



PARENT AND STUDENT HANDBOOK

2024-2025

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TABLE OF CONTENTS

Purpose.....	4
Mission Statement.....	4
Mission Specific Goal.....	4
NMPEC Charter Contract Material Terms.....	4
Learning: SABE Philosophy and Approach.....	5
Teaching: SABE Philosophy and Approach.....	7
Instructional Program.....	8
Assessments.....	8
Field Trips.....	8
Internet Acceptable Use Policy.....	8
Language Learning.....	9
Report Cards.....	10
Health & Safety.....	11
Safety Drills.....	11
Safety Plan.....	11
Student Health & Wellness.....	12
Medications.....	12
Medical Cannabis/Administration of Medical Cannabis to Students.....	12
Diabetes Self-Management by Students at School.....	15
Student Illness/Injury at School.....	16
Health Assistant.....	17
Immunizations.....	17
Pediculosis (Head Lice)	18
Suicide Awareness & Prevention/Self Harm & Disclosure of Suicide.....	19
Operations.....	22
Student Admissions/Lottery Process.....	22
Student Attendance Policy.....	24
Before and After School Drop Off/Pick-Up Policy.....	29
Birthday/Celebration Policy.....	30
Bullying Prevention Policy.....	30
Classroom Observations.....	33
Concern & Staff Compliant Procedures.....	34
Family Custody Issues.....	34
Decision-Making Process.....	34
Discipline Policy.....	35
Restraint & Seclusion.....	40
Disciplinary Considerations for Students with Disabilities.....	41
Disciplinary Considerations for Students Under Section 504.....	43
Gun Free Schools Act.....	44
Referral for Legal Action.....	44
Suspension from Extra-Curricular Privileges.....	44
Anti-Racism and Racial Sensitivity Training & Professional Development Policy	44
Racialized Aggression Policy.	44
No School Discrimination for Race/Religion/Culture/Hair Policy.....	45
Dress Code Policy.....	45
Electronic Devices (Cell phones, smart watches)	46
FERPA.....	47

Food/Food Allergies.....	48
Grade Change Policy.....	48
Holidays.....	50
Homework.....	50
Make-Up Work.....	50
Notices/Newsletter.....	51
Personal Belongings.....	51
Professionalism.....	51
Translation.....	51
Video/Movie Policy.....	51
Visitors.....	52
Volunteers.....	52
Weather/School Cancellations.....	52
Appendices.....	53
Discipline Matrix.....	54
Acknowledgement Form.....	60

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:

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- 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

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 (4)	5 (4)	5 (4)	5 (4)	5 (4)	5 (4)	5 (4)	5 (4)	5 (4)	5 (4)	5 (4)	5 (4)	5 (4)	5 (4)	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)															1	1	1	1	1	1	1	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	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	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	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	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													Hep A Vaccine is recommended for catch up in grades 2-12.
Meningococcal Men ACWY															1	1	1	1	1	1	1	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/child-adolescent.html	
NM Immunization Protocol https://nmhealth.org/publication/view/regulation/531/	
NMSIS https://nmsis.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:

Enrollment in Lottery Opens: Opens November 1st of each year
Enrollment 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 SABE 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 SABE 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 SABE staff and siblings of **current** SABE 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	<p>Whole school prevention strategies, such as:</p> <ul style="list-style-type: none"> • Whole school attendance campaigns • Class attendance competitions • Parental notification of student absences • Positive Behavior Supports and Interventions (PBIS) 	<p>In addition to Tier 1 interventions, the school will also:</p> <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. 	<p>In addition to Tier 1 and 2 interventions, the school will also:</p> <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 	<p>In addition to Tier 1, 2 and 3 interventions, the school will also:</p> <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 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.

APPENDICES

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 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	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, 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, 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.