

**Santa Fe Public Schools  
Behavior Expectations for  
Students  
2015-2016**

## ***Behavior Expectations for Students***

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### **Santa Fe Public Schools Mission**

The Santa Fe Public Schools (SFPS) exist to ensure that every student graduates prepared to be a productive citizen of our local and global community.

### **Vision Statement**

The vision for the SFPS is to provide every student with a high quality education in a system devoted to equity, diversity and social justice. Every student will have multiple learning opportunities to meet challenging standards in a safe, caring and respectful environment. Every student is expected to graduate prepared to take advantage of lifelong learning opportunities.

The Board of Education is committed to providing a safe, respectful and fear-free environment for all members of the school community including students, staff, parents, community partners, and visitors. This handbook is an official policy statement of the SFPS Board of Education. Students and parents should review and be familiar with this handbook, as well as the handbook from the student's school.

Every year the SFPS district has a committee that works on revisions and improvements to the expectations for student behavior. We seek input from principals, teachers, other staff and parents to know what is working and what is not working. Our goal is to establish expectations for behavior in students in the schools that supports learning.

We believe:

- That being at your best will bring you the most success; in life as well as in school.
- The mission of SFPS is to help to produce students that are college and career ready.
- Whether our students go on to college, or are planning to begin work right after high school, certain skills, attitudes and knowledge will make them the most successful.
- Choose Success: Behavioral Expectations for Students* (BES) is created to help to educate our youth to be successful in life.

The social norms in BES are developed over years of working with discipline and social norms education for our youth. The expectations for positive behavior are supported through restorative practices, curricula delivery (teaching all students the social norms in the educational environment), student/teacher and student/principal meetings, as well as the Response to Intervention (RtI) model of interventions and supports.

As a district we emphasize and reward positive behavior. We also re-teach students who do not understand or exhibit appropriate positive social norms in the school environment. Through BES, we establish a disciplinary practice that helps students learn positive behaviors.

**The Choose Success: Behavioral Expectations for Students plan is to be enforced and interpreted in conjunction with the law, Board Policy and any applicable regulations.**

Each school and individual teacher may develop and adopt additional policies and regulations that are consistent with district policies and procedures.

***Behavior Expectations for Students***  
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## *Behavior Expectations for Students*

This Student Behavior Handbook states guidelines for student rights and responsibilities. Each school's handbook supplements the Student Behavior Handbook and should be referred to for more specific guidelines. If a provision of an individual school's handbook is inconsistent with this Student Behavior Handbook, this handbook will supersede.

### **WHEN IS THE HANDBOOK IN FORCE**

The provisions of the Student Behavior Handbook are in force:

- during regular school hours and/or on school property
- during transportation of students
- at times and places where appropriate school administrators and staff have jurisdiction including, but not limited to, school-sponsored events, field trips, athletic functions and other school-related activities
- on the way to or from school or a school-related event

*Choose Success: Behavioral Expectations for Students* and all consequences may apply to those students whose conduct off-school grounds endanger the health or safety of the student population within the school district or adversely affect the educational process. The consequences imposed shall be the decision of the Superintendent or his/her designee. Students may be subject to the full range of disciplinary consequences for off-campus misconduct, including, but not limited to: suspensions, expulsions, detentions, as well as removal from participation in extracurricular activities. Students may be removed from extracurricular activities such as interscholastic sports teams, club sports, student government positions, class trips, class proms and graduation ceremonies.

The District considers the following actions and any other criminal offenses committed by a student to be serious and shall be thoroughly investigated and reported to law enforcement. A formal long-term suspension/expulsion hearing must be conducted for every serious offense.

Serious Offenses:

- Possession/use of weapons or facsimile weapons,
- Possession/use/distribution of illegal drugs, alcohol and tobacco,
- Violence, assault, battery-including written, verbal graphic or physical threats,
- Gang-related activity,
- Harassment, stalking,
- Bullying,
- Hate crimes,
- Hazing, and
- Threats to all school personnel and volunteers.

Additionally, the principal, or any public school official or designated chaperone is authorized to take administrative action when a student's misconduct away from school during a school activity may have a detrimental effect on the other students, staff or on the orderly educational process.

The principal has the responsibility to take discretionary action any time the educational process is threatened with disruption. Nothing in the following is intended to prevent a staff member, teacher, principal or other administrator from using his/her best judgment with respect to a particular situation.

## **EDUCATIONAL OPPORTUNITY**

- A free public school education shall be available to every school-aged person, and each student who enrolls has a corresponding responsibility not to deny this right to any other student.
- To find the school(s) assigned to your address go to [www.SFPS.info](http://www.SFPS.info).
- A transfer can be requested from a student's assigned school to another SFPS school of choice following SFPS transfer guidelines. Transfers are approved according to State and Federal laws, based on site capacity, program availability, and using a random selection process. Transfers can be requested through the Transfer Office located at 610 Alta Vista. **The first window of opportunity to apply for a student transfer for the upcoming school year will be from January 1st through January 31st of the current school year.**
- Santa Fe Public Schools affords all students equal educational opportunities as well as equal opportunities to participate in extracurricular activities.
- Policy prohibits discrimination and harassment on the basis of ethnic identity, religion, race, color, national origin, sex, sexual orientation, mental or physical disability, marital status and pregnancy in any program or activity of or sponsored by the school district.

## **EXPECTATIONS**

### **ACHIEVEMENT**

Students are expected to achieve academically. They are expected to:

- strive to fulfill their academic potential
- actively participate in the educational process
- actively participate in community activities

### **STUDENTS**

Every student is responsible for helping maintain a safe, orderly and educationally efficient learning environment. Students are expected to:

- attend school every day and be on time for every class
- resolve differences with others in a positive, non-violent way
- remain drug, alcohol and tobacco free
- follow the school dress code
- respect school property and the property of others
- respect fellow students and all school staff members
- comply with the standards of behavior for their classrooms, their school, and our district

### **PARENTS**

School officials are partners with parents in the process of educating our children. Every parent, guardian and family member of the school community shares in the responsibility for educating children in a safe and productive environment. You share in this responsibility when you:

- get your students to school on time every day
- provide a suitable time and place for your child to study at home
- make learning a priority
- maintain regular communication with your children's teachers, school administrators and other school staff members
- stay informed of your child's ongoing scholastic achievement and progress, and advocate for your child's learning needs
- understand our district rules and the rules at your child's school
- support school administrators in enforcing these rules
- support the school and the Board of Education as they maintain high standards of behavior for all students

- keep the school informed of your current contact information by notifying the school of any change of address or phone numbers

### **SFPS SCHOOL ATTENDANCE GUIDELINES**

Regular attendance is a key to school success. Santa Fe Public Schools students can learn only if they are on time and present in all classes daily. The Federal No Child Left Behind Act requires that states, school districts and schools be held accountable for ensuring that all students meet high academic standards. On time, daily attendance is a critical component of this educational process.

New Mexico law dictates that:

- Students between the ages of 5 and 18 years of age are mandated to attend public school, private school, home school or a state institution.
- Schools will provide intervention strategies that focus on keeping students in school.
- Habitual truants are reported to appropriate authorities such as the SFPS Attendance Office, CYFD staff, Juvenile Probation, Teen Court, and the State of New Mexico.
- Consequences in New Mexico law include: law enforcement citation for a petty misdemeanor which may result in a fine up to \$500.00.
- Students receiving financial assistance from the New Mexico Works program must comply with school attendance requirements, or the student’s financial assistance may be removed.

It is understood that sometimes families may need support to help their child be successful. School staff can assist with locating possible resources within the school community.

### **ATTENDANCE POLICY**

- A parent/guardian must notify the school that the student will be absent in accordance with the notification procedure established by the school.
- A parent/guardian must notify the school each day that a student is signing out before the end of the instructional day in accordance with the notification procedure established by the school officials.
- Teachers will take attendance by class period for each instruction day.
- Absences may be excused for the following reasons with appropriate documentation:
  - Illness (including chronic illness documented on a health plan, IEP or 504 plan)
  - Limited family emergencies; family deaths
  - Medical, health or legal appointments
  - Suspensions
  - Religious commitment
  - College visit
  - Deployment of a military parent as defined in the “Military Children” procedural directive
  - Limited extenuating circumstances as approved in advance by the school principal
  - At least ten (10) days for students who provide documentation of the birth of the student’s child and parentage. Additional excused absences to the student after the birth of the child if deemed medically necessary by the student’s physician.
  - An additional four (4) days for the students who provide appropriate documentation of pregnancy or that the student is the parent of a child under the age of thirteen needing care.
- All absences for non-sponsored activities and trips are unexcused.
- In SFPS, a student is considered **“a student in need of early intervention” at five (5) excused or unexcused absences and a habitual truant at ten (10) unexcused absences** in a year.
- School staff will make an attempt to contact the parent/guardian if the school has not received notification of absences by a parent for three (3) consecutive days.
- Principals may request additional documentation for excessive excused absences.

## **TARDY**

Students who are tardy for class receive consequences according to district guidelines adopted by each school.

- Consequences for being tardy will be determined by the school administration. Examples of consequences include time in an alternative academic or community service setting (i.e. lunch, recess, after school, Saturday school).
- Secondary students who miss more than 50% of the class period are considered absent. If excused, parents must notify the school in accordance with the notification procedure established by the school.

## **MAKE-UP WORK**

- Students may complete work for all excused and for up to 10 unexcused absences.
- Once a student is identified as a habitual truant (10 unexcused full day absences) make-up work may be provided for the student unless the principal and teacher determine otherwise based on the data provided.
- On the first day back to a class, students are responsible for requesting make-up assignments. Failure to complete make-up work in the time allowed may place students at risk of not earning class credits.
- Students will have the opportunity to complete the work in a period of time equal to the number of days absent unless other arrangements have been mutually agreed upon by the student and the teacher.
- Teachers may need 24 hours from the time of the request to compile assignments.
- It is expected that students will take semester finals on the days that they are scheduled. Students will be permitted to make up finals if they are missed due to an excused absence as listed in this handbook. Requesting permission to take a final exam early is discouraged. Approval of such a request will rest with the teacher in consultation with the principal.

## **DISRUPTION OF THE EDUCATIONAL PROCESS**

Acts of misconduct are subject to the disciplinary action by appropriate school personnel. Unacceptable behavior is defined as whether or not it disrupts or has the potential to disrupt the educational process. Consequences will result for cases such as bullying, fighting, harassment, inappropriate use of cell phones or other electronic devices, use or possession of e-cigarettes and other forms of disrupting the educational process, or violation of laws, rules and regulations. This handbook follows SFPS, State, and Federal guidelines. **See the Glossary of Terms at the back of this handbook for definitions of acts of misconduct.**

## **CONSEQUENCES FOR UNACCEPTABLE BEHAVIOR**

The school is a community, and the rules and regulations of a school are the laws of that community. The right to a public education is not absolute; it may be taken away, temporarily or permanently, for violation of school rules.

- Minimum mandatory consequences have been established and must be expected for any violation.
- Schools must make a good faith effort to notify the parents or legal guardian of the student in any circumstances where the school's disciplinary response will exceed administrator/student contact.
- Administrative response to unacceptable behavior may vary as each administrator selects from a spectrum of actions such as those listed here and in each school's discipline handbook.
- **Administrators may impose consequences beyond those identified as minimum mandatory.**

## **REMOVAL FROM CLASS**

- Student may be removed from class or activity but remains at school pending conference with appropriate school personnel.
- Student may be placed in an alternative educational setting until satisfactory resolution is reached.

- The authority of the schools is to supervise and control the conduct of students and includes the authority to impose reasonable periods of detention during the day or outside normal school hours, as disciplinary measures.
- Reasonable periods of detention may be imposed with the procedures for temporary suspension.

## **SUSPENSION**

A suspension is the removal of a student from a class or classes and all school-related activities for any period of time. Suspension will include a range of responses from in-school suspension alternatives to long-term removals of 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 of the school is responsible for notification, compliance and documentation at his/her school.
- Copies of suspension notification may be discarded at the beginning of each academic year for prior year actions, except for any long-term suspensions or expulsions still in effect.

## **SHORT-TERM SUSPENSION**

Short-term suspension will be at the discretion of the school administrator and will address behaviors that disrupt the educational process. Administrators may impose consequences beyond minimum mandatory in order to maintain the safety and security of the school population.

- Short-term suspension will be limited to no more than five (5) days.
- Each school will have its own method for developing alternative educational settings for students who have been short-term suspended.

***Any single suspension exceeding five (5) days requires a hearing procedure.***

## **LONG-TERM SUSPENSION**

Long-term Suspension (LTS) is defined as the removal of a student from instruction and all school-related activities for more than ten (10) days and up to the balance of the semester, or longer as determined by the hearing officer in cases which are near the end of a given semester.

- A student receiving a long-term suspension may lose credit for the semester unless placed in an alternative school setting.
- A student must be given the opportunity for a due process hearing prior to the suspension.
- The student may, at his/her own expense, choose to be represented by an attorney at the hearing.
- At the principal's discretion, students may be suspended pending a due process hearing.
- Transfer students will have their transfer revoked for the school they are attending at the time of their Long Term Suspension for the remainder of the school year. The transfer revocation date for students assigned to an Alternative Educational Setting (AES or IAES), through a LTS hearing, will be determined by the Individualized Educational Program (IEP) team in consultation with school and district administration. Upon completion of a long term suspension a student may return to his/her assigned school, apply for a transfer for the next school year, or explore alternative options.

## **HEARING PROCEDURES**

- The Board prescribes a formal hearing procedure for students recommended for long-term suspension or expulsion.
- The parent/guardian (student if emancipated or at least 18) may, at his/her own expense, choose to be represented by an attorney during any due process hearing.
- If a hearing is requested or required, school authorities shall prepare and serve the parents/legal guardians with a written notice of the hearing.

- The hearing shall be scheduled within 3 to 5 days of the school days from the date of receipt of notice by the parents.
- Schools will make available copies of documentary evidence, with the exception of police reports, that will be used at the hearing to families at least two (2) school days in advance of the hearing. In cases where police reports are part of the documentary evidence, parents/guardians may contact the Santa Fe Police Department at 505-955-5010 to inquire about obtaining a copy.
- The parent/guardian (student if emancipated or at least 18) may choose to waive the right to a hearing and accept the disciplinary consequences recommended by the school administrator.
- Expulsion hearings cannot be waived.

#### **HEARING AUTHORITY AND RECORD**

- The hearing authority is the appointed hearing officer or designee of the district.
- A record of the proceeding, including an audio recording, shall be kept at the District Hearing Office for a period of one year, after which the recording will be destroyed, except in cases of expulsion where records are kept for longer periods.

#### **BURDEN OF PROOF**

- The hearing is an administrative proceeding for the purpose of deciding issues of fact or law. Though formal rules of evidence will not govern the proceeding, evidence will be admitted and considered by the hearing officer, as he/she deems appropriate.
- The burden of proving that the student violated a provision of this Student Behavior Handbook is on the school authorities.
- The student or his/her counsel shall have the right to call witnesses on his/her behalf and to question witnesses against him/her.
- The school authorities shall have the right to call witnesses and to question any witnesses who testify.

#### **DECISION OF HEARING AUTHORITY**

- The hearing authority shall decide first upon the innocence or guilt of the student with respect to the charges brought and second, upon the disciplinary action, if any, that should be taken.
- The hearing authority may request additional evidence from the parties.
- The student shall have the right to comment upon the evidence orally and/or in writing.
- The hearing authority shall serve its written decision on the parties, stating its findings, conclusions and implementations, within five (5) school days after hearing the evidence.
- The hearing authority's decision shall take effect immediately upon notification of the parent/guardian and shall continue in force during any subsequent review.

#### **APPEAL TO THE SUPERINTENDENT**

- The student/parent may appeal the decision of the hearing officer by serving a written notice to the superintendent's within ten (10) school days after the decision has been served.
- The Hearing Officer decision will be upheld pending the decision of the Superintendent.
- The superintendent or designee shall, within fifteen (15) working days after receipt of the appeal, review the record of the hearing and the decision in this case.
  - The superintendent or designee shall have discretion over whether to permit the aggrieved student and school authorities to submit additional written materials and/or to present their respective views in person at a conference or hearing
  - The superintendent or designee shall then serve on the parties, within ten (10) school days after the review is concluded, his/her decision affirming, overruling, or modifying the decision of the hearing officer.
  - The severity of any sanction may not be increased.

#### **TIME LIMITS**

- Subject to applicable rules and upon agreement of the parent and hearing authority, the hearing authority shall have the option to extend the time limits after a showing of good cause.

## **EXPULSION**

Expulsion is the suspension of a student from all regular schools in Santa Fe Public Schools for a period exceeding one (1) semester. In some cases, expulsion may be a permanent removal from this school system. When appropriate, a student who is expelled may be placed in an alternative program.

- A student receiving an expulsion will lose credit for the semester in which the expulsion occurs, unless the student is engaged in an alternative program.
- A student must be given a due process hearing prior to expulsion.
- The student may, at his/her own expense, choose to be represented by an attorney at the hearing.
- Transfer students will have their transfer revoked for the school they are attending at the time of their expulsion for the remainder of the school year. Students assigned to an Alternative Educational Setting, through a LTS hearing, will have their transfer revoked at the completion of their expulsion. Upon completion of an Expulsion a student may return to his/her assigned school, apply for a transfer for the next school year, or explore alternative options.

## **SUSPENSION OF EXTRA-CURRICULAR PRIVILEGES**

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

- Participation in extra-curricular activities is a privilege offered to and earned by students.
- Because participants are serving as representatives of their school and community, their conduct is expected to exemplify high standards at all times.
- Participants are expected to adhere to higher standards of academics and conduct than established for the general school population in order to maintain their extra-curricular privileges.
- **Participation in extra-curricular activities is not a student right, and suspension of such privileges does not require a due process hearing procedure.**

*Refer to NMAA rules for NMAA sanctioned activities.*

## **BUS MISCONDUCT**

Suspension from the bus does not mean that a student is suspended from school. Instead, the parent/guardian will be responsible for transporting the student to and from school. Driver, bus assistant or administrator may select a different consequence in handling an incident. This depends on the seriousness of the infraction.

- First Offense Bus Disruption – A warning to the student with a report to the parent/guardian will be issued. It is expected that the parent/guardian will help to prevent a recurrence.
- Second Offense Bus Disruption – Disciplinary action will be taken at the discretion of the school administrator, depending on the seriousness of the infraction. It is recommended that the student be placed on probation with a report to parent/guardian.
- Third Offense Bus Disruption– Suspension of riding privileges may result. The length of suspension will depend on the seriousness of the infraction. There will be parent/guardian conference.
- Severe Disruption – The following inappropriate and dangerous behavior will result in automatic suspension of transportation privileges:
  - o Physical harm to other students
  - o Physical harm to the driver and/or bus assistant
  - o Physical damage to the bus

*School Administration may impose additional consequences based on the seriousness of the behavior.*

**The chart on the following page lists unacceptable behaviors and described minimum consequences. Administrators may impose consequences beyond minimum mandatory consequences. Progressive discipline for multiple or subsequent violations may result in disciplinary action beyond the minimum.**

Occurrence	Behavior Violation	Staff/Student Contact	Administrative/Parent Contact	Parent Student Conference	Teen Court Referral	Short-term Suspension Inc. ISS	Long-term Suspension	Expulsion
Any Offense	Alcohol Violation (use or possession)	•	•	•	•	•		
Any Offense	Arson I less than \$200 damage	•	•	•		•		
Any Offense	Arson II \$200-\$999 damage	•	•	•		•	•	
Any Offense	Arson III \$1000 damage or more	•	•	•		•		•
Any Offense	Assault Verbal	•						
Any Offense	Assault, Aggravated (verbal w/ weapon)	•	•	•		•		
Any Offense	Battery, Aggravated (physical w/weapon)	•	•	•		•		
Any Offense	Battery/Fighting	•	•	•		•		
Any Offense	Bomb Threats and/or False Alarms	•	•	•		•	•	
Any Offense	Breaking & Entering	•	•	•		•	•	
Any Offense	Bullying/Cyberbullying		•	•		•		
Any Offense	Burglary	•	•	•		•		
Any Offense	Controlled Substance Possession (& Paraphernalia)	•	•	•	•	•		
Any Offense	Controlled Substance Sale or Distribution	•	•	•	•		•	
Any Offense	Controlled Substance Use or Under Influence	•	•	•	•	•		
Any Offense	Criminal Damage	•	•	•		•		
Any Offense	Criminal Sexual Contact (contact with intimate parts)	•	•	•		•	•	
Any Offense	Explosives or Fireworks (possession or use)	•	•	•		•		
Any Offense	Extortion	•	•	•		•	•	
Any Offense	False Accusation	•	•					
Any Offense	Firearm Possession	•	•	•	•			•
Any Offense	Gang Related Activity	•	•	•		•		
Any Offense	General Disruptive Conduct/Defiance	•	•	•	•			
Any Offense	Graffiti	•		•		•		
Any Offense	Harassment (sexual) verbal	•	•					
Any Offense	Inappropriate Dress	•						
Any Offense	Insubordination	•	•					
Any Offense	Language Profane and or Abusive	•	•	•				
Any Offense	Materials, Obscene	•	•					
Any Offense	Robbery	•	•	•		•		
Any Offense	Stalking	•	•	•				
Any Offense	Theft	•	•	•			•	
Any Offense	Theft Felony	•	•	•			•	
Any Offense	Tobacco, Possession or use inc e-Cig	•	•	•	•			
Any Offense	Trespassing/Unauthorized Presence	•	•	•		•		

Any Offense	Vandalism I less than \$200 damage	•		•		•		
Any Offense	Vandalism III \$200-\$1000 damage or more	•	•	•			•	•
Any Offense	Deadly Weapon Possession	•	•	•		•	•	
Any Offense	Weapon Use	•	•	•				•

## **EDUCATIONAL ACT (IDEA)**

Students with disabilities are expected to follow the District's disciplinary process. IDEA provides federal guidelines covering the discipline procedures to be followed for students with disabilities. Discipline safeguards, as covered under IDEA, do not apply to students identified under the eligibility of "gifted" unless these students also have disability eligibility. 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 change in placement, the following considerations must be addressed:

- When considering long-term suspension or expulsion, an (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 conduct a Manifestation Determination Review Meeting and then determine:
  - if the conduct in question was a direct result of the Local Educational Agency'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, no further disciplinary proceedings shall occur unless weapons, guns/knives, illegal drugs or serious bodily injury offenses occur. (Refer to IAES below.) Recommendations: Review IEP, add services and supports, develop/update a Functional Behavior Assessment (FBA), Behavior Intervention Plan (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 this handbook.
- Should the disciplinary procedures include long-term suspension or expulsion, the District must continue to provide educational services, including access to the general education curriculum and related services, as determined in 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 10 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 (IAES, AES).

Interim Alternative Education Setting (IAES) is an off campus placement up to 45 school days for offenses which include:

- Weapons: objects used to cause bodily harm and used in a threatening way,
- Guns/knives (blade must be 2½ inches or longer): possession/carrying,
- Illegal drugs: possession/sale/distribution/solicitation (not to include alcohol or tobacco),
- Serious bodily injury: student has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function,
- Placement in IAES may extend past the 45 school days only if the student has been long-term suspended through the SFPS Hearing Process.

Alternative Educational Setting (AES). On campus AES refers to special education services provided on the campus where the student is currently enrolled for the duration of a suspension period of more than 10 days. Typically, on campus AES settings are for students suspended for violations that do not involve drugs/weapons/ serious bodily injury. The IEP team determines the student's AES. The IEP team is also responsible for ensuring completion of a Functional Behavior Assessment (FBA) and the development of a Behavior Intervention Plan (BIP). If one already exists, it would need to be updated.

- SFPS will follow the federal guidelines regarding the continuation of educational services for suspended special education students with disabilities.

- Procedural safeguards ensure that parental due process rights are afforded.
- Students with disabilities are entitled to a due process hearing.
- A student with a disability should not be suspended for a period of time longer than a student without a disability would be suspended.

#### **Transportation Services and Bus Misconduct**

- For students who have IEPs that include behavior needs, the IEP team shall provide relevant information to the bus company.
- To determine if the conduct in question is or is not a manifestation of the student's disability, the IEP Team must conduct a Manifestation Determination Review meeting. Please see SFPS Procedural Directives – Special Education – Discipline of Students with Disabilities/Behavior – Manifestation Determination.
- The driver, bus assistant or administrator has discretion in handling day to day minor infractions. For circumstances in which the district is considering suspension from the transportation services that exceeds 10 days, the matter should be referred to the student's IEP Team.
- If the student who is suspended requires special transportation according to the IEP, please see SFPS Procedural Directives – Special Education – Discipline of Students with Disabilities/Behavior.

#### **DISCIPLINARY CONSIDERATIONS FOR STUDENTS UNDER SECTION 504**

Students with 504 accommodations are not immune from the district'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.

#### **WHAT IS SECTION 504?**

Section 504 is a civil rights statute that provides certain protections to special education and general education students, employees, parents and community members with disabilities. Section 504 is part of the Rehabilitation Act of 1973 (29 USC Sec. 706(8)) and is written to ensure that individuals with disabilities are not discriminated against because of their disability. The act also provides for certain accommodations for individuals who have an impairment but cannot receive services under IDEA. These students may be eligible for a 504 Accommodation Plan (504 Plan).

#### **SFPS POLICY REGARDING RECORDS**

- Educational records are to be kept to an essential and relevant minimum.
- Records are reviewed at the end of each school year and non-essential or irrelevant material is deleted.
- Access to records is limited to the persons and under the circumstances listed in the Records section.
- Copies are to be made available to persons entitled to copies at the cost of twenty-five (25) cents per page.
- Individuals have the right to challenge the contents of the records.
- If records contain information on more than one student, the right to inspect relates only to that portion of the records concerning the particular student in question.

## **STUDENT RECORDS**

Student records kept by the Santa Fe Public Schools will be open to review by parent/guardians and/or students and will be treated in a confidential manner, as prescribed by local Board policy, New Mexico State Board of Education Regulations and the Family Educational Records and Privacy Act of 1974. This policy is implemented by an Instructional Procedural Directive that is on file in all offices.

SFPS maintains the following education records directly related to students:

- Academic records.
- Personal information records.
- Disciplinary records.
- Attendance records.
- Health records.
- Progress records.
- Standardized testing records.

Access to education records is limited to:

- Parents of students under 18. Or any person with verifiable written consent of the parent/guardian of students under 18 or the student over 18.
- Parents of students over 18 if such student is a dependent as defined in the Internal Revenue Code.
- Students.
- Officials of this school district who have a legitimate educational interest.
- State and local officials to whom information is required to be reported.
- Certain testing organizations.
- Accrediting organizations.
- Appropriate persons in connection with an emergency.
- Pursuant to subpoena or court order.
- A school or schools in which a student seeks or intends to enroll.

**GLOSSARY OF TERMS** The following are definitions of terms used in this document and/or are summaries of terms contained in SFPS Board of Education Policies. If there is a conflict between terms and Board Policies, Board Policies shall govern.

**1. Absences, Excessive**

Attendance which falls below 95% in a grading period.

**2. Alternative Educational Setting (On Campus AES)**

On campus AES refers to special education services provided on the campus where the student is currently enrolled for the duration of a suspension period of more than 10 days. Typically, on campus AES settings are for students suspended for violations that do not involve drugs, weapons, or serious bodily injury.

**3. Arson**

Maliciously, willfully and/or neglectfully starting, by any means, a fire or causing an explosion on school property or at any school-related activity. Arson I: less than \$200 damage; Arson II: \$200 to \$999 damage; Arson III: \$1000 damage or more.

**4. Assault**

A verbal threat or physical attempt of bodily harm.

**5. Assault, Aggravated**

Unlawfully assaulting or attempting to strike at another person with a weapon, instrument or any means of force likely to produce bodily injury. Assaults on staff members are included in this definition.

**6 Battery, Aggravated**

An actual and intentional touching of striking of another person against his or her will with the use of a weapon or intentionally causing bodily harm to an individual. **23**

**7. Battery/Fighting**

Unlawful, intentional touching or application of force to another person, when done in a rude, disrespectful or angry manner.

**8. Behavior Intervention Plan (BIP)**

The documentation of interventions, methods and strategies that are used in the school environment to address the behavior issues impacting a student's school success.

**9. Bomb Threat and/or False Alarm**

Bomb Threat – Falsely and maliciously stating to another that a bomb or other explosive has been placed in such a position that a person or property are likely to be injured or destroyed.

False Alarm – Interfering with the proper functioning of a fire alarm system or giving a false alarm, whether by means of a fire alarm or otherwise.

**10. Bullying**

Using power aggressively in which a person/group is subjected to intentional, unwanted and unprovoked hurtful verbal and/or physical actions. The aggression is repeated on more than one occasion and can include either: physical, verbal, emotional, racial, sexual, written, electronic, damage to property, social exclusion, and intimidation. Cyberbullying is defined as electronic communication that targets a specific student/group with intent to harm; is published with the intention that the communication be seen or disclosed to the targeted student/group; is in fact seen or disclosed to the targeted student/group; and creates or is certain to create a hostile environment on the school campus that is so severe or pervasive as to substantially interfere with the targeted student's/group's educational benefits, opportunities or performance. Those who encourage bullying in a digital or cyber environment may be subject to corrective action on any occasion.

**11. Bus Disruption**

Deliberately or inadvertently interfering with the safe operation of a school bus which is stopped or moving; behaving in a manner adversely affecting an individual or any property on or near the bus itself at bus stops or at pick-up areas.

**12. Controlled Substance, Paraphernalia Possession**

Possessing any paraphernalia, such as but not limited to rolling paper, pipes or bongs.

**13. Controlled Substance, Possession**

Possessing any substance capable of producing a change in behavior or altering a state of mind or feeling; having a “look-alike,”\*\*a substance that looks like a controlled substance.

**14. Controlled Substance, Sale or Distribution**

Selling or distributing a substance capable of producing a change in behavior or altering a state of mind or feeling; including a “look-alike,”\*\* or an item sold as a controlled substance.

**15. Controlled Substance, Use**

Absorbing a substance capable of producing a change in behavior or altering a state of mind or feeling, including a “look-alike,”\*\* or an item sold as a controlled substance.

**16. Dress Code Violation**

Non-compliance with specific school dress codes.

**17. Expulsion**

The removal of a student from all regular schools in SFPS for a period exceeding one (1) semester. In some cases expulsion may be a permanent removal from this school system.

**18. Extortion**

Using intimidation or the threat of violence to obtain money, information or anything else of value from another person.

**19. False Accusations**

False Accusations are defined in accordance with New Mexico Criminal Code Statute; falsely reporting crimes or purposely giving false information to a School administrator or other investigator during the process of an investigation.

**20. Firearm, Possession/Use**

Possession or use of any weapon which will propel a projectile by the action of an explosive, and other weapons as defined in the United States Code: Title 18, Section 921. This definition does not apply to items such as toy guns, cap guns, bb guns, and pellet guns, but does include bombs, grenades and some explosives. (Also see weapon possession.)

**21. Functional Behavior Assessment (FBA)**

A procedure by which problematic behavior is examined to determine the cause, consequences and nature of the behavior, in order to develop effective interventions to address that behavior.

**22. Gang-Related Activity**

Gang-related activity can be intimidating to students, faculty and staff and is disruptive to the educational process. Although this list is not all-inclusive, examples of inappropriate and unacceptable behaviors are such things as gang graffiti on school property, intimidation of others, gang fights and/or initiation rituals, wearing gang attire or “colors.” A “gang” can be any group of students and/or non-students whose group behavior is threatening, delinquent or criminal. Since gang behavior, markers and colors are variable and subject to rapid change, school administrators and staff must exercise judgment and their individual discretion based upon current circumstances in their neighborhood schools when evaluating gang-related activity. Gang-related indicators which will be considered should include:

- The student associating with admitted or known gang members.
- The student wearing attire consistent with gang dress.
- The student displaying gang logos, graffiti and/or symbols on personal possessions.
- The student displaying gang hand signs or signals to others.
- The student talking about gang activities to others.
- Hostile contact with others in which two or more students have contributed to a situation causing bodily harm on another.

**23. General Disruptive Conduct and/or Defiance**

Any behavior or conduct which disrupts or interferes with the operation of the public schools, including individual classes. This can also be behavior which leads a school authority to reasonably forecast that such an interruption or interference is likely to occur unless preventive action is taken. Refusing to comply with any reasonable demand or request by any school official or sponsor at places and times where school personnel have jurisdiction is included in this definition.

For example: use of cell phone during instructional time; misuse of cell phones and other forms of technology (see the Board Policy and Procedural Directive, “Student Acceptable Use of Personal Electronic Devices”, for more information); failure to provide school identification upon request; dress code violation; inappropriate display of affection; making false accusations regarding staff or students; and so forth.

Note: It is the responsibility of the parent/legal guardian of the student to retrieve confiscated cell phone or other electronic devices according to the school procedures. Items may be kept by the school for extended periods of time for repeat offenses.

#### **24. Harassment**

Any gesture or written, verbal or physical act that is reasonably perceived as being motivated by any actual or perceived characteristic, such as race, religion, national origin, sex, gender identity, sexual orientation or disability; which has the effect of harming another individual/group, damaging his/her/their property, placing the individual/group in reasonable fear, or has the effect of causing a disruption to the educational process.

- Disability: Conduct including but not limited to the following: mocking, taunting, intimidating, criticizing, or punishing a student/group with a disability because of his/her/their disability. (see Section 504 and the Americans with Disabilities Act).
- Sexual: Gender discrimination as defined in Title IX of the Education Amendments of 1972.

Examples include but are not limited to the following: sexual assault, unwanted touching, inappropriate comments or conversation, certain non-verbal behaviors and gestures which threaten or belittle others on the basis of gender. (see Title IX, Students’ Rights)

#### **25. Interim Alternative Educational Setting (Off Campus IAES)**

Off campus IAES options are for students with disabilities whose continued presence on campus poses a safety risk. Off campus IAES settings are typically used when a student with a disability carries a dangerous weapon; uses, or is in possession of illegal drugs, or sells or solicits the sale of controlled substances (not including alcohol or tobacco); or has inflicted serious bodily injury upon another person.

#### **26. Language, Profane and/or Abusive**

Using language which is crude, offensive, insulting or irreverent; use of coarse words to show contempt or disrespect; swearing.

#### **27. Materials, Obscene**

Displaying material which is indecent and has the potential of being disruptive.

#### **28. Restitution**

Compensation for loss or damage.

#### **29. Robbery**

Taking of property of another through means of force or fear.

#### **30. Search**

Emptying of pockets, searches of student backpacks and purses, removal of hats, socks and shoes conducted by a school administrator.

#### **33. Student in Need of Early Intervention (Truant)**

A student who has accumulated five unexcused absences within a school year.

#### **34. Suspension, Long Term**

The removal of a student from instruction and all school-related activities for more than ten (10) days and up to the balance of the semester.

#### **35. Suspension, Short Term**

A suspension, not to exceed five school days, which is at the discretion of the administrator and will address behaviors that disrupt the educational process.

#### **36. Tardy, Excessive**

Student is not in the class or assigned activity when it is scheduled to begin.

#### **37. Theft**

Unauthorized possession and/or sale of property of another without consent of owner.

#### **38. Tobacco Possession**

Possession of tobacco, including e-cigarettes, anywhere on a school campus or at a school related event is prohibited. In addition, students found in possession of tobacco products are subject to the provisions of the Substance Abuse and Tobacco Policy. Cessation Programs available: Tobacco Education Program (TEG), Brief Intervention Motivational Interviewing (BIMI), Tobacco Cessation Program Referral (TAP), Parent Involvement Program (PIP). Contact Health and Wellness for information.

**39. Tobacco Use**

Using ANY form of tobacco is prohibited. Students using any form of tobacco are subject to the provisions of the Substance Abuse and Tobacco Policy. “Tobacco” means any product made or derived from tobacco that is intended for human consumption, including any component, part, or accessory of a tobacco product. Among other products, e-cigarettes are included in this category.

**40. Trespassing/Unauthorized Presence**

Entering or being on school grounds or in a school building without authorization.

**41. Vandalism**

Deliberately or maliciously destroying, damaging and/or defacing school property or the property of another individual. Vandalism I: less than \$200 damage; Vandalism II: \$200 to \$999 damage; Vandalism III: \$1000 damage or more.

**42. Weapon Possession**

Possessing a weapon such as but not limited to: a firearm, any type of gun, knife, club, fire cracker, explosive, spiked wrist band, chains or other item that may cause or is intended to cause injury or death. This specifically includes “look-alike” guns and knives, such as toys. (Weapons covered by the Gun-Free Schools Act are defined under Firearm, Possession/Use.)

**43. Weapon Use**

Use of any weapon to threaten, intimidate, attack, injure or kill any person. \*

Any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage or intoxicant of any kind.

\*\* “Look-alikes” are specifically included whether or not they are capable of producing a change in behavior or altering a state of mind.

\*\*\* “Possession,” as used herein, includes not only possession on one’s physical person, but also custody and control. Thus, a student may be found in possession of any item if the item is in the student’s backpack, locker, car or elsewhere, if subject to the student’s custody and control.

**GENERAL RIGHTS, RESPONSIBILITIES AND COMMITMENTS FOR STUDENTS  
STUDENTS HAVE A RIGHT TO:**

1. Request assistance from the school site administrator and /or any other adult in authority;
2. Have access to conflict management resources;
3. Receive a copy of the Santa Fe Public Schools *Choose Success: Behavioral Expectations for Students*;

4. Protection against discrimination regardless of gender, race, religion, color, national origin, linguistic and language differences, sexual orientation or socio-economic status; and,
5. Be informed of the district's complaint and appeal process;

**STUDENTS HAVE A RESPONSIBILITY AND COMMITMENT TO:**

1. Read, understand and adhere to the Santa Fe Public Schools' *Choose Success: Behavioral Expectations for Students*;
2. Adhere to Santa Fe Public School Board policies;
3. Adhere to school and classroom rules, regulations and procedures;
4. Sign and return the *Choose Success: Behavioral Expectations for Students acknowledgement*);
5. Attend school regularly, arrive on time, bring appropriate materials, and be prepared to participate in class and do homework;
6. Strive for academic growth;
7. Respect the rights, feelings and property of fellow students, parents, school staff, visitors, guests, the school and school neighbors;
8. Conduct themselves in accordance with *Choose Success: Behavioral Expectations for Students* on school grounds, school buses, at bus stops, at any school-related activity, and in the classroom so as not to interfere with the right of another student to learn;
9. Seek peaceful solutions to conflict and encourage peers to do the same;
10. Seek assistance from an adult should a conflict situation begin to get out of control;
11. Not bring to school or to any school event a gun, knife, or any other weapon, including any objects or items used in a threatening manner that look like or can be perceived as a weapon.
12. Alert an adult if a gun, knife or other weapon is seen on campus or at a school event;
13. Follow discipline guidelines adopted by the school and district;
14. Present written excuse when tardy or absent;
15. Identify self accurately upon request from school personnel, and have identification badges visibly displayed on the front of the person.
16. Report known school-related criminal activity to site administrator. Student option also includes contacting local law enforcement agency;
17. Not use, possess, give or sell any substance, be it narcotics, drugs (prescription/non-prescription), alcohol, mood-altering substance or tobacco while at school, on a school bus or at school-sponsored events. Report any presence of substances to an adult.
18. Dress in a manner appropriate for school as defined in the Dress Code;
19. Abide by the transportation guidelines set forth by the State of New Mexico while riding in a school bus or other school-owned vehicle;
20. Abide by the technology guidelines for using computers, software and Internet access;
21. Abide by the SFPS policy for use of personal electronic and/or communication devices;
22. Report to an adult or staff for investigation, acts they suspect may be bullying; and,
23. Comply with rules and regulations prohibiting discrimination on the basis of race, color, religion, sex (including pregnancy, childbirth or related medical conditions), sexual orientation, national origin or ancestry, age, physical or mental disability, medical HIV-positive status, veteran status, marital status, or any other basis protected by federal, state, or local law.

I, the undersigned, agree to these rights, responsibilities and commitments:

Student's Name (print): \_\_\_\_\_ Student's

Signature: \_\_\_\_\_

Student ID# \_\_\_\_\_ :

Date: \_\_\_\_\_

Parent's Name (print): \_\_\_\_\_ Parent

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**GENERAL RIGHTS, RESPONSIBILITIES AND COMMITMENTS for PARENTS/GUARDIANS  
PARENTS/GUARDIANS HAVE A RIGHT TO:**

1. Receive quarterly official reports of the their child(ren)'s academic progress, attendance and conduct;

2. Have access to their own child(ren)'s records, and review their own records if 18 years of age or older;
3. Inspect, copy and challenge according to the appropriate guidelines any and all information contained in the their child(ren)'s record;
4. Receive an explanation on their child(ren)'s progress;
5. Receive a prompt report of their child(ren)'s tardiness and absence in accordance with the district's attendance and truancy procedures;
6. Receive information concerning programs offered in the school;
7. Participate in local school organizations, volunteer activities, and school governance advisory committees;
8. Be informed of the district's complaint and appeal process;
9. Have access to conflict resolution education when scheduled;
10. Protection against discrimination regardless of gender, race, religion, color, age, national origin, linguistic and language differences, sexual orientation, socio-economic status, physical or mental disability; and,
11. Know whether the staff who are serving their child(ren) are highly qualified; and,
12. Receive a prompt and timely response to requests and concerns.

**PARENTS/GUARDIANS HAVE A RESPONSIBILITY AND COMMITMENT TO:**

1. Read and discuss along with their child(ren) *Choose Success: Behavioral Expectations for Students* and other similar materials from the school such as the school discipline plan, and ask for clarification and/or interpretation if needed;
2. Adhere to *Choose Success: Behavioral Expectations for Students*;
3. Provide picture identification upon request from school staff;
4. Provide the school with written documentation if your child must leave school during the school day;
5. Instill in the their child(ren) respect for school authority, the law, and the rights of others;
6. Monitor their child(ren)'s behavior;
7. Provide appropriate supervision for their child(ren) before and after school;
8. Notify the school the day of their child(ren)'s absence.
9. Plan a time and place for homework assignments, with necessary supervision;
10. Attend all requested parent conferences;
11. Ensure prompt and regular attendance at school as per the Compulsory School Attendance Law, NMSA 1978 Sections 22-12-1 through 22-12-9;
12. Present issues, requests and concerns to staff in a calm, reasonable and timely manner;
13. Teach children how to settle arguments without resorting to violence and encourage them to use peaceful means when resolving issues ;
14. Work with the school on disciplinary matters for the best interest of their child(ren);
15. Work to support their child(ren)'s interests through the local school board, PT0/A and other school organizations, committees, and volunteer activities;
16. Report known school-related criminal activity to site administrator. Parent option also includes contacting local law enforcement agency;
17. Encourage their child(ren) to report to an adult, guns, knives and other weapons, including any objects or items that can be perceived as a weapon, that they have seen or have knowledge;
18. Not bring to school or to any school event a gun, knife, or any other weapon, including any objects or items that look like a weapon or used in a threatening manner that can be perceived as a weapon;
19. Teach their child(ren) about the dangers and consequences of guns and weapons use;
20. Keep any guns, knives and all weapons owned under lock and key and away from their child(ren);
21. Enforce the district's policies to eliminate guns and weapons and to work with the school in developing programs to prevent violence;
22. Have their child(ren) dress in a manner appropriate for school and abide by the Dress Code;
23. Enforce and comply with the district's policy and regulation on tobacco, alcohol and other drug abuse while on campus;
24. Enforce the transportation guidelines set forth by the State of New Mexico if their child(ren) ride(s) in a school bus or other school-owned vehicle;
25. Enforce the technology guidelines for students set forth by the district for using computers, software and Internet access;
26. Follow the procedures outlined for all appeal processes;
27. Report to an administrator, counselor or adult on staff for investigation, acts they suspect may be bullying;
28. Seek clarification on any document received from the district;

- 29. Submit written notification of any changes in address, telephone numbers and emergency contact information;
- 30. Teach their child(ren) not to use personal electronic devices during instructional day and abide by site procedures for the return of electronic devices.

I, the undersigned, agree to these rights, responsibilities and commitments:

Student's Name (print): \_\_\_\_\_ Student's  
Student's Signature: \_\_\_\_\_  
Student ID#: \_\_\_\_\_ Date: \_\_\_\_\_  
Parent's Name (print): \_\_\_\_\_ Signature: \_\_\_\_\_  
Date: \_\_\_\_\_

**BESS GENERAL RIGHTS, RESPONSIBILITIES AND COMMITMENTS for ADMINISTRATORS ADMINISTRATORS HAVE A RIGHT TO:**

- 1. Work in a safe and positive atmosphere for learning and teaching;
- 2. Expect compliance with rules by staff and students;
- 3. Be free from intimidation, threats, or acts of violence while discharging duties;

4. Be trained in conflict management skills and receive staff development regarding school safety strategies;
5. Refuse to meet or continue to meet with individuals (non-students or non-employees) believed to pose a verbal, physical or psychological threat that disrupts, impairs and/or interferes with the educational process.;
6. Request assistance from law enforcement officers when students, employees, parents or other individuals are believed to pose a verbal, physical or psychological threat that disrupts, impairs and/or interferes with the educational process or the administrator's discharge of his/her duties;
7. Discipline students in accordance with *Choose Success: Behavioral Expectations for Students*;
8. Discipline employees in accordance with District Personnel Policies/Procedures; and
9. Protection against discrimination regardless of gender, race, religion, color, age, national origin, linguistic and language differences, sexual orientation, socio-economic status, physical or mental disability.

**ADMINISTRATORS HAVE RESPONSIBILITY AND COMMITMENT TO:**

1. Use professional ethics and confidentiality in relationships with staff, students, parents and the community;
2. Promote and develop a safe, positive and orderly atmosphere for learning and teaching;
3. Provide orientation for new teachers and continued assistance to all school personnel;
4. Seek conflict resolution training for school personnel if needed or requested;
5. Review, monitor and evaluate the program of instruction and articulate the program to parents and the community-at-large on an ongoing basis;
6. Educate staff and parent community regarding strict, fair and consistent enforcement of the Santa Fe Public School's *Choose Success: Behavioral Expectations for Students*, and any other district and school site policies;
7. Ensure that all school staff enforces *Choose Success: Behavioral Expectations for Students* in a strict, fair and consistent manner;
8. Work with staff and students to develop and periodically review a school discipline plan, consistent with district-wide policies and support the staff members in fair and consistent enforcement of these regulations;
9. Communicate the school's policies on weapons to participants in the school community and focus on the responsibilities we all have;
10. Ensure that students have a confidential way to report to an adult any guns or other weapons they see on campus;
11. Report all guns, knives, weapons and other weapons, to law enforcement officials, according to established procedures;
12. Not bring to school or to any school event a gun, knife, or any other weapon;
13. Use the school's student leadership groups and school meetings to obtain ideas to develop a safe school environment;
14. Enforce the district's policy and regulation on tobacco, alcohol and other drug abuse;
15. Enforce the transportation guidelines set forth by the State of New Mexico for students who ride in a school bus or other school-owned vehicle;
16. Enforce the technology guidelines for students set forth by the district for using computers, software and Internet access;
17. Abide by the SFPS policy for use of electronic and communication devices;
18. Ensure that teaching staff provides up-to-date lesson plans;
19. Confer with school personnel, parents, students and appropriate community agencies to formulate procedures and programs that will ensure socially acceptable conduct;
20. Promote alternative conflict resolution methods for all students and staff;
21. Notify the Office of the Superintendent or his/her designee and appropriate emergency services (police, fire department, etc.) as necessary;

22. Prepare school safety plans for natural disasters and emergency situations; Comply with policy and regulations regarding Compulsory School Attendance.
23. Inform parents and students of complaint procedures (due process, manifestation, grievance);
24. Support parent/guardian participation in school organizations, committees, and volunteer activities;
25. Present issues and concerns to school officials in a calm, reasonable manner;
26. Investigate all alleged acts of misconduct, including bullying;
27. Investigate and document any serious accident resulting in injury
28. Request picture identification from all school visitors;
29. Enforce rules and regulations prohibiting discrimination on the basis of race, color, religion, sex (including pregnancy, childbirth or related medical conditions), sexual orientation, national origin or ancestry, age, physical or mental disability, medical HIV-positive status, veteran status, marital status, or any other basis protected by federal, state, or local law;
30. Notify parents when their child(ren) is/are taught, thirty (30) days or longer, by a non-highly qualified staff member; and,
31. Respond to parent requests in a prompt and timely manner;
32. Establish students and staff expectations and procedures for student re-entry following student absence(s).

I, the undersigned, agree to these rights, responsibilities and commitments. I further understand it is my responsibility to review the changes made annually to this document and to comply with any changes as long as I am employed with Santa Fe Public Schools.

Employee's Legal Name (Please Print): \_\_\_\_\_ Last 4 Digits of SSN \_\_\_\_\_  
 Employees Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
 Supervisor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

\*This acknowledgment form will be placed in your personnel file.

**BESS GENERAL RIGHTS, RESPONSIBILITIES AND COMMITMENTS for STAFF TEACHERS, SCHOOL COUNSELORS AND OTHER STAFF HAVE A RIGHT TO:**

1. Work in a safe positive atmosphere for learning and teaching;

2. Recommend to have a student, who exhibits physical or verbal violence or threatening behavior, including written or graphic threats, as described in *Choose Success: Behavioral Expectations for Students* removed from the classroom;
3. Be fully informed concerning *Choose Success: Behavioral Expectations for Students*, Administrator's Guidance procedures;
4. Expect student compliance with all district and school regulations;
5. Have administrative support when enforcing student discipline;
6. Receive education in conflict resolution skills and school safety strategies as scheduled annually; and
7. Be free from intimidation, bullying, threats, or acts of violence while discharging duties;
8. Protection against discrimination regardless of gender, race, religion, color, age, national origin, linguistic and language differences, sexual orientation, socio-economic status, physical or mental disability; and
9. Have the right to be trained in all the expectations of de-escalation skills and restorative justice.

**TEACHERS, SCHOOL COUNSELORS AND OTHER STAFF HAVE A RESPONSIBILITY AND COMMITMENT TO:**

1. Use professional ethics and confidentiality in relationships with students, parents, community and other school employees;
2. Promote and develop a safe, positive and orderly atmosphere for learning and teaching;
3. Demonstrate by attitude and actions genuine concern and respect for each student;
4. Read, know, follow and uniformly enforce *Choose Success: Behavioral Expectations for Students*, District regulations, Board policy in a fair and consistent fashion using progressive disciplinary procedures;
5. Teach and review *Choose Success: Behavioral Expectations for Students* with students at the beginning of each school semester;
6. Devote school hours exclusively to official duties;
7. Inform parents about the academic progress, attendance and conduct of their child in a timely manner;
8. Maintain accurate student records per school-site expectations;
9. Supervise students in the school building and grounds and during extra-curricular activities in accordance with school rules, district policies and regulations and school procedures;
10. Plan, provide and conduct a program of instruction based on the Common Core Standards;
11. Provide accurate and up-to-date lesson plans;
12. Exercise good classroom management that supports civic responsibility;
13. Use conflict resolution, de-escalation and redirection skills;
14. Be punctual and at the work station as scheduled;
15. Assist the principal in maintaining school order and discipline by assisting with the supervision of students and enforcing school rules;
16. Be present at any disciplinary conference concerning serious classroom disruption;
17. Adhere to the [evaluation standards of the Santa Fe Public Schools](#);
18. Support parent and/or guardian participation in school organizations, committees, and volunteer activities;
19. Report all alleged acts of misconduct, including bullying, to administrator immediately;
20. Report serious or repeated violations that require the administrator's intervention;
21. Follow and enforce the district's policy and regulation regarding narcotics, drugs (prescription/non-prescription), alcohol, mood altering substances and tobacco;
22. Enforce rules and regulations prohibiting discrimination on the basis of race, color, religion, gender (including pregnancy, childbirth or related medical conditions), sexual orientation, national origin or ancestry, age, physical or mental disability, medical HIV-positive status, veteran status, marital status, or any other basis protected by federal, state, or local law; and,
23. Respond to parent requests in a prompt and timely manner;
24. Positively support re-entry of students following disciplinary actions.

I, the undersigned, agree to these rights, responsibilities and commitments. I further understand it is my responsibility to review the changes made annually to this document and to comply with any changes as long as I am employed with Santa Fe Public Schools.

Employee's Legal Name (Please Print) \_\_\_\_\_ : Last 4 Digits of SSN \_\_\_\_\_

Employee's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

\*This acknowledgment form will be placed in your personnel file.

**BESS GENERAL RIGHTS, RESPONSIBILITIES AND COMMITMENTS FOR VOLUNTEERS  
VOLUNTEERS HAVE A RIGHT TO:**

1. Work in a safe, positive atmosphere for learning and teaching;

2. Be fully informed regarding *Choose Success: Behavioral Expectations for Students, District regulations, Board policies*;
3. Expect student compliance with district and school regulations;
4. Have access to education in conflict resolution skills and safety strategies as scheduled; and,
5. Protection against discrimination regardless of gender, race, religion, color, age, national origin, linguistic and language differences, sexual orientation, socio-economic status, physical or mental disability.

**VOLUNTEERS HAVE A RESPONSIBILITY AND COMMITMENT TO:**

1. Use professional ethics and confidentiality in relationships with students, parents and school community;
2. Demonstrate by attitude and actions genuine concern and respect for each student;
3. Read and uniformly support and enforce *Choose Success: Behavioral Expectations for Students, District regulations, Board policies*;
4. Use conflict resolution skills when appropriate;
5. Be punctual and have good attendance when scheduled to volunteer;
6. Report *Choose Success: Behavioral Expectations for Students* violations to the supervising teacher and/or the site administrator;
7. Follow and help enforce the district's policy and regulation regarding narcotics, drugs (prescription/non-prescription), alcohol, mood-altering substances and tobacco;
8. Adhere to the same behavioral expectations as students and staff (such as tobacco, alcohol, drugs, guns, knives, etc.) as described in the *Choose Success: Behavioral Expectations for Students* while on school campus or at a school event.
9. Report to an adult on staff for investigation, acts they suspect may be bullying; and,
10. Enforce rules and regulations prohibiting discrimination on the basis of race, color, religion, sex (including pregnancy, child birth or related medical conditions), sexual orientation, national origin or ancestry, age, physical or mental disability, medical HI positive status, veteran status, marital status, or any other basis protected by federal, state, or local law.

I, the undersigned, agree to these rights, responsibilities and commitments. . I further understand it is my responsibility to review the changes made annually to this document and to comply with any changes as long as I am a Volunteer with Santa Fe Public Schools.

Volunteer's Legal Name (Please Print): \_\_\_\_\_

Volunteer's Signature: Date: \_\_\_\_\_

Volunteer Coordinator or Designee: \_\_\_\_\_

Date: \_\_\_\_\_

\*Please sign and return to the site administrator where you are volunteering

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 appropriate school official] a written request that identifies the record(s) they wish to inspect. The school official 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. Parents or eligible students may ask the School to amend a record that they believe is inaccurate. They should write the School principal [or appropriate school official], clearly identify the part of the record they want changed, and specify why it is inaccurate. 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 consent to disclosures of personally identifiable information contained 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 Santa Fe Public School Board of Education (“Board”); a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or 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.

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School District 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 20202-5901

#### NOTICE OF DIRECTORY INFORMATION:

FERPA, requires that the Santa Fe Public School District (“District”), with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child’s education records. However, the District may disclose appropriately designated “directory information” without written consent, unless you have advised the District to the contrary in accordance with Board policy and Administrative Regulations. The primary purpose of directory information is to allow the District to include this type of information from your child’s education records in certain school publications.

Examples include:

- A playbill, showing your student’s role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent’s prior written consent.

Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local education agencies (“LEAs”) receiving assistance under the Elementary and Secondary Education Act of 1965 (“ESEA”) to provide military recruiters, upon request, with the following information – names, addresses, and telephone listings – unless parents have advised the LEA that they do not want their student’s information disclosed without their prior written consent. (1) If you do not want the District to disclose directory information from your child’s education records without your prior written consent, you must notify the District in writing by end of the second week of school. The District has designated the following information as directory information:

- Student’s name
- Address
- Telephone listing
- Electronic mail address
- Photograph
- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors, and awards received
- The most recent educational agency or institution attended
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student’s SSN, in whole or in part, cannot be used for this purpose.)