balance Sheet as of August 31, 2022

Description	11000 Operational	13000- Transportation	14000 Instructional Materials	21000 Food Service	23000 Activities	24101 Title I
11011 - Bank Accounts	\$649,366.22	\$6,956.00	\$0.36	\$12,015.88	\$22,849.96	\$0.00
15000 - Prepaid Expenses	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Subtotal of Account Type: Asset	\$649,366.22	\$6,956.00	\$0.36	\$12,015.88	\$22,849.96	\$0.00
Subtotal of Account Group: Assets	\$649,366.22	\$6,956.00	\$0.36	\$12,015.88	\$22,849.96	\$0.00
23124 - State Retirement System Contributions	\$9,026.72	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
23125 - Employee Insurance	\$8,182.85	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
23126 - Unemployment Insurance	(\$365.05)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
23127 - Workers' Compensation	\$10.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
23134 - Employer State Retirement System	\$14,908.84	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
23135 - Employer Insurance	\$13,203.49	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
23137 - Employer Workers' Comp	\$11.50	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
23142 - State Income Tax	\$2,740.08	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
23147 - Voluntary Deductions	\$480.07	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Subtotal of Account Type: Liability	\$48,198.50	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
32300 - Unreserved Fund Balance	\$490,797.85	\$0.00	\$0.36	\$15,860.26	\$23,120.06	(\$13,903.82)
Net Increase/Decrease	\$110,369.87	\$6,956.00	\$0.00	(\$3,844.38)	(\$270.10)	\$13,903.82
Subtotal of Account Type: Fund Balance/Retained Earnings	\$601,167.72	\$6,956.00	\$0.36	\$12,015.88	\$22,849.96	\$0.00
Subtotal of Account Group: Liabilities/Fund Balance	\$649,366.22	\$6,956.00	\$0.36	\$12,015.88	\$22,849.96	\$0.00

Sandoval Academy of Bilingual Education
Fiscal Year 2022
Balance Sheet as of August 31, 2022

24106 IDEA-B	24154 Title II	24189 Title IV	24301 CARES Act	24308 CRRSA	24316 Air Quality Grant	24330 ARP	25153 Medicaid	26107 REC/ District Agent
\$66.64	(\$10,455.58)	\$0.00	\$0.00	\$0.00	\$0.00	(\$3,912.74)	\$35,524.01	\$547.89
\$0.00	\$5,914.85	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
\$66.64	(\$4,540.73)	\$0.00	\$0.00	\$0.00	\$0.00	(\$3,912.74)	\$35,524.01	\$547.89
\$66.64	(\$4,540.73)	\$0.00	\$0.00	\$0.00	\$0.00	(\$3,912.74)	\$35,524.01	\$547.89
\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$153.86	\$0.00	\$0.00
\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$17.12	\$0.00	\$0.00
\$20.04	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$4.28	\$0.00	\$0.00
\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$251.80	\$0.00	\$0.00
\$3.11	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$33.26	\$0.00	\$0.00
\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
\$43.49	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$17.14	\$0.00	\$0.00
\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$7.28	\$0.00	\$0.00
\$66.64	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$484.74	\$0.00	\$0.00
(\$62,508.36)	(\$1,477.80)	(\$12,162.81)	(\$251.29)	(\$8,831.71)	(\$3,184.00)	(\$9,298.40)	\$33,710.74	\$547.89
\$62,508.36	(\$3,062.93)	\$12,162.81	\$251.29	\$8,831.71	\$3,184.00	\$4,900.92	\$1,813.27	\$0.00
\$0.00	(\$4,540.73)	\$0.00	\$0.00	\$0.00	\$0.00	(\$4,397.48)	\$35,524.01	\$547.89
\$66.64	(\$4,540.73)	\$0.00	\$0.00	\$0.00	\$0.00	(\$3,912.74)	\$35,524.01	\$547.89

Sandoval Academy of Bilingual Education
Fiscal Year 2022
Balance Sheet as of August 31, 2022

27109 Instructional Materials GAA	27202 Open SciEd Expansion Initiative	31701 SB-9 Local	31703 SB-9 Cash	Total
(\$0.05)	\$0.00	\$120,165.16	\$28,026.35	\$861,150.10
\$0.00	\$0.00	\$0.00	\$0.00	\$5,914.85
(\$0.05)	\$0.00	\$120,165.16	\$28,026.35	\$867,064.95
(\$0.05)	\$0.00	\$120,165.16	\$28,026.35	\$867,064.95
\$0.00	\$0.00	\$0.00	\$0.00	\$9,180.58
\$0.00	\$0.00	\$0.00	\$0.00	\$8,199.97
\$0.00	\$0.00	\$0.00	\$0.00	(\$340.73)
\$0.00	\$0.00	\$0.00	\$0.00	\$10.00
\$0.00	\$0.00	\$0.00	\$0.00	\$15,160.64
\$0.00	\$0.00	\$0.00	\$0.00	\$13,239.86
\$0.00	\$0.00	\$0.00	\$0.00	\$11.50
\$0.00	\$0.00	\$0.00	\$0.00	\$2,800.71
\$0.00	\$0.00	\$0.00	\$0.00	\$487.35
\$0.00	\$0.00	\$0.00	\$0.00	\$48,749.88
(\$0.05)	(\$1,700.00)	\$119,697.21	\$28,026.35	\$598,442.48
\$0.00	\$1,700.00	\$467.95	\$0.00	\$219,872.59
(\$0.05)	\$0.00	\$120,165.16	\$28,026.35	\$818,315.07
(\$0.05)	\$0.00	\$120,165.16	\$28,026.35	\$867,064.95

Sandoval Academy of Bilingual Education
Budget Summary
Budget Summary as of August 31, 2022

Fund Description	Revenues					
	Annual Budget	Actual (YTD)	Annualized Budget	Annualize vs Actual	FY22	FY23-FY22
Fund 11000 Operational	\$ 2,413,016.00	\$ 402,576.24	\$ 402,169.33	\$ 406.91	\$ 418,893.74	\$ (16,317.50)
Fund 13000 Pupil Transportation	\$ 38,260.00	\$ 6,956.00	\$ 6,376.67	\$ 579.33	\$ -	\$ 6,956.00
Fund 21000 USDA Food Reimbursement	\$ 40,000.00	\$ -	\$ 6,666.67	\$ (6,666.67)	\$ -	\$ -
Fund 23000 Activities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Fund 24101 Title I	\$ 96,716.00	\$ -	\$ 16,119.33	\$ (16,119.33)	\$ 17,562.00	\$ (17,562.00)
Fund 24106 IDEAB	\$ 62,541.00	\$ -	\$ 10,423.50	\$ (10,423.50)	\$ -	\$ -
Fund 24146-CSP	\$ -	\$ -	\$ -	\$ -	\$ 4,039.98	\$ (4,039.98)
Fund 24154 Title II	\$ 17,689.00	\$ -	\$ 2,948.17	\$ (2,948.17)	\$ 373.00	\$ (373.00)
Fund 24189 Student Supp Academic Achievement	\$ 26,490.00	\$ -	\$ 4,415.00	\$ (4,415.00)	\$ -	\$ -
Fund 24301 CARES Act	\$ -	\$ -	\$ -	\$ -	\$ 4,621.86	\$ (4,621.86)
Fund 24308 CRRSA, ESSR II	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Fund 24312 CRRSA Retention Stipend	\$ -	\$ -	\$ -	\$ -	\$ 1,400.00	\$ (1,400.00)
Fund 24316 Air Quality Grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Fund 24330 ESSR III ARP	\$ 359,981.00	\$ -	\$ 59,996.83	\$ (59,996.83)	\$ -	\$ -
Fund 25153 Title XIX MEDICAID 3/21 Years	\$ -	\$ 1,813.27	\$ -	\$ 1,813.27	\$ 1,981.47	\$ (168.20)
Fund 26107 REC/District Fiscal Agent	\$ -	\$ -	\$ -	\$ -	\$ 5,537.39	\$ (5,537.39)
Fund 27107 2012 GOB Student Library SB66	\$ 5,864.00	\$ -	\$ 977.33	\$ (977.33)	\$ -	\$ -
Fund 27153 Extended Learning Transportation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Fund 27201 School Lunch Co-Pay	\$ 635.00	\$ -	\$ 105.83	\$ (105.83)	\$ -	\$ -
Fund 27202 Open SciEd Expansion Initiative	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Fund 31200 PSCOC Lease Reimbursement	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Fund 31701 SB9 Local	\$ 64,762.00	\$ 472.68	\$ 10,793.67	\$ (10,320.99)	\$ 447.06	\$ 25.62
Fund 31703 SB9 State Match Cash	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Revenues	\$ 3,125,954.00	\$ 411,818.19	\$ 520,992.33	\$ (109,174.14)	\$ 454,856.50	\$ (43,038.31)

Sandoval Academy of Bilingual Education
Budget Summary
Budget Summary as of August 31, 2022

Fund Description	Expenditures					
	Annual Budget	Actual (YTD)	Annualized Budget	Annualize vs Actual	FY22	FY23-FY22
Function 1000 - Instruction	\$ 1,818,708.00	\$ 88,872.23	\$ 303,118.00	\$ (214,245.77)	\$ 98,025.53	\$ (9,153.30)
Function 2100 - Students	\$ 203,044.00	\$ 17,021.72	\$ 33,840.67	\$ (16,818.95)	\$ 19,510.02	\$ (2,488.30)
Function 2200 - Instruction	\$ 2,057.00	\$ -	\$ 342.83	\$ (342.83)	\$ -	\$ -
Function 2300 - General Administration	\$ 165,951.00	\$ 28,051.99	\$ 27,658.50	\$ 393.49	\$ 23,499.09	\$ 4,552.90
Function 2400 - School Administration	\$ 110,716.00	\$ 13,431.74	\$ 18,452.67	\$ (5,020.93)	\$ 13,312.15	\$ 119.59
Function 2500 - Central Services	\$ 102,752.00	\$ 21,059.16	\$ 17,125.33	\$ 3,933.83	\$ 21,614.46	\$ (555.30)
Function 2600 - Operation & Maintenance of Plant	\$ 287,471.00	\$ 124,146.86	\$ 47,911.83	\$ 76,235.03	\$ 117,486.35	\$ 6,660.51
Function 3100 - Food Services Operations	\$ 22,317.00	\$ 448.05	\$ 3,719.50	\$ (3,271.45)	\$ -	\$ 448.05
Fund 11000 - Operational	\$ 2,713,016.00	\$ 293,031.75	\$ 452,169.33	\$ (159,137.58)	\$ 293,447.60	\$ (415.85)
Fund 13000 - Pupil Transportation	\$ 38,260.00	\$ -	\$ 6,376.67	\$ (6,376.67)	\$ -	\$ -
Fund 14000 - Instructional Materials	\$ -	\$ -	\$ -	\$ 3,844.38	\$ -	\$ 3,844.38
Fund 21000- Food Services Operations	\$ 46,070.00	\$ 3,844.38	\$ 7,678.33	\$ (7,408.23)	\$ -	\$ 270.10
Fund 23000- Activities	\$ 24,372.00	\$ 270.10	\$ 4,062.00	\$ (4,062.00)	\$ 559.17	\$ (559.17)
Fund 24101 - Title I	\$ 96,716.00	\$ -	\$ 16,119.33	\$ (16,119.33)	\$ 539.40	\$ (539.40)
Fund 24106 - Entitlement IDEA-B	\$ 62,541.00	\$ -	\$ 10,423.50	\$ (10,423.50)	\$ -	\$ -
Fund 24146-Charter School Program			\$ -	\$ 4,540.73	\$ -	\$ 4,540.73
Fund 24154 - Teacher/Principal Training & Recruiting	\$ 17,689.00	\$ 4,540.73	\$ 2,948.17	\$ (2,948.17)	\$ -	\$ -
Fund 24189 - Student Supp Academic Achievement	\$ 26,490.00	\$ -	\$ 4,415.00	\$ (4,415.00)	\$ -	\$ -
Fund 24301-CARES Act	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Fund 24308- CRRSA	\$ -	\$ -	\$ -	\$ -	\$ 2,047.16	\$ (2,047.16)
Fund 24316-Air Quality	\$ -	\$ -	\$ -	\$ 4,397.48	\$ -	\$ 4,397.48
Fund 24330 - ARP	\$ 359,981.00	\$ 4,397.48	\$ 59,996.83	\$ (59,996.83)	\$ -	\$ -
Fund 25153-Medicaid	\$ 28,080.00	\$ -	\$ 4,680.00	\$ (4,680.00)	\$ -	\$ -
Fund 26107-REC/District Fiscal Agent	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Fund 27107 - 2012 GOB Student Library SB-66	\$ 5,864.00	\$ -	\$ 977.33	\$ (977.33)	\$ -	\$ -
Fund 27109 - GAA of 2019	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Fund 27130-Feminine Hygiene Products	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Fund 27153 - Extended Learning Transportation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Fund 27201 - School Lunch Co-Pay	\$ 635.00	\$ -	\$ 105.83	\$ (105.83)	\$ -	\$ -
Fund 27202 - Open SciEd Expansion Initiative	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Fund 31200-PSCOC	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 4.73
Fund 31701-Capital Improvements SB-9 Ad Valorem	\$ 177,649.00	\$ 4.73	\$ 29,608.17	\$ (29,603.44)	\$ 4.46	\$ 0.27
Fund 31703-Capital Improvements SB-9 Cash Match	\$ 28,027.00	\$ -	\$ 4,671.17	\$ (4,671.17)	\$ -	\$ -
Total Expenses For all Funds	\$ 3,625,390.00	\$ 306,089.17	\$ 604,231.67	\$ (298,142.50)	\$ 296,597.79	\$ 9,496.11

Sandoval Academy of Bilingual Education
Revenue Report
Revenue Report as of August 31, 2022

Description	Budget (YTD)	Actual (YTD)	Available (YTD)	
Fees Activities	\$0.00	\$380.00	\$380.00	Supply Fee
State Equalization Guarantee	\$2,413,016.00	\$402,196.24	\$2,010,819.76	
Fund 11000 Operational	\$2,413,016.00	\$402,576.24	\$2,010,439.76	
Fund 13000 Pupil Transportation	\$38,260.00	\$6,956.00	\$31,304.00	
Fund 21000 USDA Food Reimbursement	\$40,000.00	\$0.00	\$40,000.00	
Fund 24101 Title I	\$96,716.00	\$0.00	\$96,716.00	
Fund 24106 IDEAB	\$62,541.00	\$0.00	\$62,541.00	
Fund 24154 Title II	\$17,689.00	\$0.00	\$17,689.00	
Fund 24189 Student Supp Academic Achievement	\$26,490.00	\$0.00	\$26,490.00	
Fund 24330 ESSR III ARP	\$359,981.00	\$0.00	\$359,981.00	
Fund 25153 Title XIX MEDICAID 3/21 Years	\$0.00	\$1,813.27	\$1,813.27	
Fund 27107 2012 GOB Student Library SB66	\$5,864.00	\$0.00	\$5,864.00	
Fund 27201 School Lunch CoPay	\$635.00	\$0.00	\$635.00	
Fund 31701 SB9 Local	\$64,762.00	\$472.68	\$64,289.32	
Grand Total	\$3,125,954.00	\$411,818.19	\$2,714,135.81	

Sandoval Academy of Bilingual Education
Expenditure Report
Expenditure Report as of August 31, 2022

Description	Budget (YTD)	Actual (YTD)	Encumbrance (YTD)	Available (YTD)
Salaries Expense-Long-term Sub	\$30,000.00	\$0.00	\$0.00	\$30,000.00
Salaries Expense-Teacher	\$701,355.00	\$39,372.15	\$672,399.13	(\$10,416.28)
Salaries Expense-Kinder Teachers	\$120,112.00	\$4,519.93	\$112,998.14	\$2,593.93
Salaries Expense-Kinder EA	\$50,228.00	\$3,307.32	\$40,985.68	\$5,935.00
Salaries Expense-Fine Arts	\$70,850.00	\$0.00	\$70,850.00	\$0.00
Salaries Expense-Sped Teacher	\$91,823.00	\$5,138.28	\$86,684.52	\$0.20
Salaries Expense-After School At-Risk	\$21,600.00	\$0.00	\$21,600.00	\$0.00
Stipend -Teacher	\$14,000.00	\$76.92	\$9,923.08	\$4,000.00
Stipend-EA	\$0.00	\$0.00	\$3,000.00	(\$3,000.00)
Stipend- Bilingual	\$31,500.00	\$0.00	\$24,500.00	\$7,000.00
Stipend- ELT Teacher	\$28,632.00	\$0.00	\$28,976.08	(\$344.08)
Stipend- ELT SPED	\$4,937.00	\$0.00	\$2,676.47	\$2,260.53
Stipend-ELT Kinder Teacher	\$2,658.00	\$0.00	\$2,676.00	(\$18.00)
Stipend-ELT EA	\$0.00	\$0.00	\$2,363.00	(\$2,363.00)
Employee Benefits	\$410,435.00	\$20,391.52	\$369,131.37	\$20,912.11
Professional Development	\$0.00	\$0.00	\$636.54	(\$636.54)
Professional Development-SPED	\$0.00	\$381.93	\$325.00	(\$706.93)
Other Professional/Technical Services	\$0.00	\$0.00	\$8,000.00	(\$8,000.00)
Other Charges	\$200.00	\$0.00	\$396.00	(\$196.00)
Other Charges-SPED	\$0.00	\$0.00	\$981.19	(\$981.19)
Other Instructional Materials	\$28,329.00	\$0.00	\$3,341.18	\$24,987.82
Software	\$11,680.00	\$12,417.05	\$0.00	(\$737.05)
General Supplies and Materials	\$5,000.00	\$3,077.14	\$2,479.80	(\$556.94)
General Supplies and Materials-Fine Arts	\$1,000.00	\$0.00	\$256.75	\$743.25
General Supplies and Materials-SPED	\$1,000.00	\$0.00	\$363.86	\$636.14
Supply Assets (Under \$5K)	\$193,369.00	\$189.99	\$0.00	\$193,179.01
Function 1000 - Instruction	\$1,818,708.00	\$88,872.23	\$1,465,543.79	\$264,291.98
Salaries Expense-Coordinator	\$20,275.00	\$2,310.42	\$0.00	\$17,964.58
Salaries Expense-Nursing Assistant	\$18,024.00	\$2,079.45	\$0.00	\$15,944.55
Salaries Expense-Registrar	\$18,022.00	\$2,079.60	\$0.00	\$15,942.40
Salaries Expense - Speech Therapist	\$58,871.00	\$2,368.79	\$59,219.71	(\$2,717.50)
Stipend-Coordinator	\$0.00	\$115.39	\$2,884.61	(\$3,000.00)
Stipend-ELT Coordinator	\$0.00	\$0.00	\$3,212.00	(\$3,212.00)
Stipend-Speech Therapist	\$0.00	\$0.00	\$3,293.50	(\$3,293.50)
Employee Benefits	\$46,148.00	\$3,109.83	\$37,395.27	\$5,642.90
Diagnosticians - Contracted	\$5,500.00	\$4,503.24	\$1,215.16	(\$218.40)
Occupational Therapists - Contracted	\$5,000.00	\$0.00	\$22,301.76	(\$17,301.76)
Psychologists - Contracted	\$500.00	\$0.00	\$2,749.50	(\$2,249.50)
Specialists - Contracted	\$16,621.00	\$0.00	\$29,271.06	(\$12,650.06)
Professional Development	\$0.00	\$455.00	\$130.00	(\$585.00)
Other Professional/Technical Services	\$14,083.00	\$0.00	\$15,839.25	(\$1,756.25)
Function 2100 - Support Services-Students	\$203,044.00	\$17,021.72	\$177,511.82	\$8,510.46
General Supplies and Materials	\$2,057.00	\$0.00	\$4,001.25	(\$1,944.25)
Function 2200 - Support Services-Instruction	\$2,057.00	\$0.00	\$4,001.25	(\$1,944.25)
Salaries Expense-Executive Director	\$107,000.00	\$16,461.52	\$90,538.48	\$0.00
ELT Stipend-Superintendent	\$5,000.00	\$0.00	\$0.00	\$5,000.00
Employee Benefits	\$30,577.00	\$6,113.61	\$38,169.85	(\$13,706.46)
Auditing	\$16,524.00	\$5,387.50	\$10,990.50	\$146.00
Legal	\$2,000.00	\$89.36	\$2,410.64	(\$500.00)
Advertising	\$250.00	\$0.00	\$0.00	\$250.00
Board Training	\$4,600.00	\$0.00	\$4,600.00	\$0.00
Function 2300 - Support Services-General Administration	\$165,951.00	\$28,051.99	\$146,709.47	(\$8,810.46)

Sandoval Academy of Bilingual Education
Expenditure Report
Expenditure Report as of August 31, 2022

Salaries Expense-Assistant Principal	\$39,547.00	\$3,042.10	\$36,505.10	(\$0.20)
Salaries Expense-Office Manager/Clerks	\$35,512.00	\$3,519.84	\$35,216.99	(\$3,224.83)
Stipend- Assistant Principal	\$5,000.00	\$0.00	\$0.00	\$5,000.00
Employee Benefits	\$24,763.00	\$2,020.35	\$22,385.51	\$357.14
Other Charges	\$3,894.00	\$3,347.00	\$203.88	\$343.12
General Supplies and Materials	\$2,000.00	\$1,502.45	\$60.00	\$437.55
Function 2400 - Support Services-School Administration	\$110,716.00	\$13,431.74	\$94,371.48	\$2,912.78
Other Professional/Technical Services	\$90,190.00	\$8,587.11	\$80,682.35	\$920.54
Software	\$12,562.00	\$12,472.05	\$0.00	\$89.95
Function 2500 - Central Services	\$102,752.00	\$21,059.16	\$80,682.35	\$1,010.49
Salaries Expense-Custodian	\$48,000.00	\$4,615.39	\$0.00	\$43,384.61
Employee Benefits	\$17,562.00	\$912.41	\$0.00	\$16,649.59
Other Charges	\$42,222.00	\$7,126.86	\$24,913.98	\$10,181.16
Electricity	\$27,071.00	\$7,501.40	\$18,498.60	\$1,071.00
Natural Gas (Buildings)	\$4,527.00	\$164.01	\$3,235.99	\$1,127.00
Communication Services	\$7,519.00	\$888.09	\$5,584.91	\$1,046.00
Renting Land and Buildings	\$100,213.00	\$65,641.56	\$194,861.52	(\$160,290.08)
Rentals of Computers and Related Equipment	\$3,526.00	\$1,249.45	\$1,358.33	\$918.22
Property Liability Insurance	\$33,431.00	\$33,403.00	\$0.00	\$28.00
General Supplies and Materials	\$3,000.00	\$2,644.69	\$1,978.95	(\$1,623.64)
Supply Asset (Under \$5k)	\$400.00	\$0.00	\$1,300.00	(\$900.00)
Gasoline	\$0.00	\$0.00	\$100.00	(\$100.00)
Function 2600 - Operation & Maintenance of Plant	\$287,471.00	\$124,146.86	\$251,832.28	(\$88,508.14)
Salaries Expense-Food Service Coordinator	\$17,500.00	\$412.50	\$8,118.41	\$8,969.09
Employee Benefits	\$4,817.00	\$35.55	\$703.86	\$4,077.59
Other Contract Services	\$0.00	\$0.00	\$500.00	(\$500.00)
Function 3100 - Food Services Operations	\$22,317.00	\$448.05	\$9,322.27	\$12,546.68
Fund 11000 - Operational	\$2,713,016.00	\$293,031.75	\$2,229,974.71	\$190,009.54
<u>Pupil Transportation-13000</u>				
Transportation Contractors	\$38,260.00	\$0.00	\$38,260.00	\$0.00
Fund 13000 - Pupil Transportation	\$38,260.00	\$0.00	\$38,260.00	\$0.00
<u>USDA Fund-21000</u>				
Food	\$46,070.00	\$0.00	\$0.00	\$46,070.00
General Supplies and Materials	\$0.00	\$3,493.39	\$1,001.47	(\$4,494.86)
""Supply Assets (\$5,000 or less)""	\$0.00	\$350.99	\$0.00	(\$350.99)
Fund 21000 - USDA Food Reimbursement	\$46,070.00	\$3,844.38	\$1,001.47	\$41,224.15
<u>Activities-23000</u>				
Other Charges	\$8,124.00	\$0.00	\$357.50	\$7,766.50
General Supplies and Materials	\$16,248.00	\$270.10	\$116.43	\$15,861.47
Fund 23000 - Activities	\$24,372.00	\$270.10	\$473.93	\$23,627.97
<u>Title I-24101</u>				
General Supplies and Materials	\$2,000.00	\$0.00	\$0.00	\$2,000.00
Function 1000 - Instruction	\$2,000.00	\$0.00	\$0.00	\$2,000.00
Salaries Expense-Coordinator	\$92,716.00	\$0.00	\$57,760.58	\$34,955.42
General Supplies and Materials	\$2,000.00	\$0.00	\$0.00	\$2,000.00
Function 2100 - Support Services-Students	\$94,716.00	\$0.00	\$0.00	\$36,955.42
Fund 24101 - Title I	\$96,716.00	\$0.00	\$0.00	\$96,716.00

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IDEA-B-24106

Salaries Expense	\$50,041.00	\$0.00	\$0.00	\$50,041.00
General Supplies and Materials	\$0.00	\$0.00	\$486.20	(\$486.20)
Function 1000 - Instruction	\$50,041.00	\$0.00	\$486.20	\$49,554.80
Speech Therapists - Contracted	\$12,500.00	\$0.00	\$0.00	\$12,500.00
Function 2100 - Support Services-Students	\$12,500.00	\$0.00	\$0.00	\$12,500.00
Fund 24106 - IDEA-B	\$62,541.00	\$0.00	\$486.20	\$62,054.80

Title II-24154

Professional Development	\$8,845.00	\$677.85	\$2,444.00	\$5,723.15
Function 1000 - Instruction	\$8,845.00	\$677.85	\$2,444.00	\$5,723.15
Professional Development	\$8,844.00	\$3,862.88	\$30.00	\$4,951.12
Function 2400 - Support Services-School Administration	\$8,844.00	\$3,862.88	\$30.00	\$4,951.12
Fund 24154 - Title II	\$17,689.00	\$4,540.73	\$2,474.00	\$10,674.27

Student Support Academic Achievement-24189

Other Contract Services	\$500.00	\$0.00	\$0.00	\$500.00
Software	\$500.00	\$0.00	\$0.00	\$500.00
General Supplies and Materials	\$6,227.00	\$0.00	\$0.00	\$6,227.00
Function 1000 - Instruction	\$7,227.00	\$0.00	\$0.00	\$7,227.00
Salaries Expense-Coordinator	\$19,263.00	\$0.00	\$0.00	\$19,263.00
Function 2100 - Support Services-Students	\$19,263.00	\$0.00	\$0.00	\$19,263.00
Fund 24189 - Student Supp Academic Achievement	\$26,490.00	\$0.00	\$0.00	\$26,490.00

ARP-24330

Salaries Expense-Tutor	\$40,995.00	\$0.00	\$0.00	\$40,995.00
Additional Compensation	\$30,000.00	\$0.00	\$0.00	\$30,000.00
Software	\$0.00	\$895.00	\$12,550.00	(\$13,445.00)
Supply Assets (Under \$5K)	\$55,000.00	\$0.00	\$0.00	\$55,000.00
Function 1000 - Instruction	\$125,995.00	\$895.00	\$12,550.00	\$112,550.00
Salaries Expense-Coordinator	\$28,000.00	\$0.00	\$0.00	\$28,000.00
Salaries Expense-Student Support	\$15,563.00	\$0.00	\$0.00	\$15,563.00
Specialists - Contracted	\$0.00	\$0.00	\$29,271.06	(\$29,271.06)
Other Professional/Technical Services	\$55,998.00	\$0.00	\$0.00	\$55,998.00
Function 2100 - Support Services-Students	\$99,561.00	\$0.00	\$29,271.06	\$70,289.94
Legal	\$20,000.00	\$0.00	\$0.00	\$20,000.00
Function 2300 - Support Services-General Administration	\$20,000.00	\$0.00	\$0.00	\$20,000.00
Other Charges	\$0.00	\$1,799.00	\$0.00	(\$1,799.00)
Function 2400 - Support Services-School Administration	\$0.00	\$1,799.00	\$0.00	(\$1,799.00)
Salaries Expense-IT	\$15,563.00	\$1,314.86	\$15,778.17	(\$1,530.03)
Employee Benefits	\$0.00	\$388.62	\$4,647.29	(\$5,035.91)
Function 2500 - Central Services	\$15,563.00	\$1,703.48	\$20,425.46	(\$6,565.94)
Other Contract Services	\$29,671.00	\$0.00	\$0.00	\$29,671.00
General Supplies and Materials	\$500.00	\$0.00	\$0.00	\$500.00
Supply Asset (Under \$5k)	\$10,260.00	\$0.00	\$6,420.00	\$3,840.00
Function 2600 - Operation & Maintenance of Plant	\$40,431.00	\$0.00	\$6,420.00	\$34,011.00
Transportation Contractors	\$58,431.00	\$0.00	\$17,540.00	\$40,891.00
Function 2700 - Student Transportation	\$58,431.00	\$0.00	\$17,540.00	\$40,891.00
Fund 24330-ARP	\$359,981.00	\$4,397.48	\$86,206.52	\$269,377.00

Sandoval Academy of Bilingual Education
Expenditure Report
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Medicaid-25153

Specialists - Contracted	\$28,080.00	\$0.00	\$0.00	\$28,080.00
Fund 25153 - Title XIX MEDICAID 3/21 Years	\$28,080.00	\$0.00	\$0.00	\$28,080.00

2012 GOB Student Library SB-66-27107

Library and Audio-Visual	\$5,864.00	\$0.00	\$0.00	\$5,864.00
Fund 27107 - 2012 GOB Student Library SB-66	\$5,864.00	\$0.00	\$0.00	\$5,864.00

School Lunch Co-Pay-27201

Food	\$635.00	\$0.00	\$0.00	\$635.00
Fund 27201 - School Lunch Co-Pay	\$635.00	\$0.00	\$0.00	\$635.00

SB-9 Local- 31701

County Tax Collection Costs	\$650.00	\$4.73	\$0.00	\$645.27
Function 2300 - Support Services-General Administration	\$650.00	\$4.73	\$0.00	\$645.27
Supply Assets (Under \$5K)	\$176,999.00	\$0.00	\$0.00	\$176,999.00
""Supply Assets (\$5,000 or less)""	\$0.00	\$0.00	\$4,638.80	(\$4,638.80)
Function 4000 - Capital Outlay	\$176,999.00	\$0.00	\$4,638.80	\$172,360.20
Fund 31701 - SB-9 Local	\$177,649.00	\$4.73	\$4,638.80	\$173,005.47

SB-9 State Match Cash-31703

""Supply Assets (\$5,000 or less)""	\$28,027.00	\$0.00	\$0.00	\$28,027.00
Fund 31703 - SB-9 State Match Cash	\$28,027.00	\$0.00	\$0.00	\$28,027.00
Grand Total	\$3,625,390.00	\$306,089.17	\$2,421,276.21	\$898,024.62

Sandoval Academy of Bilingual Education

Cleared Checks

Cleared Checks as of August 31, 2022

Last Reconciled	Beginning Balance	Statement Date	Ending Balance		
7/31/2022	\$865,784.01	08/31/2022	\$898,060.39		
Date	Source Document	Item Number	Description	Deposit	Withdrawal
6/30/2022	APV22-043	2202	Wisconsin Center for Ed. Research		\$928.03
7/19/2022	APV23-001	2204	Alice Banks		\$206.84
7/19/2022	APV23-001	2209	Sarah Farrell		\$74.62
7/29/2022	PVM23-011		NM Dept. of Workforce Solutions		\$976.76
8/1/2022	08-001	08-001	ARP RfR	\$9,298.40	
8/2/2022	08-002	08-002	Harris Refund; Title II RfR; CRRSA RfR	\$10,379.51	
8/3/2022	PVM23-015		Internal Revenue Service		\$7,742.03
8/3/2022	PVM23-016		Internal Revenue Service		\$1,669.08
8/8/2022	08-006	08-006	School Supply Fee	\$225.00	
8/9/2022	APV23-006	2218	Amazon.com, Inc.		\$740.53
8/9/2022	APV23-006	2219	Fulcrum Building, LLC		\$25,970.98
8/9/2022	APV23-006	2220	Getty Industrial Training		\$455.00
8/9/2022	APV23-006	2221	Power-On Technology Services		\$1,348.44
8/9/2022	APV23-006	2222	Public Charter Schools of New Mexico		\$2,752.00
8/9/2022	APV23-006	2223	Shamrock Supply		\$69.31
8/9/2022	APV23-006	2224	Southwest Copy Systems-Service		\$25.27
8/9/2022	APV23-006	2225	Staples		\$1,238.18
8/9/2022	APV23-006	2226	Verizon Wireless/Straight Talk		\$208.12
8/9/2022	PVM23-018		NMPSIA		\$13,755.12
8/9/2022	PVM23-019-2		AFLAC		\$37.44
8/10/2022	08-003	08-003	SEG August 2022	\$201,098.10	
8/10/2022	PVM23-017		NMRHCA		\$334.66
8/12/2022	APV23-007	2228	Centurylink		\$233.58
8/12/2022	APV23-007	2230	HDSupply		\$1,256.24
8/12/2022	APV23-007	2231	Home Depot		\$165.78
8/12/2022	APV23-007	2232	Jason's deli		\$270.10
8/12/2022	APV23-007	2234	Power School		\$11,829.62
8/12/2022	APV23-007	2235	Raptor Technologies		\$595.00
8/12/2022	APV23-007	2236	Staples		\$767.99
8/12/2022	APV23-007	2237	The Vigil Group, LLC		\$5,756.81
8/12/2022	PR23-03SP	2227	Walker, Andrew R		\$226.19
8/12/2022	PR23-03SP2	2238	Baker, Paola G		\$1,609.34
8/12/2022	PR23-03SP2	2239	Estrada, Maria		\$559.38
8/12/2022	PR23-03SP2	2240	Kelsey, Cynthia		\$1,653.10
8/12/2022	PR23-03SP2	2241	Kubler, Renee J.		\$1,646.80
8/12/2022	PR23-03SP2	2242	McCutcheon, Lisa		\$1,363.88
8/12/2022	PVM23-020		Wells Fargo		\$22,827.55
8/12/2022	PVM23-021		Wells Fargo		\$6,326.14
8/12/2022	PVM23-022		Wells Fargo		\$1,849.81
8/15/2022	08-004	08-004	SB-9	\$212.85	
8/15/2022	PVM23-025		NMERB		\$3,106.85

Sandoval Academy of Bilingual Education

Cleared Checks

Cleared Checks as of August 31, 2022

8/17/2022	08-005	08-005	Pupil Transportation July & August 2022	\$6,956.00	
8/17/2022	PVM23-023		Internal Revenue Service		\$6,559.86
8/17/2022	PVM23-024		Internal Revenue Service		\$4,755.30
8/24/2022	08-007	08-007	Harris Refund	\$140.00	
8/24/2022	APV23-008	2243	Amazon.com, Inc.		\$2,752.86
8/24/2022	APV23-008	2245	Clifton Larson Allen, LLP		\$5,387.50
8/24/2022	APV23-008	2246	Extra Space Management		\$340.00
8/24/2022	APV23-008	2248	Matthews Fox, P.C.		\$89.36
8/24/2022	APV23-008	2249	Power-On Technology Services		\$1,348.44
8/24/2022	APV23-008	2252	Staples		\$1,181.66
8/24/2022	APV23-008	2253	Veritiv		\$884.60
8/24/2022	APV23-008	2254	Verizon Wireless/Straight Talk		\$208.12
8/25/2022	PVM23-026		New Mexico Taxation & Revenue Department		\$3,129.72
8/26/2022	08-008	08-008	School Supply Fee	\$80.00	
8/26/2022	PVM23-027		Wells Fargo		\$37,514.71
8/31/2022	PVM23-028		Internal Revenue Service		\$11,384.78
Sub Total				\$228,389.86	\$196,113.48

Sandoval Academy of Bilingual Education
Accounts Payable Payroll Liabilities
Bank Register Report as of August 31, 2022

Bank	Account Number					
Wells Fargo						
Date	Number	Type	Payee/From	Status	Deposit	Withdrawal
8/1/2022	08-001	Cash Receipt	ARP RfR	Non-Void	\$9,298.40	
8/2/2022	08-002	Cash Receipt	Harris Refund; Title II RfR; CRRSA RfR	Non-Void	\$10,379.51	
8/3/2022		Payroll Liability Check	Internal Revenue Service	Non-Void		\$7,742.03
8/3/2022		Payroll Liability Check	Internal Revenue Service	Non-Void		\$1,669.08
8/8/2022	08-006	Cash Receipt	School Supply Fee	Non-Void	\$225.00	
8/9/2022		Payroll Liability Check	AFLAC	Non-Void		\$37.44
8/9/2022		Payroll Liability Check	NMPSIA	Non-Void		\$13,755.12
8/9/2022	2218	AP Warrant	Amazon.com, Inc.	Non-Void		\$740.53
8/9/2022	2219	AP Warrant	Fulcrum Building, LLC	Non-Void		\$25,970.98
8/9/2022	2220	AP Warrant	Getty Industrial Training	Non-Void		\$455.00
8/9/2022	2221	AP Warrant	Power-On Technology Services	Non-Void		\$1,348.44
8/9/2022	2222	AP Warrant	Public Charter Schools of New Mexico	Non-Void		\$2,752.00
8/9/2022	2223	AP Warrant	Shamrock Supply	Non-Void		\$69.31
8/9/2022	2224	AP Warrant	Southwest Copy Systems-Service	Non-Void		\$25.27
8/9/2022	2225	AP Warrant	Staples	Non-Void		\$1,238.18
8/9/2022	2226	AP Warrant	Verizon Wireless/Straight Talk	Non-Void		\$208.12
8/10/2022		Payroll Liability Check	NMRHCA	Non-Void		\$334.66
8/10/2022	08-003	Cash Receipt	SEG August 2022	Non-Void	\$201,098.10	
8/12/2022		Payroll Liability Check	Wells Fargo	Non-Void		\$6,326.14
8/12/2022		Payroll Liability Check	Wells Fargo	Non-Void		\$22,827.55
8/12/2022		Payroll Liability Check	Wells Fargo	Non-Void		\$1,849.81
8/12/2022	2227	Paycheck	Walker, Andrew R	Non-Void		\$226.19
8/12/2022	2228	AP Warrant	Centurylink	Non-Void		\$233.58
8/12/2022	2229	AP Warrant	Charter Apps	Non-Void		\$895.00
8/12/2022	2230	AP Warrant	HDSupply	Non-Void		\$1,256.24
8/12/2022	2231	AP Warrant	Home Depot	Non-Void		\$165.78
8/12/2022	2232	AP Warrant	Jason's deli	Non-Void		\$270.10
8/12/2022	2233	AP Warrant	Penske Truck Rental	Non-Void		\$111.83
8/12/2022	2234	AP Warrant	Power School	Non-Void		\$11,829.62
8/12/2022	2235	AP Warrant	Raptor Technologies	Non-Void		\$595.00
8/12/2022	2236	AP Warrant	Staples	Non-Void		\$767.99
8/12/2022	2237	AP Warrant	The Vigil Group, LLC	Non-Void		\$5,756.81
8/12/2022	2238	Paycheck	Baker, Paola G	Non-Void		\$1,609.34
8/12/2022	2239	Paycheck	Estrada, Maria	Non-Void		\$559.38
8/12/2022	2240	Paycheck	Kelsey, Cynthia	Non-Void		\$1,653.10
8/12/2022	2241	Paycheck	Kubler, Renee J.	Non-Void		\$1,646.80
8/12/2022	2242	Paycheck	McCutcheon, Lisa	Non-Void		\$1,363.88
8/15/2022		Payroll Liability Check	NMERB	Non-Void		\$3,106.85
8/15/2022	08-004	Cash Receipt	SB-9	Non-Void	\$212.85	
8/17/2022		Payroll Liability Check	Internal Revenue Service	Non-Void		\$6,559.86
8/17/2022		Payroll Liability Check	Internal Revenue Service	Non-Void		\$4,755.30
8/17/2022	08-005	Cash Receipt	Pupil Transportation July & August 2022	Non-Void	\$6,956.00	
8/24/2022	08-007	Cash Receipt	Harris Refund	Non-Void	\$140.00	
8/24/2022	2243	AP Warrant	Amazon.com, Inc.	Non-Void		\$2,752.86
8/24/2022	2244	AP Warrant	Cooperative Educational Services	Non-Void		\$4,885.17
8/24/2022	2245	AP Warrant	Clifton Larson Allen, LLP	Non-Void		\$5,387.50
8/24/2022	2246	AP Warrant	Extra Space Management	Non-Void		\$340.00
8/24/2022	2248	AP Warrant	Matthews Fox, P.C.	Non-Void		\$89.36
8/24/2022	2249	AP Warrant	Power-On Technology Services	Non-Void		\$1,348.44
8/24/2022	2250	AP Warrant	School Specialty, Inc.	Non-Void		\$1,748.66
8/24/2022	2251	AP Warrant	Southwest Copy Systems- Equipment	Non-Void		\$1,249.45
8/24/2022	2252	AP Warrant	Staples	Non-Void		\$1,181.66
8/24/2022	2253	AP Warrant	Veritiv	Non-Void		\$884.60
8/24/2022	2254	AP Warrant	Verizon Wireless/Straight Talk	Non-Void		\$208.12
8/25/2022		Payroll Liability Check	New Mexico Taxation & Revenue Department	Non-Void		\$3,129.72
8/26/2022		Payroll Liability Check	Wells Fargo	Non-Void		\$37,514.71
8/26/2022	08-008	Cash Receipt	School Supply Fee	Non-Void	\$80.00	
8/30/2022	2255	AP Warrant	Fulcrum Building, LLC	Non-Void		\$27,308.39
8/30/2022	2256	AP Warrant	Home Depot	Non-Void		\$101.85
8/31/2022		Payroll Liability Check	Internal Revenue Service	Non-Void		\$11,384.78
Sub Total					\$228,389.86	\$230,227.58
Grand Total					\$228,389.86	\$230,227.58

Sandoval Academy of Bilingual Education
Payroll Register
Payroll Register Report as of August 31, 2022

Wages/Deductions	Employer Amt.	Employee Amt.	28 Employees
Net Wages	\$0.00	\$52,749.35	
AFLAC - -A/T	\$0.00	\$24.96	
Basic Life	\$102.57	\$0.00	
BCBS High	\$618.53	\$412.35	
Davis Vision	\$24.77	\$15.22	
Delta Dental High	\$42.82	\$28.55	
Delta Dental Low	\$4.29	\$2.87	
Dental	\$256.00	\$169.48	
Dental High United Concordia	\$78.49	\$49.95	
Dental Low United Concordia	\$5.37	\$1.79	
Dental Supplemental	\$0.00	(\$0.02)	
ERB	\$13,052.33	\$8,143.44	
ERB Less 24 K	\$524.78	\$241.74	
Federal Withholding	\$0.00	\$4,708.68	
FICA	\$4,632.33	\$4,632.33	
Long Term Disability	\$242.84	\$161.20	
Long Term Disability- Supplemental	(\$0.35)	(\$0.23)	
Medical	\$4,374.73	\$2,877.58	
Medical Supplemental	(\$149.91)	(\$99.92)	
Medicare	\$1,083.37	\$1,083.37	
NMRHCA	\$1,583.35	\$791.68	
Pres High	\$1,923.20	\$1,227.46	
Pres Low	\$315.56	\$151.94	
State Unemployment Ins.	\$136.30	\$0.00	
State Withholding - NM	\$0.00	\$2,004.79	
Vision	\$40.20	\$28.13	
Vision Supplemental	(\$1.88)	(\$1.25)	
Voluntary Life	\$0.00	\$173.45	
Sub Total	\$28,889.69	\$79,578.89	

Sandoval Academy of Bilingual Education
Outstanding Purchase Orders Report at of 8/31/2022

PO Number	Type	Vendor Name	Date Issued	PO Amount	Invoiced Amount	Remaining Encumbrance
SABE230002-1	Regular	Felicitas Reyes	7/1/2022	\$250.00	\$162.13	\$87.87
SABE230004-1	Regular	Militza Zamora de Giesel	7/1/2022	\$250.00	\$151.26	\$98.74
SABE230005-1	Regular	Sarah Farrell	7/1/2022	\$250.00	\$74.62	\$175.38
SABE230008	Dollar	Fulcrum Building, LLC	7/1/2022	\$314,903.04	\$79,556.96	\$235,346.08
SABE230009	Dollar	Intrado-School Messenger	7/1/2022	\$550.00	\$0.00	\$550.00
SABE230012	Regular	School Specialty, Inc.	7/1/2022	\$4,638.80	\$0.00	\$4,638.80
SABE230013	Dollar	NWEA	7/1/2022	\$4,001.25	\$0.00	\$4,001.25
SABE230015	Dollar	Charter School Nursing Services	7/1/2022	\$15,839.25	\$1,961.05	\$13,878.20
SABE230017	Regular	Sown to Grow	7/1/2022	\$3,500.00	\$0.00	\$3,500.00
SABE230019	Dollar	Home Depot	7/1/2022	\$500.00	\$165.78	\$334.22
SABE230020	Dollar	United Postal Service	7/1/2022	\$60.00	\$0.00	\$60.00
SABE230021	Dollar	Verizon Wireless/Straight Talk	7/1/2022	\$2,520.00	\$416.24	\$2,103.76
SABE230022	Dollar	Accountability and Compliance Resources LLC	7/1/2022	\$3,746.60	\$0.00	\$3,746.60
SABE230025	Dollar	Matthews Fox, P.C.	7/1/2022	\$2,500.00	\$119.15	\$2,380.85
SABE230027	Dollar	Extra Space Management	7/1/2022	\$2,196.00	\$549.00	\$1,647.00
SABE230028	Dollar	Clifton Larson Allen, LLP	7/1/2022	\$16,378.00	\$5,387.50	\$10,990.50
SABE230029-1	Dollar	ACES	7/1/2022	\$8,000.00	\$0.00	\$8,000.00
SABE230030-1	Dollar	Centurylink	7/1/2022	\$245.00	\$244.64	\$0.36
SABE230031	Dollar	Power-On Technology Services	7/1/2022	\$16,227.54	\$2,696.88	\$13,530.66
SABE230032	Dollar	Southwest Copy Systems- Equipment	7/1/2022	\$2,607.78	\$1,249.45	\$1,358.33
SABE230033-1	Dollar	Southwest Copy Systems-Service	7/1/2022	\$2,607.78	\$25.27	\$2,582.51
SABE230034-1	Dollar	Amazon.com, Inc.	7/1/2022	\$4,843.89	\$3,842.77	\$1,001.12
SABE230035-1	Regular	Amazon.com, Inc.	7/1/2022	\$1,299.85	\$0.00	\$1,299.85
SABE230036	Dollar	Fiber Platform LLC	7/1/2022	\$1,500.00	\$0.00	\$1,500.00
SABE230037	Regular	Discount School Supply	7/1/2022	\$1,134.97	\$0.00	\$1,134.97
SABE230039	Dollar	Cooperative Educational Services	7/1/2022	\$2,749.50	\$0.00	\$2,749.50
SABE230040	Dollar	Cooperative Educational Services	7/1/2022	\$5,718.40	\$4,896.38	\$822.02
SABE230041	Dollar	Cooperative Educational Services	7/1/2022	\$22,301.76	\$0.00	\$22,301.76
SABE230042	Dollar	Cooperative Educational Services	7/1/2022	\$29,271.06	\$2,716.24	\$26,554.82
SABE230044	Dollar	Cooperative Educational Services	7/1/2022	\$29,271.06	\$2,501.80	\$26,769.26
SABE230045	Regular	Dual Language Education of New Mexico	7/21/2022	\$134.00	\$0.00	\$134.00
SABE230047	Dollar	Extra Space Management	7/21/2022	\$2,125.27	\$530.77	\$1,594.50
SABE230048	Dollar	The Vigil Group, LLC	7/1/2022	\$69,161.90	\$11,513.62	\$57,648.28
SABE230050	Regular	Pro-Ed, Inc.	7/25/2022	\$486.20	\$0.00	\$486.20
SABE230052	Regular	American Steel Carports Inc.	7/26/2022	\$6,420.00	\$0.00	\$6,420.00
SABE230054	Regular	806 Technologies Inc.	7/26/2022	\$2,250.00	\$0.00	\$2,250.00
SABE230055	Dollar	Great Minds	7/22/2022	\$3,341.18	\$0.00	\$3,341.18
SABE230058	Regular	Verizon Wireless/Straight Talk	7/27/2022	\$215.92	\$0.00	\$215.92
SABE230059	Regular	Jason's deli	7/27/2022	\$292.38	\$270.10	\$22.28
SABE230064	Dollar	Herrera Coaches Inc.	8/8/2022	\$55,800.00	\$5,580.00	\$50,220.00
SABE230067	Dollar	Public Charter Schools of New Mexico	8/11/2022	\$4,600.00	\$2,300.00	\$2,300.00
SABE230068	Dollar	HDSupply	8/11/2022	\$1,228.81	\$992.48	\$236.33
SABE230070	Regular	SitSpots	8/11/2022	\$44.98	\$0.00	\$44.98
SABE230071-1	Dollar	Cooperative Educational Services	8/16/2022	\$963.12	\$581.19	\$381.93
SABE230073	Regular	Jackie Rodriguez	8/25/2022	\$203.88	\$0.00	\$203.88
SABE230077	Regular	Lisa McCutcheon	8/29/2022	\$44.00	\$0.00	\$44.00
SABE230078	Regular	Citlalli Mendoza	8/29/2022	\$44.00	\$0.00	\$44.00
SABE230079	Regular	Vanessa Lomeli	8/29/2022	\$44.00	\$0.00	\$44.00
SABE230080	Regular	Diane Vaughn	8/29/2022	\$44.00	\$0.00	\$44.00
SABE230082	Regular	Dolores Vargas	8/29/2022	\$44.00	\$0.00	\$44.00
SABE230083	Regular	Jackie Rodriguez	9/2/2022	\$45.00	\$0.00	\$45.00
SABE230084	Regular	Mealtime/The CLM Group, Inc	9/1/2022	\$375.00	\$0.00	\$375.00
SABE230085	Regular	American Reading Company	9/1/2022	\$17,200.00	\$0.00	\$17,200.00
SABE230086	Regular	American Reading Company	9/1/2022	\$17,200.00	\$0.00	\$17,200.00
SABE230088	Regular	High Plains Regional Education Cooperative	8/31/2022	\$325.00	\$0.00	\$325.00
SABE230089-1	Regular	Clear Channel Outdoor	9/1/2022	\$5,466.59	\$0.00	\$5,466.59
SABE230090-1	Regular	Peripole	9/20/2022	\$279.86	\$0.00	\$279.86
SABE230091	Dollar	School Life	8/31/2022	\$94.15	\$0.00	\$94.15
SABE230092	Dollar	Staples	9/1/2022	\$1,351.72	\$1,338.14	\$13.58
SABE230093-1	Dollar	School Nurse Supply	9/1/2022	\$258.90	\$0.00	\$258.90
SABE230095	Regular	Diane Vaughn	9/12/2022	\$44.00	\$0.00	\$44.00
SABE230096	Regular	Clifton Larson Allen, LLP	9/12/2022	\$1,425.00	\$0.00	\$1,425.00
SABE230098	Regular	Joshua Forthmann	9/12/2022	\$44.00	\$0.00	\$44.00
SABE230099	Regular	Dina Ortega	9/12/2022	\$44.00	\$0.00	\$44.00
SABE230100	Regular	Vanessa Lomeli	9/12/2022	\$44.00	\$0.00	\$44.00
SABE230101	Regular	Alani Corona	9/12/2022	\$44.00	\$0.00	\$44.00
SABE230102	Regular	Peter Montoya	9/12/2022	\$44.00	\$0.00	\$44.00

Sandoval Academy of Bilingual Education
Outstanding Purchase Orders Report at of 8/31/2022

SABE230103	Regular	Dolores Vargas	9/12/2022	\$44.00	\$0.00	\$44.00
SABE230104	Regular	Easy Keys	9/12/2022	\$26.61	\$0.00	\$26.61
SABE230105	Regular	Lisa McCutcheon	9/12/2022	\$44.00	\$0.00	\$44.00
SABE230106	Regular	Citlalli Mendoza	9/12/2022	\$44.00	\$0.00	\$44.00
SABE230108	Regular	Amazon.com, Inc.	9/12/2022	\$2,213.83	\$0.00	\$2,213.83
SABE230109-1	Dollar	School Nurse Supply	9/12/2022	\$142.69	\$0.00	\$142.69
SABE230110	Regular	HDSupply	9/13/2022	\$746.73	\$0.00	\$746.73
Sub Total				\$694,896.25	\$129,823.42	\$565,072.83

Sandoval Academy of Bilingual Education
Purchase Order Totals
Purchasing Totals By Vendor Report as of August 31, 2022

Vendor Name	Purchasing Total
806 Technologies Inc.	\$2,250.00
Accountability and Compliance Resources LLC	\$3,746.60
ACES	\$8,000.00
Alani Corona	\$44.00
Alice Banks	\$206.84
Amazon.com, Inc.	\$8,357.57
American Reading Company	\$42,900.00
American Steel Carports Inc.	\$6,420.00
Centurylink	\$716.85
CES	\$90,656.83
Charter Apps	\$895.00
Charter School Nursing Services	\$15,839.25
Citlalli Mendoza	\$88.00
Clear Channel Outdoor	\$5,466.59
Clifton Larson Allen, LLP	\$17,945.50
Cynthia Kelsey	\$44.00
Diane Vaughn	\$88.00
Dina Ortega	\$44.00
Discount School Supply	\$1,134.97
Dolores Vargas	\$88.00
Dual Language Education of New Mexico	\$134.00
Easy Keys	\$26.61
Extra Space Management	\$4,321.27
Felicitas Reyes	\$250.00
Fiber Platform LLC	\$1,500.00
Fulcrum Building, LLC	\$314,903.04
Getty Industrial Training	\$585.00
Great Minds	\$3,341.18
Harris School Solutions	\$12,682.05
HDSupply	\$3,231.78
Herrera Coaches Inc.	\$55,800.00
High Plains Regional Education Cooperative	\$325.00
Home Depot	\$601.85
Intrado-School Messenger	\$550.00
Jackie Rodriguez	\$4,019.16
Jason's deli	\$292.38
Joshua Forthmann	\$44.00
Lisa McCutcheon	\$88.00
Maria Estrada	\$44.00
Matthews Fox, P.C.	\$2,500.00

Sandoval Academy of Bilingual Education
Purchase Order Totals
Purchasing Totals By Vendor Report as of August 31, 2022

Mealtime/The CLM Group, Inc	\$962.43
Militza Zamora de Geisel	\$250.00
NMPSIA-Risk Premium	\$33,403.00
NWEA	\$4,001.25
Paola Baker	\$44.00
Penske Truck Rental	\$111.83
Peripole	\$279.86
Peter Montoya	\$44.00
Power School	\$11,829.62
Power-On Technology Services	\$16,227.54
Pro-Ed, Inc.	\$486.20
Public Charter Schools of New Mexico	\$7,352.00
R&B Commercial Service, Inc.	\$247.83
Raptor TEchnologies	\$595.00
Renee Kubler	\$44.00
Sarah Farrell	\$250.00
Scenario Learning	\$636.54
School Life	\$94.15
School Nurse Supply	\$401.59
School Specialty, Inc.	\$6,387.46
Scripps National Spelling Bee, Inc.	\$182.50
Shamrock Supply	\$69.31
SitSpots	\$44.98
Smore	\$1,799.00
Solution Tree	\$245.13
Southwest Copy Systems- Equipment	\$2,607.78
Southwest Copy Systems-Service	\$2,607.78
Sown to Grow	\$3,500.00
Staples	\$4,539.55
The Vigil Group, LLC	\$69,161.90
Triple J Glass Mirrors and Doors LLC	\$1,300.00
United Postal Service	\$60.00
Vanessa Lomeli	\$88.00
Veritiv	\$884.60
Verizon Wireless/Straight Talk	\$2,735.92
West Mesa Lock and Safe LLC	\$74.75
Total	\$783,720.82

Bank Reconciliation

School: **Sandoval Academy of Bilingual Education**
Bank: **Wells Fargo**
Account Description: **Main Checking Account**
Statement Date: **August 31, 2022**

Beginning Balance per bank:	\$	865,784.01
Cleared transactions:	\$	(196,113.48)
Deposits and Credits:	\$	228,389.86
Other bank adjustments	\$	-
		<hr/>
	\$	898,060.39
Ending balance per bank		
Plus: Outstanding Deposits	\$	-
Plus: Cleared items prior to entry	\$	-
Less: Outstanding Checks	\$	(36,910.29)
Balance per GL	\$	<hr/> 861,150.10

Sandoval Academy of Bilingual Education

Outstanding Checks

Last Reconciled		Statement Date	
7/31/2022		08/31/2022	
Date	Item Number	Description	Withdrawal
6/17/2022	2192	Lara, Richard	\$22.51
7/21/2022	2213	Mealtime/The CLM Group, Inc	\$587.43
8/12/2022	2229	Charter Apps	\$895.00
8/12/2022	2233	Penske Truck Rental	\$111.83
8/24/2022	2244	Cooperative Educational Services	\$4,885.17
8/24/2022	2250	School Specialty, Inc.	\$1,748.66
8/24/2022	2251	Southwest Copy Systems- Equipment	\$1,249.45
8/30/2022	2255	Fulcrum Building, LLC	\$27,308.39
8/30/2022	2256	Home Depot	\$101.85
Sub Total			\$36,910.29

Must submit backup for all BARs,
except transfers of funds for SEG or
direct grants

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
300 Don Gaspar Santa Fe, NM 87501-2786
Budget Adjustment Request

Doc. ID: 563-000-2223-0002-M
Fund Type: General Fund / Capital
Outlay / Debt Service
Adjustment Type: Maintenance

Fiscal Year: 2022-2023

Entity Name: Sandoval Academy of Bilingual Education

Adjustment Changes Intent/Scope of Program Yes or No?: No

Contact: Ashley Wolfel, Business Manager

Total Approved Budget (Flowthrough):

Phone: 505-938-7731

Email: ashley@vigilgroup.net

FLOWTHROUGH ONLY

Budget Period: Jul 1 2022 12:00AM

To: Jun 30 2023 12:00AM

A. Approved Carryover:

B. Total Current Year Allocation:

D. Total Funding Available:

Fund	Function	Object	Program	Location	Job Class	Present Budget	Adj Amt Exp	Adj Budget	ADD'L FTE
11000 Operational	1000 Instruction	51300 Additional Compensation	4040 Extended Learning Time Programs	563001 Sandoval Academy of Bilingual Education-Admin Office	1416 Teachers-Other Instruction	\$31,500	(\$31,500)		
11000 Operational	1000 Instruction	56119 Supply Assets (\$5,000 or less).	1010 Regular Education (PreK-12) Programs	563001 Sandoval Academy of Bilingual Education-Admin Office	0000 No Job Class	\$193,369	(\$42,595)	\$150,774	
11000 Operational	1000 Instruction	51100 Salaries Expense	0000 No Program	563001 Sandoval Academy of Bilingual Education-Admin Office	1611 Substitutes-Sick Leave	\$30,000	\$3,046	\$33,046	
11000 Operational	1000 Instruction	51100 Salaries Expense	1010 Regular Education (PreK-12) Programs	563001 Sandoval Academy of Bilingual Education-Admin Office	1411 Teachers-Grades 1-12	\$701,355	\$15,867	\$717,222	
11000 Operational	1000 Instruction	51300 Additional Compensation	1010 Regular Education (PreK-12) Programs	563001 Sandoval Academy of Bilingual Education-Admin Office	1711 Instructional Assistants - Grades 1-12		\$3,000	\$3,000	
11000 Operational	1000 Instruction	51300 Additional Compensation	2000 Special Programs	563001 Sandoval Academy of Bilingual Education-Admin Office	1412 Teachers-Special Education		\$2,200	\$2,200	
11000 Operational	1000 Instruction	51300 Additional Compensation	4010 Bilingual Education Programs	563001 Sandoval Academy of Bilingual Education-Admin Office	1416 Teachers-Other Instruction		\$31,500	\$31,500	
11000 Operational	1000 Instruction	51300 Additional Compensation	4040 Extended Learning Time Programs	563001 Sandoval Academy of Bilingual Education-Admin Office	1411 Teachers-Grades 1-12	\$28,632	\$345	\$28,977	
11000 Operational	1000 Instruction	51300 Additional Compensation	4040 Extended Learning Time Programs	563001 Sandoval Academy of Bilingual Education-Admin Office	1413 Teachers-Early Childhood Ed	\$2,658	\$18	\$2,676	

11000 Operational	1000 Instruction	51300 Additional Compensation	4040 Extended Learning Time Programs	563001 Sandoval Academy of Bilingual Education-Admin Office	1711 Instructional Assistants - Grades 1-12		\$3,000	\$3,000	
11000 Operational	1000 Instruction	53330 Professional Development	1010 Regular Education (PreK-12) Programs	563001 Sandoval Academy of Bilingual Education-Admin Office	0000 No Job Class		\$637	\$637	
11000 Operational	1000 Instruction	53414 Other Services	1010 Regular Education (PreK-12) Programs	563001 Sandoval Academy of Bilingual Education-Admin Office	0000 No Job Class		\$8,000	\$8,000	
11000 Operational	1000 Instruction	53711 Other Charges	1010 Regular Education (PreK-12) Programs	563001 Sandoval Academy of Bilingual Education-Admin Office	0000 No Job Class	\$200	\$700	\$900	
11000 Operational	1000 Instruction	53711 Other Charges	2000 Special Programs	563001 Sandoval Academy of Bilingual Education-Admin Office	0000 No Job Class		\$782	\$782	
11000 Operational	1000 Instruction	56118 General Supplies and Materials	1010 Regular Education (PreK-12) Programs	563001 Sandoval Academy of Bilingual Education-Admin Office	0000 No Job Class	\$5,000	\$5,000	\$10,000	
							Sub Total	\$0	
							Indirect Cost		
							DOC. TOTAL	\$0	

Justification:

To adjust budget to match anticipated expenditures.

Compliance with Sections 10-15-1 and 22-8-12, NMSA, 1978 Compilation:

A. The requested budget/changes were authorized at a scheduled Board of Education or Governance Council meeting open to the public on:

B. Justification for the transfer: Explanation such as "underbudgeted", "insufficient budget", or "needed to close out Project" ARE NOT ACCEPTABLE. Attach additional sheets if necessary.

ALL TRANSFER BARS MUST NET OUT TO ZERO ON THE DOC. TOTAL LINE.

Must submit backup for all BARs,
except transfers of funds for SEG or
direct grants

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
300 Don Gaspar Santa Fe, NM 87501-2786
Budget Adjustment Request

Doc. ID: 563-000-2223-0003-M
Fund Type: General Fund / Capital
Outlay / Debt Service
Adjustment Type: Maintenance

Fiscal Year: 2022-2023

Entity Name: Sandoval Academy of Bilingual Education

Adjustment Changes Intent/Scope of Program Yes or No?: No

Contact: Ashley Wolfel, Business Manager

Total Approved Budget (Flowthrough):

Phone: 505-938-7731

Email: ashley@vigilgroup.net

FLOWTHROUGH ONLY

Budget Period: Jul 1 2022 12:00AM

To: Jun 30 2023 12:00AM

A. Approved Carryover:

B. Total Current Year Allocation:

D. Total Funding Available:

Fund	Function	Object	Program	Location	Job Class	Present Budget	Adj Amt Exp	Adj Budget	ADD'L FTE
11000 Operational	2600 Operation & Maintenance of Plant	53711 Other Charges	0000 No Program	563001 Sandoval Academy of Bilingual Education-Admin Office	0000 No Job Class	\$42,222	(\$10,000)	\$32,222	
11000 Operational	2600 Operation & Maintenance of Plant	54610 Rental - Land and Buildings	0000 No Program	563001 Sandoval Academy of Bilingual Education-Admin Office	0000 No Job Class	\$100,213	(\$18,167)	\$82,046	
11000 Operational	2200 Support Services-Instruction	56118 General Supplies and Materials	0000 No Program	563001 Sandoval Academy of Bilingual Education-Admin Office	0000 No Job Class	\$2,057	\$1,945	\$4,002	
11000 Operational	2300 Support Services-General Administration	52311 Health and Medical Premiums	0000 No Program	563001 Sandoval Academy of Bilingual Education-Admin Office	1111 Superintendent		\$16,000	\$16,000	
11000 Operational	2300 Support Services-General Administration	53411 Auditing	0000 No Program	563001 Sandoval Academy of Bilingual Education-Admin Office	0000 No Job Class	\$16,524	\$1,422	\$17,946	
11000 Operational	2300 Support Services-General Administration	53413 Legal	0000 No Program	563001 Sandoval Academy of Bilingual Education-Admin Office	0000 No Job Class	\$2,000	\$500	\$2,500	
11000 Operational	2300 Support Services-General Administration	55400 Advertising	0000 No Program	563001 Sandoval Academy of Bilingual Education-Admin Office	0000 No Job Class	\$250	\$6,000	\$6,250	
11000 Operational	2600 Operation & Maintenance of Plant	56118 General Supplies and Materials	0000 No Program	563001 Sandoval Academy of Bilingual Education-Admin Office	0000 No Job Class	\$3,000	\$2,300	\$5,300	
Sub Total							\$0		
Indirect Cost									
DOC. TOTAL							\$0		

Justification:

To adjust budget to match anticipated expenses?

Compliance with Sections 10-15-1 and 22-8-12, NMSA, 1978 Compilation:

A. The requested budget/changes were authorized at a scheduled Board of Education or Governance Council meeting open to the public on:

B. Justification for the transfer: Explanation such as "underbudgeted", "insufficient budget", or "needed to close out Project" ARE NOT ACCEPTABLE. Attach additional sheets if necessary.

ALL TRANSFER BARS MUST NET OUT TO ZERO ON THE DOC. TOTAL LINE.

Must submit backup for all BARs,
except transfers of funds for SEG or
direct grants

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
300 Don Gaspar Santa Fe, NM 87501-2786
Budget Adjustment Request

Doc. ID: 563-000-2223-0004-T

Fund Type: Flowthrough

Adjustment Type: Transfer

Fiscal Year: 2022-2023

Entity Name: Sandoval Academy of Bilingual Education

Adjustment Changes Intent/Scope of Program Yes or No?: No

Contact: Ashley Wolfel, Business Manager

Total Approved Budget (Flowthrough): 96,716

Phone: 505-938-7731

Email: ashley@vigilgroup.net

FLOWTHROUGH ONLY

Budget Period: 07/01/2022

To: 06/30/2023

A. Approved Carryover:

B. Total Current Year Allocation: 96,716

D. Total Funding Available: 96,716

Fund	Function	Object	Program	Location	Job Class	Present Budget	Adj Amt Exp	Adj Budget	ADD'L FTE
24101 Title I - ESEA	2100 Support Services-Students	51100 Salaries Expense	0000 No Program	563001 Sandoval Academy of Bilingual Education- Admin Office	1211 Coordinator/Su bject Matter Specialist	\$92,716	(\$32,400)	\$60,316	(0.50)
24101 Title I - ESEA	1000 Instruction	56118 General Supplies and Materials	1010 Regular Education (PreK-12) Programs	563001 Sandoval Academy of Bilingual Education- Admin Office	0000 No Job Class	\$2,000	\$32,400	\$34,400	
Sub Total							\$0		(0.50)
Indirect Cost									
DOC. TOTAL							\$0		

Justification:

To adjust budget to match anticipated expenditures.

Compliance with Sections 10-15-1 and 22-8-12, NMSA, 1978 Compilation:

A. The requested budget/changes were authorized at a scheduled Board of Education or Governance Council meeting open to the public on:

B. Justification for the transfer: Explanation such as "underbudgeted", "insufficient budget", or "needed to close out Project" ARE NOT ACCEPTABLE. Attach additional sheets if necessary.

ALL TRANSFER BARS MUST NET OUT TO ZERO ON THE DOC. TOTAL LINE.

Must submit backup for all BARs,
except transfers of funds for SEG or
direct grants

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
300 Don Gaspar Santa Fe, NM 87501-2786
Budget Adjustment Request

Doc. ID: 563-000-2223-0005-M

Fund Type: Flowthrough

Adjustment Type: Maintenance

Fiscal Year: 2022-2023

Entity Name: Sandoval Academy of Bilingual Education

Adjustment Changes Intent/Scope of Program Yes or No?: No

Contact: Ashley Wolfel, Business Manager

Total Approved Budget (Flowthrough): 359,981

Phone: 505-938-7731

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FLOWTHROUGH ONLY	
Budget Period: 07/01/2022	To: 06/30/2023
A. Approved Carryover:	
B. Total Current Year Allocation: 359,981	
D. Total Funding Available: 359,981	

..

Fund	Function	Object	Program	Location	Job Class	Present Budget	Adj Amt Exp	Adj Budget	ADD'L FTE
24330 24330 - ARP ESSER III CDFA 84.425U	2300 Support Services-General Administration	53413 Legal	0000 No Program	563001 Sandoval Academy of Bilingual Education-Admin Office	0000 No Job Class	\$20,000	(\$8,370)	\$11,630	
24330 24330 - ARP ESSER III CDFA 84.425U	2400 Support Services-School Administration	53711 Other Charges	0000 No Program	563001 Sandoval Academy of Bilingual Education-Admin Office	0000 No Job Class		\$1,800	\$1,800	
24330 24330 - ARP ESSER III CDFA 84.425U	2500 Central Services	51100 Salaries Expense	0000 No Program	563001 Sandoval Academy of Bilingual Education-Admin Office	1511 Data Processing	\$15,563	\$6,570	\$22,133	0.10
Sub Total							\$0		0.10
Indirect Cost									
DOC. TOTAL							\$0		

Justification:

To adjust budget to match anticipated Expenditures.

Compliance with Sections 10-15-1 and 22-8-12, NMSA, 1978 Compilation:

A. The requested budget/changes were authorized at a scheduled Board of Education or Governance Council meeting open to the public on:

B. Justification for the transfer: Explanation such as "underbudgeted", "insufficient budget", or "needed to close out Project" ARE NOT ACCEPTABLE. Attach additional sheets if necessary.

ALL TRANSFER BARS MUST NET OUT TO ZERO ON THE DOC. TOTAL LINE.



SABE

Sandoval Academy of Bilingual Education

EMPLOYEE HANDBOOK

2022-2023

Jackie Rodriguez, Executive Director/Principal



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SECTION I: FOUNDATIONS AND BASIC COMMITMENTS

Introduction

This Employee Handbook provides a summary of employee benefits and guidelines with respect to your employment. It does not cover all aspects of your employment with Sandoval Academy of Bilingual Education (SABE). You are responsible for reading and understanding this Employee Handbook. If anything is unclear, or if you have any questions, please discuss them with the Executive Director. The handbook may be revised from time to time, as needed, by the SABE Governing Board.

This Handbook is not intended to constitute a contract of employment or any part of a contract of employment, express or implied.

MISSION STATEMENT

Our mission at Sandoval Academy of Bilingual Education is to enable students to maintain their native language, reconnect with their heritage language, or discover a new enriching language. Students will attain Spanish and English fluency and literacy through two-way immersion, which will expand their world view and educational and career opportunities.

PHILOSOPHY

Sandoval Academy of Bilingual Education (SABE) is the first K-8* dual-language charter school in the city of Rio Rancho. Our distinctive curriculum facilitates the acquisition of Spanish and English academic language proficiency through immersion, along with core content instruction in the students' native and target languages.

We strive to better our students through educational experiences both in and out of the classroom. Mrs. Jackie Rodriguez, Executive Director/Principal aims to create a haven where students feel safe to tackle their fears and accomplish all their goals. We offer a variety of services designed to help students be the best version of themselves, while having a fun along the way.

MISSION SPECIFIC GOAL

60% or more of students at Sandoval Academy of Bilingual enrolled on the 40th and 120th day will grow one year's language level in both English and Spanish as measured by the Biliteracy Trajectory Tool (BTT). Data will be collected at the beginning of the year, middle of the year, and at the end of the year via the Biliteracy Trajectory Tool (BTT).

STATEMENT OF COMMITMENT TO EMPLOYEES

The administration and Governing Board at SABE are committed to ensuring that all employees are provided with a safe, clean, and orderly work environment that is student-centered. Every effort will be made to provide staff members with the support and understanding needed to flourish as a member of this community. You are encouraged to take advantage of opportunities to build your own instructional and leadership capacity, while together we build a sustainable dual language experience. Welcome to SABE!

Mrs. Jackie Rodriguez, Executive Director/Principal

SECTION II: EMPLOYMENT POLICIES

A. Customer and Community Relations

The success of SABE depends upon the quality of the relationships between SABE, our employees, customers (families) and community. Our customers' impressions of SABE and their interest and willingness to send their children to our school are greatly influenced by the people who serve them. As an employee, you are an ambassador of SABE. The more "good will" you promote, the more our customers will respect and appreciate you, SABE and the programs we offer to students.

B. Equal Opportunity Employer

SABE is an equal opportunity employer. SABE prohibits discrimination on the basis of disability, race, ethnicity, color, sex, sexual orientation, national origin or ancestry, religion, age, veteran status and/or any other protected status as defined by law, in all facets of employment, compensation, promotion, transfer, demotion, layoff, discharge or selection for School-sponsored training programs. Discriminatory behavior violates state and federal laws and regulations.

C. Open Communication Policy

SABE encourages you to discuss any issue or conflict you may have with a co-worker directly with that person. If a resolution is not reached, please arrange a meeting with the Executive Director to discuss any concern, problem or issue that arises during the course of your employment. Retaliation against any employee for the appropriate use of communication channels is unacceptable. Please remember that it is counterproductive for employees to create or repeat rumors or gossip. For situations requiring additional support, please see the appendix for the "Dispute Resolution and Grievance Policy"

D. Accommodation of Individuals with Disabilities

SABE makes reasonable accommodations to qualified employees with disabilities for the performance of essential job functions without undue hardship to the school. Accommodations are reviewed case by case in accordance with the Americans with Disabilities Act and any state or local laws that prohibit disability discrimination.

E. Responsibility

All SABE employees, and particularly the Executive Director, have a responsibility for keeping our work environment free of harassment and discrimination. Any employee, who becomes aware of an incident of harassment or discrimination, whether by witnessing the incident or being told of it, must report it to the Executive Director. When the School becomes aware of the existence of harassment or discrimination, it is obligated by law to take prompt and appropriate action, whether or not the victim wants the school to do so. If the Executive Director is the source of the harassment or discrimination, the incident must be reported the Chairperson of the SABE Governing Board.

F. Harassment and Discrimination

SABE intends to provide a work environment that is pleasant, professional, and free from intimidation, hostility or inappropriate behavior which might interfere with work performance. Harassment or discrimination of any sort - whether verbal, physical, or visual based upon race, color, religion, gender, age, sexual orientation, gender identity, national origin or ancestry, disability, veteran status, or other protected status defined by law, will not be tolerated. Workplace harassment can take many forms. It may be, but is not limited to, words, signs, offensive jokes, cartoons, pictures, posters, e-mail jokes or statements, pranks, intimidation, physical assaults or contact, or violence. Harassment is not necessarily sexual in nature. It may also take the form of other vocal activity including derogatory statements not directed to the targeted individual but taking place within their hearing. Other prohibited conduct includes

written material such as notes, photographs, cartoons, articles of a harassing or offensive nature, and retaliatory action against an employee for discussing or making a harassment complaint.

Sexual harassment may include unwelcome sexual advances, requests for sexual favors, or other verbal or physical contact of a sexual nature when such conduct creates an offensive, hostile and intimidating working environment and prevents employees from effectively performing the duties of their position. It also encompasses such conduct when it is made a term or condition of employment or compensation, either implicitly or explicitly and when an employment decision is based on an individual's acceptance or rejection of such conduct. It is important to note that sexual harassment crosses age and gender boundaries and cannot be stereotyped. In some situations, sexual harassment may even involve two women or two men.

G. Reporting Harassment or Discrimination

If there is no threat of violence, SABE encourages you to communicate directly with the alleged harasser and make it clear that the harasser's behavior is unacceptable, offensive or inappropriate, although you are not required to do so. In addition, if you believe you have been subject to harassment or discrimination, you are required to immediately notify the Executive Director at SABE. All complaints will be investigated promptly and as discreetly and confidentially as is reasonably possible. If harassment or discrimination by an employee is established, SABE will take appropriate disciplinary action against the offender. Disciplinary action can range from verbal warnings to discharge, depending on the circumstances. SABE will also take any additional action necessary to appropriately remedy the situation. Retaliation of any sort will not be permitted. No adverse employment action will be taken for any employee making a good faith report of alleged harassment. SABE accepts no liability for harassment or discrimination of one employee by another employee. The individual who makes unwelcome advances, threatens or in any way harasses or discriminates against another employee is personally liable for their actions and the consequences. SABE may or may not provide legal, financial or any other assistance to an individual accused of harassment or discrimination if a legal complaint is filed. SABE prohibits any employee from retaliating in any way against anyone who has raised any concern about harassment or discrimination against another individual.

H. Reporting Child Abuse

According to New Mexico law, **ANYONE** who suspects or has knowledge of abuse or neglect must report it. Failure to report is a misdemeanor under the law. Under New Mexico's Children Code Section 32A-4-3 **you MUST report child abuse or neglect to the appropriate authorities.**

Report child abuse if you see:

- The child has current marks or bruises
- The student needs immediate medical attention
- You suspect sexual abuse, neglect, physical abuse, and/or emotional/mental abuse

Call Children, Youth and Families Department (CYFD) at 1-855-333-7233 or #SAFE from a cell phone and notify the Executive Director. While it is not required to notify the Executive Director before making the call, they will be contacted by the department and can provide necessary information that CYFD might need.

I. Student Discipline Policy & Procedures

THE MOST IMPORTANT FACTOR IN DISCIPLINE IS THE TEACHER

Your success as a proactive teacher depends on the time you invest in preparation and planning. Time spent planning and preparing for your students will also affect the learning environment.

There are five simple steps you can take to become a successful proactive teacher.

Step One

Become familiar with your content and be prepared to teach. When you are prepared and ready, your kids will be too.

Step Two

Quickly get to know your students. If you know your students, you will be better able to establish the kind of rapport with them that you need to be a better teacher. Proactive teachers have a sound working knowledge of child behavior in general and of their own students.

Step Three

Don't rely on punishment to control your classes. Instead, what you need to do is learn as much as you can about the various disciplinary practices that are available to you. You need to know what your options are and when you should choose each.

Step Four

Present yourself to your students and your colleagues as a professional educator. That means doing all of the things good teachers do - maintain order, be very organized, teach innovative lessons, and provide your students with the kind of adult role model that they need.

Step Five

Take responsibility for your attitude about the discipline problems in your classroom. Let go of the negative thoughts you have about your students and about the past experiences you have had with them. Concentrate on the positive steps you can take to help your students become self-disciplined

Utilize Class Dojo and SABE's Positive Behavior System (PBS) approach when dealing with student behavior.

Please refer to the appendix for the Discipline Matrix approved by our Governing Board.

J. Employee Safety

The practice of the SABE Governing Board is to take all reasonable steps to safeguard employees, students, and the public from accidents and to provide a safe, healthy work and educational environment.

Employees shall devote their full skill and attention to the performance of their job. Employees shall follow all safety rules and regulations including the use of protective clothing, devices, or equipment. Employees are required to attend all training sessions related to an employee's job and follow all warning signs or signals or the commands or directions of the administration.

K. Reporting Safety Issues/Accidents

All accidents, injuries, potential safety hazards, safety suggestions and health and safety related issues must be reported immediately to the Executive Director. If you or another employee is injured, contact outside emergency response agencies, if needed. If an injury does not require medical attention, an *Employee Report of Accident Form* must be completed in case medical treatment is later needed and to ensure that any safety hazards are corrected. The *Employee's Claim for Workers' Compensation Benefits Form* must be completed in all cases in which an injury requiring medical attention has occurred. Federal law requires that we keep records of all illnesses and accidents that occur during the workday. The New Mexico State Workers' Compensation Act also requires that you report any workplace illness or injury to the Executive Director, no matter how slight. If you fail to report an injury, you may jeopardize your right to collect workers' compensation payments as well as health benefits. In the case of serious injury, an employee's reporting obligation will be deferred until circumstances reasonably permit a report to be

made. Failure to report an injury or illness may preclude or delay the payment of any benefits to the employee. (For more information, see section II.U Workers Compensation)

L. Parking Areas

You are asked to use the parking areas designated for employees. Remember to lock your car every day and park within the specified areas. SABE is not responsible for any loss, theft or damage to your private vehicle or any personal property. Courtesy and common sense in parking will help eliminate accidents, personal injuries, and damage to your vehicle and to the vehicles of other employees. If you should damage another car while parking or leaving, immediately report the incident, along with the license numbers of both vehicles and any other pertinent information you may have, to law enforcement and your insurance as required. The Executive Director should also be notified of the incident if it happens on school property.

M. Employee Access to School Building

There shall be open access to the school building during standard hours of operation, Monday – Friday from 7:00am-4:00pm. At all other times, access to the school building is allowable with notification and approval by the school director. Access will be made by employees with the use of an issued keycard and/or key at entrance to the school building. If employee does not have authority to access the building, law enforcement may be called and any fees incurred will be charged to said employee.

Employees will be provided with an alarm code. They must disarm the alarm system upon entry and ensure that the alarm is armed upon leaving. All lights must be turned off.

At no time shall the employee share their key(s) with non-employees or allow anyone else entry to the school building.

N. Drug Free Workplace

SABE is a Drug Free Workplace. The unlawful possession, dispensing, distribution manufacture, sale or use of controlled substances and alcohol in the workplace by a SABE employee is prohibited on school premises or as part of any SABE activity. Being under the influence of controlled substances and/or alcohol by an employee is prohibited in the workplace, on the school premises or as any part of a SABE activity. Employees are required to notify the Executive Director within five (5) days of any conviction under a criminal controlled-drug related violation occurring in the workplace. Failure by an employee to report such a conviction may be grounds for disciplinary action. Violation of this policy will result in disciplinary action, up to and including discharge, and referral to law enforcement. If an employee is suspected of drug and/or alcohol use in the workplace, the school may have the employee tested at the school's expense. If additional testing is required, it may be at the employee's expense. SABE reserves the right to search and inspect the worksite, personal articles brought onto school premises, and vehicles on school premises for the maintenance of a safe drug-free workplace.

O. Tobacco/Vape Free Workplace

Use of tobacco, tobacco products or vape/e-cigarettes on campus is prohibited.

P. Violence in the Workplace

SABE prohibits violence in the workplace. Acts or threats of physical violence, including intimidation, harassment and/or coercion which involve or affect SABE or its employees or which occur on SABE

property will not be tolerated. This applies to all persons involved in SABE's operation, including personnel, contract and temporary employees and anyone else on SABE property. Any act or threat of violence will result in disciplinary action, up to and including discharge, and referral to law enforcement.

Examples of workplace violence include, but are not limited to:

- All threats or acts of violence occurring on SABE property, regardless of the relationship between SABE and the parties involved.
- All threats or acts of violence occurring off SABE property involving someone who is acting as a representative of SABE.
- Grabbing, hitting or shoving an individual.
- Threatening an individual or his/her family, friends, associates or property with harm.
- Intentional destruction of or threats to destroy SABE property.
- Making harassing or threatening phone calls.
- Harassing surveillance or stalking.
- Unauthorized possession or inappropriate use of firearms or weapons.
- Intimidating or harassing students, staff or parents.

Employees have the right to use such force as is necessary to protect themselves, students, or other employees from physical injury which they reasonably believe might result from actual or threatened physical attack on themselves, students, other persons or employees. No disciplinary action shall be taken against an employee who acts in self-defense or defense of others, if the administration is satisfied after investigation that the defensive action, including the amount of force used, was appropriate under the circumstances.

Q. Possession of Weapons

SABE and federal laws prohibit all persons in and around School property from carrying a handgun, firearm, knife or other weapon of any kind regardless of whether the person is licensed to do so. SABE also prohibits all employees from having a handgun, firearm, knife or other weapon of any kind in their personal vehicle when that vehicle is being used on SABE business. The only exceptions to this policy are police officers, security guards or other persons who have been given written consent by SABE to carry a weapon on the property or in their vehicle.

R. Professional Dress Code and Personal Appearance

Staff members are expected to be professionally attired and groomed during working hours and when representing SABE. If the Executive Director determines that your attire and/or grooming is out of place, you may be asked to leave the workplace until you are properly attired and/or groomed. In no case shall the dress/grooming standards for employees be less than those prescribed for students in the SABE Manual. The Executive Director is expected to counsel staff assigned to their location on appearance and conduct. Employees who repeatedly violate dress code standard may be subject to disciplinary action, up to and including discharge.

Clothing that is not acceptable includes:

- Sweatpants/joggers
- Tattered/distressed/torn denim
- Leggings
- Clothing that promotes or advertises products, music, movies, etc.
- Clothing that can be described as revealing
- Flip-flops

S. Employee Technology Acceptable Use

All employees must have a signed Rules of Appropriate Technology Use Staff Form policy agreement form on file. The use of school technology resources is a privilege granted to employees for the enhancement of job-related functions. Employees may have limited access to the technology resources for personal use, if they comply with the professional standards and the school's acceptable use policies. Violations of this policy may result in the revocation of this privilege. Employees may also face disciplinary action up to and including discharge, civil litigation, and/or criminal prosecution for misuse of these resources.

SABE does not attempt to articulate all possible violations of this policy. In general, users are expected to use School computers and computer networks in a responsible, polite, and professional manner.

T. Student Information Systems Safety

SABE has developed and implemented a student information system security policy that addresses the following components:

- (1) Issuance of passwords to ensure system integrity (for example, the number of characters to be used, require that at least three (3) different types of characters be used, and preclude the use of spaces).
- (2) Requires the use of password protected screensavers with time-out.
- (3) Prohibits sharing of passwords.
- (4) Establishes an internal system for tracking and identifying individuals with access to the student identification system, the type of access authorized, and the date, time, and location of any access.
- (5) Ensures that access is immediately terminated upon cessation of an individual's authority for access.

SABE will regularly review and, as appropriate, revise its student information system security policy.

SABE may not use the SIS student identification number on student identification cards or display or utilize the student identification number within any other identification system that is not part of the student identification system.

SABE shall inform employees to whom access to the student identification system is approved of the requirements of FERPA and the implementing regulations to FERPA. If the Head Administrator has reason to believe that the requirements of FERPA have not been adhered to by an employee having access to the student identification system, the Head Administrator shall immediately cancel the individual's access authorization.

Breach of security: The local Head Administrator shall immediately notify the PED's STARS coordinator if the Head Administrator has reason to believe that a breach of security has occurred with respect to the student identification system.

Users are not allowed to:

- Upload or otherwise transfer out of the school's direct control any software licensed to the school or data owned or licensed by the school without explicit written authorization.
- Acquire or use unauthorized copies of computer software.
- Use IT resources to reveal confidential or sensitive information, student data, or any other information covered by existing state or federal privacy or confidentiality laws, regulations, rules,

policies, procedures, or contract terms. Staff who engage in the unauthorized release of confidential information via the school's IT resources will be subject to sanctions in existing policies and procedures associated with unauthorized release of such information.

- Download executable software, including freeware and shareware, unless it is required to complete their job responsibilities.
- Use school IT resources to intentionally disable or overload any computer system or network, or to circumvent any system intended to protect the privacy or security of the school's IT resources.
- Unauthorized access to the Internet is prohibited from any device that is attached to any part of the school's network.
- Access, store, display, distribute, edit, or record sexually explicit or extremist material using school IT resources. Violation of this policy may result in immediate disciplinary action up to and including discharge from employment. The incidental and unsolicited receipt of sexually explicit or extremist material, such as might be received through email, shall not constitute a violation of this section, provided that the material is promptly deleted and neither stored nor forwarded to other parties.
- Access or attempt to access IT resources for which they do not have explicit authorization by means of user accounts, valid passwords, file permissions or other legitimate access and authentication methods. It is a violation of school policy to grant another individual access to any school accounts that have been authorized to you; or use another individual's school authorized accounts, user-ids and/or passwords.
- Connect to school WIFI to personal phones for personal use, including listening to music and accessing social media sites. Can be used for school wide applications used for communication and school community safety.

Personal Use of the Internet: Occasional and incidental personal use of the school's IT resources and Internet access, including personal email is allowed subject to limitations. Personal use of the internet is *prohibited if:*

- It materially interferes with the use of IT resources by the school; or
- Such use burdens the school with additional costs; or
- Such use interferes with the staff member's employment duties or other obligations to the school; or
- Such personal use includes any activity that is prohibited under any school policy.

SABE has installed software and/or hardware to filter, monitor and/or record all IT resources usage, including email and Web site visits. The school retains the right to record or inspect any and all files stored on school systems.

Violation of this policy may result in immediate disciplinary action up to and including discharge from employment.

U. Employee Dispute Resolution/Grievance Policy and Process

Purpose:

The purpose of this Policy is to provide an accessible and fair procedure for the reporting and resolution of legitimate employment-related concerns of, or conflicts between, Sandoval Academy of Bilingual Education employees in a timely and equitable manner. The intent of this process is to support communication and dialogue among Sandoval Academy of Bilingual Education staff, to encourage internal resolution of conflicts between staff/staff administration /staff and SABE Governing Board in a safe environment, at the lowest appropriate level, and to clarify the roles of administration and SABE Governing Board in dispute resolution. All grievances and disputes shall be processed as provided herein.

Definitions:

- “At Will” means an employer can terminate an employee at any time for any reason, except an illegal one, or for no reason with incurring legal liability.
- “Day” shall mean working school days.
- A “grievance” shall mean an allegation by an employee or a group of employees with the same claim that there has been a violation, misinterpretation, or inequitable application of any provision of the Handbook, or any other administrative rule, policy, or procedure, which negatively impacts the grievant(s).
- “Grievant” or “aggrieved party” shall mean an employee or a group of employees who is affected by a grievance as defined above.
- “Mediation” is the confidential process by which an impartial third party or a team of co-mediators facilitates a mutually acceptable resolution between parties.
- “Parties of interest” shall be the grievant and the administrator, SABE Governing Board member, or other employee(s) of the school whose actions or conduct are the subject of the grievance.
- “Relief” or “remedy” shall mean the recommended resolution by the grievant.
- “Resolution” shall mean the written decision by the appropriate authority in response to the grievance.

Applicability:

The following situations are not subject to this Grievance Policy:

- The contents of an evaluation of an employee by his/her immediate supervisor.
- Discharge or termination decisions made by the administration or the SABE Governing Board for which recourse is provided through state statute,
- Discharge or termination decisions made by the administration or SABE Governing Board for “At Will” employees or those with less than three years of employment with the school.
- Situations in which the remedy for the alleged violation resides exclusively in some person, agency, or authority other than Sandoval Academy of Bilingual Education, its administration or SABE Governing Board.
- A former employee cannot file a grievance after the effective date of separation from employment.

The following situations are subject to this Grievance Policy:

- Claims of violation or misapplication of the evaluation process.
- Written warnings, letters of reprimand and/or disciplinary actions relating to work performance.

V. Whistleblower and Non-Retaliation Policy

General:

Sandoval Academy of Bilingual Education (“SABE”) requires Board members, administrators, teachers, employees and volunteers to observe the highest standards of educational and personal ethics in the conduct of their duties and responsibilities. As employees and representatives of SABE, we must practice honesty and integrity in fulfilling our responsibilities and comply with all applicable laws and regulations.

Reporting Responsibility:

It is the responsibility of all Board members, administrators, teachers, employees and volunteers to comply with and to report violations or suspected violations of SABE policies and/or applicable laws in accordance with this policy.

No Retaliation:

No Governing Board member, administrator, teacher, employee or volunteer who in good faith reports a violation of SABE policies or applicable laws shall suffer harassment, retaliation or any adverse employment consequence. Any person who retaliates against someone who has reported a violation in good faith is subject to discipline up to and including termination of employment. This Whistleblower Policy is intended to encourage and enable employees and others to raise serious concerns within SABE prior to seeking resolution outside SABE.

Reporting Violations:

Governing Board members, administrators, teachers, employees and volunteers should share their questions, concerns, suggestions or complaints with someone who can address them properly. In most cases, employees and volunteers should report to the SABE Executive Director. However, if an employee or volunteer is not satisfied with the response of the Executive Director, that employee or volunteer is encouraged to report to the current Chair of the Board of Directors or SABE's legal counsel.

Acting in Good Faith:

Any good faith report, concern or complaint is fully protected by this policy, even if the report, question or concern is, after investigation, not substantiated. Anyone filing a complaint concerning a violation or suspected violation must be acting in good faith and have reasonable grounds for believing the information disclosed indicates a violation of SABE policies or applicable law. Any allegations that prove not to be substantiated and have been made maliciously or with knowledge that they were false will be treated as a serious disciplinary offense.

Confidentiality:

Upon the request of the complainant, SABE will use its best efforts to protect the confidentiality of the complainant for any good faith report. Violations or suspected violations may be submitted on a confidential basis by the complainant or may be submitted anonymously. Reports of violations or suspected violations will be kept confidential to the extent possible, consistent with the need to conduct an adequate investigation.

Handling of Reported Violations:

All reports will be promptly investigated, and appropriate corrective action will be taken if warranted by the investigation. The complainant will be informed that follow-up has or is occurring within three weeks after the Executive Director or current Chair of the Board has received the complaint or report. The Board of Directors shall be informed of all such complaints or reports within five (5) business days after receipt of the complaint or report.

W.Domestic Partnership Policy

The Governing Board of the Sandoval Academy of Bilingual Education hereby adopts the following standards for the recognition of employees' domestic partnership status for the purpose of such employees' qualifying their respective domestic partners and dependent children for insurance benefits and other rights and privileges accorded to spouses and their dependent children. The employee and his/her domestic partner must:

1. be in an exclusive and committed relationship for each other's benefit, and such relationship must be similar to a marriage relationship in the State of New Mexico.
2. share a primary residence and have so shared for at least the twelve consecutive months next prior to the date of execution of the affidavit, copy of which is annexed hereto and referenced herein below.
3. be jointly responsible for each other's common welfare and share financial obligations.
4. be neither married nor party to another domestic partnership arrangement.
5. both be at least 18 years of age.
6. both be legally competent to execute the Affidavit of Domestic Partnership,
7. be unrelated by blood to a degree of consanguinity which would preclude a lawful

- marriage of a heterosexual couple under the laws of the State of New Mexico; and
1. have executed an original of the Affidavit of Domestic Partnership, copy of which is annexed hereto.

Further, the Governing Board hereby adopts the following standards of eligibility for the extension of benefits to the dependent children of the domestic partner. The eligible dependent child must:

1. be a biological child of the domestic partner; or
2. be the adopted child of the domestic partner; or
3. have been placed in the domestic partner's household as part of an adoptive placement, legal guardianship, or court order (not including foster children),

Further, the domestic partner parent of the dependent child or children must have executed the original of an affidavit to the foregoing effect, in form and content as hereunto annexed.

Further, in implementation of this Policy, Sandoval Academy of Bilingual Education shall retain in its files the originals or exemplified true copies of all Affidavits of Domestic Partnership submitted by employees and transmit originals or exemplified copies thereof to the New Mexico Public Schools Insurance Authority.

X. Family Educational Rights and Privacy Act (FERPA) Policy

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

(1) The right to inspect and review the student's education records within 45 days of the day the school receives a request for access.

Parents or eligible students should submit to the School's Executive Director or Executive Director's designee a written request that identifies the record(s) they wish to inspect. The Executive Director or designee will plan for access and notify the parent or eligible student of the time and place where the records may be inspected.

(2) The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the school to amend a record should write the School Executive Director or designee, clearly identify the part of the record they want changed and specify why it should be changed. If the School decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

(3) The right to privacy of personally identifiable information in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as the Executive Director, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Governing Board; a person or company with whom the School has outsourced services or functions it would otherwise use its own employees to perform (such as an attorney, auditor, medical consultant, and/or therapist); a parent or student serving on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office, U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

The school will provide annual notification of rights under FERPA to each family of an enrolled student, substantially in the SABE Manual as well as on the school's website.

Y. Workers' Compensation Policy

SABE maintains workers' compensation insurance coverage for employees who sustain an injury or illness compensable under the New Mexico Workers' Compensation laws. SABE pays the full cost of the workers' compensation insurance. All workers' compensation claims are subject to evaluation and investigation by SABE and its insurance carrier. Employees injured while performing duties related to their assigned job at SABE must report the injury promptly to administration.

Benefits:

In accordance with applicable workers' compensation statutes, all employees of the employer Sandoval Academy of Bilingual Education who have a work-related injury are eligible for coverage.

REPORTING ACCIDENTS:

All work-related accidents or injuries must be reported immediately by the employee to the Executive Director by completing and submitting the *Notice of Accident form (NOA)*, whether or not medical care is needed. The employee's Executive Director must complete the *Accident Investigation Report* form. Both documents are submitted within twenty-four (24) hours from the time the Executive Director was informed of the accident to the employer's designated workers' compensation benefit specialist. The workers' compensation benefit specialist will then complete the Employers' First Report of Accident form. All three forms are then forwarded to the employer's insurance carrier or third-party administrator within seventy-two (72) hours from the employer's first knowledge of the accident.

MEDICAL TREATMENT:

Emergency Medical Treatment: When an injury or illness is life threatening in nature, the injured worker shall seek emergency treatment at the nearest emergency facility or by calling 911. After the emergency has abated, the injured worker will notify in writing the employer of the work-related injury and present any disability or return to work notices. Upon such notice, the employer shall notify the worker in writing at that time whether the employer has elected to direct medical care to a selected health care provider or permit the worker to initially select the health care provider.

INITIAL SELECTION OF HEALTH CARE PROVIDER: The New Mexico Workers' Compensation Statute allows the employer to select the initial health care provider.

- SABE elects to have injured workers treated at: closest urgent care or clinic.

WORKERS' COMPENSATION BENEFITS:

Medical Benefits: These benefits include all medical, surgical, and drug expenses that are reasonable, necessary and related to the work injury.

Lost Wage Benefits (indemnity payments): When an employee has been removed from work by an authorized health care provider and cannot earn wages, workers' compensation provides payments based on a portion of his or her average weekly wage up to a maximum limit set by the New Mexico Workers' Compensation Statute. The first seven (7) days (consecutive or non-consecutive) of disability is

considered to be the waiting period and no indemnity benefits are due. Indemnity payments will be calculated and issued in accordance with applicable statutes and laws.

Use of Sick Leave for Work Related Injury: When an absence is due to a work-related occurrence, the initial seven (7) days are the statutory waiting period in which no indemnity benefits are paid under the workers' compensation claim. The seven (7) day period can be consecutive or non-consecutive days and must be charged to available Leave (Sick, Vacation or PTO).

If the worker continues to be disabled after the seven (7) day waiting period, the worker may be entitled to workers' compensation indemnity benefits at an amount equal to 66 2/3% of the worker's average weekly wage or up to the statutory maximum allowed at the time of the injury.

In order to allow the worker to maintain other employment benefits such as health insurance premiums for family members and dependents, the worker is permitted to use available Leave (Sick, Vacation or PTO) in addition to workers' compensation indemnity benefits to equate to 100% of the worker's gross wage. The worker will not be paid in excess of 100% of gross wage when both Leave (Sick, Vacation or PTO) and compensation benefits are combined. The worker will not be entitled or permitted to any advancement of additional paid sick leave that the worker might potentially accrue during the balance of the fiscal year.

If the worker's disability extends past 28 days, the worker will then be paid workers' compensation indemnity benefits for the initial seven (7) days of absence. If this occurs, then the worker is required to notify employer Sandoval Academy of Bilingual Education in writing for proper reimbursement of Leave (Sick, Vacation or PTO).

PAYMENT OF INSURANCE PREMIUMS WHILE DISABLED FROM WORK

When an absence is due to a work-related occurrence, the worker will not receive wages from the employer. At the time of a qualifying disability, it will be necessary for the worker to pay their portion of any insurance premiums directly to the employer, or, if the worker uses Leave (Sick, Vacation or PTO), the worker's portion of the insurance premiums will continue to be deducted from the checks issued by the employer.

The employer Sandoval Academy of Bilingual Education will continue payment of its matching portion of the insurance premium until the worker returns to work from the qualifying disability or through the end of the current fiscal year (June 30th), or for as long as the worker pays their portion of the premium – whichever occurs first.

FAMILY MEDICAL LEAVE ACT (FMLA): FMLA benefits, if applicable to the school site, will run concurrently with the employee's time off for a work-related injury.

RETURNING TO WORK: Employees returning to work from a Workers' Compensation related accident shall:

1. Submit a written medical statement from the treating physician to the workers' compensation benefit specialist that they are physically able to return to perform the essential job functions of the original position; and
2. If physically unable to return to performance of the essential job functions of the original position, the employee shall submit a written medical statement from the treating physician for review by the Executive Director, human resources and workers' compensation benefit specialist detailing what specific functions of the original position that they are physically able to perform and what they cannot. Such written medical statement shall specify the employee's physical capacity in the terms outlined by §52-1-26.4, NMSA 1978. Within five (5) days of receiving this written notification, the

- employer shall advise the employee in writing of the availability of accommodating work and the start date on which the employee is expected to fill the accommodating position; and
3. If physically unable to perform even marginal job duties, employee will submit a written medical statement from the treating physician to the workers' compensation benefit specialist to that effect for review by the Executive Director, human resources and workers' compensation benefit specialist, and
 4. Present themselves for work within one (1) working day after being released to return to work by his or her treating physician or being notified of accommodating work by the employer Sandoval Academy of Bilingual Education.

Z. Social Media Policy

Blogs, Wikis, Podcasts, Digital Images & Video Personal Responsibility:

SABE employees are personally responsible for the content they publish/post online. Be mindful that what you publish/post on social media channels can be public for a long time— protect your privacy.

- When posting online, please remember that you are an employee of SABE and representative of your colleagues, students, parents and the school community.
- Your online behavior should reflect the same standards of honesty, respect and consideration that you use face-to-face.
- Blogs, wikis, and podcasts are an extension of your classroom and considered official content. What is inappropriate in the classroom should be deemed inappropriate online.
- Do not post photos or movies of fellow employees without their permission.
- Do not use photos or movies taken at school without permission.
- Do not post photos or movies that contain students.
- There are many websites that allow users to share personally created movies. You are responsible for all you do, say and post online including videos. Anything posted online should represent you in a professional manner as others will see you as connected to SABE. It disrupts learning when teachers, employees and staff post videos with questionable content.
- When posting online never post confidential student information.
- Cyberbullying is not to be tolerated. Any incidence of cyberbullying should be reported to the school Executive Director immediately. All cyberbullying incidents are to be taken seriously.

Personal use of any social networking site, including Facebook, Twitter and Instagram:

- SABE staff and employees are personally responsible for all comments/information and hosted content they publish online. Be mindful that things such as Tweets and Status Updates may be visible and public for a long time or may even be copied.
- By posting comments, having online conversations, etc. on social media sites you are broadcasting to the world. Be aware that even with the strictest privacy settings, what you 'say' online should be within the bounds of professional discretion. Comments expressed via social networking pages under the impression of a "private conversation" may still end up being shared into a more public domain, even with privacy settings on maximum.
- Comments related to SABE, its employees, staff and/events related to SABE should always meet the highest standards of professional discretion. When posting, even on the strictest settings, staff should act on the assumption that all postings are in the public domain.
- Before posting personal photographs, thought should be given as to whether the images reflect on your professionalism.
- Photographs relating to alcohol, tobacco, and drug use are deemed inappropriate. Remember, your social networking site is an extension of your personality, and an extension of your professional life and classroom. If it would seem inappropriate to post or broadcast a certain photograph, then it should be considered inappropriate to post online.
- Microblogging (Twitter, Facebook, Tumblr, Instagram, etc.) comments made using such media are not protected by privacy settings. Employees should be aware of the public and widespread nature of such media and refrain from any comment and/or #hashtags that could be deemed unprofessional. #Hashtags)

that tag students and provide personal financial gain are prohibited. SABE students are not to be used as a promotional audience.

- SABE employees are not permitted to solicit or accept “Friend” Requests from enrolled SABE students on any personal Social Media Account. This includes student’s accounts and SABE employee personal accounts.
- SABE employees are not permitted to encourage students (K-12) enrolled at SABE to create Social Media Accounts of any kind.
- SABE employees are discouraged from soliciting or accepting “Friend” Requests from parents of enrolled SABE students on any personal Social Media Account.

Employees who post information on Facebook, Twitter or other similar websites that include inappropriate personal information such as, but not limited to: provocative photographs, sexually explicit messages, use of alcohol, drugs or anything students are prohibited from doing must understand that if students, parents or other employees obtain access to such information, their case will be investigated by school and district officials and if warranted, will be disciplined up to and including termination, depending on the severity of the offense, and may have their case forwarded to the appropriate state department for review and possible further sanctions.

The Executive Director reserves the right to periodically conduct Internet searches to determine if employees have posted inappropriate materials online.

If inappropriate use of social media, computers and websites is discovered, the staff member should download the offensive material and promptly bring misconduct to the attention of the Executive Director.

Staff to Student Relations:

Employees are prohibited from establishing personal relationships with students that are unprofessional and thereby inappropriate.

Examples of unprofessional relationships include, but are not limited to:

- Employees fraternizing or communicating with students as if employees and students were peers such as writing personal letters or emails
- “Texting” students.
- Calling students on cell phones or allowing students to make personal calls to them unrelated to homework or class work.
- Sending inappropriate pictures to students.
- Discussing or revealing to students’ personal matters about their private lives or inviting students to do the same (other than professional counseling by a school counselor).
- Engaging in sexualized dialogue, whether in person, by phone, via the Internet or in writing.

Email:

SABE’s Student Education Technology Acceptable Use and Safety policy expects that all electronic or any other communications by employees to students or parents at any time, from any email system shall be professional, acceptable in content to any reasonable person, and limited to information that is school-related or is acceptable to both student and parent. Email between employees, students and parents shall be done through the school provided email.

SECTION III: PERSONNEL MATTERS

A. Employee Standards of Conduct

Whenever people gather together to achieve goals, rules of conduct (norms) are needed to help everyone work together efficiently, effectively, and congenially. By entering into a contract for employment, you have a responsibility to SABE and to your fellow employees to adhere to certain rules of behavior and conduct. The purpose of these rules is not to restrict your rights, but rather to be certain that you understand what conduct is expected and necessary. SABE employees serve as positive role models for students and set good examples in conduct, manners, dress and grooming. SABE expects each employee to maintain the highest standards of conduct and act in a mature and responsible manner at all times. Employees must not engage in activities which violate federal, state or local laws or which, in any way, diminish the integrity, efficiency or discipline of the school.

B. Employee Misconduct/Educator Code of Conduct

The New Mexico Public Education Department (NMPED) sets minimal standards of accepted ethical behavioral and professional conduct in education that are applicable to all licensed personnel. All licensed personnel are responsible for reading and understanding the Code of Ethics ([6.60.918 NMAC](#)) and Standards of Professional Conduct ([6.60.9.9 NMAC](#))

“Ethical Misconduct” is defined as “unacceptable behavior or conduct engaged in by a licensed school employee and includes inappropriate touching, sexual harassment, discrimination and behavior intended to induce a child into engaging in illegal, immoral or other prohibited behavior.”

Employees are required to report ethical misconduct to the Executive Director. The NMPED secretary can suspend, revoke or refuse the license of a person who fails to report as required.

The school must conduct an investigation when a licensed employee is being discharged or terminated, or otherwise leaves employment, after an allegation of ethical misconduct is made against that person. The school must complete the investigation within 30 days of the licensed employee’s departure and, if there is a finding of wrongdoing, report the matter to the PED.

Gross Misconduct is defined as wanton or willful disregard of the school’s interest, a deliberate violation of the school’s rules, a disregard of the standards of behavior which the school has the right to expect of an employee, violation of the ethical and professional code of conduct promulgated by the PED for licensed school employees, insubordination, or negligence indicating an intentional disregard of the school’s interest or the employee’s duties and obligations to the school.

Gross misconduct of an employee shall lead to termination or discharge or other appropriate disciplinary action.

The school is required to report to the PED any known conviction of a felony or misdemeanor involving moral turpitude of a licensed school employee that results in any type of action against the licensed school employee.

C. Parental/Guardians Notification of Teacher Qualifications

Pursuant to *NMSA 1978 §22-10A-16*, within sixty calendar days from the beginning of each school year, SABE shall issue a notice to parents/guardians that they may obtain information regarding the professional qualifications of their student's teachers, instructional support providers, and school principals. At a minimum, the information will include:

1. whether the teacher has met state qualifications for licensure for the grade level and subjects being taught by the teacher.
2. whether the teacher is teaching under a teaching or assignment waiver.
3. the teacher's degree major and any other license or graduate degree held by the teacher.
4. the qualifications of any instructional support providers if the student is served by educational assistants or other instructional support providers.

The Head Administrator will provide written notice to the parents of those students who are being taught for longer than four consecutive weeks by a substitute teacher or by a person who is not qualified to teach the grade or subject.

The SABE Head Administrator will:

1. ensure that the notice required by this section is provided by the end of the four-week period following the assignment of that person to the classroom.
2. ensure that the notice required by this section is provided in a bilingual form to a parent whose primary language is not English.
3. retain a copy of the notice required pursuant to this section.
4. ensure that information relating to teacher licensure is available to the public upon request.

D. Staff Conduct with Students

Staff members will maintain appropriate professional behavior while working with students and refrain from harassment, malicious or prejudicial treatment, and abridgement of student rights.

E. Tutoring or Advising for Pay

With the exclusion of school personnel receiving stipends for extra- or co-curricular activities, school personnel are not permitted to receive pay for tutoring or advising any students assigned to them for classroom teaching or other school functions while under contract.

F. Solicitations and Distributions

Solicitation by employees for any cause during working time and in working areas is not permitted. You are not permitted to distribute non-school literature in work areas at any time during working time without permission by the administration. Working time is defined as the time assigned for the performance of your job and does not apply to break periods and mealtimes. Employees are not permitted to sell raffle chances, merchandise or otherwise solicit or distribute literature without approval from administration. Persons not employed by SABE are prohibited from soliciting or distributing literature on School property without permission from administration.

G. Participation in Political Activities

Staff members of SABE may hold public offices regardless of the relationship between the public office and the interests of SABE. Employees seeking political office, as well as other candidates, are prohibited from conducting campaign activities during regular work hours on school premises. The school seeks to assist employees/public officials in avoiding conflicts between the interests of SABE and the interests of the public official's constituents. An employee of SABE who holds public office, acting in his or her

capacity as a public official, may speak, act, debate and vote according to his or her convictions, without undue influence by the Board. The school and employees who hold public office will observe compliance with laws, especially those relating to Article Nine, Section Fourteen (the anti-donation clause) of the Constitution of the State of New Mexico. School employees may not sit on the SABE Governing Board while employed at the school.

H. Performance Reviews

SABE administration conducts a formal evaluation for each employee based on regulations set by the New Mexico Public Education Department (NMPED). Your review provides an opportunity for collaborative, two-way communication between you and the Executive Director and/or designee. This is a good time to discuss your interests and future goals. The Executive Director and/or designee can recommend further training or additional opportunities for you and answer any questions you may have about the performance review process.

I. Progressive Discipline Process

Whether or not an employee's performance, conduct or behavior warrants disciplinary action is within the judgment and discretion of SABE's administration, including the type of discipline, as appropriate for violations. All actions taken by the SABE administration will be in accordance with the applicable requirements of the New Mexico School Personnel Act. SABE does not intend by these guidelines to create an expectation that any employee will be assured of any particular form of disciplinary action, such as warning or notice, or progressive discipline, prior to discharge. Rather, discipline shall be imposed at the administration's discretion, in consideration of the law and the factors the school deems relevant. In considering or issuing discipline, the administration may and generally should consider an employee's entire work record and disciplinary history and may rely on all information and documentation relating to the employee in question, whether the information or documentation has been shared with the employee.

School administration may use several tools to motivate, correct, and/or discipline employees, including, but not limited to warnings, reprimands, suspension with or without pay, and discharge, as determined to be appropriate in each individual circumstance. Progressive discipline may be used to correct employee behavioral or performance problems. However, there may be situations where the severity or seriousness of the offense justifies the omission of one or more of the steps in this process. Likewise, there may be situations where a disciplinary step is repeated.

J. Administrative Leave Pending Possible Disciplinary Action

SABE will investigate any incident of employee misconduct or alleged misconduct occurring at or involving the school. An employee accused of misconduct may be placed on paid administrative leave pending the school's investigation, if the circumstances warrant.

If you are suspected of violating the school's policies, procedures, or work rules, you may be placed on administrative leave, with or without pay, pending an investigation of the situation. Time designated as administrative leave with pay will not be charged to the employee's paid leave.

K. Employee Background Check

In compliance with NMSA 1978, §22-10A-5 (2019), and §22-10A-__ /HB128 (2021) SABE will require background checks of all prospective employees (i.e., applicants offered employment) with the school, school contractors and the contractor's employees, and volunteers who have unsupervised access to students. Compliance will be in alignment to SABE's Governing Board adopted policy. SABE will obtain applicant Employment histories and complete a Background Check as set forth herein to safeguard our school community from individuals who have a history of ethical misconduct and/or criminal conduct of a nature that may present an unreasonable risk of harm to our school community.

L. Immigration Law Compliance

All offers of employment are contingent upon verification of your right to work in the United States. You will be asked to provide original documents verifying your right to work and as required by federal law, to sign *Federal Form I-9, Employment Eligibility Verification Form*. If you cannot verify your right to work in the United States at any time, SABE may terminate your employment. As periodic update of I-9 information is required, inability to provide current verification will also result in possible termination of employment.

M. Conflict of Interest

Employees are prohibited from using confidential information acquired by virtue of their associations with the school for their individual or another's private gain. Employees are prohibited from requesting, receiving, or accepting a gift or loan for themselves or another that will influence them or appear to influence them in the discharge of their duties as employees.

N. Supervision of Relatives

The relative of the Executive Director or any other SABE administrator may not be assigned to any position in which the Executive Director or administrator may be able to directly or indirectly supervise, evaluate, or control the work of the relative except with specific written approval of the SABE Governing Board. For purposes of this policy:

1. **Relative** includes an employee's spouse, child, grandchild, father, father-in-law, mother, mother-in-law, son, son-in-law, daughter, daughter-in-law, sister, sister-in-law, brother, brother-in-law, or sibling (collectively "family members") a person who resides in the employee's household, a person in loco parentis or a person for whom the employee is legally responsible.
2. **Administrator** or **Executive Director** includes Executive Director, principals, assistant principals, school coordinators, staff coordinators, school police investigators, maintenance and operations director, technical assistants, executive secretaries, cafeteria director, head custodians, cook managers, or others who direct, supervise and/or evaluate the work of any subordinate employee.

O. Per Diem & Travel Reimbursements

All per diem and travel reimbursements need to be authorized by the Executive Director using SABE's request for travel and authorization form. Please consult with the Executive Director prior to incurring any charges or making arrangements. No unapproved payments will be made on behalf of the school and will be the responsibility of the employee. All reimbursements will be paid pursuant and in accordance with current rates under the New Mexico Per Diem and Mileage Act (NMSA 1978§§10-8 through 10-8-8)

P. Purchase Requisition

Internal Controls Policy - Procurement

- 1.) Purchases are initiated by completion of a requisition form and submitted to the Executive Director.
- 2.) If approved, the approved requisition is forwarded to Business Manager for preparation of a purchase order. Quotes or sealed bids are obtained if and as necessary according to NM Procurement Code.
- 3.) Budget availability is confirmed, and purchase order is generated in APTA Fund by Business Manager.
- 4.) Business Manager scans and emails purchase order to the Executive Director and files copy in pending purchase order file.
- 5.) Purchase order is reviewed and signed by principal/Executive Director.
- 6.) The order is placed with the vendor and the PO is provided to the vendor.
- 7.) Once goods are received, items are checked in by administrative assistant or designee. The packing slip is signed by the administrative assistant or designee and provided to the Executive Director.

8.) When invoice is received, it is reviewed by the Executive Director or designee to ensure the correct charges were assessed. It is signed by the Executive Director and sent to the business manager to process payment.

Q. Medical Examinations

SABE may require an employee's participation in an examination, including drug testing, to determine the employee's ability to perform his/her essential job functions.

R. Your Medical Records File

Medical records are kept in a separate confidential file. SABE maintains this information in the strictest confidence.

S. Employment Classification

At the time you are hired or transfer to a new position, you are classified as a regular full-time, regular part-time, short-term, or temporary employee. In addition, you are classified as nonexempt or exempt in accordance with the Fair Labor Standards Act and applicable state law. If you are unsure of which classification your position fits into, please ask the Executive Director.

Regular Full-Time Employees: An employee who is regularly scheduled to work at least 40 hours per week is considered a regular full-time employee.

Regular Part-Time Employees: An employee who is regularly scheduled to work less than 40 hours per week is considered a regular part-time employee. Regular part-time employees may not be eligible for certain benefits described in this Employee Handbook.

Short-Term Employees SABE hires employees for specific periods of time or for the completion of a specific project. An employee hired under these conditions will be considered a short-term employee. The job assignment, work schedule and duration of the position will be determined on an individual basis. Normally, a short-term position will not exceed nine (9) months in duration, unless specifically extended by a written agreement. If the position for which you have been hired will exist for a pre-designated period of time, such as a federal grant period, you will receive a short-term assignment. You will be informed of the nature and duration of the appointment. A short-term employee does not become a regular full-time employee by virtue of being employed longer than the agreed upon specified period.

Temporary Employees: Hourly, summer employees and interns are considered temporary employees.

Non-Exempt and Exempt Employees: Employees in certain types of jobs are entitled to overtime pay for hours worked in excess of forty (40) hours per workweek. These employees are referred to as "non-exempt" in this Employee Handbook. This means that they are not exempt from (and therefore should receive) overtime pay. Exempt employees include the superintendent/Executive Director, principals, assistant principals, teachers, professional staff and others whose duties and responsibilities exempt them from statutory overtime pay provisions.

T. Business Hours

Your particular hours of work and the scheduling of your meal period will be determined and assigned by your Executive Director. Most employees in the school offices are assigned to work a regularly scheduled workweek and to take an unpaid lunch period. Should you have any questions concerning your work schedule, please ask the Executive Director.

The teacher and educational assistant duty day begins at 7:30 AM and ends at 3:30 PM. The workday may be lengthened, when necessary, in accordance with existing and/or agreed upon policies. Specific work hours may vary according to assigned duties. Any variance from the duty day will be made only with the specific permission of the administration. Doctor, dentist, etc. appointments should be scheduled after the duty day.

U. Absence or Lateness

If you are unable to report to work due to an emergency or illness, or if you will arrive late, contact the Executive Director or designee as soon as possible, preferably between the hours of 5:30-6:00am. If you know in advance that you will be absent, you must request this time off directly from the Executive Director with 48 hours advance notice. A consistent pattern of absences can be considered excessive. In addition, excessive lateness or leaving early may carry the same weight as an absence. Other factors, like the degree and reason for the absences or lateness, will be taken into consideration. Unauthorized or excessive absences, lateness, or leaving early may lead to docked pay, disciplinary action, up to and including discharge. Absences that coincide with calendar holidays are discouraged and may result in leave without pay if not authorized with advance notice and arrangement with the Executive Director.

All professional development leave needs to be authorized as far in advance with the Executive Director. Whether or not it will be granted is at the discretion of the Executive Director.

Leave slips need to be placed in the Executive Director's or designee's mailbox within 24 hours of returning to School.

V. Severe Weather and Emergency Conditions

School Closure: In the event of severe weather conditions or other emergencies, the school may decide to close all or part of SABA for the day. If the school is closed, you will be notified as soon as possible. Employees who are sent home early will not lose pay as a result of early dismissal for this reason. Likewise, if you report to work and find that SABA is unexpectedly closed due to an emergency, no loss of pay will occur. Notification is typically made by 6:00 a.m. through all notification systems.

Abbreviated Day Schedule is a shortened school or workday that begins two hours later than the regular schedule but ends at the regular time. The most common use of the abbreviated day schedule occurs when severe weather causes street conditions that would endanger the safety of students and employees on their way to school. During an abbreviated schedule, weather conditions may worsen to the point that it is necessary to close the schools. Notification is typically made by 9:00 a.m. through all notification systems.

Notifications are made via the local news medias, School Messenger, Voxer, and ClassDojo. On mornings when weather conditions are severe, employees should be alert and be available for announcements concerning the school schedule.

Following the announcement of a delay, the reporting time for all employees may be delayed up to a maximum of two hours. All staff members are expected to arrive as close to the regular start time as possible, considering their personal safety. Help may be needed to prepare the buildings for the school day.

W. Employee Leave Policy

SABA offers employees paid and unpaid leaves of absence in times of personal need. Personal and sick leave is earned on a yearly basis and is in accordance with the employee contract. Any unused sick leave will be carried over to the subsequent school year. SABA does not provide monetary compensation to

employees for any unused sick leave. Upon separation of employment, whether voluntary or involuntary, any unused sick leave that was accrued by the employee is forfeited.

General Provisions

Application for Leave: All leave of ten (10) consecutive workdays or less must be requested through and approved by the Executive Director. Extended leave of more than ten (10) days, with or without pay, must also be requested through the Executive Director. Employees must complete the required Leave Forms (in the appendix) and receive the necessary approval before the leave requested may be taken.

Use of Leave: When an employee becomes ill or is injured on the job, sick leave begins at the time of inability to continue work, to the nearest half-hour. An employee, who is already on annual leave, personal leave, or leave without pay, including parental leave, may not be eligible to use sick leave benefits.

Types of Leave

Assault Leave may be granted, upon request, to employees who suffer time lost resulting from physical injuries caused by an assault while carrying on the duties/ responsibilities of the position. *An assault shall mean an intentional act which causes an injury.* This leave is granted with or without pay, depending upon the circumstances of each situation. The Board reserves the right to have the employee examined by a physician, to determine the employee's right to receive benefits. Benefits will go into effect immediately and remain in effect until such time as it is determined that benefits should not be provided. In such an event, the employee will assume all expenses, including leave without pay if sick leave has been exhausted.

Bereavement Leave: Up to three (3) working days of leave with pay (not charged to other leave time) may be granted, upon request, to full-time employees to make arrangements for and attend funeral services of the employee's spouse, child, step-child, parent, step-parent, parent-in-law, grandparent, grandchild, daughter-in-law, son-in-law, brother, sister, sister-in-law, brother-in-law, aunts, uncles, and others who reside in the same household as the employee, or a person *in loco parentis*. Up to one (1) working day of leave with pay (not charged to other leave time) may be granted, upon request, to full-time employees to attend funeral services for the employee's other family members not listed above.

Court Leave/Jury Duty: Except as a plaintiff or defendant, court leaves with pay will be provided where an employee is required by a lawful subpoena to testify in a court or administrative proceeding. Court leave with pay will be granted for jury duty, provided a copy of the summons or subpoena must be attached to the Request for Leave Form. The employee shall remit money received for jury duty, except that paid for mileage and/or subsistence, to the business manager. Court leave with pay will be granted to employees whose absence is due to an action against the Board on account of physical injuries suffered by the employee while on duty, but not for absence resulting from the employee bringing action against the Board for any other reason.

Funeral Leave: Employees may be excused without loss of pay by the Executive Director, for a period up to four (4) hours, to attend funeral services of others than members of the immediate family provided no substitute is required.

Personal Leave: Two (2) days per year with pay (within their earned days) is granted to eligible employees to accomplish personal business that cannot be done during other than your normal working hours. Any unused personal days may be carried over to subsequent years as sick leave.

Professional Leave: Leave with pay may be granted for professional visitation and attendance at job-related meetings, conferences and training services or other activities that in the Executive Director's judgment would be beneficial to the work of the employee or to the school. Such leave may or may not

involve the reimbursement of expenses, including substitutes, depending upon the mutually agreeable arrangements made prior to leave. One day of leave may be granted to a certified employee on the day of the certified employee's examination(s) for an advanced degree.

Religious Leave: Leave may be granted, upon request, to all employees for observance of recognized religious events. This leave is unpaid and may be granted for up to two (2) days per year.

Sick Leave: Sick leave is accrued monthly at a rate of one (1) day per month with a maximum accrual of 10 days per school year (8 sick and 2 personal). Employees must call the Executive Director or designee as soon as they know they will be absent from school and schedule a substitute teacher if necessary (between 5:30-6:30AM). SABE may, in its sole and absolute discretion, require a doctor's certificate verifying the necessity for absence(s) and the specific illness, injury, or other disability to which the absence is attributed, especially in the event of extended leave.

Accrual: Unused paid sick leave may be accumulated and carried over from year to year. The allowable number of accumulated hours and/or days may be different with each employee group.

Inappropriate or improper use of sick leave may be cause for disciplinary action, up to and including termination. Sick leave accruals will discontinue when an employee is on a leave without pay status. In the event of an illness or injury that is covered by workers' compensation insurance, this Sick Leave Policy will not apply, but will defer to state statutes. At the time of termination of employment, the employee will receive no additional pay for unused sick leave. Employees shall be required to give thirty (30) days advance notice in the event of a foreseeable medical treatment involving the use of sick leave. To assist us in arranging work assignments during your absence, we ask that you give us prior notice, to the extent possible, of an expected birth or adoption, as well as an indication, to the extent known, of your expected return date. To facilitate your return to work, we also ask that you provide us with advance notification of your intended return date. Failure to do so may delay your return date. Benefits that accumulate on an accrual basis (vacation, sick and personal days) will cease to accrue during the leave period. Employees may choose to use all accrued, unused vacation and personal days during the leave period. Once such benefits are exhausted, the balance of the leave will be without pay. The employee may or may not qualify for unpaid leave under the federal Family Medical Leave Act (FMLA). Group insurance benefits (medical, dental, vision, LTD and life) will continue during the leave provided the employee continues to make required contributions to these plans. Failure to make such contributions will result in the termination of these benefits. If an employee fails to return to work after Family Medical Leave, the employee will be held liable for the amount of health insurance premiums paid by SABE during the employee's unpaid leave. Other benefits, such as retirement and 403(b) plans, will be governed in accordance with the terms of each plan. In the case of an employee's own serious health condition, before the employee will be permitted to return from medical leave, he or she will be required to present SABE with a written physician's statement indicating that the employee can return to work and perform the essential functions of his/her position. In addition, the employee must submit the Return-to-Work Certificate which the treating physician completes.

Military Leave of Absence: SABE will grant a military leave of absence if an employee is absent from work because he/she is serving in the U.S. uniformed services in accordance with the Uniformed Services Employment and Reemployment Rights Act (USERRA). Employees who perform duty, voluntarily or involuntarily, in the "uniformed services," which include the Army, Navy, Marine Corps, Air Force, Coast Guard, as well as the reserve components of each of these services, Army National Guard, Air Force National Guard, Commissioned Corps of the Public Health Service, and any other category of persons designated by the President in time of war or emergency, will be eligible for re-employment after completing duty, provided:

- They provide written or verbal notice of their orders to the Executive Director/Human Resources as soon as received (unless precluded by military necessity or otherwise)

- impossible/unreasonable)
- They satisfactorily complete duty of five (5) years or less.
- They begin duty directly from employment with SABE; and
- They apply for and are available for re-employment as follows:
- Less than 31 days service: By the beginning of the first regularly scheduled work period after the end of the calendar day of duty, plus time required to return home safely and an eight-hour rest period. If this is impossible or unreasonable, then it must occur as soon as possible.
- 31 to 180 days: No later than 14 days after completion of duty. If this is impossible or unreasonable through no fault of the employee, then as soon as possible.
- 181 days or more: No later than 90 days after completion of duty.
- Service-connected injury/illness: Reporting or application deadlines are extended for up to two (2) years for persons who are hospitalized or recovering.

Performing duty, voluntarily or involuntarily, includes:

Active duty, active duty for training, and initial active duty for training; Inactive duty training; Full-time National Guard duty; absence from work for an examination to determine a person's fitness for any of the above types of duty; funeral honors duty performed by National Guard or reserve members; and duty performed by intermittent disaster response personnel for the Public Health Service, and approved training to prepare for such service. Employees who serve in "uniformed services" will be paid for up to 15 days per fiscal year, for active duty, active-duty training, and inactive duty training. Employees may apply accrued personal days and unused earned vacation time to the leave if they wish; however, they are not obliged to do so. Employees on military leave shall be granted any improvement in salary or other terms and conditions of employment which would have accrued to them had they remained in active service with the school, provided such employees seek reinstatement with the school within thirty (30) days following discharge from the military service.

X. Separation of Employment

Voluntary Termination:

SABE will consider you to have voluntarily terminated your employment if you:

- Resign from SABE: A letter of resignation from your employment with SABE must be given to the Executive Director.
- Retire from SABE: A letter of retirement must be sent to the Executive Director
- Fail to return from an approved leave of absence on the date specified; or
- Fail to report to work or call in for three (3) or more consecutive workdays.

The NM Public Education Department will be notified if an employee holding a NMPED license abandons their employment. Action may be taken to revoke said employee's license.

Required notice from employees seeking voluntary termination:

- Instructional staff, administrators: minimum 30 days
- Other employees: minimum 14 days

Involuntary Termination:

Subject to the applicable requirements of the New Mexico School Personnel Act, SABE may discharge or terminate you from your employment for poor performance, misconduct, excessive absences, tardiness, discrimination or other violations of SABE policies. If your employment is at will, you or SABE may terminate the employment relationship at any time and for any or no reason.

Y. Post-Employment Inquiries

SABE does not respond to oral requests for references. In the event another SABE employee is terminated either voluntarily or involuntarily, you must not, as a current SABE employee, under any

circumstances, respond to any requests for information regarding another employee unless it is part of your assigned job responsibilities. Forward the information request to the school's Executive Director.

Z. Return of School Property

Any property SABE issues to you, such as keys, uniforms, computer equipment, parking passes, other technology or vehicles, etc., must be returned at the time of termination. You will be responsible for any lost or damaged items. The value of property issued and not returned may be deducted from your paycheck. You may be required to sign a wage deduction authorization form for this purpose.

DRAFT

SECTION IV: COMPENSATION

A. Paycheck

Paychecks will be distributed at your work site by the Executive Director or designee on the pay dates specified, unless you have authorized direct deposit. If you were hired after a payroll deadline (check with your Executive Director), your first paycheck will be delayed until the second payday after you started work. You will, however, be paid from the day you started. After that, paychecks are issued every two weeks or 26 times per year if you are a full year employee. If you do not receive your check or you believe that any amount on the check is in error, notify the Executive Director immediately.

B. Direct Payroll Deposit

Direct payroll deposit is the automatic deposit of your paycheck directly into a financial institution account. Contact the School Business Manager for details and the necessary authorization forms. SABE encourages you to use this benefit.

C. Mandatory Deductions from Paycheck

SABE is required by law to make certain deductions from your paycheck. Among these are your federal and state income taxes and your contribution to Social Security and Medicare, New Mexico Retirement and Retiree Healthcare. These deductions are itemized on your check stub. The amount of the deduction depends upon your earnings and the information you furnished on your W-4 form. Other mandatory deductions that may be made from your paycheck, such as court ordered garnishments, will be explained if SABE is ordered to make such deductions.

D. Overpayment of Earnings

If you have been overpaid in your paycheck, you must contact the SABE Business Manager immediately. Any overpayment must be returned to SABE in full upon request by the Business Manager or the Executive Director.

E. Overtime

If you are a non-exempt employee, you are eligible to receive overtime pay at the rate of one and one-half (1 1/2) times your regular hourly wage for hours worked over forty (40) hours in one (1) work week. Hours away from the job because of a job-related injury, holiday, jury duty, vacation, or sick leave are not counted as hours worked for the purpose of computing eligibility for overtime pay. All overtime must be approved in advance by the Executive Director.

The following employees are considered exempt employees: Superintendent/Executive Director, Principals, Assistant Principal, Teachers, Instructional Coaches, Specialists, and certified counselors.

F. Compensatory Time Off

Non-exempt employees have the option of receiving compensatory time off ("comp time") for hours worked beyond the normal workday in lieu of overtime compensation. The use and accrual of comp time must be approved and scheduled through the Executive Director.

G. Professional Development Increment

Staff members at SABE are expected to and encouraged to participate in professional development opportunities throughout the year.

H. Endorsement Stipend

SABE recognizes the benefits of implementing a 50/50 Dual Language Immersion Program on a school-wide level. As such, we also recognize the importance of hiring and maintaining highly qualified staff. Each staff member holding an endorsement in Teaching English to Students of Other Languages (TESOL) and/or Bilingual Education will be compensated an additional stipend on a yearly basis as follows.

- A stipend of \$2,000 will be earned by a teacher holding a current TESOL endorsement.
- A stipend of \$3,500 will be earned by a teacher holding a current bilingual endorsement.

These stipends will be paid in one installment at the end of each year after completing the school year.

I. Records of Time Worked

When applicable, you are responsible for accurately recording your time. No one may record hours worked on another's timecard or timesheet. Tampering with another's time record is cause for disciplinary action, up to and including discharge, of both employees. In the event of an error in recording your time, please report the matter to the Executive Director immediately.

J. Benefits

SABE sponsors a comprehensive benefits program for all eligible employees, their spouse/domestic partner and eligible family members commensurate with regulations for public schools. SABE periodically reviews its benefits program and may make modifications as appropriate. SABE reserves the right to amend, add to or terminate these plans at any time. This right of amendment/ termination shall apply equally to all participants, including retirees. For information regarding the complete benefits package, please speak with your business manager.

K. Personal Property

The school does not carry insurance which will cover replacement of, or repairs to, lost, stolen or damaged property belonging to individuals. Individuals bringing personal property onto school grounds do so at their own risk and must carry their own insurance on these items if they are to be insured.

REDUCTION-IN-FORCE POLICY

I. PURPOSE

The purpose of this policy is to establish an orderly, non-discriminatory and equitable procedure to reduce the number of Sandoval Academy of Bilingual Education (“SABE”) employees in the event that SABE experiences insufficient or reduced revenues, and to preserve a sound balanced educational program that is consistent with the function and responsibilities of SABE’s charter.

II. DISCRETION

SABE’s head administrator (“Administrator”) shall exercise his/her discretion in accordance with this policy when determining that a reduction in force in personnel is necessary. The Administrator will base his/her decisions on the best available information, including consultation with his/her business manager and the school’s finance committee. His/her decision will be made in good faith and shall, under no circumstances, be implemented as a pretext for terminating or discharging employee’s contrary to law.

Unless otherwise required by law, the Administrator shall advise the [school]’s governing body as to any circumstances that may ultimately require a RIF, so that advanced notice to personnel can be given and so that options to avoid a RIF can be considered.

The Administrator shall not be required to prepare a RIF Plan as defined below, if a reduction can be accomplished through attrition (resignation, retirement, etc.) or by termination of a sufficient number of non-tenured staff.

III. DEFINITION

A reduction in force (“RIF”) is a procedure used when a school must abolish one or more positions or reduce a full-time position to a less than full time position. This may include eliminating full or part-time licensed or unlicensed contract or non-contract employees/positions.

IV. REASONS FOR REDUCTION IN FORCE

The nature and grounds for any RIF shall be determined by the Administrator. Examples of reasons for a RIF are:

A. *School reorganization.* This may occur when a charter program is ending, or when consolidating or reorganizing school programs.

B. *Decreased enrollment.* This may occur when there has been a decrease in the current year enrollment or because enrollment did not meet enrollment projections in the charter school, or a specific program offered by the charter school.

C. *Financial exigencies.* This can result from a decline in school financial resources that compel a reduction in the school’s current (or projected) operational budget that necessitates a decrease of programs at their existing level or elimination of a program altogether, such as:

- decline in enrollment.
- loss of state, federal or local funding, grants, donations or other sources of school funding; and/or
- decrease of funding due to other directives from governing entities (courts, NMPED, Legislature, etc.)

V. TIMING

A RIF may occur any time during a fiscal year in accordance with this policy and procedures.

VI. REDUCTION IN FORCE PLAN

A. *Administrator’s Plan.* Before instituting a RIF, the Governing Body shall pass a resolution on whether a RIF is necessary, including the reasons therefor. The procedure for implementing the RIF shall be based on the Administrator’s RIF Plan (“Plan”), which shall be approved by the Governing Body prior to implementation. The Plan shall focus on the impact to educational programs and how it may be

modified to reduce costs, programs and personnel while still accomplishing the mission and educational program described in the school's charter. Where circumstances warrant (e.g., specific program funding), a Plan may address particular program content areas or activities of the case for the RIF predominately impacts that aspect of the educational program. The Administrator shall have the discretion to include information that he/she deemed significant when deciding to implement a RIF; however, the following topics must be explained:

1. Description of the cause or causes requiring a RIF.
2. Explanation of steps taken to avoid a RIF, if any (e.g., reduction by attrition, cuts in non-licensed staff, abolition of non-essential services, activities or extra-curricular programs, etc.)
3. A designation of the part or parts of the total educational program or particular program or activity in which the RIF is proposed.
4. The number of positions proposed to be reduced in each program or activity.
5. A designation of non-essential services or activities to be retained, with a justification for retaining the services or activities; and
6. A discussion of alternatives (if any) considered by the Administrator with an explanation for why such alternatives were rejected.

B. Governing Body's Consideration. SABE's Governing Body will consider the Administrator's Plan at a public meeting at which the Administrator shall present the proposed Plan and justification for a RIF. The Administration shall take reasonable steps to ensure that employees have advance notice of the public meeting at which the Plan will be presented. The discussion and action on whether a RIF is merited by financial circumstances and discussion and decision on the Plan will be in open session; however, the Governing Body is not restricted from holding portions of the discussions in closed session in accordance with New Mexico Open Meetings Act exception. The Governing Body may allow such review, consultation, and comment by employees and members of the public on the Plan and reasons for the RIF, as the Governing Body, in its discretion, deems appropriate.

The Governing Body may propose recommendations to the Plan to ensure that the Plan addresses the reasons for implementing a RIF. However, the final content of the Plan shall not be modified by the Governing Body regarding the method the Administrator determines is best for deciding which positions are eliminated or reduced.

If a mid-year RIF is proposed which would require the discharge of tenured certified staff, the Administrator and the Governing Body will jointly agree whether the projected financial burdens to SABE have or will create a situation wherein the school cannot survive financially for the fiscal year already underway unless a RIF is carried out.

C. Notice to Employees. The final Plan to implement the RIF will be made available to all staff, by providing copies thereof in SABE's office, within two (2) workdays after the Plan has been approved by the Governing Body.

RIF PLAN CONTENTS AND PROCESSES

VII. CRITERIA, RANKING AND WEIGHT – LICENSED SCHOOL PERSONNEL

A. Criteria. The primary consideration in any RIF shall be maintenance of a sound and balanced educational program consistent with the functions and responsibilities of the school, including the duty to conduct its business within the confines of a balanced budget. The Administrator shall consider a variety of factors in determining which employees will be included in the RIF, including without limitation:

1. Licensure. If a position requires a license or certification, then the type of licenses or certification will be evaluated for purposes of assessing order of lay off. Substandard licensure is inferior to full licensure, and a person who is fully licensed to teach within the presently assigned content area will be retained in preference to a person holding a substandard license. Points will be assigned to various levels of licensure.

(a) A "teaching waiver" will be treated as "substandard licensure" and assigned zero (0) points.

(b) An "assignment waiver" working in the affected position but possessing full licensing in another content area not affected by the RIF will be allocated five (5) points.

(c) Full license and teaching in the affected content area will be allocated ten (10) points.

(d) A "teaching endorsement" applicable to the qualifications for the individual's current assignment or content area in the affected position will receive an additional two (2) points up to a maximum of six (6) points.

(e) A "full license" in affected area will receive ten (10) points.

(f) Extracurricular Licensing/Experience/Assignment. No employee may receive points on the rating sheet for extracurricular, athletic or co-curricular assignments, unless the licenses are directly relevant to the affected program. If relevant to the affected position, the employee will receive two (2) points up to a maximum of (6). The Administrator, however, shall identify any extracurricular, athletic and co-curricular programs or activities for which an employee may receive credit in the Plan and has the discretion to assign this category of licensure a different weight than (a) through (f).

2. Years of Experience. Each licensed individual considered for termination or discharge will be awarded one (1) point for each year of full-time service during the most recent period of uninterrupted service at SABE, prior to the current year, excluding approved extended leaves of absence, up to a maximum of the total number of years SABE has existed.

3. Education. Credit for education will be determined based on degree, additional hours, and whether the degree or additional hours are applicable to the affected program:

DEGREE	APPLICABLE	NOT APPLICABLE
• B.A.	1-point	½ point
• B.A. + 15	2 points	1 point
• B.A. + 45 or M.A.	4 points	2 points
• M.A. + 15	6 points	3 points
• M.A. + 45 and higher	8 points	4 points
• Ed.D. and Ph.D.	10 points	5 points

4. Performance. The Administrator shall rate the relative performance of each person considered for discharge using evaluation criteria based on SABE's approved performance evaluation process. The Administrator may include additional competencies that reflect, in his or her judgment, attributes necessary for success in the particular program(s) affected by a RIF. The rating form will include standard and specific competency areas, will specify the score for each performance category or attribute, and will allow for a maximum score of twenty (20) points. The Administrator may consult with any individual with supervisory responsibilities, if any, over the affected individual when completing the performance evaluation. The Administrator will consider no more than three (3) prior year evaluations received by the individual at SABE. The Administrator may devise such other measures as deemed necessary to address situations where implementation of the performance rating cannot occur in the normal manner, so long as such measures are rationally designed to award points to licensed personnel based on the employee's performance.

5. Tenure. Where cumulative scores on the rating sheet are equal between two or more licensed school instructors being considered for termination or discharge, tenured licensed school instructors will be retained in preference to licensed school instructors who have been employed by SABE for less than three consecutive school years of service.

6. Other Criteria. The Administrator may add any other criteria that he or she deems relevant to assessing the necessary qualifications, including but not limited to highly qualified status, technical skills, areas of training for which endorsements or licensure are not awarded, transferability of job skills/versatility, personal strength and teamwork.

7. Weight. The Administrator may determine whether any or all of the criteria should be assigned a different weight and shall describe such weighting criteria and rationale for the different weight allocation in the Plan.

B. *Selection Based on Scores*. The Administrator will total the points allocated based on the criteria specified above. The person with the lowest score will be the person who is released by termination or discharge unless such action would have a serious and detrimental effect on the total educational program. In such event, the Administrator may select a higher scoring person for termination or discharge but will prepare a written justification for such action in the best interests of the school, along with the rating sheets for such positions. The computations of the Administrator, plus the rating forms on the persons considered for release, will be available for review by the person(s) released.

C. *Transfer/Reassignment*. If a position is available at SABE and the person released from the affected program qualifies, he/she may be assigned to that position if: 1.

Existing Vacancy. If, upon the effective date of the termination or discharge due to a RIF, there is an existing vacancy in another program for which the affected person is licensed and qualified, he or she will be transferred or reassigned to that vacant position. There will be no obligation to create a vacancy to accommodate such person.

2. No Existing Vacancy. Where the affected person is licensed and qualified for another program or programs at SABE, but all such positions are currently filled, the selection criteria described above, subject to the modifications described below, will be applied to determine whether the affected person may be transferred or reassigned to another program and another person, currently employed in the other program, may be released.

(a) If the affected person is fully licensed for a position in another program or an administrative position but has not actually taught in such program or held such an administrative position during any part of the preceding five (5) school years, such person will not be considered qualified for transfer or reassignment to the other position.

(b) If the affected person is fully licensed for a position in another program or administrative position and has current experience in the responsibilities of that position, the Administrator will determine in his/her best judgment whether removing the incumbent and replacing him/her with the affected person is in the best interest of the school program.

D. *Due Process*. A licensed instructor or administrator discharged, or a tenured teacher terminated pursuant to this policy will be entitled to the procedural rights provided pursuant to the New Mexico School Personnel Act, applicable regulations and the school's policies. The written decision of the Governing Body, to the extent required by statute and regulation, will clearly specify that the termination or discharge resulted from a RIF and not from any cause personal to the person released.

E. *Appeal*. Appeals to an independent arbitrator from termination or discharge pursuant to this policy are governed by the provisions of NMSA 1978, §22-10A-25, NMSA 1978 §22-10A-28, respectively, and any applicable regulations of the New Mexico Public Education Department.

VIII. CRITERIA, RANKING AND WEIGHT – NON-LICENSED SCHOOL PERSONNEL

A. *Criteria*. The primary consideration in any RIF shall be maintenance of a sound and balanced educational program consistent with the functions and responsibilities of the school, including the duty to conduct its business within the confines of a balanced budget. The ranking and weighing process described herein is not required, however, if one or more non-licensed positions must be eliminated for the reasons stated in the Administrator's Plan. If the employee whose position has been eliminated has worked for the school for longer than one school year, he/she will be offered any vacant position for which he/she is qualified at the salary budgeted for the position. If two or more employees' positions are eliminated but there is a vacant position for which two or more employees are qualified, the employee

will be evaluated based on the criteria herein to decide which employee will be offered the vacant position.

1. Specialized Qualifications. Specialized training, certification or licensing directly related to the job duties of the affected position (e.g., electrician's license; computer certifications) may be allocated up to five (5) points.

2. Relevant Skills and Experience. Skills and/or experience directly related to the ongoing operations and administration of the school's program(s) (e.g., computer skills, student information management, etc.), may be allocated up to five (5) points. The Administrator shall enumerate the specific skills and experiences that are relevant to the school's programs in the Plan.

3. Performance. The Administrator considers and rates the relative performance of such person in the positions to be eliminated on a rating form to be prepared by the Administrator if evaluation forms are not available. Performance may allocate up to (20) points. If the Administrator is not the affected staff member's immediate supervisor, the Administrator may assign the performance rating process to the supervisor and/or consult with such individual(s) who are most familiar with the affected staff member's performance.

4. Length of Service. Affected staff member(s) will be awarded one (1) point for each complete school year of full-time service during the most recent period of uninterrupted service with SABE up to a maximum number of points equal to the number of years the charter school has been in operation. Periods of extended leave of absence without pay will not be included, unless contrary to law. Where cumulative scores are equal, the individual who has served longest at the charter school will be retained.

5. Other Criteria. The Administrator may add any other criteria that he or she deems relevant to assessing the necessary qualifications such as, technical skills, areas of training for which endorsements or licensure are not awarded, transferability of job skills/versatility, personal strength and teamwork.

6. Weight. The Administrator may determine whether any or all of the criteria should be assigned a different weight and shall describe such weighting criteria and rationale for the different weight allocation in the Plan.

B. *Selection Based on Scores*. The Executive Director/Principal will total the points for the criteria selected. The person with the lowest score will be the person who is released. The computations of the Administrator, plus the rating forms on the persons considered for release, will be available for review by the person released. The person with the lowest score will be the person who is released by termination unless such action would have a serious and detrimental effect on the total educational program. In such event, the Administrator may select a higher scoring person for termination or discharge but will prepare a written justification for such action in the best interests of the school, along with the rating sheets for such positions. The computations of the Administrator, plus the rating forms on the persons considered for release, will be available for review by the person released.

C. *Termination*. Each staff member terminated pursuant to this policy will be entitled to the procedural rights provided pursuant to the New Mexico School Personnel Act, applicable regulations and the school's policies. The written decision of the Governing Body, to the extent required by statute and regulation, will clearly specify that the termination or discharge resulted from a RIF and not from any cause personal to the person released.

D. *Appeal*. Appeals to an independent arbitrator from termination or discharge pursuant to this policy are governed by the provisions of NMSA 1978, § 22-10A-25 and any applicable regulations of the New Mexico Public Education Department.

IX. PROVISIONS APPLICABLE TO ALL EMPLOYEES AFFECTED BY RIF

A. *Recall of Released Employees*. For a period of one year after the effective date of the discharge or termination of any employee pursuant to this policy, the Administrator will offer to such person any position(s) which becomes available for which such person is licensed and/or qualified, provided that such person has complied with the following requirements:

1. Interest in being recalled. If an opening occurs, the terminated employee must file with the Administrator, within thirty (30) days after the effective date of the discharge or termination, a written statement indicating a desire to be considered for recall and providing an address at which the person may be contacted. The employee shall be responsible for keeping his/her contact information current.

2. Competing applicants. If more than one person who was discharged or terminated within the calendar year prior to recall is qualified for the position by experience, training, and/or licensure to which a person will be recalled, the selection criteria of this policy will be applied to determine which person is to be recalled. The points accrued for "Service at SABE" and "Performance," if any, will be the same as when the persons were discharged or terminated. Additional points for qualified education earned after the discharge or termination which is directly related to SABE educational program will be credited and considered.

3. Response to Offer of Recall. Any person selected for recall hereunder will receive written notification of the recall, by certified mail, at the address provided. The recalled person must accept the position offered in writing within fifteen (15) calendar days from the date of mailing the notice to the person. Rejection of the offer, in writing or by failure to timely respond, will result in forfeiture by the recalled person of any further recall rights under this policy. Thereafter, an offer of recall will be made to the next person qualified to be recalled, or if there is none, the position will be filled by another qualified applicant.

4. Restoration of leave upon rehire. Any person recalled pursuant to this policy will have all accrued but unused sick leave restored and will be given credit for all years of actual service at SABE for salary purposes. However, whether the employee is restored to his/her prior salary or level of benefits is at the discretion of the Administrator consistent with the school's budget and current school policies.

5. Expiration of rights to recall. After the one-year recall period has expired, any person discharged or terminated under this policy will no longer have any right to be recalled. Such persons who wish to be reemployed thereafter will file applications for employment and will be treated as would any other applicant for a vacant position.

B. *Modification of this Policy.* The Governing Body may amend this policy from time to time at its sole discretion. Any modification to the policy shall be effective immediately.

C. *Mandated Reductions in Force.* If legislation is passed which requires SABE to reduce licensed school personnel, for any reason and such legislation alters the policy and procedures described herein, SABE will follow the legislative procedures, in lieu of this policy.

. Countervailing valid orders of the Secretary of the New Mexico Public Education Department will override this policy. Unless a different procedure is mandated by law, the termination or discharge of school employees shall be in compliance with the New Mexico School Personnel Act, NMSA 1978 §§22-10A-1, *et seq.* as amended.

APPENDICES

Unacceptable Activities

SABE expects each employee to act in a mature, responsible, and professional manner at all times. If you have any questions concerning any work or safety rule, or any of the unacceptable activities listed below, please see the Executive Director. Note that the following list of unacceptable activities is not intended to be comprehensive; it does not include or attempt to list all types of conduct that can result in disciplinary action, up to and including discharge. Nothing in this list alters the at-will nature of employment for some employees of the school.

- Violation of any SABE policy or Procedural Directive as stated within this document as well as in the SABE Manuals.
- Violation of security or safety rules or failure to observe safety rules or SABE safety practices; failure to wear required safety equipment; tampering with SABE equipment or safety equipment.
- Negligence or any careless action which may endanger the health, safety or well being of another person.
- Being intoxicated or under the influence of a controlled substance, including alcohol, while at work; use, possession or sale of a controlled substance in any quantity while on School premises, except medications prescribed by a physician which do not impair work performance.
- Possession of dangerous or illegal firearms, weapons or explosives on School property or while on duty.
- Engaging in criminal conduct or acts of violence or making threats of violence toward anyone on School premises or when representing SABE; fighting, or provoking a fight on School property, or negligent damage to property.
- Insubordination or refusing to obey instructions properly issued by the Executive Director pertaining to your work
- Refusal to help out on a special assignment.
- Threatening, intimidating, or coercing fellow employees on or off the premises at any time, for any purpose.
- Engaging in an act of sabotage; negligently causing the destruction or damage of School property, or the property of fellow employees, customers, suppliers, or visitors in any manner.
- Theft or unauthorized possession of School property or the property of fellow employees; unauthorized possession or removal of any School property, including documents, from the premises without prior permission from management; unauthorized use of School equipment or property for personal reasons; using School equipment for profit.
- Dishonesty; falsification or misrepresentation on your application for employment or other work records; untruthfulness about sick or personal leave; falsifying reason for a leave of absence or other data requested by SABE; unauthorized alteration of School records or other documents.
- Spreading malicious gossip and/or rumors; engaging in behavior which creates discord and lack of harmony; interfering with another employee on the job; restricting work output or encouraging others to do the same.
- Immoral conduct or indecency on School property.
- Conducting a lottery or gambling on School premises.
- Unsatisfactory or careless work, failure to meet work productivity or work quality standards.
- Any act of harassment including but not limited to sexual, racial, religious, telling sexist or racist jokes, making racial or ethnic slurs.
- Leaving work before the end of a workday or not being ready to work at the start of a workday without approval of your Executive Director; stopping work before time specified for such purposes.
- Sleeping or loitering during working hours.
- Excessive use of telephones for personal calls, text messaging, use of social media, and/or other phone applications.

- Smoking or vaping on School property or in School vehicles.
- Creating or contributing to unsanitary conditions.
- Failure to report an absence or late arrival, unauthorized or excessive absences or lateness.
- Obscene or abusive language toward any Executive Director, employee, parent, or student; indifference or rudeness; any disorderly/antagonistic conduct on School premises.
- Speeding or careless driving of personal vehicles on school property.
- Failure to immediately report damage to, or an accident involving, School equipment.
- Unauthorized soliciting during working hours and/or in working areas; selling merchandise or collecting funds of any kind for charities or others without authorization during business hours, or at a time or place that interferes with the work of another employee on School premises.
- Any other act or omission which impairs or restricts the ability of the school to provide a safe and healthy environment for employees and students.
- Sharing or disseminating personal or confidential information about students or employees.
- Negligence or any careless action which allows others access to personal or confidential information about employees or students. Willfully providing someone access to personal or confidential information about employees or students.



Sandoval Academy of Bilingual Education

Rules of Appropriate Technology Use Staff Form

Occasional and incidental personal use of the school's IT resources, and Internet access is allowed subject to limitations. Personal use of the internet is prohibited if:

- It materially interferes with the use of IT resources by the school; or
- Such use burdens the school with additional costs; or
- Such use interferes with the staff member's employment duties or other obligations to the school; or such personal use includes any activity that is prohibited under any school policy.

These guidelines, along with Sandoval Academy of Bilingual Education's Board policies must be followed to prevent loss of network and Internet privileges.

- Do not use a computer to harm other people or their work.
- Do not damage the computer or the network in any way.
- Do not download or install your own software, shareware, or freeware.
- Do not violate copyright laws.
- Do not view, send, or display offensive messages or pictures. Example: Offensive messages or pictures are those you would not share with children or your students.
- Tell the Executive Director immediately, if by accident, you encounter materials, which violate the rules of appropriate use.
- Network accounts are to be used only by the authorized owner of the account. The sharing of passwords is absolutely prohibited.
- Do not open someone else's folders, work, or files without permission.
- Do not waste limited resources such as disk space, printing capacity, or network connections (bandwidth).
- Do not use your personal device to connect to School's WIFI for streaming movies and/or music that is not used for or to promote learning

You will be held accountable for your actions. By violating the rules of appropriate use, you will lose network and Internet privileges and be subject to disciplinary action.

PRIVACY: Computer storage areas may be treated like school lockers. Network administrators may review communications to maintain system integrity and to ensure that staff members are using the system responsibly.

STORAGE CAPACITY: Users are expected to delete material that takes up excessive storage space.

ILLEGAL COPYING: Staff members should never download or install any commercial software, shareware, or freeware onto network drives, hard drives, or disks. Nor should staff members copy other people's work or intrude into other people's files.

INAPPROPRIATE MATERIALS OR LANGUAGE: No profane, abusive, impolite, racist, or sexist language should be used to communicate across the school's network or the Internet, nor should materials be accessed or distributed which are not in accordance with Board Policies.

SOCIAL MEDIA POLICY: In addition to the guidelines listed above, the undersigned staff member agrees to abide by the regulations and expectations set forth in the approved SABE Social Media Policy.

User Agreement

As a user of Sandoval Academy of Bilingual Education computers and networks I agree to comply with the above stated Rules of Appropriate Use and to use the network and the Internet in a constructive manner.

DRAFT

STAFF LEAVE FORM



Date Requested: _____. Employee Name: _____

Date(s) of Leave: _____

Reason for leave: _____
(sick, personal, bereavement, professional development, jury duty, etc.)

Staff Signature: _____ Date: _____

Approved:

Executive Director's Signature

Date

For Office Use Only: Submitted to Payroll Specialist on _____

STAFF LEAVE FORM



Date Requested: _____. Employee Name: _____

Date(s) of Leave: _____

Reason for leave: _____
(sick, personal, bereavement, professional development, jury duty, etc.)

Staff Signature: _____ Date: _____

Approved:

Executive Director's Signature

Date

For Office Use Only: Submitted to Payroll Specialist on _____

Discipline Matrix

As needed, the SABE executive director/principal, administrators, and classroom teachers will administer appropriate discipline in response to behavioral issues that arise. These disciplinary actions will occur progressively and in accordance with the severity of the behavior in question. School officials will act with attention to the student's past behavior, age, and other factors. Teachers and administrators are expected to act as they see fit in each situation, so consequences may vary between incidents.

SABE has established a disciplinary policy in order to protect the learning opportunities and environment for all students and staff. The SABE Discipline Matrix is based upon the existing Rio Rancho Public Schools Elementary Discipline Matrix. By following this policy, students will allow each other to benefit from a positive learning environment. Thus, any student who acts contrary to this policy will be subject to the following disciplinary action, separated according to the minimum levels of consequences as outlined below.

Documentation is required for all incidents and will be provided to parents in both English and Spanish either by hand or in the mail. All serious incidents will be reported to the state through STARS.

The school plan for disciplinary action follows discipline guidelines described in the New Mexico Administrative Code 6.11.2. This code outlines punishable offenses, as well as reasonable punishments as seen fit by the State of New Mexico.

Level 1- Handled through the student's teacher up to the 3rd offense			
Behavior	1st Offense	2nd Offense	3rd Offense
Behavioral Disruption (Profanity, name calling, rudeness, disrespect, etc.)	1 Detention	2 Detentions Parent Notification	Parent Notification Behavior Contract ½ Day ISS
Bus Disruptions	1-2 Detentions	2-3 Detentions Parent Notification	½-2 Days ISS Parent Notification Behavior Contract
Dress Code Violation	Warning	Warning	Parent Notification

	Parent Contact Change to Acceptable Clothing	Parent Contact Change to Acceptable Clothing	½ Day ISS
Public Display of Affection	1 Detention	2 Detentions Parent Notification	½ Day ISS Parent Notification
Unexcused Tardy	Written Warning	Parent Contact	1 Detention per Unexcused Tardy

Level 2			
Behavior	1st Offense	2nd Offense	3rd Offense
Electronic Devices	Confiscate, student may retrieve at end of day	Parent Notification Confiscate, parent must pick up at the office	Parent Notification Confiscate until end of school year
Failure to Report	1 Detention Parent Notification	2 Detentions Parent Notification	1 Day ISS Parent Notification /S.R.O.
Cheating/plagiarism	Redo Assignment and Parent Notification	Loss of Assignment Credit 1 Detention Parent Notification Behavior Contract	Loss of Assignment Credit ½ Day ISS Parent Notification
Skipping class/Leaving campus	Behavior Contract 1-5 Detentions Parent Notification RRPD may be contacted	½ Day ISS Parent Notification RRPD may be contacted	1 Day ISS Parent Notification RRPD may be contacted

Inappropriate Touch	1 Detention Parent Notification Counseling may be recommended	2 Detentions Counseling Parent Notification Behavior Contract	1 Day OSS Parent Notification Review Behavior Contract
Play Fighting/Rough Housing	1 Detention	2 Detentions Parent Notification Behavior Contract	1 Day ISS Parent Notification Review Behavior Contract
Verbal Aggression/Provocation	1 Detention Parent Notification	2 Detentions Parent Notification	1 Day ISS Parent Notification /S.R.O.
Inappropriate use of technology	Written Warning Parent Notification	Loss of computer privileges for nine weeks Parent Notification	Loss of computer privileges for the semester Parent Notification Behavior Contract
Disrespect or defiance of authority	2-4 Detentions Parent Notification Behavior Contract	½ Day ISS, Parent Notification	1 Day ISS Parent Notification
Physical or aggressive contact toward a fellow student or staff member	1 Day ISS or 1 Day OSS Parent Notification, counseling, Behavior Contract	1-3 Day(s) OSS Parent Notification	3-5 Days OSS Parent Notification
Minor Theft (<\$300)	1 Detention Restitution of Stolen Item Parent Notification	1 Day ISS Restitution of Stolen Item Parent Notification	1-3 Days OSS Restitution of Stolen Item Parent Notification

	Behavior Contract		
Falsifying official document or communication	1 -2 Detentions, possible loss of credit, Parent Notification	2 -4 Detentions, possible loss of credit, Parent Notification Behavior contract	1 Day ISS Parent Notification RRPD may be contacted
Inappropriate materials (toys, explicit materials, etc.)	Confiscate and student may pick-up at the end of the day	Parent Notification Confiscate and parent must pick up in the office Behavior Contract	Parent Notification Confiscate and hold until end of the school year
Out of assigned area	1-2 Detentions	2 or more Detentions Parent Notification	1 Day ISS Parent Notification
False Accusation, Minor	½ Day ISS Parent Notification	1 Day ISS Parent Notification Behavior Contract	1-3 Days ISS Parent Notification Review Behavior Contract

Additional Consequences for Level 1 and 2 Offenses			
Behavior	4 th Offense	5 th Offense	6 th Offense
Failure to comply with disciplinary consequences, and continued negative behavior	Twice the previous offenses Parent Notification Behavior Contract	1-3 Days ISS or OSS Parent Notification Behavior Contract Review	3-5 Days ISS or OSS Parent Notification Behavior Contract Review

Level 3- Major Offenses

Behavior	1 st Offense	2 nd Offense	3 rd Offense
Arson	10 Days OSS pending hearing Parent Notification Potential long-term suspension or expulsion		
Assault/Battery of a staff member or student	6-8 Days OSS Parent Notification Behavior Contract	10 Days OSS pending hearing Parent Notification Potential long-term suspension or expulsion	
Communicating intent to harm students or staff	1-3 Days OSS Parent Notification Behavior Contract	5 days OSS Parent Notification Behavior contract Review	10 Days OSS pending hearing Parent Notification Potential long-term suspension or expulsion
Bomb Threats/False Alarms/Explosives on campus	10 Days OSS Pending hearing Parent Notification Potential long-term suspension or expulsion		
Disrupting a school activity, on- or off- campus	Loss of next school activity Parent Notification	Loss of next two school activities 1-3 Days ISS Parent Notification	Loss of school activities for the remainder of the school year 1 Day OSS

			Parent Notification
Gang Related Activity	1 Day ISS Parent Notification	3 Days OSS Parent Notification Behavior Contract	10 Days OSS pending hearing Parent Notification Potential long-term suspension or expulsion
Habitual Disruption in or out of the classroom	3-5 Days OSS Parent Notification	6-9 Days OSS Parent Notification	10 Days OSS Pending hearing Parent Notification Potential long-term suspension or expulsion
Harassment (physical, racial, verbal, electronic, bullying, etc.)	1/2-2 Days ISS Parent Notification Counseling	1-3 Days OSS Parent Notification	1-3 Days OSS Parent Notification
False 911 call, Pulling fire alarm	1-3 Days OSS Parent Notification	4-10 Days OSS Possible Hearing Parent Notification	
Personal substance abuse, solicitation, or possession (includes alcohol, tobacco, drugs, look-alikes or any controlled substances including OTC and prescription drugs)	5 Days OSS Parent Notification Counseling or Referral to community substance abuse resource Behavior Contract	10 Days OSS pending hearing Parent Notification Potential long-term suspension or expulsion	
Selling or distribution of any and all controlled substances,	4-10 Days OSS pending hearing Parent Notification		

including OTC and prescription drugs	Potential long-term suspension or expulsion		
Sexual Harassment	1- 2 Days ISS Counseling Parent Notification	3-5 Days OSS Parent Notification	5-10 Days OSS pending hearing Parent Notification Potential long-term suspension or expulsion
Sexual Misconduct	5-10 Days OSS pending hearing Parent Notification Potential long-term suspension or expulsion		
Theft/Extortion	3 Days ISS Parent Notification Restitution Behavior Contract May contact RRPD	2-5 Days OSS Parent Notification Restitution	10 Days OSS pending hearing Parent Notification Restitution Potential long-term suspension or expulsion
Vandalism	1-5 Days OSS Loss of privileges and restitution Parent Notification	6-9 Days OSS Parent Notification Loss of privileges and restitution	10 Days OSS pending hearing Parent Notification Restitution and loss of privileges Potential long-term suspension or expulsion

Weapons (possession of any weapon or look-alike)	1-10 Days OSS, Hearing Parent Notification Potential long-term suspension or expulsion RRPD contacted		
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DRAFT

ACKNOWLEDGEMENT FORM

SABE MANUAL

EMPLOYEE HANDBOOK

I have read the EMPLOYEE Handbook and agree to abide by the rules and regulations that have been stated.

Employee's Signature: _____

Date _____

PARENTAL ACCESS TO EMPLOYEE RECORDS



PARENT AND STUDENT HANDBOOK

2022-2023

Jackie Rodriguez, Executive Director/Principal

**4321 Fulcrum Way NE, Suite A
Rio Rancho, NM 87144**

**Phone: 505.771.0555
Fax: 505.771.9071**

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PURPOSE

MISSION STATEMENT

Our mission at Sandoval Academy of Bilingual Education is to enable students to maintain their native language, reconnect with their heritage language, or discover a new enriching language. Students will attain Spanish and English fluency and literacy through two-way immersion, which will expand their world view and educational and career opportunities.

MISSION SPECIFIC GOAL

60% or more of students at Sandoval Academy of Bilingual enrolled on the 40th and 120th day will grow one year's language level in both English and Spanish as measured by the Biliteracy Trajectory Tool (BTT). Data will be collected at the beginning of the year, middle of the year, and at the end of the year via the Biliteracy Trajectory Tool (BTT).

NEW MEXICO PUBLIC EDUCATION COMMISSION CHARTER CONTRACT, MATERIAL TERMS

Comprehensive Educational Program of the School

To achieve language acquisition through dual language immersion, the school will provide content instruction in both Spanish and English through a 50:50 dual language immersion model (Spanish-English) to all students in Kindergarten through eighth grade.

In addition to core instructional areas, SABE commits to provide art, music and physical education for its students.

All classroom teachers providing instruction in Spanish will hold a bilingual endorsement. In addition, SABE will receive training in best practices and research in dual language teaching and learning.

LEARNING: SABE PHILOSOPHY AND APPROACH

PHILOSOPHY

SABE (SABE) is the first and only K-8 dual-language charter school in the city of Rio Rancho. Our distinctive curriculum facilitates the acquisition of Spanish and English academic language proficiency through immersion, along with core content instruction in the students' native and target languages.

We strive to better our students through educational experiences both in and out of the classroom. Jackie Rodriguez, Principal/Executive Director aims to create a haven where students feel safe to tackle their fears and accomplish all of their goals. We offer a variety of services designed to help students be the best version of themselves, while having a fun along the way.

SABE follows three common standards of Personal Behavior:

Show Respect, Make Good Decisions, & Solve Your Problems

Teachers develop more specific rules in their classrooms, but collectively we use this common vocabulary to support and help students develop intrinsic proper student behaviors.

Learning is energetic and active

All students participate in the traditional core academic subjects, as well as physical education, arts education, and social/interpersonal education. In grades K-5, most of these subjects will be integrated into a thematic unit. In grades 6-8, the subject areas will be distinct.

The pace of a SABE day is brisk and varied. Dynamic strategies will be used to keep every child involved and able to understand in his/her second language. Students will be expected to participate fully during the entire school day.

Learning is reflective and focuses on process as well as product.

SABE has a focus on inquiry; students are expected to ask, research and answer important questions. They will also be asked to reflect on their own learning and their own behavior. Because the process of working and learning together is a priority, student attendance is especially important. It will be hard for students to make up for missed class time by completing extra assignments.

Learning promotes the importance of working in a team, and the sense of belonging that comes from being accountable to the group.

Cooperative learning groups are features of all SABE classrooms. Students will not receive group grades for academic content, but they will be evaluated on their ability to work well in groups. Research tells us this is one of the most important skills for success in the workplace.

Learners are respected at SABE.

We do not expect that students will know everything – only that they are willing to do their best to learn. We put equal value on their ability to answer questions and their ability to ask good questions.

Everyone in the SABE community is expected to show respect. Staff will use respectful language to other adults and to students, and they will expect that students will speak and behave respectfully to one another at all times. Respectful behavior is also expected of family members.

Instructional time is a priority at SABE.

Our school revolves around what happens in the classroom. This means that we put a priority on time to teach and learn. Interruptions will be kept to a minimum. The administration will try not to pull teachers out during the school day for professional development or other reasons. We ask parents to respect instructional time by making an appointment if they need to speak to a teacher. A parent, who needs to speak to a teacher briefly, or urgently, is asked to do so before or after school whenever possible, rather than interrupting instruction.

We expect students to respect instructional time in the following ways:

- Having excellent attendance
- Arriving at school on time and ready to learn
- Staying for the entire school day
- Minimizing classroom interruptions
- Participating in all learning activities

Special needs

SABE, as a state public school, is responsible for following the Individualized Educational Plans of students in special education. Certified special education teachers will be responsible for coordinating the implementation of student IEPs, including meeting the time obligations as written in the IEP, modifying instruction to meet students' capabilities, and communicating with parents and regular education teachers as needed. Other required therapies and interventions specified by the IEP may be met by contracted staff. Special education is a legally federally mandated education program that allows students with exceptional needs equal access to the least restrictive educational environment. The philosophy of SABE regarding students with special needs is that students should be included in all classroom learning activities to the extent that such participation is beneficial for them and others. The multi-level classrooms of SABE are designed to be places that welcome a range of students with diverse strengths and needs.

TEACHING: SABE PHILOSOPHY AND APPROACH

Teaching is reflective and focuses on process as well as product.

SABE implements an inquiry approach to learning. Inquiry is the asking and answering of important questions. The role of the teacher in an inquiry classroom is to act more as facilitator than expert. The teacher learns to ask the students questions, instead of handing them answers. This makes the students focus their learning and work to find out the answers for themselves.

Grade level teacher teams meet in weekly professional learning collaboration to plan together and reflect upon their instruction. What do the students need to learn? How do we know if they learned it? How do we respond when they have already learned it? And how do we respond when they have not learned it? These are some of the questions that will be asked over and over.

In the classroom, teachers expect students to work together productively. They do not just assume that students can do this; they teach them how and review these skills again and again. Students are expected to solve problems in their groups. Group configurations change over the course of the year, but it is not common practice to move students from one group to another in the middle of a curriculum unit.

INSTRUCTIONAL PROGRAM

ASSESSMENT

As a public school, SABE is required to comply with all New Mexico Public Education Department mandated testing, testing procedures and expectations of state funded schools. This includes Istation and Istation Español testing for all students in kindergarten through second grade. State assessments in reading, math, and science of students in third through eighth grade. Other state testing is the ACCESS for English Language Learners and the AVANT STAMP Spanish proficiency assessment.

Additionally, SABE assesses students to comply with our Public Education Commission charter commitments using our Biliteracy Trajectory Tool (BTT) which measure each child's language performance growth in both Spanish and English-to meet our school mission. We utilize NWEA testing in math, reading and Spanish, as well as teacher created assessments and curriculum assessments to support student learning and determine student needs in all academic areas.

FIELD TRIPS

Field trips are tied in with curriculum and units of study and have an educational purpose. Parents must sign permission forms for their children to be able to go on field trips. Parents will sign a "walking field trip permission form" at the beginning of the school year that covers all walking trips. Any field trip requiring another form of transportation will require its own signed permission form. Parents are welcome on field trips, as long as the parent coordinates with the teacher ahead of time and comes ready to help and support the teacher.

INTERNET ACCEPTABLE USE POLICY

Internet access is available to students and staff of SABE. Along with access to online libraries, computers, and people all around the world comes availability of material that may not be considered of education about your school setting. Precautions have been taken to restrict access to controversial materials by teaching students are responsible use of installing software that is available to block access to inappropriate materials

Internet access involves:

- Electronic email
- Online Library access
- Access to local area and wide area networks
- Access to the World Wide Web
- Online assessments

The purpose of providing Internet access is to support curriculum objectives which include core curriculum subject areas, library and information literacy skills, technology literacy skills, and community collaboration and interaction. Student use of the Internet will be limited to achievement of those objectives and the educational objectives of SABE. The use of the School's Internet access is a privilege and not a right. Inappropriate use of these privileges by students and/or staff will result in a cancellation of those privileges.

SABE also has a technology device available for each child at SABE. Teachers use technology regularly as part of their curriculum and ways to enhance student learning. Teachers follow strict guidelines to protect themselves and students. Your child and you will sign a device use contract at the beginning of the year agreeing to care for the devices while using them at school or at home if it is necessary or required. Also, should a device be required and necessary to complete work from home, students are able to use a device from SABE.

When enrolling or re-enrolling your child to attend SABE, you completed the Appropriate Use Form. Should your child report anything that violates their online safety, please notify administration immediately.

LANGUAGE LEARNING

Dual Language Philosophy

SABE is a dual language school. Dual language may also be known as bilingual immersion. It means the teaching of academic subjects in two different languages, which hold equal status at the school. The languages of SABE are English and Spanish.

Although SABE recognizes the primary importance of competence in English for residents of the United States, it will work through its curriculum and atmosphere to teach all students that no language is by its nature superior to others. Our school offers instruction in only two languages, but it will guide its students to appreciate the number and variety of languages throughout the world.

The Center for Applied Linguistics, a research organization in Washington, D.C, states on its website: *Well-implemented two-way immersion programs are among the most impressive forms of education available in the United States. Students who participate in these programs gain grade level academic ability, well-developed language and literacy skills in two languages, and cross-cultural competence.* (www.cal.org/twi, accessed June 22, 2008)

Dual Language Program Model

The SABE elementary school will follow a 50:50 dual immersion program model where Spanish and English instruction is provided for 50% of each child's day.

In the immersion model, only one language is spoken at a time; there is no translation or switching back and forth. At SABE, this means that part of the day will be designated as Spanish time, and part will be English time. The students and teachers are clear about English and Spanish time and make a clean transition from one to the other. A visitor to the classroom will immediately know what language is being spoken at that time. The language of instruction at a given time is called the "target language."

Separation of languages is important because it creates a need for students to understand in their second language. If they know they will not receive a translation from the teacher, they have to listen harder and figure out what is going on. They have to tune in. Their comprehension develops quickly.

Students at first may resist being immersed in a language they do not know and some frustration. Their resistance can take the form of ignoring the teacher, saying that "I don't SPEAK" Spanish, or telling their parents that they don't like school or don't like their teacher. All this is normal and will pass with time. In this situation it is important for parents to sympathize with the children's discomfort but reassure them that

they CAN learn another language. After several weeks, possibly as many as eight or ten, the problem usually resolves itself.

Visitors to the classrooms are asked to participate in the language immersion to the best of their ability. If they speak only a little of the target language, it is still great for them to try it. If they must speak in another language, we ask that they lower their voice and speak to the teacher only, or their own child only, rather than addressing the class. Language mixture causes language confusion, and especially if the language of interruption is English, this can lead to the impression that Spanish is not equally important.

REPORT CARDS

Report cards at SABE are based on the curriculum standards set forth by the New Mexico Public Education Department for each grade level and will be given at the end of each trimester. These reports indicate a student's level of proficiency in each subject area in both English and Spanish.

HEALTH & SAFETY

A healthy and safe school environment is vital to academic achievement and includes both the physical and aesthetic surroundings of the school and the creation of a climate and culture before, during, and after school that promotes personal growth, healthy interpersonal relationships, and respect for all members of the school community.

Health Education is the instructional program that provides the opportunity to motivate and assist all students to maintain and improve their health, prevent disease, and reduce health related risk behaviors. It allows students to develop and demonstrate increasingly sophisticated health related knowledge, attitudes, skills, and practices. It meets the NM content standards with benchmarks and performance standards as set forth in 6.30.2.19 NMAC.

SAFETY DRILLS

State law requires that schools regularly practice safety drills with students in order to ensure that everyone is prepared in the event that an actual emergency situation should occur.

Definitions:

Shelter in Place: A “Shelter in Place” may be called when there is a potential danger outside of our school building (like a chemical spill or gas leak in the area). Activities within the building will continue as normal, but no one will be allowed in or out of the building until we are given authorization.

Lockdown: A “Lockdown” may be called for when there is imminent danger either inside or outside the school building. A lockdown means every student and faculty member should be in their classroom with blinds closed and windows and doors secure.

Fire or Bomb Threats: In the event of a fire or bomb threat, the school will be evacuated.

Active Shooter: Staff are provided with information regarding what actions to take in the event that an active shooter or threat of an active shooter on campus is present.

During drills and especially during actual emergency situations, it is important that parents cooperate fully with instructions given by SABE staff. The safety of all students is our number one concern. Please remind your child that cell phones **must not** be used during drills or actual emergencies as misinformation can cause unnecessary panic. SABE utilizes an automated calling/texting system to send instant messages to parents in the event of an emergency.

SAFETY PLAN

The SABE School Safety Plan exists to ensure that all staff are provided with information and training on how to deal with any emergency situations. The Safety Plan will be reviewed annually with staff and will be updated with recommendations from the SABE Safety Committee. The Safety Plan is not a published document but is a document that staff is very familiar with. If you have interest in serving on this committee, please inform administration.

STUDENT HEALTH & WELLNESS

****COVID specific policies and expectations will be shared in our SABE COVID Plan****

SABE contracts with a nurse on a part time basis to assist with verifying immunization records, conducting hearing and vision screenings, coordinating with other agencies in referring pupils who need follow-up care and writing of health care plans for students with special health issues. Any students requiring medical support, including medication administration, must have a school health plan on file.

We have a licensed health assistant that assists with the daily care of students for minor cuts, bumps, and bruises. Parents are always consulted with should it be anything of concern. The School Nurse and Health Assistant are NOT at the school for making any health diagnoses!

Medications

- A physician's order is required on all prescription medications and forms are available at your doctor's office. If a medication order form is not available an order will be accepted written on the doctor's prescription pad or stationery. The order must include:
 - Name of student and date of birth
 - Name of medication
 - Dosage of medication
 - Time of administration
 - Physicians signature
- The parent must sign a medication authorization form giving permission for the student to take the medication while at school before the student will be allowed to do so.
- All medication must be in a prescription labeled container that matches the physician's written order. At no time will a student be allowed to carry a medication classified as a controlled substance.
- Parents who wish to have their student take an over-the-counter medication while at school must sign an authorization form. The medication must be in the original bottle or packaging. If this medication is taken for more than five consecutive school days, a physician's authorization must be obtained.
- The Health Assistant, office manager and teacher should be notified of all students taking ANY medication at school, INCLUDING INHALERS!
- A physician's order for medication administration and religious conscientious objection for immunizations MUST BE RENEWED each school year.
- Whenever possible medication should be given at home.
- Medication is provided for students to self-administer in the office under supervision of our health assistant or office manager.

Medical Cannabis/Administration of Medical Cannabis to Students

PURPOSE

The purpose of this policy is to ensure that the SABE complies with state law regarding possession, storage, and administration of medical cannabis to qualified students in a school setting.

BACKGROUND

Ideally, a qualified student should be administered medical cannabis at home. However, where it is necessary for students to be administered medical cannabis during school hours, it is the SABE Governing Board's intent that all applicable statutes, rules, and regulations are in place and are followed when storing and dispensing or administering medical cannabis in the school setting.

The Governing Board is cognizant of federal law classifying cannabis as a Schedule 1 Controlled Substance and of medical cannabis not currently being approved as a medication by the Food and Drug Administration (FDA). Thus, school nurses, through the parameters of their state license, are unable to administer or delegate administration of any products, including any cannabis containing products, that are not FDA approved. Likewise, SABE does not designate any school personnel to store, possess, or administer medical cannabis to students in the school setting.

DEFINITIONS

- A. "Certifying practitioner" means a health care practitioner who is licensed in New Mexico to diagnose a qualified patient and recommend medical cannabis as a course of treatment.
- B. "Debilitating medical condition " means:
 - 1. Cancer;
 - 2. Glaucoma;
 - 3. Multiple sclerosis;
 - 4. Damage to the nervous tissue of the spinal cord, with objective neurological indication of intractable spasticity;
 - 5. Epilepsy;
 - 6. Positive status for human immunodeficiency virus or acquired immune deficiency syndrome;
 - 7. Admitted into hospice care in accordance with rules by the New Mexico Department of Health; or
 - 8. Any other medical condition, medical treatment or disease as approved by the New Mexico Department of Health.
- C. "Designated school personnel" means a school employee authorized by SABE to possess, store, and administer medical cannabis to a qualified student in accordance with the provisions of this policy, and state laws and administrative regulations.
- D. "Medical cannabis" means cannabis:
 - 1. Recommended for treatment of a debilitating medical condition as defined above and in a written certification by a certifying practitioner;
 - 2. Dispensed by a cannabis producer that has received approval from the New Mexico Department of Health to conduct sales of medical cannabis;
 - 3. Is in the form of a capsule, extract, or concentrate to be ingested through the mouth that:
 - a. may be safely divided into measurable doses;
 - b. is not an aerosol product consumable through smoking or in particulate form as a vapor or by burning;
 - c. is not a food or beverage product;
 - d. is not a salve, balm, or other topical product;
 - e. does not require refrigerated storage; and
 - 4. Is provided to the school in package or container clearly labeled with:
 - a. the student's name and date of birth; and
 - b. the recommended dosage allotment.
- E. "Primary caregiver" means a parent or legal guardian.
- F. "Qualified patient" means a person who has:

1. Been diagnosed by a certifying practitioner;
 2. Received written certification from a certifying practitioner; and
 3. Is currently enrolled in the New Mexico Department of Health's medical cannabis program and has received a current and valid registry identification card pursuant to the Lynn and Erin Compassionate Use Act. (§26-2B-1 NMSA 1978)
- G. "Qualified student" means a student who demonstrates evidence to the school that the student is authorized as a qualified patient pursuant to the Lynn and Erin Compassionate Use Act (§26-2B-1 NMSA 1978) to carry and use medical cannabis.
- H. "School setting" means any of the following locations during a school day:
1. The school building;
 2. A school bus used during, in transit to, or in transit from a school-sponsored activity;
 3. A public vehicle used during, in transit to, or in transit from a school-sponsored activity in the state; or
 4. A public site in the state where a school-sponsored activity takes place.
- I. "Written certification" means a statement written by a qualified student's certifying practitioner, which is not valid for more than one year from the date of issuance:
1. In a qualified student's medical records or in the written treatment plan statement
 2. Certifying that the qualified student has a debilitating medical condition pursuant to the Lynn and Erin Compassionate Use Act (§26-2B-1 NMSA 1978)
 3. Certifying that the certifying practitioner believes that the potential health benefits of the medical use of cannabis would likely outweigh the health risks for the qualified student
 - a. Signed by the certifying practitioner.
- J. "Written treatment plan" means a document developed by the primary caregiver in collaboration with the certifying practitioner that is valid for no more than one year from the date of issuance:
1. Includes the certifying practitioner's diagnosis and description the qualified student's debilitating medical condition per the Lynn and Erin Compassionate Use Act (§26-2B-1 NMSA 1978)
 2. Describes the plan for recommended treatment with medical cannabis, including:
 - a. the recommended dosage allotment
 - b. the recommended frequency of administration of medical cannabis in a school setting
 - c. is signed by the primary caregiver and the certifying practitioner.

POSITION

SABE's Governing Board authorizes the possession, storage, and administration of medical cannabis by parents and legal guardians to qualified students for use in school settings; provided that:

-
1. A student shall not possess, store or self-administer medical cannabis in a school setting
 2. A parent or legal guardian shall not administer medical cannabis in a manner that creates disruption to the educational environment or causes other students to be exposed to medical cannabis
 3. A written treatment plan for the administration of the medical cannabis is agreed to and signed by the head administrator or their designee of the qualified student's school and the qualified student's parent or legal guardian
 4. Before the first administration of medical cannabis in a school setting, the qualified student's parent or legal guardian completes and submits the following required documentation:
 - a. A copy of the qualified student's written certification for use of medical cannabis as required by the Lynn and Erin Compassionate Use Act (§26-2B-1 NMSA 1978)

- b. A written statement from the qualified student's parent or legal guardian releasing the school and school personnel from liability, except in cases of willful or wanton misconduct or disregard of the qualified student's treatment plan
- B. The SABE shall not:
 1. Discipline a student who is a qualified student and is approved for use of a medical cannabis in the school setting;
 2. Deny eligibility to attend school to a qualified student on the basis that the qualified student requires medical cannabis as a reasonable accommodation necessary to attend school or a school sponsored activity; or
 3. Discipline a school employee who refuses to administer medical cannabis.
- C. If the federal government indicates that the SABE's federal funds are jeopardized by this policy, the Governing Board declares that this policy shall be suspended immediately and that the administration of any form of medical cannabis to qualified students on school property, on a school bus or at a school-sponsored event shall not be permitted. SABE shall post notice of such policy suspension and prohibition in a conspicuous place on its website. This determination is appealable by any parent to the Secretary of Public Education, based on rules established by the Public Education Department.
- D. SABE shall provide annual training on the SABE's medication administration policy and procedures, including those related to medical cannabis.
- E. The head administrator shall create a procedure for the enforcement of this policy.

Diabetes Self-Management by Students at School

Pursuant to 6.12.8.8 NMAC:

- A. **General rights:** SABE grants students authorization to carry and use equipment and supplies, for storage and disposal of sharps, for self-assessment and for self-administration of **diabetes treatment medications** prescribed by a health care practitioner if all of the following conditions are met.
 1. A health care practitioner has prescribed the medication, directed the instruction of the student in the correct and responsible use of the medication, and approved the student's ability to perform self-assessment and medication self-administration.
 2. The student has demonstrated to the school nurse or other designated registered nurse or clinician the skill level and developmental level necessary to correctly store and use any equipment and supplies required to perform self-assessment and self-administration of such medication as prescribed by the health care practitioner (or the practitioner's designee).
 3. The school nurse or other designated registered nurse or clinician, with input from the parent or guardian and based on the student's health care practitioner's medical orders, has formulated a written **individualized healthcare plan for management of diabetes care** for the student that includes but is not limited to the correct storage and disposal of sharps by the student, the performance of self-assessment procedures and the self-administration of medication.
 4. The school has informed the parent or guardian of the student in writing that the school, including its employees and agents, is to incur no liability as a result of any injury arising from the performance of self-assessment procedures and the self-administration of medication nor from any injury arising from the student carrying and disposing of equipment and supplies to perform these procedures.
 5. The student's parent or guardian has completed and submitted to the school:
 - a. all written documentation required by this school policy; and
 - b. the required treatment plan/medical orders; and

c. a signed statement from the parent or guardian of the student acknowledging that the school, including its employees and agents, is to incur no liability as a result of any injury arising from the performance of self-assessment procedures and the self-administration of medication nor from any injury arising from the student carrying and disposing of equipment and supplies to perform these procedures, and the parent or guardian will indemnify and hold harmless the school, including its employees and agents, against any claim arising out of the performance of these procedures or storing and disposing of equipment and supplies to perform them.

B. Terms and limits of the student's rights:

1. These rights are not to exceed the duration of the current school year. However, the student may lose these rights if, as determined by the school nurse and the school administrator, endangerment to the student's person or other persons occurs through the misuse of equipment, supplies, or medication or if the student's self-administration of medication is inconsistent with the prescribed dosage.
2. The student will be responsible for storing and disposing of all sharps as agreed upon with the school nurse or other designated registered nurse or clinician.
3. The student will be allowed to possess equipment and to perform routine self-assessment and self-treatment at locations identified by SABE but away from major traffic pathways as agreed upon with the school nurse or other designated registered nurse or clinician.

C. Extent of authorization: SABE grants a student with a written individualized healthcare plan for management of diabetes care authorization to store and dispose of equipment and supplies necessary for self-treatment and self-assessment in the school setting including:

1. while at any location on school property, including the classroom, but away from major traffic pathways as agreed upon with the school nurse or other designated registered nurse or clinician.
2. while at a school-sponsored activity.
3. during regular before-school and after-school activities; and
4. in transit to or from school or school-sponsored activities.

D. Duration of authorization: An authorization granted by SABE under a written individualized healthcare plan for management of diabetes care is effective only for the duration of the school year for which it is granted and must be renewed each subsequent school year. It may be revoked at any time for failure to comply with Subsection B *Terms and limits of the student's rights*.

E. Back-up medication: SABE will ensure that in the event of a diabetes emergency any back-up medication and equipment and supplies provided by the parent or guardian are kept at an easily accessible location agreed upon by the student and authorized individuals. SABE's nurse or other designated registered nurse or clinician will have written procedures to address the safekeeping of these materials. Authorized school personnel who in case of an emergency and in good faith provide a student with back-up medication, equipment, or supplies are to incur no liability as a result of providing the materials and medication to an authorized student or individual.

F. Maintenance of information: All documentation for a written individualized healthcare plan for management of diabetes care shall be kept on file at SABE in a location easily accessible by authorized individuals who have a legitimate need to know. The SABE policies and procedures for diabetes self-management follow the Family Educational Rights and Privacy Act (20 U.S.C. 1232g) and Health Insurance Portability and Accountability Act of 1996 (HIPAA) to address the safekeeping and confidentiality of the described information.

Student Illness/Injury at School

- Parents will be contacted immediately when a child needs to be sent home due to illness or injury.

- WORK AND HOME TELEPHONE NUMBERS MUST BE CURRENT, SO CONTACT CAN BE READILY MADE!
- An emergency number MUST also be provided. This may be a neighbor, friend, relative, etc.
- Students who are ill WILL NOT be permitted to walk home.
- If a student needs emergency care and a parent or guardian cannot be reached, the child will be transported to a hospital for medical attention. (Parents should know that hospitals will not administer medical treatment or medication without parental consent, unless the injury is life threatening).
- Each student must have on file an Emergency Health Form. This form is provided upon enrollment.

Health Assistant

The Health Assistant deals with health-related matters including verifying immunization records, assisting the nurse in vision and hearing testing, and referrals on special health problems. The Health Assistant is NOT a Registered Nurse!

Teachers and the health assistant are continually alert to signs of illness and parents are notified when these signs occur in school. Parents are encouraged to keep children home when they show signs of beginning illnesses. During periods of winter weather, unless there is a possibility of their getting wet, children will be encouraged to go outside during their recess time. For this reason, it is helpful if the children come to school properly dressed.

Immunizations

In accordance with New Mexico State Law, the school must have a current immunization record on file, see the next page.

It is a violation of New Mexico's compulsory school immunization law (section 15-5-3, NMSA, 1978 Comp.) for a student to enroll who is not:

1. Appropriately immunized or;
2. In the process of receiving needed immunizations; or
3. Properly exempted to school immunizations. Transfer students are no longer allowed a six (6) week conditional enrollment period to provide proof of immunizations; they are subject to the same limitations on enrollment as other students.


Medical exemptions to school immunizations are only acceptable from licensed medical doctors of osteopathy. The written statement from the duly licensed physician must state that the physical condition of the child is such that immunization would seriously endanger the life or health of the child. Medical exemptions must be kept in the child's school/health file.

Religious exemptions to school immunization are only acceptable if the parent/guardian completes a CERTIFICATE OF RELIGIOUS/CONSCIENTIOUS OBJECTION TO IMMUNIZATION and submits the notarized certificate to the Immunization Program for approval. All certificates are kept by the Immunization Program, and a letter of approval or disapproval is sent to the parent/guardian who has the responsibility of forwarding a copy to the child's school.

Note: Exemptions, both medical and religious, are for a period not to exceed nine (9) months and do not extend beyond the school year in which they are submitted/approved.

New Mexico Childcare/Pre-School/School Entry Immunization Requirements: 2022-23 school year

New Mexico School Nurses are granted Public Health authority by the NM Secretary of Health for collecting and submitting immunization information



MISSOURI DEPARTMENT OF HEALTH

Missouri State Health Improvement Plan

Vaccine	Minimum # of vaccine doses by childcare and pre-school age levels							Vaccine doses by school grade level												Notes	
	By 4 Mo.	By 6 Mo.	By 12 Mo.	By 15 Mo.	16-47 Mo.	48-59 Mo.	≥ 60 Mo.	K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th	11 th		12 th
Diphtheria/Tetanus/Pertussis (DTaP/DT/Td)*	1	2	3	3	3	4	5 (4)	5	5	5	5	5	5	5	5	5	5	5	5	5	One dose required on/after 4 th birthday. Four doses are sufficient if last dose given on/after 4 th birthday, with at least 6 months between the last two doses. Five doses are preferred for optimal protection.
Tetanus/Diphtheria/Pertussis (Tdap)																				One dose Tdap required for entry into 7 th - 12 th grade.	
Polio (IPV)* (OPV)	1	2	2	2	3	4 (3)	4(3)	4	4	4	4	4	4	4	4	4	4	4	4	4	Students in K-11 th grades final dose required on or after 4 th birthday. Three doses sufficient if CDC's catch-up schedule used AND last dose was given on/after 4 th birthday with at least 6 months between the last two doses.
Measles/Mumps/Rubella (MMR)				1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	Min. age for valid 1 st dose is 12 months. Live vaccines (MMR, Varicella) must be given on the same day; if not, they must be administered a min. of 28 days apart.
Haemophilus Influenzae type B (Hib)*	1	2	2	2	3/2/1	3/2/1	3/2/1														
Hepatitis B (HepB)	1	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	Two doses adult Recombivax HB is also valid if administered at ages 11-15 years and if dose 2 received no sooner than 16 weeks after dose 1.
Pneumococcal (PCV)*	2	3	3	4/3/2/1	4/3/2/1	4/3/2/1	4/3/2/1/0														
Varicella (VAR)				1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	Min. age for 1 st dose is 12 mos. Dose 2 should ideally be given at age ≥ 4, see note below. Live vaccines (MMR, Varicella) must be given on the same day; if not, they must be administered a minimum of 28 days apart.
Hepatitis A (HepA)				1	1	2	2	2	2	2											Hep A Vaccine is recommended for catch up in grades 2-12.
Meningococcal Men ACWY																				1 dose required for 7 th - 10 th grade entry. Booster dose recommended at age 16-18. Men ACWY strongly recommended for catch up for grades 11-12.	

Diphtheria/Tetanus/Pertussis: If child (4 months-6 years) is behind schedule, follow the CDC's catch-up schedule.

Tetanus/Diphtheria/Pertussis: 7th-12th graders require proof of 1 dose of Tdap regardless of when the last Td-containing vaccine was given.

Catch-up: Children 7-18 years who are not fully immunized with the childhood DTap series should be vaccinated according to the CDC's catch-up schedule, with Tdap as the 1st dose followed by Td if needed. A 3-dose series is sufficient if initiated after age 7, in which one dose must be Tdap, followed by 2 doses of Td. Children age 7-10 who receive 1 dose Tdap as part of the catch-up series require 1 additional dose at 11-12 for 7th grade entry.

Polio: A minimum of 4 weeks between doses required with 6 months between last two doses. *OPV: Only trivalent OPV counts as valid. Monovalent or bivalent OPV are not valid. All doses given after 4/1/16 are assumed to be mono or bivalent.

MMR: Required 2nd dose should be given on/after 4th birthday. However, dose 2 may be given earlier with at least 4 weeks between dose 1 and 2.

Hib: If series started <12 months, 3 doses req'd with at least 1 dose on/after 1st Bday. Two doses req'd if dose 1 was given at 12-14 months. One dose of Hib given between 16-59 months is sufficient. Not recommended ≥60 months.

Hep B: Dose 2 a minimum of 4 weeks after dose 1; dose 3 at least 16 weeks after dose 1 and at least 8 weeks after dose 2. Infants currently receiving primary series, final dose should be administered no earlier than age 24 weeks.

PCV: Administer a series of PCV13 vaccine at ages 2, 4, 6 months with a booster at age 12-15 months. Catch-up: Administer one dose of PCV13 to all healthy children 12-59 months who are not completely vaccinated for their age; children >60 months, no doses required.

Varicella: For children aged 12 months-12 years, the minimum interval between the two doses is 3 months. However, if dose 2 was administered ≥28 days after dose 1, dose 2 is considered valid and need not be repeated. For children ≥13 years, the recommended minimum interval is 4 wks. **Required for proof of varicella immunity:**

- For K-7th graders: Receipt of vaccine; titer or laboratory confirmed diagnosis is required as proof of prior disease.
- For 8th - 12th graders: Receipt of vaccine, written proof of immunity by a physician/health care provider or laboratory titer is required.
- For all newly diagnosed varicella cases: Laboratory confirmation of disease is required.

Hep A: One dose required by 15 months; 2 doses required at 48 mos. with at least 6 months between doses.

Recommended # doses for adult students 19+ in secondary school

Vaccine	doses
Tetanus/Diphtheria/Pertussis (Tdap)	1
Measles/Mumps/Rubella (MMR)	2
Varicella (VAR)	2

Resources

CDC Immunization Schedule has detailed footnotes and catch-up schedule
<https://www.cdc.gov/vaccines/schedules/hcp/imz/c/hlid-adolescent.html>
 NM Immunization Protocol
<https://nmhealth.org/publication/view/regulation/531/>
 NMSIIS
<https://nmsiis.health.state.nm.us>
 NM School Health Manual
<http://www.nmschoolhealthmanual.org>

*Minimum age 6 wks. Age-appropriate flu & COVID vaccines are recommended for all. Changes from last year's requirements are highlighted for ease of use.

Note: Any vaccine administered ≤4 days prior to minimum interval or age is valid. All students enrolled in designated grades are expected to meet requirements.

Updated February 9, 2022

Pediculosis (Head Lice) Policy

SABE is committed to maximizing students' academic performance and physical wellbeing in a healthy and safe environment. The school recognizes that head lice infestations do not pose a health hazard, are not a sign of un-cleanliness, and are not responsible for the spread of any disease. Misinformation about head lice causes anxiety for parents and school staff. The School Principal/Executive Director, school nurse and/or health assistant will make every effort to assist parents with the treatment of infected students in order to ensure continued to access their education.

Procedure: To better manage and to limit the spread of head lice infestations, school employees shall report all suspected cases of head lice to the school nurse and/or health assistant. The following procedures will be initiated:

- Call the student to the health assistant's office.
- School Health Assistant will (in complete privacy), check the student's hair for live lice or viable nits.
- After an examination the student will be sent back to class whether or not child shows any evidence of head lice. Students will not be sent home early.
- If live lice or viable nits are found, the parent will be notified and receive a Lice Information Letter that is to be sent home with the child. Information regarding treatments will be provided.

- If live lice or viable nits are found, the Health Assistant may assess other appropriate household members who attend our school as soon as possible. This includes siblings or other students at the school who are living in the house. Parents will be instructed to check other members of the household that are not at our school.
- Assessment of other students at the school may be conducted as determined by the school nurse and/or health assistant.
- For resistant/persistent cases of pediculosis, Public Health resource information will be provided.

Suicide Awareness & Prevention/Self Harm & Disclosure of Suicide

Suicide is the act of taking one's own life. It is not a spontaneous activity. Suicide is usually the result of a long-term, gradual, wearing-away process called emotional erosion. What is being eroded is the person's ability to cope with life experiences and the emotions surrounding his/her experiences. There is no single cause of a suicide.

Suicide prevention programs in healthy, supportive, and informed schools can assist in reducing youth suicide by identifying students at risk and directing them to services and effective treatment. A well-developed and practiced protocol addressing the issues of a suicidal student is a prevention curriculum which addresses intervention strategies and recovery if such a crisis occurs.

Sandoval Academy of Bilingual Education will provide suicide prevention training to help staff recognize sudden changes in students' appearance, personality, or behavior which may indicate suicidal intentions.

Early Warning Signs for Possible Suicide:

- | | |
|---|---|
| •Withdrawal from friends and family | •Preoccupation with death |
| •Marked personality change and serious mood changes | •Difficulty concentrating |
| •Difficulties in school | •Change in eating and sleeping patterns |
| •Loss of interest in pleasurable activities | •Giving away personal items |
| •Persistent boredom | •Loss of interest in things one cares about |
| •Frequent complaints about physical symptoms, often related to emotions, such as stomachaches, headaches, fatigue, etc. | |

Suicide Threats/Attempts/Ideation

IF THE SITUATION IS AN EMERGENCY STAFF WILL CALL "911" IMMEDIATELY — and then immediately contact the School Administrator.

Intervening

When a student threatens suicide or shows signs of intent, immediate action must be taken to intervene on behalf of the student. The student must be under adult supervision at all times. Schools are not equipped to make a formal assessment of risk, nor do the necessary in-depth counseling. All school personnel are in the position and have the duty to immediately secure assistance.

Reporting the Information

Any school employee who has knowledge of a suicide threat must report this information to the School Administrator immediately.

Student Interview

The School Administrator will interview the student.

Parent Contact

The School Administrator will contact the student's parents immediately after the interview, requesting they come to pick up the student for a same-day suicide assessment. While waiting for their parents/guardians, the student is to remain in the administrator's office with adult supervision under all circumstances.

Same-Day Suicide Assessment – (Referral to Clinical Provider)

The School Administrator will determine the best location for the same-day suicide assessment. Parents also have the option of taking their child to a facility of their choice that is equipped to do same-day suicide assessments (at their own expense.) The purpose of the assessment is to determine if the student is at risk of immediate harm to himself or herself - and to suggest additional help.

Rio Rancho Police Department Involvement

If a parent or guardian cannot be reached, and school officials believe the student to be at immediate risk, the School Administrator will call the Rio Rancho Police Department to assist in next steps.

Hospital Emergency Room

Except in cases of emergency, the decision to transport the student to the hospital must be the responsibility and decision of the parents or law enforcement (if the parent/guardian cannot be reached.) School personnel are not allowed to transport students.

Child Protective Services Involvement/Children, Youth and Families Dept.

CPS/CYFD does not act on suicide threats unless they are accompanied by suspected child abuse or neglect. Therefore, if a history of abuse or neglect is suspected, the School Administrator must contact CPS/CYFD to make a report and to determine next steps. If there is no suspected abuse or neglect, omit this step. However, should no action be taken by the parents after an initial threat, and threats and/or attempts continue, this can be viewed as neglect and CPS/CYFD will be notified when appropriate.

Returning to School

A note from the child's primary doctor and/or behavioral/mental health professional needs to be turned in to the school administrator indicating that the child was seen by them and pose no harm to themselves or others and can return to school. This is a precautionary step to ensure that students are in no harm.

Training/In-service

The Director will ensure that all staff members are trained annually about warning signs as well as policies and procedures on an annual basis. A sign-in sheet for the training/in-service, listing staff names and signatures will be kept on file.

Additional training will be provided to all staff annually which will include: *Youth Suicide: Awareness and Prevention* provided by **Safe Schools Online Training**, and/or Question Persuade, Refer Gatekeeper Training for Suicide Prevention, by **Department of Health Youth Suicide Prevention Office**.

OPERATIONS

STUDENT ADMISSIONS / LOTTERY POLICY

I. Free Public Charter School

SABE is a public charter school funded by the state of New Mexico. It does not charge tuition or have admission requirements.

II. Instructional Program

SABE is a dual language school with high-level instruction in both Spanish and English. At SABE, 50% of the instructional day is presented in Spanish while the second 50% of the day is entirely in English.

III. Admissions Rule for Staff Children & Siblings of Current Students

New Mexico statute §22-8B-4.1 NMSA 1978; §22-1-4 NMSA 1978 describes the enrollment procedures for admitting students to charter schools in their second year and beyond as being able to give preference to:

- (1) students who have been admitted to the charter school through an appropriate admission process and remain in attendance through subsequent grades; and
- (2) children of employees of SABE
- (3) siblings of students already admitted to or attending the same charter school.

Our school gives priority to SABE employees' children and siblings of current students ahead of number one in the lottery in each grade. However, like all prospective students, the application must be received by the same deadline.

Verification of sibling relationships is required. A sibling is defined as a brother or sister living in the same household who has one or both parents in common, a half or step-sibling, or a foster child or child under legal guardianship of parent(s) of a student who is currently attending SABE. A birth certificate or documentation of legal guardianship must show the relationship between the student and parent/guardian. Additionally, military families relocating to military installations in New Mexico pursuant to official military orders may submit their student's name for the lottery and, if selected, enroll their student in SABE, prior to actual physical presence in the state. SABE shall accept electronic enrollment applications from military families relocating to New Mexico pursuant to official military orders and shall provide such families requesting information with information regarding the school's program, materials regarding academic courses, electives, sports, and other relevant information regarding the school. A student's parent:

- (1) shall provide proof of residence in the state within forty-five days after the published arrival date provided on official military documentation: and
- (2) may use any of the following addresses related to the family's military move:
 - (a) a temporary on-base billeting facility;
 - (b) off-base military housing; or
 - (c) a purchased or leased residence.

IV. Procedures:

Applications Available: 8:30a.m on the Second Monday of March

Application Deadline: 4:00p.m on the Last Friday of April

Lottery Drawing: 4:00p.m on the Second Thursday of May

Enrollment Applications for returning, sibling students, staff students and new students are available at 8:30a.m on the second Monday of March of the current school year at www.nmsabe.org/admissions or the front office of SABA located at 4321 Fulcrum Way NE. All enrollment forms must either be completed online at our website or hand-delivered to our office. If parents/guardians need assistance completing the form in English or Spanish, they should call the school at 505-771-0555.

When an enrollment application is received the child's name and information are logged in a lottery database by the grade indicated on the application. Receipts are provided in person for hand-delivered applications and email receipts are sent when an online application is submitted. It is the parent's/guardian's responsibility to verify that all information on the application is correct and legible. Any errors in contact information, incorrect grade level, or date of birth can result in a student not being placed into the lottery or enrolled (if drawn in the lottery).

The Enrollment Application Deadline is 4:00p.m the day prior to the lottery.

Parents/guardians can review the names of all students who will be participating in the lottery for each grade level on our school website or call the school to verify that their child's name is on the list up until the day prior to the lottery (4:00pm). It is the parent's/guardian's responsibility to verify that their child is included. If for some reason it is found that a child is not on the list even though an application was submitted, the receipt will serve as verification that a child should be included. The school should be notified immediately in order to further investigate and correct the situation. Once the lottery has started, no more reviews or corrections to the list will be made.

Immediately before the lottery drawing if there are enough spaces at a given grade level, all applicants will be admitted. If there are more applicants than spaces available, admission will be determined through the lottery.

The lottery drawing will be held on the second Thursday of May of the current school year at 4:00 P.M. at SABA in a room to be determined or virtually. Attendance is optional and does not affect a child's chance of being drawn. Lottery proceedings are open to the public.

Student names for a given grade level will be drawn one by one starting with the lowest grade requiring a lottery. The first name pulled will be assigned number one, the second name will be number two, and so on until every name is assigned a number. The number drawn refers to the child's place on the waiting list.

Lottery results are posted the morning after the drawing at the front office of the school and on the school website. We do not mail results. The number next to a child's name refers to his/her place on a waiting list. Even if a child draws a low lottery number, space is not guaranteed until there is an official opening in that grade and the parent/guardian has been contacted by the school to officially offer the child a place. It is the parent's/guardian's responsibility to ensure that contact information provided on the application is correct and legible. If we are unable to reach the parent/guardian within the allotted time, the space will be forfeited to the next person on the list.

Children of employees of SABA staff and siblings of **current** SABA enrolled students are offered places ahead of student #1 in each grade if there is space at the desired grade level. If a grade level is at its determined capacity, the siblings will be put on the waiting list ahead of other applicants, in an order

determined by a separate sibling order drawing. After siblings are placed, school officials will begin calling parents/guardians to officially offer a place to children on the waiting list. It is the parent's/guardian's responsibility to ensure that contact information is correct and legible. Students whose numbers are too high to allow them admittance will be kept on a waiting list in the order of their numbers.

After a student is selected in the lottery parents/guardians must return completed registration forms within one week. A selected student whose registration is not complete will forfeit his/her spot to the next student on the waiting list.

Offering to students on the waiting list

When offering a position to students on the waiting list the parent/guardian will have 72 hours to respond. If no response is given, the space will be forfeited to the next person on the list. If accepted, a completed registration packet must be received within 72 hours of. If parents/guardians fail to respond within the allotted time, the position will be forfeited to the next person on the list.

On the first day of school (August of the year student is accepted) school officials will attempt to contact the parents/guardians of any child who did not attend on the first day. If the contact information provided is invalid or the child is not in attendance by day three, the position will immediately be forfeited and offered to the next student on the waiting list.

V. OPEN ENROLLMENT

Immediately after the Lottery, it is considered Open Enrollment. Any parents wishing to enroll their child can do so if there are spaces within their requested grade level. This is determined and verified by the school's administration and registrar within 24 hours of notification of interest in a particular grade or grades.

STUDENT ATTENDANCE POLICY

I. PURPOSE

The Compulsory School Attendance Law requires all school age children to attend school for at least the length of time of the school year that is established in the school district in which the person is a resident or the state-chartered charter school in which the person is enrolled, and the school district or state-chartered charter school shall not excuse a student from attending school except as provided in that law or for parent-authorized medical reasons. Any parent/guardian of a school age person subject to the provisions of the Compulsory School Attendance Law is responsible for the school attendance of that person. Each local school board and each governing body of a charter school or private school shall enforce the provisions of the Compulsory School Attendance Law for students enrolled in their respective schools.

II. DEFINITIONS

School Day: Portion of the school day that is at least one-half of a student's approved program.

Absent: Not in attendance for a class or school day for any reason, whether excused or not: provided "absent" does not apply to participation in interscholastic extracurricular activities

Half Day Absences: Absences for two or more classes (or hours) up to fifty percent of an instructional day.

Full Day Absence: Absences consisting of more than fifty percent of an instructional day.

Excused Absences: Absence from a class or school day for a death in the family, medical absence, religious instruction or tribal obligations or any other allowable excuse pursuant to the policies of the local school board or charter school Governing Board.

Unexcused absences: Absences from school day or a class for which the student does not have an allowable excuse pursuant to the Compulsory Attendance Law, Attendance for Success Act or rules of the charter school Governing Board. Such occurrences include instances where no explanation for an absence is given to the school at all. Family vacations during instructional days are considered unexcused absences.

Whole School Prevention: Universal, whole-school prevention strategies for all students, including students who have missed less than five percent of classes or school days for any reason.

Individualized Prevention: Interventions for students who are missing ten percent or more but less than twenty percent of classes or school days for any reason.

Early Intervention: Interventions for students who are missing ten percent or more but less than twenty percent of classes or school days for any reason.

Intensive Support: Interventions for students who are missing twenty percent or more of classes or school days for any reason.

Attendance Team: Group of school-based administrators, teachers, staff, other school personnel and community members who collaborate to implement an attendance improvement plan.

Attendance Improvement Plan: Tiered data-informed system for public schools and school districts to identify students who are chronically or excessively absent and to aid public schools in developing whole-school prevention strategies and targeted interventions.

Chronic Absence Rate: The percentage of students, in the aggregate and disaggregated by the subgroups required for reporting pursuant to the federal Every Student Succeeds Act, in a public school and a school district who have been enrolled for at least the days and who have missed ten percent or more of school day since the beginning of the school year.

Chronically Absent or Chronic Absenteeism: A student that has been absent for 10% or more of classes or school days for any reason, whether excused or not, when enrolled more than 10 days.

Excessively Absent or Excessive Absenteeism: Student who is identified as needing intensive support and has not responded to intervention efforts implemented by the public school.

Excessive absences: Individual student attendance rates which fall below 95% in a grading period. Students with excessive absences can be categorized as:

- A. *Excessive Excused:* a student who has been identified as having a high number of absences **with notification** from the parent. Excessive excused absences are investigated by the school and may require additional documentation to justify the absences.
- B. *Student in need of early intervention:* a student who has accumulated five unexcused absences within any twenty (20) day period.
- C. *Habitual Truant:* a student who has accumulated the equivalent of ten or more unexcused absences within a school year.

Tardiness: Refers to students who arrive at school after the designated start time. All students arriving late are subject to conditions relating to tardiness as outlined in the “process” section below.

Early Releases: Refers to children who are picked up from school before the designated end time for that day. All students leaving early are subject to regulations relating to early releases as outlined in the “process” section.

III. PROCESS

SABE is required to report absences, chronic absences and excessive absences to the NM Department of Public Education (NMPED) and at the end of the school year and shall document intervention efforts made

to keep students in an education setting. Students are expected to attend in-person or remote instructional programs, as provided by their school, each day.

SABE is required to enforce the attendance policy utilizing the following process:

Tardiness/Early Releases: If a student is chronically tardy or picked up before the end of the instructional day, the truancy process may be initiated by administration.

Three absences: When a child has accumulated three unexcused absences, the school will contact the family to address the concern.

Five absences: When a child has accumulated five unexcused absences, the school will contact the family to address the concern. At this point, a meeting with the parent/guardian will be arranged to discuss the absences and develop a plan of action to address the problem. A Five-Day Absentee Notification Form will be sent to the child's parent/guardian.

Ten absences: If a student has accumulated an equivalent of more than 10 absences within a school year, the parent shall be given written notice in person or by mail that the student is not in compliance with the Compulsory Attendance School Law and follow the state rule in notifying the Children Youth and Families Department. Parents will be asked to attend a conference with the Executive Director/Principal or designee to develop an action plan to address the problem. The notice shall include a date, time and place for the parent to meet with the Executive Director/Principal or designee to develop intervention strategies that focus on keeping the student in an educational setting. If there is another unexcused absence after delivery of a written notice of habitual truancy, the student shall be reported to CYFD where the student resides for an investigation as to whether the student shall be considered to be a neglected child or a child in need of additional services.

State law requires a school to withdraw a student after ten (10) consecutive days of absence; provided that withdrawals do not include students in need of early intervention the school is required to intervene with and keep in an educational setting as provided in Section 22-12-9 NMSA 1978.

SCHOOL RESPONSIBILITIES:

To ensure that SABE is maintaining accurate records and supporting students and parents:

- A. Class attendance must be taken and maintained for each student enrolled in school every instructional day. The classroom teachers must report attendance accurately and submit it to the office on a daily basis.
- B. The school is responsible for accurately maintaining attendance records in a manner verifiable by the New Mexico Public Education Department.
- C. The school is prohibited from suspending or expelling students as punishment for being in need of early intervention or habitually truants.
- D. The school must provide for early identification of students with unexcused absences or those who are in need of early intervention. School intervention strategies must focus on keeping students who are defined as "in need of early intervention" in an educational setting.
- E. If a student is identified as a habitual truant, the school shall document the following:
 - a. Attempts of the school to notify the parents that the student had unexcused absences
 - b. Attempts of the school to meet with the parents to discuss intervention strategies

- c. Intervention strategies implemented to support keeping the student in school
- F. While all children attending public school are subject to the requirements of the School Attendance Process, considerations must be made in order to respect and understand the sovereignty of tribal customs, religious practices, laws, effective communication practices and availability of Native American intervention resources.

PARENT RESPONSIBILITIES:

- A. **Tardiness:** If a student arrives to school late, he/she must be walked to the office by a parent or guardian and signed in with the secretary. The student will receive a pass to class, verifying that he/she arrived late and was officially signed in as being in attendance.
- B. **Early Release:** Parents or designees listed on the emergency contact form who are picking up their child from school **MUST COME TO THE OFFICE TO SIGN THEIR CHILD OUT. PLEASE BRING YOUR PHOTO I.D. NO CHILD WILL BE ALLOWED TO WALK HOME DURING SCHOOL HOURS.** During the school day teachers are not allowed to release children directly to adults from the classrooms unless they present a clearance slip from the office. This enables the office staff to identify those persons picking up children and to ensure the safety of your child. Anyone attempting to sign out your child must be on listed the student's registration card. Should the approved list of authorized adults change, please update the information in our office immediately.
- C. **Absences:** It is the responsibility of the parents/guardians to notify the school whenever their child is absent. Notification should be given as close to the beginning of the school day in question as possible but cannot be later than two (2) days after the date of the absence. All absences are logged as "unexcused" until we receive notice describing the reason for the absence. If the reason for the absence is not approved (as described in the definition of excused absence) or notification is not made to the office within two days, the absence will remain as "unexcused". **TO NOTIFY THE OFFICE OF AN ABSENCE, PLEASE CALL OR SEND A WRITTEN NOTE TO THE OFFICE.**
- The parent/guardian must notify the school **each day that the student will be absent**, in accordance with the notification procedure established by the school.
 - Students are allowed **no more than 4 unexcused absences per trimester**, totaling no more than 10 unexcused absences per school year.
 - In the event that the school has not received notification of absence by a parent for **3 consecutive days**, the school must make an attempt to contact the parent/guardian.
 - **Family vacations are considered unexcused absences** and it is expected that parents will schedule vacations during periods of time when school is not in session. Should there be travel during the school year, the parents must contact the school administration to arrange and have approved
 - **Excessive excused absences** will be investigated by the school and may require additional documentation to justify the absence.

IV. SCHOOL ATTENDANCE PROCEDURES:

SABE is required to classify each student into one of four attendance intervention tiers, based on the percentage of class and/or school day absences.

Attendance Intervention Tiers

	Tier 1: Whole School Prevention	Tier 2: Individualized Prevention	Tier 3: Early Intervention	Tier 4 Intensive Supports	Student Referral to CYFD
Description	Students that have missed less than 5% of classes or school days for any reason.	Students that have missed 5%-10% of classes or school days for any reason.	Students that have missed 10%-20% of school days for any reason.	Students that have missed more than 20% or more of classes or school days for any reason.	Students that continue to have unexcused absences after written notification of excessive absenteeism.
Interventions	Whole school prevention strategies, such as: <ul style="list-style-type: none"> • Whole school attendance campaigns • Class attendance competitions • Parental notification of student absences • Positive Behavior Supports and Interventions (PBIS) 	In addition to Tier 1 interventions, the school will also: <ul style="list-style-type: none"> • Communicate with parents/family and inform them of student's attendance history • Inform and explain the impact of student absences on student academic outcomes • Support with Interventions or services that are available to the student or family • Inform of the consequences of further absences. 	In addition to Tier 1 and 2 interventions, the school will also: <ul style="list-style-type: none"> • Notify parents in writing of the student's absenteeism • Have a meeting with parents/family to develop intervention strategies that focus on keeping the student in the educational setting • Establish weekly progress monitoring and a contract for attendance • Students should be part of the meeting when appropriate 	In addition to Tier 1, 2 and 3 interventions, the school will also: <ul style="list-style-type: none"> • Send a letter to parents to that includes a date and time to meet with the school principal and attendance team • Establish non-punitive consequences at the school level • Identify specialized supports that may be needed to help the student and family address the underlying causes of excessive absenteeism • Inform the family and student of the consequences of further absences. 	<ul style="list-style-type: none"> • SABE is required to report students with unexcused or excessive absences to the judicial district in which the student resides (Attendance for Success Act, Section 12.B) • SABE is required to report students that have been referred to Children, Youth, and Families Department (CYFD) because of excessive absences

- If a student needs early intervention, a school representative shall contact the student's parents or guardians to discuss possible solutions.
- The School Executive Director/Principal or representative shall meet with the student and his or her parents or guardians to identify the causes for the student's excessive absences, identify what actions can be taken that might prevent the student's absences, identify possible school resources to address the causes for the student's absences, and establish an attendance contract to address the student's absences.
- The notification to the student's parents or guardians and the meeting with the parents or guardians must be respectful and, in a language, and in a manner that is understandable to the student and the parents or guardians.
- The attendance contract must contain follow-up procedures to ensure that the causes for the student's absences are being addressed.
- The school representative will notify the parent/guardian by mail or personal service when the student has accumulated three (3) absences (excused and/or unexcused).

- The school representative will notify the parent/guardian by mail or personal service when the student has accumulated five (5) absences (excused and/or unexcused).
- When the student has accumulated 10 absences (excused and/or unexcused) during the school year, the school principal and teacher(s) will decide if a Student Advisory Team meeting may be convened to develop an Attendance Contract.
- If the student is a habitual truant (10 days unexcused absences during the school year), the school or their authorized representatives shall, in addition, give written notice of the habitual truancy by mail or by personal service to the student's parents or guardians.
- If another unexcused absence occurs after the delivery of a written notice of habitual truancy, the student shall, within 7 days of this unexcused absence, be reported to the probation services office of the judicial district in which the student resides.
- If the habitual truant is not referred to the children's court by the juvenile probation office for appropriate disposition, the school may contact the children's court attorney directly to determine what action will be taken.
- If a determination and finding has been made by the juvenile probation office that the habitual truancy by a student may have been caused by the parents or guardians of the student, and no charges have been filed against the parents or guardians, the school may contact the district attorney's office to determine what action will be taken.
- Training on attendance policies and procedures will occur for all school staff before the first day of school for students.

STUDENT LEAVE OF ABSENCE POLICY

SABE is a dual language immersion school which focuses on Spanish language as the partner language to English. As part of our central belief, we encourage students to speak Spanish and engage in Spanish speaking opportunities wherever possible. Because living and attending school in a foreign Spanish speaking country would provide a true immersion experience for students and support the fulfillment the mission of our school, we support such a leave of absence for up to one academic year for students. Additionally, in the event that a serious medical emergency arises for the student or an immediate family member (father, stepfather, mother, stepmother, brother, stepbrother, sister, stepsister) that requires the temporary relocation specifically for medical treatment, SABE also supports the leave of absence for up to one academic year. For more information regarding forms, application procedures and approval please contact the SABE school administration.

BEFORE-AND-AFTER SCHOOL DROP OFF/PICK UP POLICY

School hours are from 7:50am-3:05pm on Monday through Thursday and 7:50am-12:00pm on Friday. Students cannot be dropped off before 7:30 and must be picked up by 3:10pm.

BIRTHDAY/CELEBRATION POLICY

Celebrations honoring a specific student's birthday is allowed as it does not interrupt instruction and arrangements need to be made with their home room teachers. Teachers will provide you with how they handle celebrations in their classrooms. Actual birthday parties should be held outside of school and invitations should not be given out during school hours.

BULLYING PREVENTION POLICY

I. PURPOSE

SABE believes that providing an educational environment for all students, employees, volunteers, and families, free from harassment, intimidation, or bullying supports a total learning experience that promotes personal growth, healthy interpersonal relationships, wellness, and freedom from discrimination and abuse. Therefore, harassment, intimidation or bullying are forms of dangerous and disrespectful behavior that will not be tolerated.

II. DEFINITIONS

Bullying means any repeated and pervasive written, verbal or electronic expression, physical act or gesture, or a pattern thereof, that is intended to cause distress upon one or more students in the school, on school grounds, or at school activities or sanctioned events. Bullying includes, but is not limited to hazing, harassment, intimidation or menacing acts of a student which may, but need not be based on the student's race, color, sex, ethnicity, national origin, religion, disability, age or sexual orientation.

Harassment means knowingly pursuing a pattern of conduct that is intended to annoy, alarm or intimidate another person.

Hazing means committing an act against a student, or coercing a student into committing an act, that creates a risk of harm to a person, in order for that student to be initiated into or affiliated with a student organization, or for any other purpose. Hazing includes but is not limited to:

- Any type of physical brutality such as whipping, beating, striking, branding, shocking, or placing a harmful substance on the body.
- Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics or other activity that subject the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
- Any activity involving the consumption of any alcoholic beverage, drug, tobacco product or any other food, liquid, or substance that adversely affects the mental or physical health or safety of the student.
- Any activity that intimidates or threatens the student with ostracism, that subjects the student to extreme mental stress, embarrassment, shame, or humiliation, that adversely affects the mental health or dignity of the student or discourages the student from remaining in school.
- Any activity that causes or requires the student to perform a task that involves a violation of state or federal law, or school policies.

Disability Harassment is defined as intimidation or abusive behavior toward a student based on disability that creates a hostile environment by interfering with or denying a student's participation in or receipt of benefits, services, or opportunities in the school.

Harassment and Disability Harassment include but are not limited to:

- *Verbal acts, teasing, use of sarcasm, jokes;*
- *Name-calling, belittling;*
- *Nonverbal behavior such as graphic or written statements or signing;*
- *Conduct that is physically threatening, harmful, or humiliating; or*
- *Inappropriate physical restraint by adults.*

Racial Harassment consists of physical or verbal conduct relating to an individual's race when the conduct:

- Has the purpose or effect of creating an intimidating, hostile, or offensive academic environment;

- Has the purpose or effect of substantially or unreasonably interfering with an individual's academic performance; or
- Otherwise adversely affects an individual's academic opportunities.

Sexual Harassment means any unwelcome sexual advances, requests for sexual favors, or other inappropriate verbal, written, or physical conduct of a sexual nature. Sexual harassment may take place under any of the following circumstances:

- When submission to such conduct is made, explicitly or implicitly, a term or condition of obtaining an education; or
- Submission to or rejection of that conduct or communication by an individual is used to factor in decisions affecting that individual's education; or
- That conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's education, or creating an intimidating, hostile or offensive educational environment.

III. NOTICE OF PROHIBITION AGAINST BULLYING AND ANTI-BULLYING INTERVENTIONS

SABE prohibits bullying/harassment. Bullying/Harassment is when an individual takes out aggression toward another in the form of criticism, exclusion, isolation, teasing with verbal, psychological, emotional, and physical violence. If behaviors toward another student(s) make him or her feel intimidated, uncomfortable or if the student feels threatened, it may be considered bullying harassment even if the harasser did not intend for his or her actions to be offensive. Bullying includes, but is not limited to, hazing, harassment, intimidation or menacing acts of a student which may, but need not be based on the student's race, color, sex, ethnicity, national origin, religion, disability, age or sexual orientation that a reasonable person under the circumstances should know will have the effect of:

- *Placing a student in reasonable fear of physical harm or damage to the student's property; or*
- *Physically harming a student or damaging a student's property; or*
- *Insulting or demeaning any student or group of students in such a way as to disrupt or interfere with the school's educational mission or the education of any student.*

Students and parents may file verbal or written complaints concerning suspected bullying behavior to the School Principal/Executive Director. Any report of suspected bullying behavior will be promptly reviewed. If acts of bullying are verified, prompt disciplinary action may be taken against the perpetrator, up to and including suspension and/or expulsion.

Staff will be reminded at the beginning of each school year about the Anti-Bullying Policy, as well as their responsibilities regarding bullying behavior. A copy of the policy will be disseminated annually.

IV. REPORTING INTIMIDATION, HARASSMENT OR BULLYING BEHAVIOR

Any student who believes he/she has been the victim of harassment, intimidation, bullying, or hazing by student or school personnel, or any person with knowledge or belief of such conduct that may constitute harassment, intimidation, bullying, or hazing toward a student should immediately report the alleged acts.

- The report may be made to any staff member. The staff member will assist the student in reporting to the Principal/Executive Director or other personnel.
- Teachers and other school staff who witness acts of bullying or receive student reports of bullying are *required* to promptly notify designated staff.
- Reports should be done in writing using the Harassment, Intimidation, Bullying, or Hazing Complaint Form. A copy of this form will be submitted to administration.

- School Principal/Executive Director or designee is *required* to accept and investigate all reports of intimidation, harassment or bullying.
- School Principal/Executive Director or designee is *required* to notify the parent or guardian of a student who commits a verified act of intimidation, harassment, or bullying of the response of the school staff and consequences that may result from further acts of bullying.
- Retaliation against an individual who either orally reports or files a written complaint regarding harassment, intimidation, bullying, or hazing or who participates in or cooperates with an investigation is prohibited.
- The right to confidentiality, both of the complainant and the accused, shall be preserved consistent with applicable laws.
- If harassment or bullying continues, the perpetrator will be immediately suspended and removed from the school, pending a long-term hearing.
- To the extent permitted under the Family Educational Rights and Privacy Act (FERPA), school staff is *required* to notify the parent or guardian of a student who is a target of bullying of the action taken to prevent any further acts of bullying.

V. INVESTIGATING INTIMIDATION, HARASSMENT OR BULLYING BEHAVIOR

SABE administration or their designee will appropriately and promptly investigate all reports of harassment, intimidation, bullying, or hazing. In determining whether the alleged conduct constitutes bullying, the totality of the circumstances, the nature of the conduct, the student's history, and the context in which the alleged conduct occurred will be investigated.

- The administrator will make every effort to inform the parents/guardians of the victim and the accused of any report of harassment, intimidation, bullying, or hazing *prior* to the investigation taking place.
- The investigation shall consist of personal interviews with the complainant, the individual(s) against whom the complaint was filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of other methods or documents deemed relevant by the investigator.
- The school may take immediate steps to protect the complainant, students, teachers, administrators, or other school personnel pending the completion of an investigation.
- The investigation shall be completed as soon as possible. The Principal/Executive Director (or investigator) shall make a written report. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy. If the complaint involves the Principal/Executive Director, the report shall be submitted to the Governing Board who will then designate an investigation to determine the validity of the report and will then make a decision, based on the investigative findings, whether or not to file a complaint with the New Mexico Public Education Department, Educator Ethics Bureau. A copy of the completed report will be maintained by the school's administration.
- The Special Services coordinator will be involved in all reports involving a student receiving special services to ensure a fair investigation. SABE will follow IDEA regulations when investigating students receiving special services.

VI. CONSEQUENCES FOR BULLYING

- Verified acts of bullying shall result in intervention by the building Principal/Executive Director or his/her designee that is intended to ensure that the prohibition against bullying behavior is enforced.
- Bullying behavior can take many forms and can vary dramatically in how serious it is, and what impact it has on the targeted individual and other students. Accordingly, there is no one response to

bullying. While conduct that rises to the level of “bullying” as defined above will generally warrant disciplinary action against the perpetrator of such bullying, whether and to what extent to impose disciplinary action (detention, in and out-of-school suspension, or expulsion) is a matter for the professional discretion of the building Principal/Executive Director.

VII. CONSEQUENCES FOR KNOWINGLY MAKING FALSE REPORTS

False charges shall also be regarded as a serious offense and will result in disciplinary action or other appropriate sanctions.

VIII. ANTI-BULLYING EDUCATION

Bullying behavior is mentioned specifically in many areas of the Health Education performance standards, in all grade levels. All students need to be aware of bullying behavior. It is imperative that students are comfortable with understanding, describing, and recognizing bullying behaviors. Health education will be incorporated into thematic units at each grade level.

IX. THREATS OF VIOLENCE

- Threats of violence toward other students, school staff, or facilities are prohibited and may result in suspension or expulsion, regardless of whether the student has previously engaged in such conduct.
- All employees and students are required to report evidence of threats of violence to the Principal/Executive Director. Such reports shall be investigated by the Principal/Executive Director or designee. All such reports shall be documented by the Principal/Executive Director.
- In cases of threats that may constitute a violation of criminal law, the Principal/Executive Director or designee shall notify law enforcement authorities, when it is substantiated through the use of the threat assessment tool.
- If the Principal/Executive Director finds a significant behavior violation upon investigation, the student(s) who are charged with violation of this policy shall be placed on short-term suspension pending investigation of the charge(s). Those found, through a due-process hearing, to have violated this regulation shall be subject to discipline, including long-term suspension or expulsion. For Students receiving Special Services, administration will consult with the special education staff regarding the appropriate process.

CLASSROOM OBSERVATIONS

Parents and other visitors are welcome observers in the classroom. Notice and clearance needs to be communicated with the teacher with at least a 24-hour notice. When observing, we ask that you come in and watch quietly, like a “fly on the wall.” This will give you the truest perspective on how the classroom operates. Before observing, all visitors must check in at the school office. If visitations and observations become a distraction to the instruction of students, the school administration has the authority to limit the frequency or number of visits or visitors. Teachers have the discretion of not allowing observations during times that he/she deems it would be a distraction to the learning process.

CONCERN & STAFF COMPLAINT PROCEDURES

If you have a concern or complaint, we welcome your constructive criticism. We would hope that any complaint will be resolved at the point of origin. If that does not happen, please follow these steps:

Step 1 Teacher/Employee

Completely fill out the complaint form (available at the front office) and submit it directly to the involved party (i.e., teacher/employee) with a copy for the person's supervisor. *Please provide written documentation describing dissatisfaction, before you proceed to the next step.*

Step 2 Executive Director/Principal

If you are not satisfied with the disposition of the complaint at Step 1, notify in writing your response to the Executive Director/Principal. Request their assistance in resolving the issues. *Please provide written documentation describing dissatisfaction, before you proceed to the next step.*

Step 3 All Involved Parties

If not satisfied with the disposition of the complaint at Step 2, request the principal/supervisor to designate an alternate person to assist in resolving the issue through mediation. *Please provide written documentation describing dissatisfaction, before you proceed to the next step.*

Step 4 Governing Board

If not satisfied with the disposition of the complaint at Step 3, appeal your complaint in writing to the SABE Governing Board Chairperson.

FAMILY CUSTODY ISSUES

The school office personnel and classroom teacher should be notified of any custody issues involving your child. This notification should be written court documents, which clearly state who has custody, who may have access to your child, and any changes in the situation. The school cannot deny access to a custodial parent unless there are court documents prohibiting such contact. Please update the court documents as they are made available. Additionally, please make sure you regularly update, with the office, the list of emergency contacts and persons able to pick up your child. Teachers will contact both custodial parents at parent-teacher conference time.

DECISION-MAKING PROCESS

Governing Board

SABE is a state-chartered public charter school, authorized by the Public Education Commission. Its Governing Board reports to the New Mexico Public Education Department, Charter Schools Division. The Governing Board governs and manages SABE in accordance with the Charter Schools Act and all other applicable federal and state laws and regulations, and pursuant to the bylaws the Board has adopted.

The Governing Board holds collective authority over the school. Individual Board Members do not hold authority over the school. The Governing Board works to fulfill the mission of SABE. Its major roles and responsibilities include approving all major educational and operational policies, approving all major contracts, approving the school's annual budget, overseeing the school's fiscal affairs, and selecting and evaluating the School Principal/Executive Director.

The Board is composed of 5-7 appointed members that follows a traditional decision-making model in which each Board Member has one vote. A majority vote of a quorum of the Governing Board carries any

issue. A quorum is defined as a simple majority of the Board. The Governing Board meets monthly, and in accordance with the Open Meetings Act, all meetings are open to the public.

The Board has working committees which include finance and audit. Committees are chaired by Board members and their membership can include a mix of Board members and non-Board members. It is the role of the committees to make reports and recommendations to the Governing Board.

Appointments to the Board, or committees of the Board, are made by the Board when members leave or finish their terms of service. The process begins with an application to the Nominating Committee of the Board. Interested parents and community members are encouraged to contact and submit a letter of interest and resume to the Chair of the Board or the principal/Executive Director. Board and committee members are selected based on the match between their skills and the needs of the Board, their commitment to the SABE charter, and their ability to work well with the group.

School-Site Decision-Making

The School Principal/Executive Director reports to the Governing Board and is responsible for the operations of the school, supervision and evaluation of all other SABE staff. The Principal/Executive Director works with the school's teachers to implement the SABE instructional program, as described in the SABE Charter.

DISCIPLINE POLICY

I. MISCONDUCT

Any student who violates school policy or procedures by engaging in conduct that is in conflict with school policies or directives, who engages in behavior which disrupts or has the potential to disrupt the educational process, who refuses to cooperate with school personnel, and/or who engages in conduct which endangers or reasonably threatens to endanger the health and safety of students, school personnel, or others for whose safety the school is responsible, will be subject to disciplinary action.

The school will impose discipline in accordance with state regulations and will use their discretion when referring to the Discipline Matrix (Appendix A) and imposing consequences. The school will make a good faith effort to notify the parents or legal guardian in a timely manner of the student in any circumstances where the school's disciplinary response will exceed administrator/student contact.

Students whose presence poses a continuing danger to persons or property or an ongoing threat of interfering with the educational process may be immediately removed from school pursuant to the process outlined in "Suspension/Expulsion", below.

For privacy reasons, only information as it relates to your child will be shared. Consequences imposed or other student names will not be shared or disclosed.

II. SUSPENSION/EXPULSION

Suspension is the removal of a student from a class or classes and all school-related activities for any period of time and includes long-term removals up to one year or longer.

- The school administration must provide written notification to each of a student's teachers and to the Student's parents/legal guardians within one (1) school day of imposing *any* form of suspension.

- The school administration must keep on file a copy of the notification for any suspension occurring during a school year.
- The Principal/Executive Director is responsible for notification, compliance, and documentation.

Short-Term Suspension

Short-term suspension will be at the discretion of the Principal/Executive Director and will address unsafe behaviors and those that disrupt the educational process. Short-term suspension will be limited to no more than ten (10) days.

Long-Term Suspension

Long-term suspension is defined as the removal of a student from instruction and off school-related activities for more than ten (10) days and up to the balance of the semester or longer in cases which are near the end of a given semester.

- A student receiving a long-term suspension will lose credit for the semester.
- A student may be given the opportunity for a due process hearing prior to suspension. See “Due Process”, below.
- The student may, at his/her expense, choose to be represented by an attorney at the hearing.
- At the Principal/Executive Director’s discretion, students may be suspended pending a due process hearing.

Students can be long-term suspended for serious violations or offenses, including but not limited to, the following and those within SABE’s Discipline Matrix:

- Weapons
 - Possession, use of or threatening with a knife or other instrument with intent to cause bodily harm
 - Sale or furnishing of weapons (gun, sharp object, club, or an object that could inflict serious bodily injury)
- Arson
 - Starting a fire resulting in injury to a person
 - Starting a fire resulting in serious damage to property over \$200.00.
- Drug Dealing or Distribution
 - Possession with intent to distribute alcohol or drugs, other illegal substances or look-alikes
 - Repeated use and/or possession of drugs, alcohol, or any intoxicant
- Bullying/Harassment (reference above)
- Acts of Violence
 - Cause of attempt to cause physical injury to a staff member
 - Bomb threats
 - Repeated fighting
 - Causing physical harm to another person
- Racialized Aggressions
- Rioting or gang fighting
- Bus Misbehavior, including but limited to these listed below:
 - Refusing to obey driver and/or monitor.
 - Fighting or other assaultive behavior.
 - Use of profanity.
 - Lighting matches.
 - Smoking/vaping on the bus.

- Throwing objects on/out/at the bus.
- Possession of weapons, alcohol, or drugs.
- Use of Alcohol or Drugs

Expulsion

Expulsion is the removal of a student from SABE for a period exceeding one (1) semester. In some cases, expulsion may be a permanent removal from this school.

- A student receiving an expulsion will lose credit for the semester in which the expulsion occurs.
- A student must be given a due process hearing prior to expulsion. See “Due Process”, below.
- The student may, at his/her own expense, choose to be represented by an attorney at the hearing.

Due Process:

1. **Short-Term Suspension:** A student facing in-school or out-of-school suspension for fewer than ten (10) days is not entitled to a formal hearing, but is entitled to notice and an opportunity to be heard as follows:
 - a. Before the student is placed on short-term suspension, the student shall meet with the Principal/Executive Director or designee and shall be informed of the charges against him or her and, if (s) he denies them, shall be told what evidence supports the charge(s). The student shall be given an opportunity to present his or her version of the facts and refute the charges in that meeting. The administrative authority is not required to divulge the identity of informants, although (s) he should not withhold such information without good cause. The Principal/Executive Director or designee shall disclose the substance of all evidence on which (s) he proposes to base a decision in the matter. The meeting may be an informal discussion and may follow immediately after the notice of charges is given.
 - b. If the student denies the charge(s), the Principal/Executive Director or designee may delay the suspension in order to conduct further investigation but is not required to. The discussion with the student may take place and a temporary suspension may be imposed within minutes after the alleged misconduct has occurred.
 - c. If the student’s continued presence endangers persons or property or threatens disruption of the academic process, the student shall be immediately removed from school without notice and/or opportunity to be heard but shall be given such notice and opportunity to be heard in a meeting scheduled within one school day thereafter. If no such meeting has been or can be scheduled within that timeframe, the student shall be reinstated to school until such time as the meeting can occur.
 - d. The administrative authority is not required to allow the student to secure counsel, to confront or cross-examine witnesses supporting the charge(s), or to call witnesses to verify the student’s version of the incident, but none of these is prohibited.
 - e. The school shall make reasonable efforts to inform the student’s parent or guardian of the charges against the student and the possible or actual consequence as soon as practical. If the school has not communicated with the parent/guardian by telephone or in person by the end of the first full day of suspension, the school shall on that day mail a written notice with the required information to the parent/guardian’s address of record.
 - f. Decisions to impose a short-term suspension may be appealed to the Governing Board by the student and/or his/her parent, pursuant to the informal “Complaint/Concern” procedures described above.

2. **Long-Term Suspension or Expulsion:** A student recommended for long-term suspension (more than ten (10) days) suspension may, in writing, request a hearing before a third-party Hearing Officer designated by the Governing Board. A student may waive his or her right to a long-term suspension hearing, or the parent/guardian may choose to waive the student's right to a hearing before the Hearing Officer. Expulsion hearings are required and cannot be waived.
- a. Hearing Officer and Transcript.
 - (i) The Hearing Officer is the person designated by the school Governing Board to hear recommendations for long-term suspensions and expulsions.
 - (ii) A transcript of the proceedings before the Hearing Officer shall be recorded and kept at the school for a period of one year, after which the transcript will be destroyed, except in cases of expulsion where records are kept for longer periods.
 - b. Hearing Officer Procedure.
 - (i) Notice. If a hearing is requested or required, school authorities shall prepare and serve the student and his/her parents or legal guardians with a written notice of the long-term suspension or expulsion, and the date, time, and place of the hearing thereon, hand-delivered or by certified mail, return receipt requested. The notice shall contain notice of the school rule(s) alleged to have been violated, a concise statement of the alleged acts of the student, a statement of the possible penalty, the date/time/place of the hearing, a statement that both student and parent are entitled and/or urged to be present, a clear statement that the hearing will take place as scheduled unless the Hearing Officer grants a delay, a clear and conspicuous warning that a failure to appear will not delay the hearing and may lead to the imposition of the proposed penalty by default, a statement that the student has the right to be represented at the hearing by legal counsel, a parent or some other representative designated in a written notice filed at least 72 hours before the hearing, a description of the procedures governing the hearing, the name/business address/telephone number of a contact person through whom the student/parent/representative may request a delay or seek further information, and any other information/materials/instruction deemed appropriate by the administrative authority preparing the notice. The school shall provide copies of documents supporting its actions and a list of witnesses to the student and his/her parents/legal guardians at least two (2) working days in advance of the hearing.
 - (ii) Scheduling. The hearing shall be scheduled no sooner than five (5) days and no later than ten (10) school days from the date of receipt of notice by the parents or legal guardians.
 - (iii) Burden of Proof.
 - The hearing is not a legal proceeding, and formal rules of evidence shall not govern the conduct of the hearing.
 - The burden of proof of misconduct is on the school authorities.
 - (iv) Witness and Time Limits.
 - The student may, at his/her own expense, choose to be represented by an attorney during the hearing.
 - The student or his/her counsel may present evidence and shall have the right to call witnesses on his/her behalf and to question witnesses against him/her.
 - The school authorities including legal counsel, shall have the right to call witnesses and to question any witnesses who testify.
 - The Hearing Officer must schedule adequate time to hear the matter but may impose reasonable time limits on the parties' presentations.

- (v) Failure to Appear. If no one has appeared on the student's behalf within a reasonable time after the announced time for the hearing, the Hearing Officer shall determine whether the student, through the parent, received notice of the hearing. If so, the Hearing Officer shall review the school's evidence to determine whether it is sufficient to support the charge(s) of misconduct.
- c. Decision of Hearing Officer.
 - (i) The Hearing Officer shall determine first whether the alleged act(s) of misconduct have been proved by a preponderance of the evidence presented at the hearing. If the misconduct is so proved, the Hearing Officer then shall decide upon the appropriateness of the disciplinary action taken, or in the case of a proposed expulsion, whether expulsion is appropriate.
 - (ii) The Hearing Officer may request additional evidence from the parties and may receive that additional evidence after the formal hearing.
 - (iii) All parties shall have the right to comment in writing upon any additional evidence submitted. Any such commentary shall be submitted within five (5) days of submission of the additional evidence.
 - (iv) The Hearing Officer shall serve its written decision on the parties stating its findings, conclusions and implementations, by certified mail, return receipt request and/or by hand-delivery, within five (5) school days after hearing, receiving and considering all the evidence and arguments.
 - (v) The Hearing Officer's decision shall take effect immediately upon notifying the student and his/her parent/guardian and shall continue in force during any subsequent appeal.
- d. Appeal to the Governing Board Due Process Committee.
 - (i) The student, parent, or guardian may appeal the decision of the Hearing Officer to the school Governing Board Due Process Committee by serving a written Notice of Appeal to the Council President or designee within five (5) days after the Hearing Officer's decision has been served.
 - (ii) The Governing Board Due Process Committee shall be a three-member committee composed of and appointed by the members of the Governing Board to hear due process appeals in the long-term suspension/expulsion context.
 - (iii) The Due Process Committee shall then review a summary of the transcript within ten (10) calendar days.
 - (iv) No new information shall be considered in the appeal, unless the student persuades the Governing Board Due Process Committee that a finding of fact was arbitrary, capricious or unsupported by substantial evidence, or that new evidence which has come to light since the hearing, and which would not with reasonable diligence have been discovered in time for the hearing would manifestly change the factual determination. Upon any such finding, the Due Process Committee shall have the discretion to receive new evidence, reconsider evidence introduced at the hearing or conduct a de novo hearing. In the absence of such finding, the review shall be limited to an inquiry into the appropriateness of the penalty imposed.
 - (iv) After reviewing the record and all materials presented at the hearing before the Hearing Authority, the Due Process Committee shall render a decision within fifteen (15) school days after a student's written request for review is received, which affirms, overrules, or modifies the decision of the Hearing Authority.
 - (v) The severity of any sanction previously imposed may not be increased on appeal.

- (vi) The Due Process Committee decision is the final administrative action to which a student is entitled.

Restraint & Seclusion

Pursuant to NMSA 1978 §22-5-4.12.

Use of restraint and seclusion; techniques; requirements.

- A. SABE may permit the use of restraint or seclusion techniques on any student only if both of the following apply:
- a. the student's behavior presents an imminent danger of serious physical harm to the student or others
 - b. less restrictive interventions appear insufficient to mitigate the imminent danger of serious physical harm
- B. If a restraint or seclusion technique is used on a student:
- a. school employees will maintain continuous visual observation and monitoring of the student while the restraint or seclusion technique is in use
 - b. the restraint or seclusion technique will end when the student's behavior no longer presents an imminent danger of serious physical harm to the student or others
 - c. the restraint or seclusion technique will only be utilized by school employees who are trained in the safe and effective use of restraint and seclusion techniques unless an emergency situation does not allow sufficient time to summon those trained school employees
 - d. the restraint technique employed will not impede the student's ability to breathe or speak
 - e. the restraint technique will not be out of proportion to the student's age or physical condition
- C. SABE will establish procedures for the use of restraint or seclusion techniques in SABE safety plan; provided that:
- a. the school safety plan shall not be specific to any individual student
 - b. the school safety plan will be drafted by a planning team that includes at least one special education expert on restraint and seclusion
- D. SABE will establish reporting and documentation procedures to be followed when a restraint or seclusion technique has been used on a student. The procedures will include the following provisions:
- a. The SABE head administrator or their designee will provide the student's parent or guardian with written or oral notice on the same day that the incident occurred unless circumstances prevent same-day notification. If the notice is not provided on the same day of the incident, notice will be given within twenty-four hours after the incident.
 - b. Within a reasonable time following the incident, the SABE head administrator or their designee will provide the student's parent or guardian with written documentation that includes information about any persons, locations or activities that may have triggered the behavior, if known, and specific information about the behavior and its precursors, the type of restraint or seclusion technique used and the duration of its use
 - c. SABE will review strategies used to address a student's dangerous behavior if use of restraint or seclusion techniques for an individual student has occurred two or more times during any thirty-calendar-day period. The review will include:
 - i. a review of the incidents in which restraint or seclusion techniques were used and an analysis of how future incidents may be avoided, including whether the student requires a functional behavioral assessment

- ii. a meeting of the student's individualized education program team, behavioral intervention plan team, or student assistance team within two weeks after the second use of restraint or seclusion within a thirty-calendar-day period to provide recommendations for avoiding future incidents requiring the use of restraint or seclusion
- E. If SABE summons law enforcement instead of using a restraint or seclusion technique on a student, the school will utilize the reporting, documentation and review procedures established pursuant to Subsection D of this policy.
- F. SABE will support and provide strategies for school employees to successfully reintegrate a student who has been restrained or secluded back into the school or classroom environment.
- G. The provisions of this policy will not be interpreted as addressing the conduct of law enforcement or first responders.
- H. For the purposes of this section:
 - a. "first responder" means a person based outside of a school who functions within the emergency medical services system and who is dispatched to a school to provide initial emergency aid
 - b. "mechanical restraint" means the use of any device or material attached or adjacent to the student's body that restricts freedom of movement or normal access to any portion of the student's body and that the student cannot easily remove, but "mechanical restraint" does not include mechanical supports or protective devices
 - c. "physical restraint" means the use of physical force without the use of any device or material that restricts the free movement of all or a portion of a student's body, but "physical restraint" does not include physical escort
 - d. "restraint" when not otherwise modified means mechanical or physical restraint
 - e. "seclusion" means the involuntary confinement of a student alone in a room from which egress is prevented. "Seclusion" does not mean the use of a voluntary behavior management technique, including a timeout location, as part of a student's education plan, individual safety plan, behavioral plan or individualized education program that involves the student's separation from a larger group for purposes of calming.

Disciplinary Considerations for Students with Disabilities under Individuals with Disabilities Act (IDEA)

Special education students are not immune from the school's disciplinary process once placement procedures are properly followed.

Immediate removal of students whose presence poses a continuing danger to persons or property or an ongoing threat of interfering with the educational process may be immediately removed from school pursuant to the process outlined in the "Suspension/Expulsion" section herein.

Temporary suspension (of not more than 10 consecutive school days) of students with disabilities may be imposed in accordance with the "Suspension/Expulsion" section herein, provided that the student is returned to the same educational placement after the temporary suspension, and unless a temporary suspension is prohibited pursuant to the student's IEP. Students may be suspended or removed to an appropriate interim alternative educational setting or another setting, for not more than 10 consecutive school days. Additional removals of not more than 10 consecutive school days may occur in the same school year for separate incidents of misconduct, as long as those removals do not constitute a change in placement pursuant to 34 CFR Sec. 300.536.

Removal to Interim Alternative Educational Setting. In accordance with 34 CFR Sec. 300.530(g) and (i), school personnel can remove a student to an interim alternative educational setting for not more than 45 school days without regard to a manifestation determination (described below), if the student (1) carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function; (2) knowingly possesses or uses illegal drugs, or sells them at school; (3) has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function. The student's IEP team determines the interim alternative educational setting for services.

Long-term suspension/expulsion. Since the exclusion of a student with a disability from his/her education program for more than a total of ten (10) days during a school year may constitute a significant change in placement, the following considerations must be addressed:

- when considering long-term suspension or expulsion, an Individualized Education Program (IEP) Team must first determine whether the behavior of concern is a manifestation of the student's disability.
- to determine if the conduct in question is or is not a manifestation of the student's disability, the IEP Team must determine:
 - If the conduct in question was a direct result of the school's failure to implement the IEP; or
 - If the conduct in question was caused by or had a direct and substantial relationship to the child's disability.
- if the IEP Team determines that the behavior is related to the student's disability, then no further disciplinary proceeding shall occur. Recommendations: Review IEP, add services and support, develop/update FBA/BIP, and/or change services if appropriate.
- if the IEP Team determines that the behavior is not a manifestation of the student's disability, disciplinary actions may be taken in accordance with the procedures in Section VI herein, provided that a student with a disability who is removed from the student's current placement continues to receive special education and related services as provided in 34 CFR Sec. 300.530(d).
- Should the disciplinary procedures include long-term suspension or expulsion, the school must continue to provide educational services, including access to the general education academic curriculum, as determined by the IEP.
- Any suspension that excludes a student from his/her IEP services must be counted when calculating the total number of suspension days (up to 10 cumulative days or beyond the ten days may constitute a change of placement).
- The decision to change a student from his/her IEP placement must be made on an individual basis.
- SABE will follow the federal guidelines regarding the provision of educational continuation services for suspended special education students.
- Special education students are entitled to a due process hearing if long-term suspension or expulsion is recommended.
- On the date on which the decision is made to make a removal that constitutes a change of placement of a student with a disability because of a violation of a code of student conduct, the school shall notify the parents of that decision, and provide the parents the procedural safeguards notice described in 34 CFR Sec. 300.504.

Appeals

The parent of a student with a disability who disagrees with any decision regarding a disciplinary-related placement or the manifestation determination, may appeal the decision by requesting a hearing. If school

administration believes that maintaining the current placement of the student is substantially likely to result in injury to the student or others, the school likewise may appeal the decision by requesting a hearing.

Disciplinary Considerations for Students under Section 504

Students with 504 accommodations are not immune from the school's disciplinary process once identification and placement procedures are properly followed. Students with 504 accommodations being considered for removal from school for 10 or more days must receive a manifestation determination review prior to action. The committee must determine if the conduct in question was caused by or had a direct and substantial relationship to the student's disability. If yes, was the conduct in question the direct result of the school's failure to implement the student's 504 Plan? If the behavior is a manifestation of the disability, any disciplinary recommendation for a change of placement should be withdrawn. If the behavior is not a manifestation of the disability, the student may be disciplined in the same manner as non-disabled students.

Section 504 Procedural Safeguards:

Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. Sec. 706(8)) states: "No qualified individual with a disability shall, solely on the basis of his or her disability, be denied participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance."

- The parent/guardian shall be notified in writing of all school decisions concerning the identification, evaluation, or educational placement of his/her child.
- The parent/guardian shall be notified that he/she may examine relevant records.
- The parent/guardian shall be notified before any significant change in placement occurs.
- The parent/guardian may obtain copies of educational records at a reasonable cost unless the fee would effectively deny him/her access to the records.
- The parent/guardian may request amendment of his/her child's educational records if there is reasonable cause to believe that they are inaccurate, misleading or otherwise in violation of the privacy rights of his/her child. If the school refuses this request for amendment, it shall notify the parent within a reasonable period of time and advise him/her of the right to a hearing.
- Parents/guardians, or the student, if 18 or over, who dispute the school's decision with respect to actions regarding the identification, evaluation, or educational placement of a student or regarding harassment related to disability under Section 504 requirements, shall have the following means of dispute resolution, each of which may be used in any order:
 - File a written complaint, which specifies the problem and the resolution requested, with the Principal/Executive Director. If the concern is resolved informally, the Principal/Executive Director/Designee will document that resolution and provide copies to the parent.
 - Request an impartial Section 504 Due Process Hearing, with the opportunity for participation by the parent/guardian and legal counsel (if desired). The request shall be in writing to the Governing Board chairperson, including a description of the specific concern and proposed remedy. The Governance Council shall appoint an unbiased hearing officer to hear the matter. The hearing shall be convened within ten (10) working days after the written complaint is received, unless both parties agree to postponement. The hearing shall follow this format:
 - An opening statement by each party.
 - Testimony and evidence presented by each party with opportunity for cross-examination; and
 - Closing statement by each party.

- The hearing officer shall provide both parties with a written response within twenty (20) working days of the last day of the hearing.
- File a written complaint with the Office for Civil Rights, Department of Education, Region VIII, Federal office Building, 1244 Speer Blvd, Suite #310, Denver, Colorado 80204-3582.
- File a civil suit.

Gun Free Schools Act

The Gun Free School Act provides for a mandatory expulsion of a period of not less than one year for a student who is determined to have brought or to have possessed a firearm or explosive device at school or any setting that is under the control or supervision of school officials. Only the Principal/Executive Director may modify in writing the one-year expulsion requirement on a case-by-case basis. All school-related incidents of firearm possession must be reported to the Rio Rancho Police Department.

Referral for Legal Action

Any illegal action by a student taking place at school or a school-sponsored or school-related activity will be referred to the appropriate authorities and/or law enforcement agency. New Mexico law requires that, if any school employee has reasonable cause to believe that a child is or has been in possession of a firearm on school property, the employee shall immediately report the child's actions to a law enforcement agency, to the Principal/Executive Director, and to the Children, Youth, and Families Department (CYFD).

Suspension from Extra-Curricular Privileges

Students may be removed, at the discretion of the Principal/Executive Director, from any part or all of extra-curricular privileges for time periods up to one (1) full calendar year.

- Participation in extra-curricular activities during school and not school hours is a privilege offered to and earned by students.
- Student conduct is expected to exemplify high standards at all times.

Participation in extra-curricular activities is not a student right, and suspension of such privilege does not require a due process hearing procedure.

Anti-Racism and Racial Sensitivity Training and Professional Development Policy.

Pursuant to NMSA 1978 §22-10A-19.3, each year, SABE will require all school personnel to complete an online or in-person anti-racism, racial awareness, and sensitivity training or professional development approved by the department that addresses race, racism and racialized aggression and demonstrates how to create and foster an equitable and culturally responsive learning environment for racial minority students.

Racialized Aggression Policy

Racialized Aggression – Overt and intentional acts of racism involving students or staff is strictly prohibited. (*Racialized Aggression* is broadly defined as hostile, aggressive, derogatory, or negative attitudes and/or actions toward stigmatized or culturally marginalized groups.)

Note: There is not a definition in the statute of “racialized aggression”. This is a definition gleaned from several different resources/websites that provides a statement to meet the intent of the statute. When the State has created the Black Education Advisory Council, there may be a definition developed and put in regulation by the PED.

***When the statewide hotline is established/available as outline in the Black Education Act, add link on school website to statewide hotline for reporting racial incidents/aggression.

FROM: 22-5.-4.3 (D) NMSA 1978 All school discipline policies shall define and include a specific prohibition against racialized aggression involving a student or school personnel. Every school district and every charter school shall provide links to the statewide hotline to report racially charged incidents or racialized aggression.

No School Discrimination for Race/Religion/Culture/Hair Policy

In accordance with the No School Discrimination for Hair Act, NMSA 1978 §22-5-4.3 (A) requires that existing anti-discrimination policies, student discipline, dress code policies be added with the following language:

SABE shall not discriminate against a student, discipline a student, or impose disparate treatment of a student, because of a student's race, religion, or culture or because of a student's use of protective hairstyles or cultural or religious headdresses, as defined in New Mexico statute, *NMSA 1978 §22-5-4.3 (A)&(I) and §22-8B-4(A)&(U)*.

- (1) "Cultural or religious headdresses" includes hijabs, head wraps or other headdresses used as part of an individual's personal cultural or religious beliefs.
- (2) "protective hairstyles" includes such hairstyles as braids, locks, twists, tight coils or curls, cornrows, bantu knots, afros, weaves, wigs, or head wraps; and
- (3) "race" includes traits historically associated with race, including hair texture, length of hair, protective hairstyles or cultural or religious headdresses. *NMSA 1978 §22-5-4.3 (I) and §22-8B-4(U)*

DRESS CODE POLICY

Parents and school personnel have a common interest in the educational, physical, and moral development of students. Student dress and appearance, along with student conduct influence class discipline and student achievement. The manner in which students dress and groom themselves has an important effect on behavior and performance.

- Students and staff are required to adhere to the dress and grooming policy of the school, which exists to promote a professionally, positive, non-disruptive, safe and healthy atmosphere within the school.
- Dress may not present a health or safety hazard.
- Dress may not violate municipal or state law.
- Dress or appearance may not present the potential to disrupt the educational process because of profanity, obscenity, vulgarity, references to drugs including alcohol and tobacco, violence, sexual reference, or statements or symbols disrespectful to the background, beliefs, or ability of others.
- The responsibility to interpret and enforce the dress code policy rests with the school staff and ultimately the School Principal/Executive Director.
- All visitors to the school are requested to respect the dress and grooming policy of the school.

STANDARD OF DRESS

SABE has a standard of dress for all students. The standard of dress gives the school a positive and distinct identity and reflects respects and reflects the educational mission and purpose of the school. Students are required to conform to the dress standard each day, while at school or on school-related field trips.

Allowed:

- Pants, Shorts, Rompers, Skirts, Leggings:
 - Beige, Navy, Black. No Jeans.
- Shirts: Polos-
 - White, Red, Lt Blue, Navy, Black. Long or short sleeve is fine.
- All colors are solid. No other images or designs.
- Shoes: Closed toe.
- Sweaters and Jackets as weather dictates.
- School spirit wear is allowed on Spirit Days as determined by administration

Not allowed:

- No graphics, pictures, or writing on clothing shall be permitted except as part of an insignia.
- Revealing or see-through clothing
- Saggy pants revealing underwear or any portion of the body below the naval.
- Dresses, skirts, shorts, and skorts, including slits, shorter three (3) inches above the bend of the knee.
- Sleeveless tops: all tops (male and female) are to have a sleeve
- Spaghetti strap tops
- Pajamas (tops or bottoms), unless it is a sanctioned school function, i.e., pajama day
- Ripped or torn clothing
- Bandanas, 'do-rags', shower caps, and hairnets
- Spiked jewelry and jewelry that is disruptive to the educational process or that could endanger students
- Belt loop chains, wallet chains, and extended belts
- Heelys or skate shoes
- Flip-flops
- Clothing and/or articles worn or carried by the student displaying words or symbols or colors of gangs, drugs, alcohol, tobacco, violence, racism, inappropriate language or images, or symbols of a sexual/sexist nature
- Clothing and/or articles that evidences or reflects membership in or affiliation with any gang
- No skin should be shown between the bottom of the shirt/blouse and the top of the pants/skirt when arms are stretched upward
- Tube tops, spaghetti strap tops, halter tops, translucent blouses, midriff shirts/blouses

Other provisions:

- Footwear that is safe and appropriate for weather and other conditions must be worn at all times on campus and in buildings
- Coats or jacket are to be removed inside the building (per teacher discretion)
- Hair shall be groomed so that it is clean and safe for participation in any school activity
- Hats and sunglasses may not be worn inside buildings, but are allowed outside
- Spandex is only allowed under approved shirts, shorts, skirts, and dresses
- Approved special event day dress is permitted

ELECTRONIC DEVICES (Cell phones, Smart Watches)

SABE recognizes that electronic devices are widely accessible to students at home and are often seen as important for communication with their families before and after school hours. Students are not allowed to use their own electronic devices at school from the time they arrive until the end of the academic day or end of participation in the after-school program. In the event of an emergency, notification to families will be

made from the school and never the child. Devices may be in the possession of students while on campus subject to the following rules:

- SABE will not be responsible for loss of an electronic device or damage to it and will not expend resources in the search for missing devices.
- They must be kept OFF and completely out of sight during the instructional day.
- If devices are seen during unauthorized times, they will be confiscated.
 - First offense: the device will be held in a secure location by the teacher and returned to the student at the end of the day.
 - Second offense: the device will be turned in to the administration and returned to the student at the end of the day.
 - Third offense: the device will be turned in to the administration and only returned to a parent after conferencing with them.
 - Fourth offense and subsequent offenses with other devices: Device will be confiscated for the remainder of the year and/or student will be subject to disciplinary action.

The classroom teacher, in consultation with administration may elect to collect all devices and secure them in a locked cabinet upon the start of the day and return them at the end of the day. This will be done for state testing administration in the spring.

FERPA (Family Educational Rights and Privacy Act) Policy

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days of the day the school receives a request for access.

Parents or eligible students should submit to the school principal or principal's designee a written request that identifies the record(s) they wish to inspect. The principal or designee will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the school to amend a record should write the school principal or designee, clearly identify the part of the record they want changed and specify why it should be changed. If the School decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to privacy of personally identifiable information in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an

administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Governing Board; a person or company with whom the School has outsourced services or functions it would otherwise use its own employees to perform (such as an attorney, auditor, medical consultant, or therapist); a parent or student serving on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

FOOD/FOOD ALLERGIES

Food brought to school should be nutritious and appropriate in quantity. Sodas, candy, coffee, energy drinks will not be allowed. To prevent the spread of germs, allergic reactions, and to avoid unfairness, food should not be shared with other children. Food that is brought to share must be with the teacher's permission and must be sufficient in quantity for the whole class. Food from home should be eaten at mealtimes only as determined by the classroom teacher. Should other students have food allergies, notice in writing needs to be submitted to the principal/Executive Director, nurse assistant and classroom teacher. A health plan will be developed with our school contracted nurse. SABE staff and teachers will adhere to the plan for students with food allergies.

GRADE CHANGE POLICY

Teachers must diligently maintain records that justify the final course grade awarded a student. Assuming due diligence on the part of the teacher, and that no mistake or clerical error has been made in the tabulation of grades, every student is ultimately responsible for the grade that he/she is awarded.

Changes to a test grade or a class assignment grade, once issued by the teacher, may occur only where there has been a clear mistake, clerical error or misidentification of the student by the teacher. The teacher who issued the test or assignment grade may change or direct the changing of the grade due to a clear mistake, clerical error, or misidentification. Requests for grade changes on tests or class assignments shall be handled between the student and the teacher, with the teacher being the final determinant of the decision. The teacher shall document the justification for the test grade or class assignment grade change. Nothing in this policy is intended to apply to grade changes for statewide tests used to determine adequate yearly progress or graduation from high school. If there is a need to change a grade or result on such state-mandated testing due to a clearly clerical mistake as where a student has been misidentified, the

Principal/Executive Director shall promptly notify the assessment and accountability division of the Public Education Department for guidance.

Changes to course grades may be made by a teacher where there has been a clear mistake or clerical error in the tabulation or misidentification of the student. Such course grade changes must be brought to the attention of, and approved by, the Principal/Executive Director, upon authorization and proper documentation by the teacher.

A parent/guardian who requests a course grade change shall utilize the following procedure:

1. The student/parent must complete and submit to the Principal/Executive Director a signed, written “Grade Change Request” form stating reasons for the course grade change request, within five days of receipt of the course grade.
2. Upon request, the student/parent will be permitted to review any available records and documents belonging to the student related to the determination of how the grade was awarded.
3. The Principal/Executive Director will consult with the teacher to determine if there has been any clear mistake or clerical error, or if there has been any misidentification of the student.
4. In further consultation with the teacher, the Principal/Executive Director will determine if a change in final course grade is merited for any other justifiable reason, such as extenuating circumstances articulated and demonstrated by the student/parent, additional graded work submitted by the student, additional or make-up testing, or other meaningful criteria that can be verified.
5. The teacher who issued the course grade shall provide to the Principal/Executive Director his/her reasons to support or oppose the requested grade change and shall not be pressured into or retaliated against for making a certain recommendation.
6. As part of fact-finding, the Principal/Executive Director will meet with the student/parent and the teacher, together or separately, to determine the validity of the student’s/parent’s request.
7. A written, signed response which includes the Principal/Executive Director’s findings and decision will be provided to the student/parent within five days of the meeting. The response shall include whether the request is denied or allowed, and the grade entered if allowed. If a grade change is allowed, the Principal/Executive Director’s response shall articulate the reasons and basis for the grade change.
8. The Principal/Executive Director will be the final determinant of the decision.
9. If the Principal/Executive Director decides that a grade change is merited, in addition to the student or parent, the Principal/Executive Director shall comply with any NMPED notification requirements.
10. If the Principal/Executive Director decides that a course grade change is merited for a particular student, the grade change must be equally available and applied to all students who are similarly situated.
11. The “Grade Change Request” form and a copy of the Principal/Executive Director’s decision shall be placed in the student’s permanent cumulative record file. The student/parent may request of the Principal/Executive Director that the documents be removed and destroyed upon the student transferring or graduating from the school. The Principal/Executive Director has full discretion in complying with the student’s/parent’s request.

Due to the urgent nature of determining whether a grade change is merited, the timelines established herein shall be considered maximums.

SABE shall strictly adhere to FERPA in administering this Grade Change Policy. Under no circumstances will the identity of the student involved in the grade change request be made known publicly, and confidentiality involving the request and the identity of the student will be maintained among those

personnel involved in addressing and processing the grade change request. Additionally, the identity of any other students whose grades may be used for comparison purposes shall not be disclosed publicly, or to the student/parent making the grade change request. Adherence to FERPA requirements and regulations regarding student records and information shall be required of all school personnel.

This Grade Change Policy in no way limits or eliminates the rights afforded to parents under federal regulations 34 CFR Sections 300.618 through 300.621 under the Individuals with Disabilities Education Act, and 34 CFR Sections 99.20 through 99.22 under FERPA, both as they relate to amendment of a student's educational records.

HOLIDAYS

Attention to national and cultural holidays will generally be limited to cases in which they fit into the curriculum at a given grade level (for example, MLK Day could be studied as part of a unit on heroes, or Day of the Dead as part of a unit on holidays and cultures around the world.) Celebration of cultural holidays will be at the discretion of the teacher, being respectful of the many beliefs, customs, and cultural diversity of our community and will not pre-empt the regular instructional program. Religious holidays will not be celebrated at SABE.

HOMEWORK

The body of research shows that homework can have positive effects on student achievement if it is designed carefully, given for the right reasons and in appropriate quantities. However, there is also research indicating that inappropriate homework can damage student morale and achievement, especially at lower grade levels. Therefore, SABE holds the philosophy that homework has its uses, but that over emphasis on homework, especially in the early grades, can lead to counter-productive burdens on students and teachers.

SABE teachers will assign homework for:

- Math practice in alignment to our math program framework
- Reading practice to support the love of reading

Teachers may elect to offer other homework for family/home connections:

- Home/school projects
- Test preparation and extra practice to support

Homework will not be a central piece of the academic program and will not be used for extra credit or for punishment and will only have a limited role in practicing academic content or making up for missed class time. The primary role of SABE parents in their children's homework will be to engage in interactive assignments when given, and to support the development of their children's study habits (especially in the early grades.) Parents will not be expected to teach content to children, nor do they need to speak or understand two languages.

Parents who wish to supplement their children's education by working with them more extensively at home are invited to communicate regularly with the teacher to coordinate any work or suggestions offered by the teacher.

In the middle school grades (6-8), the amount of homework might increase. Students will be expected to complete assignments independently at home, study for tests, and work on projects. The primary role of SABE Parents should be to help their children keep track of assignments and deadlines.

MAKE-UP WORK

The SABE curriculum is dynamic and interactive. There is no make-up work that can fully substitute for missed instructional time. For this reason, SABE puts an emphasis on **excellent student attendance**. If a student must miss school, SABE requests that the parent informs the school as soon as possible. If the absence is extended, it is the parents' responsibility to stay in regular communication with the teacher. The teacher may gather materials and assignments that help support the student's understanding of missed content, to the degree that this is possible. The student is expected to make every effort, with parental support, to work to understand the content that was missed, and to complete any assignments.

NOTICES/NEWSLETTERS

SABE will communicate in writing with parents through a monthly newsletter or as needed to announce important events. These newsletters will be shared through ClassDojo, and other messages and reminders will be posted there as well. Teachers will also communicate with parents in a monthly class newsletter. All school and classroom newsletters and notices will be sent in Spanish and English, or with translation as an option.

Emergency and important notices are sent via ClassDojo, text, phone call and email. It is imperative that notices and messages be received to stay informed about school happenings. Please update your contact information often with our school registrar.

PERSONAL BELONGINGS

Toys and other prized personal belongings including jewelry, gaming devices, cellular phones, are not allowed at school, unless requested for instructional purposes. Toys or other personal belongings that interrupt instruction will be confiscated and returned to a parent. SABE resources will not be expended in searching for lost personal belongings. Damaged or missing personal belongings will not be the responsibility of SABE.

PROFESSIONALISM

At SABE, the professionalism of the teaching staff is respected and expected. This means that:

- Teachers are trained in the curriculum approaches and practices used at SABE.
- Teachers continue their own professional development on a voluntary basis, deepening their own knowledge and improving their practice.
- Teachers do what is necessary to implement a high-quality instructional program, as described in the SABE charter.
- School administration does what is necessary to support teachers in the implementation of this program.
- The main role of classroom-based educational assistants (EA) is to work directly with students, with guidance from the classroom teacher and instructional coach.

Official parent-teacher conferences are scheduled two times annually, but parents are welcome to schedule conferences with their child's teacher at other times if they have concerns or questions about their child's progress. Parents should approach the teacher about any classroom issues before approaching the Principal/Executive Director.

TRANSLATION

As a dual language, Spanish/English program, parents will always have the opportunity to communicate in their language of preference. If a family requires another language to communicate, a request can be made

and a translator will be made available, when possible. At least 48 hours prior notice must be made with administration.

VIDEO/MOVIE POLICY

Use of videos and/or movies during the SABE instructional day is limited to educational videos which support the curriculum. Any videos exceeding 10 minutes will require administrative permission and be a required part of the teacher's lesson planning. No videos or movies beyond a G-rating will be shown at any time without parent permission forms being signed.

VISITORS

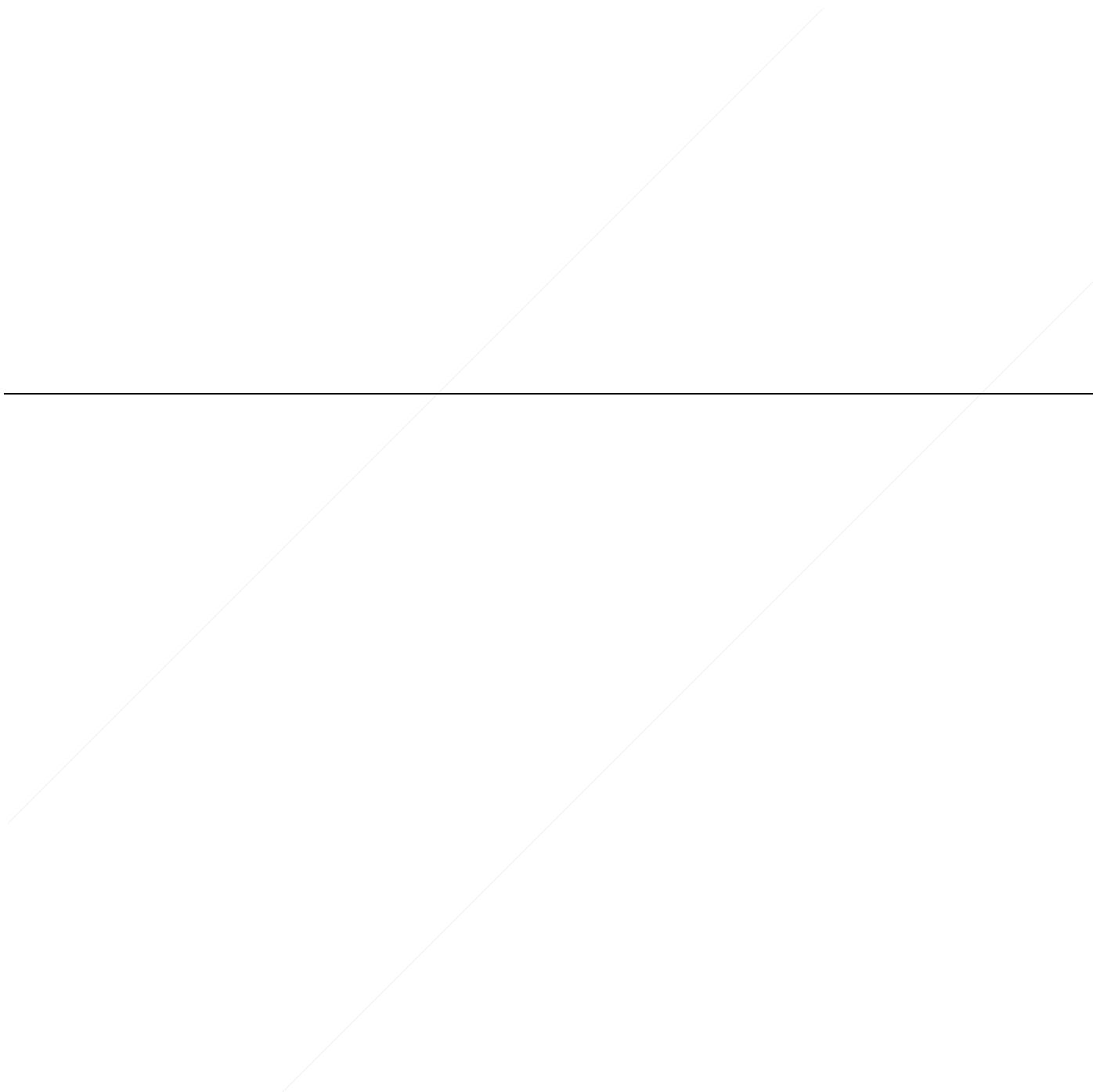
At SABE we use a safety screening program that requires a state authorized driver's license or identification card. Upon entry, the DL or ID is verified by our front office clerk and scanned to determine if the visitor is authorized and cleared to enter. To ensure the safety of all SABE students and staff, all visitors must check in with the office before proceeding to the rest of the campus and will be required to wear a visitor's badge while on campus. This includes parent volunteers and observers. Prior coordination must be made with teachers to visit, volunteer or work within the school building.

VOLUNTEERS

Volunteerism at SABE is identified as those persons who willingly volunteer their time to assist at the school within the school and/or classrooms. Volunteers are welcome and can participate at SABE in a variety of ways. Every teacher has his/her own ways of using a volunteer to assist and will communicate the classroom volunteer plan to parents. Parents who wish to volunteer in a classroom should plan with the teacher. All volunteers are required to submit a criminal history waiver and have a current background check which will be housed at the school.

WEATHER/SCHOOL CANCELLATIONS

A cancelled or abbreviated school day is usually the result of bad weather. On an abbreviated day, school will begin two hours later than normal and end at the regular time. Please ensure that your contact information (phone, email) are up to date as we send an automated calls and texts to all parents using the School Messenger system. Notifications are also made on the local news broadcasts. SABE makes every effort to make decisions as early as possible in consideration of those families and staff that drive a from a far distance.



Discipline Matrix

As needed, the SABE Executive Director/principal, administrators, and classroom teachers will administer appropriate discipline in response to behavioral issues that arise. These disciplinary actions will occur progressively and in accordance with the severity of the behavior in question. School officials will act with attention to the student's past behavior, age, and other factors. Teachers and administrators will use their discretion and professional judgement in each situation, so consequences may vary.

SABE has established a disciplinary policy to protect the learning opportunities and environment for all students and staff. By following this policy, students will allow each other to benefit from a positive learning environment. Thus, any student who acts contrary to this policy will be subject to the following disciplinary action, separated according to the minimum levels of consequences as outlined below.

Documentation is required for all incidents and will be provided to parents in both English and Spanish either by hand or in the mail. All serious incidents will be reported to the state through STARS.

The school plan for disciplinary action follows discipline guidelines described in the New Mexico Administrative Code 6.11.2. This code outlines punishable offenses, as well as reasonable punishments as seen fit by the State of New Mexico.

Level 1- Handled through the student's teacher up to the 3rd offense			
Behavior	1st Offense	2nd Offense	3rd Offense
Behavioral Disruption (Profanity, name calling, rudeness, disrespect, etc.)	1 Detention	2 Detentions Parent Notification	Parent Notification Behavior Contract ½ Day ISS
Bus Disruptions	1-2 Detentions	2-3 Detentions Parent Notification	½-2 Days ISS Parent Notification Behavior Contract
Dress Code Violation	Warning Parent Contact Change to Acceptable Clothing	Warning Parent Contact Change to Acceptable Clothing	Parent Notification ½ Day ISS
Public Display of Affection	1 Detention	2 Detentions Parent Notification	½ Day ISS Parent Notification
Unexcused Tardy	Written Warning	Parent Contact	1 Detention per Unexcused Tardy

Level 2			
Behavior	1st Offense	2nd Offense	3rd Offense
Electronic Devices	Confiscate, student may retrieve at end of day	Parent Notification Confiscate, parent must pick up at the office	Parent Notification Confiscate until end of school year
Failure to Report	1 Detention Parent Notification	2 Detentions Parent Notification	1 Day ISS Parent Notification /S.R.O.
Cheating/plagiarism	Redo Assignment and Parent Notification	Loss of Assignment Credit 1 Detention Parent Notification Behavior Contract	Loss of Assignment Credit ½ Day ISS Parent Notification
Skipping class/Leaving campus	Behavior Contract 1-5 Detentions Parent Notification RRPD may be contacted	½ Day ISS Parent Notification RRPD may be contacted	1 Day ISS Parent Notification RRPD may be contacted
Inappropriate Touch	1 Detention Parent Notification Counseling may be recommended	2 Detentions Counseling Parent Notification Behavior Contract	1 Day OSS Parent Notification Review Behavior Contract
Play Fighting/Rough Housing	1 Detention	2 Detentions Parent Notification Behavior Contract	1 Day ISS Parent Notification Review Behavior Contract
Verbal Aggression/Provocation	1 Detention Parent Notification	2 Detentions Parent Notification	1 Day ISS Parent Notification /S.R.O.
Inappropriate use of technology	Written Warning Parent Notification	Loss of computer privileges for nine weeks Parent Notification	Loss of computer privileges for the semester Parent Notification Behavior Contract
Disrespect or defiance of authority	2-4 Detentions Parent Notification Behavior Contract	½ Day ISS, Parent Notification	1 Day ISS Parent Notification
Physical or aggressive contact toward a fellow student or staff member	1 Day ISS or 1 Day OSS Parent Notification, counseling, Behavior Contract	1-3 Day(s) OSS Parent Notification	3-5 Days OSS Parent Notification
Minor Theft (<\$300)	1 Detention Restitution of Stolen Item	1 Day ISS Restitution of Stolen Item	1-3 Days OSS Restitution of Stolen Item

	Parent Notification Behavior Contract	Parent Notification	Parent Notification
Falsifying official document or communication	1 -2 Detentions, possible loss of credit, Parent Notification	2 -4 Detentions, possible loss of credit, Parent Notification Behavior contract	1 Day ISS Parent Notification RRPD may be contacted
Inappropriate materials (toys, explicit materials, etc.)	Confiscate and student may pick-up at the end of the day	Parent Notification Confiscate and parent must pick up in the office Behavior Contract	Parent Notification Confiscate and hold until end of the school year
Out of assigned area	1-2 Detentions	2 or more Detentions Parent Notification	1 Day ISS Parent Notification
False Accusation, Minor	½ Day ISS Parent Notification	1 Day ISS Parent Notification Behavior Contract	1-3 Days ISS Parent Notification Review Behavior Contract

Additional Consequences for Level 1 and 2 Offenses			
Behavior	4th Offense	5th Offense	6th Offense
Failure to comply with disciplinary consequences, and continued negative behavior	Twice the previous offenses Parent Notification Behavior Contract	1-3 Days ISS or OSS Parent Notification Behavior Contract Review	3-5 Days ISS or OSS Parent Notification Behavior Contract Review

Level 3- Major Offenses			
Behavior	1st Offense	2nd Offense	3rd Offense
Arson	10 Days OSS pending hearing Parent Notification Potential long-term suspension or expulsion		
Assault/Battery of a staff member or student	6-8 Days OSS Parent Notification Behavior Contract	10 Days OSS pending hearing Parent Notification Potential long-term suspension or expulsion	
Communicating intent to harm students or staff	1-3 Days OSS Parent Notification Behavior Contract	5 days OSS Parent Notification Behavior contract Review	10 Days OSS pending hearing Parent Notification Potential long-term suspension or expulsion
Bomb Threats/False Alarms/Explosives on campus	10 Days OSS Pending hearing Parent Notification Potential long-term suspension or expulsion		
Disrupting a school activity, on- or off-campus	Loss of next school activity Parent Notification	Loss of next two school activities 1-3 Days ISS Parent Notification	Loss of school activities for the remainder of the school year 1 Day OSS Parent Notification
Gang Related Activity	1 Day ISS Parent Notification	3 Days OSS Parent Notification Behavior Contract	10 Days OSS pending hearing Parent Notification Potential long-term suspension or expulsion
Habitual Disruption in or out of the classroom	3-5 Days OSS Parent Notification	6-9 Days OSS Parent Notification	10 Days OSS Pending hearing Parent Notification Potential long-term suspension or expulsion
Harassment (physical, racial, verbal,	1/2-2 Days ISS Parent Notification Counseling	1-3 Days OSS Parent Notification	1-3 Days OSS Parent Notification

electronic, bullying, etc.)			
False 911 call, Pulling fire alarm	1-3 Days OSS Parent Notification	4-10 Days OSS Possible Hearing Parent Notification	
Personal substance abuse, solicitation, or possession (includes alcohol, tobacco, drugs, look-alikes or any controlled substances including OTC and prescription drugs)	5 Days OSS Parent Notification Counseling or Referral to community substance abuse resource Behavior Contract	10 Days OSS pending hearing Parent Notification Potential long-term suspension or expulsion	
Selling or distribution of any and all controlled substances, including OTC and prescription drugs	4-10 Days OSS pending hearing Parent Notification Potential long-term suspension or expulsion		
Sexual Harassment	1- 2 Days ISS Counseling Parent Notification	3-5 Days OSS Parent Notification	5-10 Days OSS pending hearing Parent Notification Potential long-term suspension or expulsion
Sexual Misconduct	5-10 Days OSS pending hearing Parent Notification Potential long-term suspension or expulsion		
Theft/Extortion	3 Days ISS Parent Notification Restitution Behavior Contract May contact RRPD	2-5 Days OSS Parent Notification Restitution	10 Days OSS pending hearing Parent Notification Restitution Potential long-term suspension or expulsion
Vandalism	1-5 Days OSS Loss of privileges and restitution Parent Notification	6-9 Days OSS Parent Notification Loss of privileges and restitution	10 Days OSS pending hearing Parent Notification Restitution and loss of privileges Potential long-term suspension or expulsion

Weapons (possession of any weapon or look-alike)	1-10 Days OSS, Hearing Parent Notification Potential long-term suspension or expulsion RRPD contacted		
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ACKNOWLEDGEMENT FORM

SABE MANUAL

A PARENT AND STUDENT HANDBOOK

I have read the Parent/Student Handbook and agree to abide by the rules and regulations that have been stated.

Parent's Signature: _____

Date _____

Student's Signature: _____

Grade: _____

THIS PAGE MUST BE ON FILE IN THE SCHOOL OFFICE.



Health and Wellness Policy

Sandoval Academy of Bilingual Education believes that good health habits are essential to the academic success and lifelong well-being of our students, families, and staff. The benefits of good health habits help to support an optimal environment for teaching and learning. This philosophy was developed using the direction and guidance provided in the New Mexico Public Education Department Wellness Policy rule 6.12.6.6 NMAC, the requirements of section 204 of the Healthy, Hunger-Free Kids Act of 2010 (the Act), Public Law 111-296, an expansion of the Child Nutrition and Special Supplemental Nutrition Program for Women, Infants and Children (WIC) Reauthorization Act of 2004 (Public Law 108-265).

Sandoval Academy of Bilingual Education (referred to as SABE) is committed to the optimal development of every student. SABE believes that for students to have the opportunity to achieve personal, academic, developmental, and social success, we need to create positive, safe, and health-promoting learning environments at every level, in every setting, throughout the school year.

Research shows that two components, good nutrition and physical activity before, during, and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism, and better performance on cognitive tasks. Conversely, less-than-adequate consumption of specific foods including fruits, vegetables, and dairy products, is associated with lower grades among students. In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education, and extracurricular activities – do better academically.

This policy outlines SABE's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this policy establishes goals and procedures to ensure that:

- Students at SABE have access to healthy foods throughout the school day—both through reimbursable school meals and other foods available throughout the school campus (See 6.12.5 Competitive Foods Requirements per terms defined by federal laws and regulations, USDA competitive foods rules at 7 CFR 210.11 and 7 CFR 210.11a)—providing that all foods sold in schools and smart snacks provisions of the Healthy, Hunger Free Kids Act of 2010, the Richard B. Russell National School Lunch Act and the Child Nutrition Act of 1966 are incorporated for purposes of these rules.
- Students receive quality nutrition education that helps them to develop lifelong healthy eating behaviors.
- Students have opportunities to be physically active before, during, and after school.
- Schools engage in nutrition and physical activity promotion and other activities that promote student wellness.
- School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school.
- The community is engaged in supporting the work of SABE in creating continuity between school and other settings for students and staff to practice lifelong healthy habits.
- SABE establishes and maintains an infrastructure for management, oversight, implementation, communication, and monitoring of the policy and its established goals and objectives.

In consideration of requirements, governing possible food allergies in schools, children with food allergies may qualify for a Section 504 plan through the individualized education program's (IEP) individualized health plan (IHP). (See Individualized Healthcare Plan memo, March 19, 2015 - PED.) Schools are to follow these

guidelines to ensure protection of students against allergic reaction to foods:

- Ensure that a copy of the student's current IHP is attached to the student's current IEP;
- Follow guidance from Section 504 of the 1973 Rehabilitation Act in regards to persons with disabilities to include substantial limitations for an individual based on his or her food allergies; and
- Adhere to instructions under 7.30.12 NMAC: Emergency Medications in Schools in the potential case of anaphylaxis that may affect breathing and/or potentially affect other major life activities of students due to an allergic reaction.

This policy applies to all students, staff, and schools at SABE.

FAMILY, SCHOOL, AND COMMUNITY INVOLVMENT

Goal

The goal of family, school, and community involvement within a coordinated school health approach is to create a wholistic school environment that is conducive to student health and academic achievement. This inclusive atmosphere features a shared responsibility that supports healthy children and families. Effective partnerships between families, schools, and communities support the development and the maintenance of this comprehensive learning environment.

School Health Advisory Council

Committee Role and Membership

SABE will convene a representative School Health Advisory Council (referred to as the SHAC) that meets at least three times per year to establish goals and oversee school health and safety policies and programs, including development, implementation, and periodic review and update of this wellness policy.

In accordance with Public Education Department rule 6.12.6.6 NMAC, SABE shall establish a School Health Advisory Council (SHAC). The SHAC membership will include (to the extent possible), but not be limited to: parents and caregivers; students; representatives of the school nutrition program (ex., school nutrition director or school food authority); physical education teachers; health education teachers; special education teachers; classroom teachers; school health professionals (ex., health education teachers, school health services staff [i.e., nurses, physicians, dentists, health educators, and other allied health personnel who provide school health services], and mental health and social services staff [i.e., school counselors, psychologists, social workers, or psychiatrists]; school administrators (ex., superintendent, principal, assistant principal), school board members; health professionals (ex., dietitians, doctors, nurses, dentists); and the general public. To the extent possible, the SHAC will reflect the diversity of the community.

SABE will maintain a plan for implementation to manage and coordinate the execution of this wellness policy by holding tri-annual meetings to focus on the school's progress towards goals and objectives for nutrition standards for all food and beverages, nutrition promotion and education, physical activity, physical education and all other activities that promote student wellness.

SABE's wellness policy can be found at the school's website at: www.nmsabe.org.

Leadership

SABE's Executive Director or designee(s) will convene the SHAC and facilitate development of and updates to the wellness policy, and will ensure compliance with the policy.

The name(s), title(s)/role(s), and contact information (email address is sufficient) of this/these individual(s) is listed in Appendix A. Each school will designate a school wellness policy lead, who will ensure compliance with the policy (refer to Appendix A).

Wellness Policy Implementation, Monitoring, Accountability, and Community Engagement

Implementation Plan

SABE will develop and maintain a plan for implementation to manage and coordinate the execution of this wellness policy. The plan delineates roles, responsibilities, actions, and timelines, as well as specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing (per USDA Food & Beverage Marketing and Advertising policies), nutrition promotion and education, physical activity, physical education, and other school-based activities that promote student wellness. It is recommended that the school use the Healthy Schools Program online tools to complete an assessment based on the Centers for Disease Control and Prevention's School Health Index, create an action plan that fosters implementation, and generate an annual progress report.

This wellness policy can be found at: www.nmsabe.org.

Recordkeeping

SABE will retain records to document compliance with the requirements of the wellness policy in the office of the School Director.

Documentation maintained in this location will include but will not be limited to:

- The written wellness policy.
- Documentation demonstrating compliance with community involvement requirements, including: (1) efforts to actively solicit SHAC membership from the required stakeholder groups; and (2) the participants' involvement in the development, implementation, and periodic review and update of the wellness policy.
-
- Documentation of the triennial assessment.
- Documentation demonstrating compliance with public notification requirements, including:
 - Methods by which the wellness policy and triennial assessments are made available to the public.
 - Efforts to actively notify families about the availability of wellness policy.

Triennial Progress Assessments

At least once every three years, SABE will evaluate compliance with the wellness policy per the CSHWB nutrition administrative review process to assess the implementation of the policy and include:

- The extent to which the school is in compliance with the wellness policy.
- A description of the progress made in attaining the goals of the school's wellness policy.

The position/person responsible for managing the triennial assessment and contact information is Jackie Rodriguez, SABE Director/Principal, jrodriguez@nmsabe.org.

The SHAC will monitor the school's compliance with this wellness policy.

SABE will actively notify households/families of the availability of the triennial progress report.

Revisions and Updating the Policy

The SHAC will update or modify the wellness policy based on the results of the triennial assessments, and/or as: school priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or State guidance or standards are issued. **The wellness policy will be assessed and updated as indicated at least every three years, following the triennial assessment.**

Community Involvement, Outreach, and Communications

SABE is committed to being responsive to community input, which begins with awareness of the wellness policy. SABE will actively communicate ways in which representatives of SHAC and others can participate in the development, implementation, and periodic review and update of the wellness policy through a variety of means appropriate for the school. SABE will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in School nutrition standards. SABE will use electronic mechanisms, such as email or displaying notices on the school's website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to the wellness policy, as well as how to get involved and support the policy. SABE will ensure that communications are culturally and linguistically appropriate to the community and accomplished through means similar to other ways that the school is communicating other important information with parents.

SABE will actively notify the public about the content of or any updates to the wellness policy annually, at a minimum. SABE will also use these mechanisms to inform the community about the availability of the annual and triennial reports

Evaluation

See Appendix B.

HEALTH EDUCATION

Definition

Health education is the instructional program that provides the opportunity to motivate and assist all students to maintain and improve their health, prevent disease, and reduce health-related risk behaviors. It allows students to develop and demonstrate increasingly sophisticated health-related knowledge, attitudes, skills, and practices. As well, Health Education meets the content standards with benchmarks and performance standards as set forth in 6.29.1 NMAC Standards for Excellence.

Goal

The goal of a comprehensive health education curriculum within a coordinated school health approach is to acquire life skills to help attain personal, family, community, consumer, and environmental health.

Requirement

6.29.6 NMAC requires all school districts to adopt a K-12 Health Education Curriculum, aligned with the New Mexico Health Education Content Standards with Benchmarks and Performance Standards. The Sandoval Academy of Bilingual Education health education curriculum, including the required health education course where applicable, is aligned to these standards. SABE incorporates Health Education curriculum at all grade levels. The K-12 District Health Education Curriculum is available for review.

SABE provides a planned, sequential, K-7th grade Health Education curriculum that addresses the physical, mental, emotional, and social dimensions of health and is aligned with the health education content standards with benchmarks and performance standards as set forth in 6.30.2.19 NMAC. The curriculum will provide the mechanism to help students acquire healthy life skills that promote personal, family, community, consumer, and environmental health.

SABE will provide:

- A. Activities in comprehensive health education that align with the New Mexico Health Education Content Standards with Benchmarks and Performance Standards as set forth by the NM PED.
- B. An "opt-out" policy that will ensure that parents have the ability to request their child to be exempted from the health education curriculum components that focus on the sexuality performance standards. The policy includes but is not limited to the process for parents to request an exemption of health education

curriculum components that address the sexuality performance standards and how alternative lessons are established for the exempted parts of the curriculum.

- C. Instruction about HIV and related issues found in the curriculum of the required health education content area to elementary, middle/junior high, and senior high school grades as set forth in 6.12.2.10 NMAC.
- D. Section 22-13-1 NMSA 1978, Section H was amended in 2016 to include a require lifesaving skills training for hands-on (compression only) psychomotor skills cardiopulmonary resuscitation training including training to recognize the signs of a heart attack, training on the use of an automated external defibrillator, and training on how to perform the Heimlich maneuver for choking victims. Section K (2) of this same rule further states that this training must be included as part of the Health Education course that is required by all students to graduate.

Other Activities

- A. Health education lessons will be taught in a culturally-sensitive and appropriate manner.
- B. Health education lessons use a variety of instructional strategies (e.g., role play, projects, media literacy, etc.).
- C. Health education is integrated into the core curriculum.
- D. Health education is integrated and supported through community collaboration activities.
- E. Teachers, staff, and administrators are made aware of coordinated school health professional development opportunities (e.g., School Health Education Institute, Head to Toe, New Mexico Activities Association, etc.).

NM Health Education Standards

- Students will comprehend concepts related to health promotion and disease prevention.
- Students will demonstrate the ability to access valid health information and health-promoting products and services.
- Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
- Students will analyze the influence of culture, media, technology, and other factors on health.
- Students will demonstrate the ability to use interpersonal communication skills to enhance health.
- Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.
- Students will demonstrate the ability to advocate for personal, family, peer, and community health.

(From the Health Education & Life Skills component of the *Healthier Schools NM* instructional program)

NUTRITION

Definition

Nutrition means programs that provide access to a variety of nutritious and appealing meals that accommodate the health and nutrition needs of all students. Nutrition education aims to teach, encourage and support healthy eating. Nutrition education and healthy eating inspire proper physical growth, physical activity, brain development, learning ability, emotional balance, a sense of well-being, obesity prevention, and disease resistance.

Requirements

SABE will:

- Identify goals for nutrition education and other school-based activities that promote student wellness.
- Maintain nutrition guidelines for all foods available on school campus.
- Identify goals for nutrition promotion.

New Mexico has adopted the federal guidelines established for all foods available on the school campus, including all foods sold to students. Guidelines must minimally meet the competitive food standards as stated in 7 CFR 210.11 and 6.12.5.8 NMAC.

Guidelines for fundraisers that do not meet the competitive food standards must be limited to no more than two occasions per semester or trimester term per school and may not be conducted during meal service or in the food service area as stated in 6.12.5.8 NMAC.

Goals

The goal of nutrition is to promote its role in academic performance and quality of life, and to ensure the adoption of school policies, which provide adequate nutrition opportunities.

Nutrition education aims to teach, encourage and support healthy eating by students. Nutrition education and healthy eating support proper physical growth, physical activity, brain development, ability to learn, emotional balance, a sense of well-being, obesity prevention, and the ability to resist disease.

SABE will promote the role of nutrition in academic performance and quality of life and will adhere to or exceed the nutrition guidelines set forth in 6.12.5.8. NMAC, to include:

- Create procedures for the documentation of all foods available on the school campus including all foods sold to students that must minimally meet the competitive food standards as stated in 7 CFR 210.11 and 6.12.5.8 NMAC.
- Create procedures for the documentation of fundraisers that do not meet the competitive food standards that must be limited to no more than two occasions per semester or trimester term per school and may not be conducted during meal service or in the food service area.
- Establish guidelines for other school-based activities to promote student wellness.

SABE will provide nutrition education activities that align with the New Mexico Health Education content standards, benchmarks, and performance standards as set forth in 6.30.2.19 NMAC as part of our Health Education curriculum.

SABE has contracted with Bernalillo Public Schools to provide all food served at lunch. Bernalillo Public Schools provide lunches that exceed the federal and state recommended nutrition guidelines. Bernalillo Public School provide:

- Mostly organic or all organic meals
- Approximately 40% locally sourced ingredients
- Healthy nutrition message that lays the foundation for all other messages throughout the school, classroom, cafeteria, home and community
- Collaborative efforts to support healthy choices, food justice and environmental

School Meals

SABE is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free, flavored, and low-fat, non-flavored milk; moderate in sodium, low in saturated fat, and zero grams *trans*-fat per serving (nutrition label or manufacturer's specification), and to meet the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns, and support healthy choices while accommodating cultural food preferences and special dietary needs.

SABE participates in USDA child nutrition programs, including the National School Lunch Program (NSLP). SABE is committed to offering school meals through the NSLP program, and other applicable Federal child nutrition programs, that:

- Are accessible to all students.
- Are appealing and attractive to children.
- Are served in clean and pleasant settings.

- Meet or exceed current nutrition requirements established by local, state, and federal statutes and regulations. (Further guidelines on food handling, food service and food processing can be located in 7.6.2 NMAC.)

Promote healthy food and beverage choices using the following Smarter Lunchroom techniques:

- ✓ Sliced or cut fruit is available daily.
- ✓ Daily fruit options are displayed in a location in the line of sight and reach of students.
- ✓ All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal.
- ✓ Student surveys and taste testing opportunities are used to inform menu development, dining space decor, and promotional ideas.
- ✓ Student artwork is displayed in the service and/or dining areas.
- ✓ Daily announcements are used to promote and market menu options.
- ✓ The report on the most recent food safety inspection must be posted in a publically visible place in the school and copies of the report provided to any member of the public upon request. (Follow guidelines for submission of the Food Safety Inspections Assurance form in the Safe Schools Guidance Document.)

In addition, SABE will:

- Accommodate students with special dietary needs.
- Implement a 30-minute lunch.
- Serve lunch at a reasonable and appropriate time of day.
- Promoted federal child nutrition programs among students and families to help ensure that families know what programs are available in their children's school.
- Implement the following Farm to School activities:
 - Messages about agriculture and nutrition are reinforced throughout the learning environment.
 - Special events, such as tastings, that highlight the local/ regional products.
 - Implements after school programing such as cooking club, gardening and physical activities.

Staff Qualifications and Professional Development

All school nutrition program directors, managers, and staff will meet or exceed hiring and annual continuing education/training requirements in the USDA professional standards for child nutrition professionals. These school nutrition personnel will refer to USDA's Professional Standards for School Nutrition Standards website to search for training that meets their learning needs.

Water

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day (defined as midnight the night before to 30 minutes after the end of the instructional day). SABE will make drinking water available where school meals are served during mealtimes. Water dispensers are available in the cafeteria along with drinking fountain. In addition, students will be allowed to bring and carry (approved) water bottles, filled with only water throughout the day. All water sources and containers will be maintained on a regular basis to ensure good hygiene standards. Such sources and containers may include drinking fountains, water jugs, hydration stations, water jets, and other methods for delivering drinking water.

Competitive Foods and Beverages

SABE is committed to ensuring that all foods and beverages available to students on the school campus during the school day support healthy eating. The foods and beverages sold and served outside of the school meal programs (i.e., “competitive” foods and beverages) will meet the USDA Smart Snacks in School nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day, and create an environment that reinforces the development of healthy eating habits.

To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day will meet or exceed the USDA Smart Snacks nutrition standards. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, a la carte options in cafeterias, vending machines, school stores, and snack or food carts.

Celebrations and Rewards

All foods offered on the school campus will meet or exceed the USDA Smart Snacks in School nutrition standards including:

1. Celebrations and parties; SABE will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas. SABE will reference with the Alliance for a Healthier Generation and from the USDA for healthy party ideas.
2. SABE will request that all classroom snacks brought by parents meet Smart Snacks nutrition standards.
3. SABE will provide teachers and other relevant school staff a list of alternative ways to reward children. Foods and beverages will not be used as a reward, or withheld as punishment for any reason, such as for performance or behavior.
4. Withholding food, water, or bathroom privileges from a student for any reason is unlawful. (Ref: 6.11.2 NMAC.)

Fundraising

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus during the school day.

- SABE will make available to parents and teachers a list of healthy fundraising ideas.
- If foods and beverages are sold to students on the school campus outside of the school day, then water, fruit, and/or vegetables are also offered and promoted as options.
- The school does not permit any fundraiser exemptions, and all food-related fundraisers during the school day meet USDA Smart Snack standards.

Nutrition Promotion

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. Students and staff will receive consistent nutrition messages throughout schools, classrooms, gymnasiums, and cafeterias. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by school staff and teachers, parents, students, and the community.

SABE will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. This promotion will occur through at least:

- Implementing and maintaining collaboration with local non-profit organizations such as Kids Cook for cultural and historical learning about food.
- Implementing and maintaining collaboration with local food service providers such as Bernalillo Public Schools to promote healthy, clean eating.

- Implementing and maintaining school and community-based learning about GMO and pesticides.
- Implementing and maintaining school and community-based learning about organic gardening
- Implementing evidence-based healthy food promotion techniques through the school meal programs, using Smarter Lunchroom techniques; and
- Promoting foods and beverages that meet the USDA Smart Snacks in School nutrition standards.

Nutrition Education

SABE aims to teach, model, encourage, and support healthy eating by students. SABE will provide nutrition education and promotion that:

- Are designed to provide students with the knowledge and skills necessary to promote and protect their health.
- Are part of not only health education classes, but also integrated into other classroom instruction through subjects such as math, science, language arts, social sciences, and elective subjects.
- Include enjoyable, developmentally-appropriate, culturally-relevant, and participatory activities, such as cooking demonstrations or lessons, promotions, taste testing, farm visits, and school gardens.
- Promote fruits, vegetables, whole-grain products, low-fat and fat-free dairy products, and healthy food preparation methods.
- Emphasize caloric balance between food intake and energy expenditure (promote physical activity/exercise).
- Link with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods, and nutrition-related community services.
- Teach media literacy with an emphasis on food and beverage marketing.
- Include nutrition education training for teachers and other staff.

Essential Healthy Eating Topics in Health Education

SABE will include in the health education curriculum the following essential topics on healthy eating:

- The relationship between healthy eating and personal health and disease prevention
- Food guidance from MyPlate
- Reading and using USDA's food labels
- Eating a variety of foods every day
- Balancing food intake and physical activity
- Eating more fruits, vegetables, and whole grain products
- Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain *trans* fat
- Choosing foods and beverages with little added sugars
- Eating more calcium-rich foods
- Preparing healthy meals and snacks
- Risks of unhealthy weight control practices
- Accepting body size differences
- Food safety
- Importance of water consumption
- Importance of eating breakfast
- Making healthy choices when eating at restaurants
- Eating disorders
- The Dietary Guidelines for Americans
- Reducing sodium intake
- Social influences on healthy eating, including media, family, peers, and culture
- How to find valid information or services related to nutrition and dietary behavior
- Risks of GMO
- Risks of Pesticides

- Teach our kids that what they put in their body matters

Food and Beverage Marketing in Schools

SABE is committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. SABE strives to teach students how to make informed choices about nutrition, health, and physical activity. These efforts will be weakened if students are subjected to advertising on school property that contains messages inconsistent with the health information the school is imparting through nutrition education and health promotion efforts. It is the intent of the school to protect and promote students' health by permitting advertising and marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with SABE's wellness policy.

Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the USDA Smart Snacks in School nutrition standards.

Food advertising and marketing is defined as an oral, written, or graphic statement made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller, or any other entity with a commercial interest in the product. This term includes, but is not limited to the following:

- Brand names, trademarks, logos, or tags, except when placed on a physically present food or beverage product or its container.
- Displays, such as on vending machine exteriors.
- Corporate brand, logo, name, or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans, and other food service equipment, as well as on posters, book covers, pupil assignment books, or school supplies displayed, distributed, offered, or sold by the school.
- Advertisements in school publications or school mailings.
- Free product samples, taste tests, or coupons of a product, or free samples displaying advertising of a product.

Other Activities that Promote Student Wellness

SABE will integrate wellness activities across the entire school setting, not just in the cafeteria, other food and beverage venues, and physical activity facilities. SABE will coordinate and integrate other initiatives related to physical activity, physical education, nutrition, and other wellness components, so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development, and strong educational outcomes.

SABE will coordinate content across curricular areas that promote student health, such as teaching nutrition concepts in mathematics, with consultation provided by curriculum experts.

All efforts related to obtaining federal, state, or association recognition or grants/funding opportunities for healthy school environments will be coordinated with and complementary of the wellness policy, including but not limited to ensuring the involvement of the SHAC.

All school-sponsored events will adhere to the wellness policy. All school-sponsored wellness events will include physical activity opportunities.

Community Partnerships

SABE will continue relationships with community partners (i.e. Food Service Providers, local non-profits, community farms, hospitals, universities/colleges, local businesses, etc.) in support of this wellness policy's implementation. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with the wellness policy and its goals.

Community Health Promotion and Engagement

SABE will promote to parents/caregivers, families, and the general community the benefits of and approaches to healthy eating and physical activity throughout the school year. Families will be informed and invited to participate in school-sponsored activities and will receive information about health promotion efforts.

As described in the “Community Involvement, Outreach, and Communications” subsection, SABE will use electronic mechanisms (such as email or displaying notices on the district’s website), as well as non-electronic mechanisms, (such as newsletters, presentations to parents, or sending information home to parents), to ensure that all families are actively notified of opportunities to participate in school-sponsored activities and receive information about health promotion efforts.

Food Safety Inspections

SABE will conduct two annual food safety inspections (FSI) per USDA regulations and state rules. The reports will be posted publicly. Any findings will be addressed within the set time allocated with verifiable proof of completion.

PHYSICAL ACTIVITY

Definition

Physical activity means body movement of any type that includes recreational, fitness, and sport activities.

Requirement

The wellness policy shall include guidelines for physical activity opportunities available before, during, and/or after school.

Goal

SABE’s goal is to provide as much moderate to vigorous physical activity before, during, and/or after school as possible.

A substantial percentage of SABE’s students’ physical activity is provided through a comprehensive, school-based physical activity program that includes these components:

- Physical education
- Recess
- Classroom-based physical activity
- Walk and bicycle to school
- Out-of-school time activities

SABE is committed to providing these opportunities and ensures that these varied opportunities are in addition to, and not as a substitute for, physical education (addressed in “Physical Education” subsection).

Physical activity during the school day (including but not limited to recess, physical activity breaks, or physical education) **will not be withheld** as punishment for any reason in accordance with the Three-Tier Model of positive behavioral intervention per the PED’s Response to Intervention (RtI) framework. This does not include participation on sports teams that have specific academic and behavioral requirements. The district will provide teachers and other school staff with a list of ideas for alternative ways to discipline students.

Environmental Design

SABE staff inspect the school grounds weekly to ensure that its grounds and facilities are safe and that equipment is available to students to be active. SABE safety personnel conduct bimonthly safety checks to include regular inspections of playing areas. Monitoring of building and grounds procedure will also include

steps to complete necessary inspections and repairs in a timely manner.

- Through a formal joint or shared use agreement, indoor and outdoor physical activity facilities will be open to students, their families, and the community outside of school hours.
- SABE will ensure that inventories of physical activity supplies are maintained and, when necessary, will work with community partners to ensure sufficient quantities of equipment are available to encourage activity for as many students as possible.

Essential Physical Activity Topics in Health Education

SABE will include in the health education curriculum the following essential topics on physical activity:

- The physical, psychological, or social benefits of physical activity
- How physical activity can contribute to a healthy weight
- How physical activity can contribute to the academic learning process
- How an inactive lifestyle contributes to chronic disease
- Health-related fitness, that is: cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition
- Differences between physical activity, exercise, and fitness
- Phases of an exercise session, that is: warm up, workout, and cool down
- Overcoming barriers to physical activity
- Decreasing sedentary activities, such as TV watching and video games
- Opportunities for physical activity in the community
- Preventing injury during physical activity
- Weather-related safety, for example: avoiding heat stroke, hypothermia, and sunburn while being physically active
- How much physical activity is enough, that is: determining frequency, intensity, time, and type of physical activity
- Developing an individualized physical activity and fitness plan
- Monitoring progress toward reaching goals in an individualized physical activity plan
- Dangers of using performance-enhancing drugs, such as steroids
- Social influences on physical activity, including media, family, peers, and culture
- How to find valid information or services related to physical activity and fitness
- How to influence, support, or advocate for others to engage in physical activity
- How to resist peer pressure that discourages physical activity

Recess

SABE has two scheduled 15-minute daily recess. Students will be allowed outside for recess except during storms with imminent lightning or when thunder is heard, or at the discretion of the building administrator based on his/her best judgment of safety conditions. In the event that the school must conduct indoor recess, teachers and staff will follow the indoor recess guidelines that promote physical activity for students, to the extent practicable.

Recess should never be removed as a form of discipline, such as in the case of incomplete work or steps in the order of consequences for breaking rules. The exception to this would only be when a student is a danger to him/herself or others or is being detained through in-school suspension or detention.

Recess will complement, not substitute for, physical education classes. Recess monitors or teachers will encourage students to be active, and will serve as role models by being physically active alongside the students whenever feasible.

Physical Activity Breaks

SABE recognizes that students are more attentive and ready to learn if provided with periodic breaks when they can be physically active or stretch. Thus, students will be offered periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. SABE recommends that teachers provide short (3-5 minute) physical activity breaks to students during and between classroom times. These physical activity breaks will complement, not substitute, for physical education class, recess, and class transition periods.

SABE will provide the teachers resources and links to resources, tools, and technology with ideas for physical activity breaks. Resources and ideas are available through USDA and the Alliance for a Healthier Generation.

Active Academics

Teachers may incorporate movement and kinesthetic learning approaches into “core” subject instruction when and do their part to limit sedentary behavior during the school day. SABE supports classroom teachers incorporating physical activity and employing kinesthetic learning approaches into core subjects by providing annual professional development opportunities and resources, including information on leading activities, activity options, as well as making available background material on the connections between learning and movement. Teachers will serve as role models by being physically active alongside the students whenever feasible.

Before and After School Activities

SABE offers opportunities for students to participate in physical activity either before and/or after the school day through a variety of methods. SABE encourages students to be physically active before and after school by:

- Providing comprehensive after school activities and clubs that allow for physical activity prior to the beginning of the club and after the club ends.
- Providing specific after school clubs that focus only on physical activity including but not limited to
 - Dance
 - Team Clubs
 - Running Club

Active Transport

SABE supports active transport to and from school, such as walking or biking. SABE will encourage this behavior by engaging in some of the activities below; including but not limited to:

- Designation of safe or preferred routes to school.
- Promotional activities such as participation in International Walk to School Week, National Walk and Bike to School Week.
- Providing secure storage facilities for bicycles and helmets (e.g., shed, cage, fenced area).
- Providing instruction on walking/bicycling safety to students.
- Promoting safe routes to students, staff, and parents via newsletters, websites, local newspapers.

PHYSICAL EDUCATION

Definition

Physical education (PE) is an academic subject. As such, PE demands the same education rigor as other core subjects. Physical education provides students with a planned, sequential K-12 standards-based program of curricula and instruction, designed to develop motor skills, knowledge and behaviors for active living, physical fitness, sportsmanship, self-efficacy, and emotional intelligence.

Physical education is the instructional program that provides cognitive content and learning experiences in a variety of activity areas. It also provides the opportunity for all students to learn and develop the skills, knowledge, and attitudes necessary to choose a lifetime of healthy physical activity. It meets the Content Standards with Benchmarks and Performance Standards as set forth in Section 6.29.6 NMAC. New Mexico Physical Education Content Standards with Benchmarks and Performance Standards are mandated for students in grades K-12. All instruction must be aligned with 6.29.1 NMAC Primary and Secondary Education Standards for Excellence General Provision. Further reference is available in the NM Content Standards with Benchmarks and Performance Standards.

Goal:

To provide all students with daily physical education taught by a certified physical educator who uses appropriate practices for the skills, knowledge, and attitudes needed to be physically fit and active for life. Activities are based on goals and objectives appropriate for all children and are planned according to a curriculum with an obvious scope and sequence that follow 6.29.9 NMAC Physical Education Standards for Excellence. Physical education is an instructional program taught by a certified physical educator. Physical education is one of many sources, and it will not be the only source of physical activity.

SABE provides students with physical education, using an age-appropriate, sequential physical education curriculum, consistent with national and state standards for physical education. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as to incorporate essential health education concept.

- A. SABE requires Physical Education class once a week for 40 minutes each for all grade levels.
- B. SABE requires that physical activities be allowed and encouraged in the regular classroom 5 times a week for 30 minutes each for all grade levels.

HEALTHY AND SAFE ENVIRONMENT

Definition

A healthy and safe environment is defined as the surroundings, the psychosocial climate, and the culture of the school. It supports a total learning experience that promotes personal growth, healthy interpersonal relationships, wellness, and freedom from discrimination and abuse.

Every school is required to provide a safe and orderly environment, as outlined in the 6.29.1 NMAC Standards for Excellence General Provisions.

Goal

The goal of a healthy and safe environment is to promote a climate and culture before, during, and after school for students, teachers, staff, parents, and community members that support academic achievement.

A healthy and safe school environment is vital to academic achievement and includes both the physical and aesthetic surroundings of the school and the creation of a climate and culture before, during, and after school that promotes personal growth, healthy interpersonal relationships, and respect for all members of the school community.

- SABE will develop and regularly review a Safe School Plan that meet state requirements. These plans must include prevention strategies, policies, and procedures in line with federal and state law and board policy, and emergency response plans.
- SABE will comply with state law requiring that a minimum of 12 emergency drills will be conducted each year. These drills must include nine fire drills, two shelter-in-place drills, and one evacuation drill (which may be conducted as a tabletop exercise) at the intervals described in subsection M of 6.30.2.10 NMAC.
- SABE's mission is to provide a small and safe school environment that promotes camaraderie, cooperation, and family-like relationships.
- SABE provides a safe, clean, well maintained, orderly, and purposeful environment with an atmosphere that is conducive to teaching and learning;
- SABE maintains and regularly reviews a Bullying Prevention Policy that meets the requirements 6.12.7 NMAC Bullying Prevention. SABE's Bullying Policy contains an absolute prohibition against bullying and is inclusive of cyber-bullying prevention per 6.12.7.8 (D) NMAC
- SABE will annually research recovery strategies and add these to the safe school plans, per the Safe Schools Guidance Document instructions.

- SABE will provide appropriate, adequate, and best-practice training for students, teachers, and staff that supports personal safety and a violence/harassment-free environment.
- The SABE building and grounds, structures, and equipment are kept inviting, clean, safe and in good repair and will meet current safety standards or formally report deficiencies.
- SABE will abide by the charter school policies which create an environment free of tobacco, alcohol, and other drugs. Refer to 6.12.4 NMAC: Tobacco, Alcohol and Drug Free Schools.
- SABE will comply with 6.11.2 NMAC: Rights and Responsibilities of Public Schools and Public School Students in providing gun-free schools and allowing students to attend a safe public school within his/her district in accordance with 6.19.3 NMAC: Unsafe School Choice Option.
- SABE has developed procedures for the implementation of pest management with consideration for reducing the possible impact of pesticide use on human health and the environment, including people with special sensitivities to pesticides. Specific to use of pesticides 6.29.1.9 NMAC: Standards for Excellence General Provisions, Part O.

SOCIAL AND EMOTIONAL WELL-BEING

Definition

Social and Emotional well-being are services provided to maintain and/or improve students' mental, emotional, behavioral and social health. School behavioral and mental health programs should focus on breaking down health and social barriers to students' learning with emphasis on meeting each student's individual health needs. Behavioral health programs should support the student's process to become a fully functioning and happy member of society. Programs should encourage and support links among youth, families, schools, communities, and private and government agencies to create and maintain an environment in which all students can learn and thrive.

Goal

The goal of social and emotional well-being is to collaborate with students, parents, staff, and community to influence student success by building awareness and promoting strategies to maintain and/or improve student mental health.

A safe and healthy school environment where all students are effective learners requires creating a respectful and nurturing climate where students' mental, emotional, behavioral, and social health needs are supported and, as necessary, improved.

- SABE shall develop and maintain plans addressing the behavioral health needs of all students in the educational process. Where possible, SABE will collaborate with community agencies to provide services and promote strategies that maintain and/or improve students' social and emotional well-being.
- SABE maintains community collaborative relationships with
 - a. BBVA Compass Bank
 - b. RR Chamber of Commerce
 - c. Sandoval County Workforce Connections
 - d. Sandoval County Health Center
- SABE provides a positive, supportive environment in which students are able to request assistance when needed.
- SABE has developed and implemented a clear and concise Bullying Policy that includes the absolute prohibition against bullying, a method to disseminate the policy to all, procedures to report bullying and consequences for bullying. Anti-bullying is included as part of SABE's health education curriculum per NMAC 6.29.1.19.
- All SABE staff are trained annually in recognizing the signs of child abuse and neglect.

- All SABLE staff are required to complete the state online training for child abuse and neglect recognition annually.
 - All SABLE staff are trained annually in recognizing the signs of alcohol and drug use or abuse.
 - All staff are annually trained to recognize, respond, and report a student that is showing signs of suicidal ideation.
 - SABLE has developed and implemented a Suicide Prevention protocol in the event when a student threatens suicide.
 - SABLE has created a referral protocol to identify students that may be in need of mental health services.
-
- SABLE will partner with social service agencies (examples: Southwest Family Guidance Center, La Buena Vida, YDI (Youth Development Inc.), New Day, Coalition of Domestic Violence, Big Brothers/Big Sisters) for services that can be better provided by such agencies. Counselors and school social workers or other designee will provide links to community resources for students and families as appropriate.
 - SABLE will encourage all students to become involved in co-curricular and extracurricular activities. These may be school-sponsored activities such as student council, athletics, fine arts, and school clubs, or activities offered in the community (Boy Scouts/Girl Scouts, church groups, etc.). Students who feel connected to someone in the school or community are more likely to graduate and less likely to get in trouble.
 - School policies aimed at maintaining a safe and healthy school environment and prohibiting demeaning behaviors such as bullying shall be strictly enforced, and all staff members are strongly encouraged to involve students in conflict mediation, buddy programs, and other preventive strategies.
 - SABLE will provide age-appropriate support for students (grief/divorce/relationships/ anger management programs, etc.), in keeping with the needs of its students and families.
 - Parents shall be encouraged to become partners with students and schools in creating a nurturing school climate and encouraging positive behavior. The school may use attendance and behavior contracts, counseling, parenting classes, school assemblies, PTA involvement, and other strategies appropriate to their school communities.
 - SABLE will continue to work with families in a proactive way to enforce its truancy policies.
 - Counseling and behavioral health services shall be included in the school's crisis planning and intervention programs. Tools that support this effort include but are not limited to Functional Behavioral Assessment, Behavior Intervention Plans, and self-harm indicator checklists.
 - SABLE will utilize Student Assistance Teams (SAT) to provide intervention through a three-tier program that may include special education services or a 504 plan.

HEALTH SERVICES

Definition

Health services are provided for students to apprise, protect, and promote health. These services are designed to

ensure access or referral to primary health care or behavioral health services, or both. The services also foster appropriate use of primary health care services and behavioral health services; prevent and control communicable disease and other health problems; provide emergency care for illness or injury; promote and provide optimum sanitary conditions for a safe school facility and school environment; and provide educational and counseling opportunities to improve individual, family, and community health.

Goal

The goal of health services is to provide coordinated, accessible primary health and behavioral health services for students, families, and staff.

SABE is committed to providing health services that are appropriate to the school setting and that meet the needs of students in the educational process.

- SABE maintains a plan in providing health services that meet the needs of all students in the educational process. Such services shall be defined, coordinated, evaluated, and agreed upon by all parties through the students' IEP meetings.
- SABE's contracted Nurse develops and implements Individualized Health Plans (IHP) in collaboration with student, family, educators, and health care providers. The IHP is reviewed annually.
- SABE has contracted with Cooperative Educational Services (CES) to provide ancillary services that include but may not be limited to Speech and Language Pathology, Occupational Therapy, Physical Therapy,
- SABE has contracted with Charter School Nurse Services for student health screenings, including vision and hearing.
- SABE's Administration and/or Special Education Department provide families with referrals and connections to community health resources that include but are not limited to preventive services, behavioral health services, screenings and referrals, evaluations and assessments, first aid and emergency care, follow-up care, school safety, health education, and ancillary services.
- SABE will use all community resources available to access health services for our students and their families when available and when appropriate.
- School personnel will meet all federal and state reporting, record-keeping, and confidentiality requirements.
- SABE has developed and will continue to develop a process and system for treating minor injuries at the school site.
- SABE acknowledges that all students enrolled in the public, non-public, or home schools in the state must present satisfactory evidence of commencement or completion of immunization in accordance with the immunization schedule and rules and regulations of the Public Health Division (PHD)/Department of Health (DOH), with an allowance for exemption by the PHD/DOH if certain conditions are met. Statute 6.12.2.8 NMAC makes it unlawful for any student to enroll in school unless the student is properly immunized or in the process of being properly immunized and can provide satisfactory evidence of such immunization, unless the child is properly exempted: 7.5.3 NMAC: Vaccinations and Immunizations Exemptions.
- SABE acknowledges and adheres to the exception provided to a student experiencing homelessness. Pursuant to the McKinney-Vento Homeless Assistance Act [42 USC§ 11432(g)(3)(C)], children experiencing homelessness must be able to enroll in school immediately, even if they are unable to produce records normally required for enrollment, such as previous academic records, medical records, proof of residency, or other documentation. If the child needs to obtain immunizations, or medical or immunization records, the enrolling school must immediately refer the parent or guardian of the child or youth to the designated local educational agency (LEA) homeless education liaison, who must assist in obtaining necessary immunizations, or immunization or medical records.
- SABE students are authorized to carry and self administer health care practitioner-prescribed asthma treatment medications and anaphylaxis emergency treatment medication as well as the right to self-

manage their diabetes care in school.

- SABE has developed mechanisms that support safe diabetes self-management in the school environment per 6.12.2.9 NMAC Students Rights to Self-Administer Certain Medications and 6.12.8 NMAC Diabetes Self-Management by Students in the school setting.
- Health services provided by SABE may include but are not limited to preventive services, behavioral health services, screenings (vision & hearing) and referrals; evaluations and assessments; first aid and emergency care; follow-up care; school safety; health education and ancillary services (e.g., speech therapy or physical therapy and or occupational therapy).
- SABE will, at a minimum, have a part-time health assistant and contract with a Nursing Service.
- SABE will work with the Department of Health to make immunizations available to all students.
- SABE will work with the Department of Health and other appropriate agencies to enroll eligible students for Medicaid services.
- SABE shall communicate prevention strategies and other health-related information to staff, students, and community using the school website, student, staff, and parent newsletters, or other venues as appropriate
- SABE will provide professional development opportunities for health services staff such as workshops, conventions, and collaboration for the purpose of receiving the latest information, innovations, and ideas in their field and implementing them in their areas of expertise.
- SABE has developed policy statements and management plans for health conditions that include but may not be limited to:
 - Asthma
 - HIV/AIDS
 - Diabetes
 - Severe Allergic Reactions

STAFF WELLNESS

Definition

Staff wellness is defined as opportunities for school staff to improve their health status through activities such as health assessments, health education, wellness education, nutrition education, fitness education, and health-related fitness activities. These offerings encourage school staff to pursue a healthy lifestyle that improves health status and morale and provides a greater personal commitment to the school's overall coordinated school health approach.

A staff wellness program allows the staff to learn and practice skills that help them to make personal decisions about healthy daily habits.

Goal

The goal of staff wellness is to promote activities for staff designed to promote the physical, emotional, and mental health of school employees along with disease and disability prevention activities.

SABE's wellness activities are designed to promote the physical, emotional, and mental health of school employees, as well as to prevent disease and disability. A staff wellness program allows the staff to learn and practice skills to make personal decisions about health-enhancing daily habits.

SABE's staff wellness plan addresses the wellness needs of all employees to minimally ensure an equitable work environment and meets the Americans with Disabilities Act, Title III.

- SABE shall provide an equitable work environment and the school shall be in compliance with the provisions of the Americans with Disabilities Act, Part III.
- SABE shall support staff in need of counseling services (mental health, substance abuse, etc.).

- School nurses will assist staff with locating prevention and health screening and will be available to help staff members in emergencies.
- SABE will support staff members that are interested in smoking cessation classes and other appropriate activities to make staff members aware of the hazards of tobacco use and to help them to quit.
- SABE will, as opportunities allow, partner with private health-related businesses provide incentives for staff to use their services/facilities at reduced cost.
- SABE will provide opportunities for staff to participate in health promotion programs focusing on exercise, stress management, and nutrition, as appropriate to the work schedules (examples: participation in cancer walks, Run for the Zoo, running events, etc.).
- SABE will encourage the PTA's assistance in sign-ups and participation in fun-runs, walks, and other staff wellness activities.
- SABE will include wellness topics as part of staff in-service days.
- Employees will be provided with opportunities to learn and participate in strategies supporting a healthy lifestyle.
- SABE implements policies and annual training to ensure the rights of privacy of all school employees infected with HIV are protected.
- SABE supports all staff in actively promoting and modeling healthy eating at the school by asking staff to engage in healthy eating habits on campus and to refrain from eating or drinking things we ask our students not to eat or drink during the school day.
- When feasible, SABE will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class).

EVALUATION

SABE's health and wellness plans for family/school/community involvement, physical activity, nutrition, health education, physical education, healthy and safe environment, health services, social and emotional well-being, and staff wellness will include measurable targets and benchmarks for evaluating the implementation of the policy.

- A. As per the provisions of rule 6.12.6.6. NMAC, one or more persons shall be delegated operational responsibility for ensuring that SABE is in compliance with this policy.
- B. The SHAC will provide an annual progress report to the Governance Council.

Appendix A

The name(s), title(s)/role(s), and contact information (email address is sufficient) of this/these individual(s) is listed in Appendix A. The school will designate a school wellness policy lead, who will ensure compliance with the policy (refer to Appendix A).

Name	Title	Role	email
Jackie Rodriguez	Director/Principal	SHAC Member	jrodriguez@nmsabe.org
Ada Gallegos	Nurse Assistant	SHAC Member	agallegos@nmsabe.org
Carmela Alcon	Social Worker	SHAC Member	calcon@nmsabe.org
Alice Banks	Program Coordinator	Wellness Policy Lead	abanks@nmsabe.org
Felicitas Reyes	Special Education Teacher	SHAC Member	freyes@nmsabe.org
Pauline Morgan	Parent & PE/ Health Teacher	SHAC Member	
Dean Gallegos	BPS: Food Service Provider/Director	SHAC Member	degalligos@bps.k12.nm.us
Vanessa Martinez	BPS: Food Program Assistant	SHAC Member	vmartinez@bps.k12.nm.us
Becky Torres	Governing Council Member	SHAC Member	bt@torreslawnm.com
Trini Pinar	Teacher	SHAC Member	mpinar@nmsabe.org

Appendix B

HEALTH AND WELLNESS POLICY EVALUATION PLAN

As per the school's wellness policy rule 6.12.6.6 NMAC the school must develop and submit a plan for measuring implementation and evaluation of the wellness policy, including the designation of one or more persons within the school, charged with operational responsibility for ensuring that the school fulfills the wellness policy.

Component/Activity	In Planning	In Process	In Place
School's Governing Council established a School Health Advisory Council (SHAC)			
School Health Advisory Council contain all required members: parent(s), school food authority personnel, school council member, school administrator, school staff, student(s); and community member(s).			
The School Health Advisory Council reports to the school's Governing Council recommendations for development / revisions, implementation, and evaluation of the wellness policy at least annually.			
The School Health Advisory Council has met at least twice this year for the purpose of development or revisions, implementation, and evaluation of the wellness policy at least annually.			
The School Health Advisory council designated one or more persons within the school charged with operational responsibility for ensuring that the school fulfills its wellness policy.			
The Governing Council has adopted physical activity guidelines for before, during, and/or after school.			
Nutrition guidelines for school sponsored fund raisers during normal school hours offerings minimally meet guidelines set forth in subsection B of 6.12.5.8 NMAC.			
Nutrition guidelines for school sponsored fund raisers before and after school hours ensuring that at least fifty percent of the offerings shall be healthy choices in accordance with the requirements set forth in paragraph (2) of subsection C of 6.12.5.8 NMAC			
Guidelines for planned sequential, K-7 health education curriculum that addresses the physical, mental, emotional and social dimensions of health and is aligned to the health education content standards with benchmarks and performance standards as set forth in 6.30.2.19 NMAC.			
Guidelines for planned, sequential K-7 physical education curriculum that provides the optimal opportunity for all students to learn and develop skills, knowledge and attitudes necessary to personally decide to participate in lifetime healthful physical activity and is aligned to the physical education content standards with benchmarks and performance standards as set forth in 6.30.2.20 NMAC.			
A plan addressing the behavioral health needs of all students in the educational process by focusing on students' social and emotional well-being.			
A school safety plan at each school building focused on supporting health and safe environments and including but not necessarily limited to prevention, policies and procedures, and emergency response.			
A plan addressing the health services needs of students in the educational process.			
A plan addressing the staff wellness needs of all that minimally ensures an equitable work environment and meets the American with Disabilities Act Part III			

Process Evaluation: Measuring implementation of Wellness Policy

Component / Activity	Outcome Measures
School Health Advisory Council.	The local school board adopts _____% of the recommendation from the School Health Advisory Council
Physical Activity	_____ % of students participated in physical activity offering
Nutrition	<p>100% of the clubs/sports/et. are following the guidelines for school sponsored fund raisers during normal school hours minimally meeting guidelines set forth in paragraph (1) of subsection C of 6.12.5.8 NMAC.</p> <p>100% of the clubs/sports/etc. are following the guidelines for school sponsored fund raisers before and after school hours ensuring that at least fifty percent of the offerings shall be healthy choices in accordance with the requirements set forth in paragraph (2) of subsection C of 6.12.5.8 NMAC.</p>
Health Education	_____ % of students meet the health education content standards with benchmarks and performance standards as set forth in 6.30.2.19 NMAC.
Physical Education	_____ % of students meet the physical education content standards with benchmarks and performance standards as set forth in 6.30.2.20 NMAC.
Behavioral Health	_____ % reduction in discipline referrals due to behavioral health problems.
School Safety	100% of teachers and other school staff are aware of and know how to implement the school level safety plans.
Health Services	<p>_____ % reduction in student absenteeism.</p> <p>_____ % of students who have been screened for vision/hearing</p>
Staff Wellness	_____ % reduction in staff absenteeism.

Outcome Evaluation: Measuring impact of Wellness Policy

I. DEFINITIONS

- A. **“Competitive Food”** means a food or beverage sold at school other than one served as part of the United States Department of Agriculture school meal program. The term includes any item sold in vending machines, or through other school fundraising efforts.
- B. **“Coordinated School Health Approach”** means the framework for linking health and education. The focus is healthy and successful students. There are eight interactive components of coordinated school health: health education; physical education and activity; nutrition; social and emotional well-being; healthy and safe environment; health services; staff wellness; and family, school and community involvement.
- C. **“Family, School and Community Involvement”** means an integrated family, school and community approach for enhancing the health and well-being of students accomplished through the establishment of a school health advisory council (SHAC) with the responsibility for making recommendations to the school board in the development or revision, implementation, and evaluation of the wellness policy.

The family, school, and community involvement component promotes long-term effective partnerships between families, schools, and communities in the planning and implementation of health promotion projects and events, both within the school and throughout the community. The partnership can encourage and sustain environmental changes that support healthy lifestyles for children and their families.

- D. **“Fund Raisers”** means beverage or food products sold to raise money that are not sold in vending machines or a la carte sales as defined in 1) A), or as part of the United States Department of Agriculture school meal program.
- E. **“Health Education”** means the instructional program that provides the opportunity to motivate and assist all students to maintain and improve their health, prevent disease, and reduce health-related risk behaviors. The health education program will allow students to develop and demonstrate increasingly sophisticated health-related knowledge, attitudes, skills, and practices and meet the content standards with benchmarks and performance standards as set forth in 6.30.2.19 NMAC.
- F. **“Health Services”** means services provided for students to appraise, protect, and promote health. These services are designed to ensure access or referral to primary health care or behavioral health services or both, foster appropriate use of primary health care services, behavioral health services, prevent and control communicable diseases and other health problems, identify program references for emergency care, illness, or injury, promote and provide optimum sanitary conditions for a safe school facility and school environment, and provide educational and counseling opportunities for promoting and maintaining individual, family, and community health.
- G. **“Healthy and Safe Environment”** means the physical and aesthetic surroundings and the psychosocial climate and culture of the school. It supports a total learning experience that promotes personal growth, healthy interpersonal relationships, wellness, and freedom from discrimination and abuse.
- H. **“Nutrition”** means programs that provide access to a variety of nutritious and appealing snacks that accommodate the health and nutrition needs of all students.
- I. **“Physical Activity”** means body movement of any type, including recreational, fitness, and sport activities.

- J. **“Physical Education”** means the instructional program that provides cognitive content and learning experiences in a variety of activity areas. It provides the opportunity for all students to learn and develop the skills, knowledge and attitudes necessary to personally decide to participate in a lifetime of healthful physical activity. It meets the content standards with benchmarks and performance standards as set forth in Section 6.30.2.20 NMAC. 6.12.6 NMAC.
- K. **“Social and Emotional Well Being”** means services provided to maintain and/or improve students’ mental, emotional, behavioral, and social health.
- L. **“Staff Wellness”** means opportunities for school staff to improve their health status through activities such as health assessments, health education and health-related fitness activities. These opportunities encourage school staff to pursue a healthy lifestyle that contributes to their improved health status, improved morale, and a greater personal commitment to the school's overall coordinated school health approach.
- M. **“Vended Beverages and Foods”** means a beverage or food product sold in vending machines to students in school.

<p style="text-align: center;">MINUTES Sandoval Academy of Bilingual Education (SABE) Governing Board Regular Meeting</p>
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Location:	Via Zoom Meeting Join Zoom Meeting: https://zoom.us/j/2145335070?pwd=VXpZcjFjdndmcWhiMUtXU2duYTJnQT09 Meeting ID: 214 533 5070 Passcode: sabe
Date:	September 21, 2022
Time:	6:30 pm
Future Meeting Date:	Wednesday, October 19, 2022

Governing Council Members:

Becky A. Torres, President - absent
Brennan Divett - absent
Lisa Spangler - present via Zoom
Scott Heller - present via Zoom
Mario Martinez - present via Zoom

Others: Jackie Rodriguez - Executive Director/Principal - present via Zoom
Ashley Wolfel - The Vigil Group - present via Zoom, dismissed at 7:10 PM
Alice Banks - Assistance with Meeting Notes - present via Zoom
Kelly Callahan - present via Zoom, dismissed at 7:45 PM

Agenda details:

- I. Call to Order
Lisa called the meeting to order at 6:38 PM.
- II. Approval of Agenda
Scott moved and Mario seconded the motion to approve the agenda with an added clarification that the Employee Handbook and Student/Parent Handbook are “updated”, and had been approved at a previous meeting. The motion was passed unanimously.
- III. Approval of Minutes from August 31, 2022 General Meeting
Scott moved and Mario seconded the motion to approve the minutes of the August 31, 2022 General Meeting. The motion was passed unanimously.
- IV. Financial Report: August: Ashley Wolfel, SABE Business Manager, The Vigil Group
Ashley reviewed information from the Finance Committee meeting that was held prior to the Governing Board meeting.
- V. Action Items:
 - a. BAR 11000-563-000-2223-0002-M
Mario moved and Scott seconded the motion to approve the Maintenance BAR for Operational. The motion was passed unanimously.

- b. BAR 11000-563-000-2223-0003-M
Mario moved and Scott seconded the motion to approve the Maintenance BAR for Operational. The motion was passed unanimously.
- c. BAR 11000-563-000-2223-0004-T
Mario moved and Scott seconded the motion to approve the Transfer BAR for Title I.
The motion was passed unanimously.
- d. BAR 11000-563-000-2223-0005-M
Mario moved and Scott seconded the motion to approve the Maintenance BAR for the American Rescue Plan (ARP). The motion was passed unanimously.
- e. Ratification of the contract with Herrera Bus Services
The term of service was changed from last year to include more days. Becky's recommendations from last year were maintained in this year's contract.

Mario moved and Scott seconded the motion to ratify the Contract with Herrera Bus Services. The motion was passed unanimously.

- f. Final SABE Employee Handbook
Jackie reviewed the updates to the handbook relative to the following topics:
 - **student information systems safety**
 - **employee access to the school building**
 - **parental/guardian notification of teacher qualifications**

Scott moved and Mario seconded the motion to approve the additions to the Employee Handbook for 2022. The motion was passed unanimously.

- g. Final SABE Student/Parent Handbook
Jackie reviewed the updates to the handbook relative to the following topics:
 - **medical cannabis**
 - **student diabetes self-management**
 - **suicide awareness and prevention**
 - **restraint and seclusion**

Scott moved and Mario seconded the motion to approve the additions to the Student/Parent Handbook for 2022. The motion was passed unanimously.

VI. Discussion Items

- a. Policy Committee
 - i. Update
 - ii. Next Policy Review: Wellness Plan / Safe Schools Plan
The committee will meet on October 11 to discuss the Wellness Plan and the Safe Schools Plan. They will determine the staff and community members who will be part of the Safety Committee.
- b. Governing Board Training – Kelly Callahan
Kelly would like to assist the Governing Board members with strategic planning. In her opinion, one of the priorities should be board recruitment. The Board should determine a process in which new members would be considered.

The Annual Board Resolution will be added to next month's agenda.

VII. Closed Session

- a. Pursuant to the Open Meetings Act NMSA 1978, 10-15-I (H)(7) closed session is called to address sensitive student information, SABE's Safe Schools Plan.

Lisa moved and Scott seconded the motion to move into Closed Session. A roll call vote was taken, and the motion was passed unanimously.

- b. Reconvene, statement closure

The Closed Session began at 7:45 PM and ended at 8:07 PM.

Lisa asserted that no additional topics were discussed, and that no actions were taken during the Closed Session.

VIII. Principal's Update

- a. Fiscal & Operations

Our enrollment is at 231. We have some concerns with low enrollment at the first grade level. There are 25 students in two classes. We are seeing movement of students in and out for various reasons. Our projection for the 40th day was 245.

There is a new charter school coming to the Rio Rancho area. We will continue to promote the facets of SABE that are unique to our school. We will emphasize our successes with English Language Learners and Special Education students. We will continue to focus on utilizing creative marketing strategies to attract new students.

Our new custodian started last week. The asphalt in the parking lot was resurfaced. We are outgrowing our current building.

- b. Instruction & Data

We briefly shared last year's standardized testing data with our staff. This year, all staff will be frequently and critically analyzing data to improve our student achievement. The teachers will meet in teams to determine specific ways in which we can refine our instructional practices. We will use our Biliteracy Trajectory Tool to guide some of our conversations. Jackie shared the structure of our monthly meetings.

Professional development will be provided to enhance our existing programs, including Eureka Math, American Reading Company, and GLAD.

We are concluding our beginning-of-the-year assessment cycle this week. More information will be shared in future meetings.

IX. Public Comment

None

X. Announcements

None

XI. Adjourn

Scott moved and Mario seconded that the meeting be adjourned. The motion passed unanimously, and the meeting was adjourned at 8:32 PM.

SAMPLE Charter School – Governing Council Self Evaluation Results/Focus Priorities for a Strategic Plan

1. SAMS GC Self-evaluation survey results showing the need to focus on:
 - o Retention and recruitment of new Council members
 - o Focus on GC member preparation/evaluation/performance
 - o Understanding the Performance Contract and Frameworks
 - o Mission-specific goal(s)
 - o GC evaluation for the Head Administrator
 - o Leveraging flexibility and adaptability with regards to COVID
 - o The new facility processes
 - o More topics...
2. Top 3 Focused Priorities
 - o 1
 - o 2
 - o 3

The Strategic Plan uses the school Vision and Mission as the primary purpose for the work. Everything works toward the Vision/Mission. A SP is a “road map” for the GC to be intentional for continuous improvement in their performance and provides a starting point for long-range planning.

1. Select two-three areas that will be the primary focus for this year (and next, if necessary.)
2. These will become the basis for the GC strategic plan—the GC’s focused priorities.
3. Develop a goal that is SMART (Specific, measurable, attainable, realistic, and time-bound)
4. Create action steps that will lead to reaching the goal.
 - a. Identify:
 - i. Resources needed
 - ii. Person(s) responsible
 - iii. Timeline
 - iv. Deliverable or outcome. How do you know if the action(s) achieved?

Charter School GB**Strategic Plan****School Year**

Vision:				
Mission:				
Focused Priority 1 (Overarching Goal):				
Objective/Goal (SMART):				
Action Steps	Resources Needed	Person(s) Responsible	Timeline	Deliverable/Outcome How do you know if the step is achieved?
Focused Priority 2 (Overarching Goal):				
Objective/Goal (SMART):				
Action Steps	Resources Needed	Person(s) Responsible	Timeline	Deliverable/Outcome How do you know if the step is achieved?
Focused Priority 3 (Overarching Goal):				
Objective/Goal (SMART):				
Action Steps	Resources Needed	Person(s) Responsible	Timeline	Deliverable/Outcome How do you know if the step is achieved?

Use the data collected from the GC Self-Evaluation to help formulate your strategic focused priorities and objectives/goals. (No more than 3)