

SOUTHWEST SECONDARY LEARNING CENTER

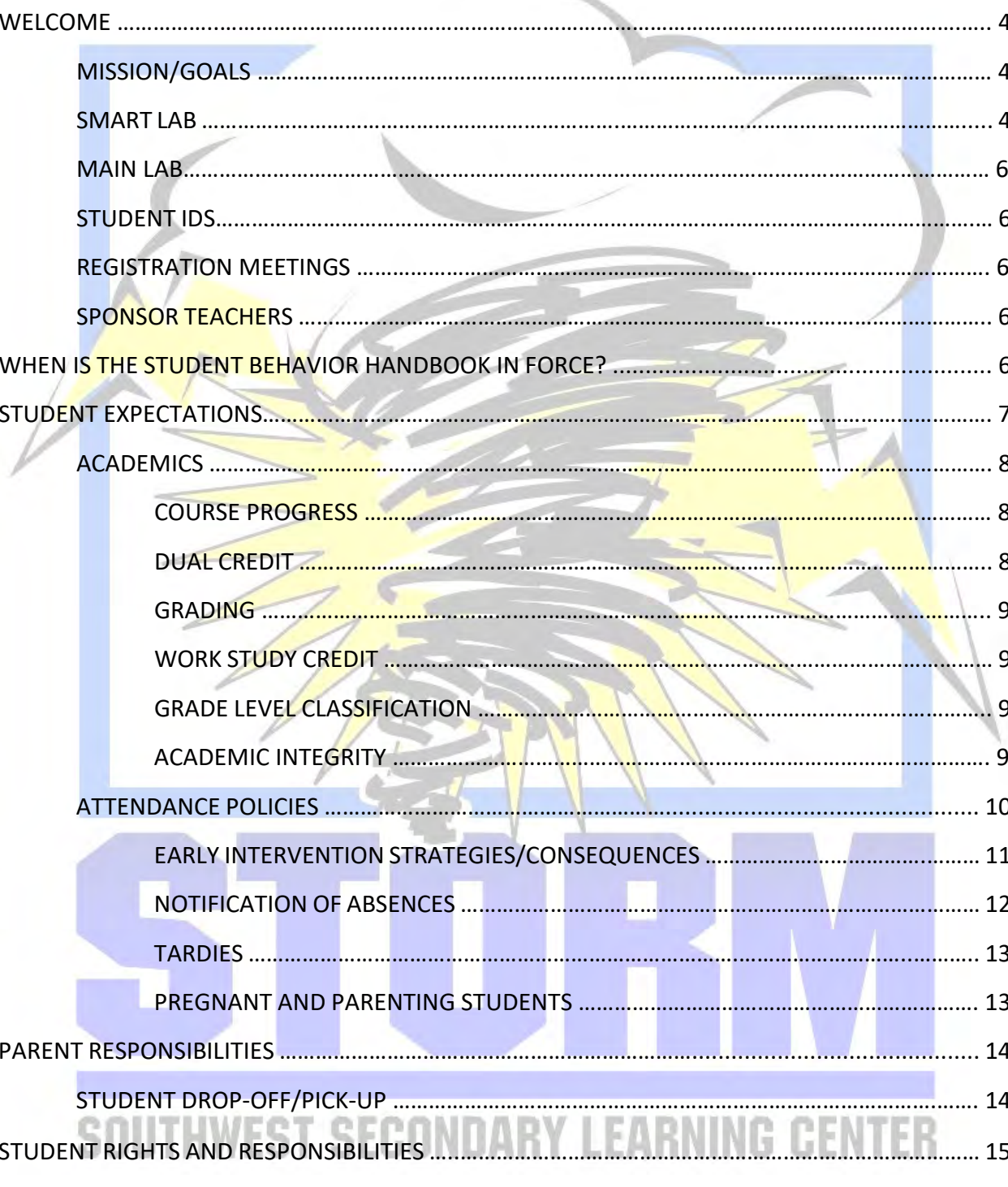


STUDENT BEHAVIOR HANDBOOK

UPDATED NOVEMBER 2022

This Handbook states guidelines for student rights and responsibilities. It does not create any contractual rights, and the school has the discretion to modify the provisions of this Handbook at any time.

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WELCOME

We are pleased you have decided to join Southwest Secondary Learning Center (SSLC)! SSLC was founded in 2001 as one of the first charter schools in the state. We use a highly successful educational reform model that integrates technology and personal responsibility to motivate and educate students. With the use of a computer-based educational delivery system, and the help and guidance of a highly dedicated and professional staff, students at Southwest Secondary Learning Center receive an education that is focused on their individual needs.

The vision and emphasis of our curriculum is on content mastery, not seat time. This innovative approach to education empowers students and allows them to become self-motivated, resourceful, life-long learners, as well as highly productive members of the workforce.

Computers are used as tools for instruction – expanding the classroom outside of the school facility. Students learn and utilize technology the way the rest of the world does every day. Our staff is made up of certified and “highly qualified” instructors. Southwest Secondary Learning Center is certified by the North Central Association as a college preparatory school and is AdvancED accredited.

Mission

The mission of the Southwest Secondary Learning Center is to sustain a high-performing learning community by preparing computer-literate students for college or a career through a blended learning model that is individualized, self-directed, and flexible.

Goals

The goal for the Southwest Secondary Learning Center is to prepare students in grades 9-12 to become self-motivated, independent, competent, life-long learners. Students will be equipped with the reading, writing, mathematical, technological, and problem solving skills necessary for success in post-secondary education and personal career choices.

Through a long-term commitment to this mission, we will be known as a school that can offer quality alternative learning opportunities for all students. Students, parents and community will see the school as offering challenging and creative learning environments for students.

Smart Lab

A hallmark of our innovative program is the Smart Lab. SSLC offers students a robust Career and Technical Education lab that focuses on the exploration of S.T.E.A.M. (science, technology, engineering, art, and mathematics). In Smart Lab, students apply leading-edge technology to

academically focused, standards-based projects. The student-centered curriculum adapts to learners of different abilities and learning styles, resulting in challenged and engaged students learning real-world skills in an academic context. Students work alone or in pairs on challenging hands-on projects that are flexible and open-ended. Students complete multiple projects a year that challenge them every day to use critical thinking skills, problem-solve, collaborate, and communicate. Smart Lab Prepares upper-level students to complete their C.T.E. education through a semester or yearlong capstone project, appropriate dual credit coursework, or work-study opportunities.

Projects are divided into eight essential technology skills and systems. These essential skills are aligned to the S.T.E.M. Career Cluster and post-secondary educational pathways.

- Mechanics and Structures
- Computer Graphics
- Science and Data Acquisition
- 3D Printing and Computer Programming
- Robotics and Control Technology
- Circuitry
- Computer
- Publishing and Multimedia



Main Lab

While students have access to course work at home, all students will attend Main Lab sessions to receive the full benefit of 1:1 assistance and to connect with their peers and sponsor teachers. Content help is available in all subjects during Main Lab sessions. Students must bring headphones, notebook, and a writing utensil to Main Lab sessions. Clear bottled water is allowed to be kept with the student, but no snacks are permitted in the Main Lab. Students will complete Edgenuity unit tests and cumulative exams in a proctored setting while in the Main Lab.

Student IDs

For security reasons, all students MUST wear a current school ID badge while on campus. Badges must be visible on top of clothing. Students will not be admitted to sessions without an ID. Replacements will be issued for \$5.00 each at the front desk.

Registration Meetings

Students and parents meet with their sponsor teacher prior to beginning the school year. During this meeting, progress towards graduation will be evaluated, courses are chosen, and the student's session schedule is designed.

Sponsor Teachers

Each student is assigned a sponsor teacher to help monitor academic progress. While students always have access to content teachers, the sponsor teacher is responsible for weekly progress updates/tracking and maintains communication with families. If you have questions about your student's progress, course options, or anything else, the sponsor teacher is the best place to begin.

WHEN IS THE STUDENT BEHAVIOR HANDBOOK IN FORCE?

The provisions of the Student Behavior Handbook are in force:

1. During regular school hours and/or on school property.
2. During transportation of students.
3. 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.

4. On the way to or from school or a school-related event. Additionally, the principal, or public school official, or designated chaperone is authorized to take action when a student's conduct away from school during a school activity may have a detrimental effect on the other students, staff, or on the orderly educational process. The Head Administrator or 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.

STUDENT EXPECTATIONS

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

1. Attend all scheduled sessions and be on time. School policy and state law require daily school attendance for students between the ages of 5 and 18, or until graduation from high school.
2. Resolve differences with others in a positive, non-violent way.
3. Remain drug, alcohol and tobacco free.
4. Respect school property and the property of others.
5. Respect fellow students and all school staff members.

Achieve: Students are expected to achieve academically by:

1. Striving to fulfill their academic potential.
2. Actively participating in the educational process.
3. Actively participating in community activities.

Be a Good Person: Students are expected to be good citizens. They will demonstrate good citizenship by:

1. Respecting authority, property, and the rights of others.
2. Seeking to resolve differences with others in a positive, non-violent way.
3. Maintaining standards of integrity and responsibility.
4. Maintaining a safe school environment.
5. Demonstrating respect for fellow students, school staff members, and school property.
6. Reporting any/all information/circumstances related to campus safety, problems (fights, weapons, or drugs on campus) to staff immediately.

Academics

Course Progress: Students are expected to maintain consistent progress in ALL courses throughout the semester. Expected course progress averages 6% per week in each class. Progress guides are posted in the main lab and communicated by sponsor teachers weekly. Students who fall behind in adequate course progress will be assigned extra sessions per the virtual attendance policy.

Dual Credit: Students are encouraged to take dual credit courses through CNM or UNM to help them achieve academic goals and continue progress towards graduation and career planning.

SSLC follows the New Mexico Dual Credit Policy and Procedures Manual in full which includes the following eligibility rules:

- In order to ensure that dual credit courses save students time and money in pursuit of postsecondary credentials, courses shall be academic or career/technical in nature, and must apply toward a degree or certificate program as specified in the students Next Step Plan.
- A student may pursue a program of study that leads to:
 - An industry-recognized certificate in a specific skill training area OR
 - An associate degree at a community college OR
 - A bachelor's degree at a university
- Remedial, developmental and Physical Education courses are NOT eligible for dual credit.

Students are eligible for dual-credit coursework when:



- The student is in grades 10-12
- The student is in good academic standing with a GPA of 2.5 or greater
- The student maintains adequate progress in Edgenuity coursework
- Students earning a grade lower than a "C" in a dual credit course will be placed on Academic Probation and will meet with the sponsor teacher and administration to determine ongoing eligibility for dual credit coursework
- The Head Administrator retains the final authority on student eligibility for dual credit courses

The student must enroll in the higher institution as a dual-credit student. CNM students must take the Accuplacer exam, which is offered on the SSLC campus and can be scheduled through your sponsor teacher. Dual credit grades are recorded on transcripts as received from the issuing institution.

Grading: Grades are assigned by content teachers based on the Edgenuity relative grade. Scores are updated in PowerSchool bi-weekly. Students must have a relative grade of 60% or better AND have completed the cumulative exam to earn course credit.

Grading scale:

97-100% = A+	93-96% = A	90-92% = A-
87-89% = B+	83-86% = B	80-82% = B-
77-79% = C+	73-76% = C	70-72% = C-
67-69% = D+	63-66% = D	60-62% = D-
59% and below = F		

Dual credit grades are recorded as received from the issuing institution. Adjustments to fit the SSLC grading scale will NOT be made.

Work Study Credit: Students can earn up to 1.0 elective credits per academic year (0.5 each in fall and spring) for employment or volunteer work. Each 0.5 credit requires pay stubs or a volunteer work form signed by a supervisor totaling a minimum of 60 hours within the semester. Summer work hours will be applied to the fall semester. Forms cannot be signed by a family member and must be approved by the sponsor teacher before submission to the registrar. Additionally, students who participate in a state-certified driver education class (McGinnis, Turner, etc.) can submit their certificate of completion for 0.5 elective credit.

Grade Level Classification: Students will be classified according to credits earned.

- **Grade 9/Freshman** – less than 6 credits
- **Grade 10/Sophomore** – minimum of 6 credits, including at least 1 credit each in core English and Math courses
- **Grade 11/Junior** – minimum of 12 credits, including at least 2 credits each in core English and Math courses
- **Grade 12/Senior** – minimum of 18 credits, including at least 3 credits each in core English and Math courses

Academic Integrity: Academic dishonesty in any form or type will not be tolerated. All students are expected to strictly adhere to SSLC’s policy for cheating and plagiarism. The term “plagiarism” includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. The term “cheating”

includes, but is not limited to, finding ways to advance through the curriculum (Edgenuity) without actually taking time to do the required coursework. Examples may include opening multiple tabs in an internet browser so several lectures play at once and looking up quiz/test answers on-line via a search engine or website designed to provide answers. Furthermore, students will be bound by the guidelines of Academic Integrity.

Academic Integrity means:

1. Your work on each assignment will be completely your own. This includes Edgenuity coursework, written essays, notebooks, Smart Lab projects, and all other assigned coursework or extra-curricular project.
2. You will not allow others to copy your work.
3. You will not misuse content from the Internet.
4. You will not sabotage another student's work.

SSLC expects a full commitment to academic integrity from each of our students. If school personnel suspects that cheating or plagiarism has taken place, you may be required to verify your work which can include additional demonstration of mastery such as additional course work, verbal demonstration of comprehension, and proctored exams in SSLC administrative offices. All situations will be examined individually, but if advancement through a course or answers are derived by dishonest means, it will be considered Academic dishonesty, and the student will be required to redo activities or tests. In cases of multiple offenses of academic dishonesty, students will receive a zero for any work on which they acted in a dishonest manner and/or be required to restart and redo the coursework in question.

Attendance Policies

Regular class attendance by school age persons at all grade levels is not only an essential component in the learning process, in the development of self-discipline, and in preparation for post-secondary training, education, and employment, it is also a requirement. The New Mexico Legislature passed the Attendance for Success Act in 2019 to replace the School Compulsory Law. The Southwest Secondary Learning Center's Governance Board and Administration are responsible for the enforcement of this act.

Under the act, schools are responsible for reporting attendance to the state and implementing tiered interventions for those students who are chronically absent for any reason. Attendance is reported during remote learning periods, remote days during hybrid learning, and for in person attendance.

Attendance during remote learning days will be taken based on participation in teleconference platform sessions AND course progress. Attendance is counted as the amount of engagement a student shows in the learning, not the mastery of the content.

Attendance at Southwest Secondary Learning Center will be measured in *two* ways:

- **Physical Attendance:** attending Main Lab, Smart Lab and Physical Education on campus or through teleconference sessions during remote learning periods.
- **Virtual Attendance:** Student’s participating in Edgenuity course work on a regular basis to maintain an Actual Grade of 70% or better in all core academic coursework. This requires student engagement with Edgenuity *outside* the Southwest Secondary Learning Center’s building, which evidences student attendance.

Recording Student Attendance: Physical attendance is taken in all classes on the Southwest Secondary Learning Center campus and in required teleconference sessions during remote learning periods. Student’s virtual attendance is also evidenced by academic activity such as Edgenuity login and logout times, lessons completed, time spent on assignments, grades and information about work completed and current status in each course. Students have a beginning and ending date for each virtual course and a weekly work schedule to keep pace with the semester timelines.

Definition of Physical and Virtual Absences:

- **Physical Absence:** a physical absence is defined as any absence in a scheduled in person or remote session in Main Lab, Smart Lab and/or PE.
- **Virtual Absence:** Students will receive an Unexcused Virtual absence for lack of progress in their classes. When the student falls below 70% actual grade in any class, the student and parent are given a written warning for “lack of progress”. If the student does not meet their target in every class within 1 week of written warning, a Virtual Absence will be recorded.

Early Intervention Strategies and Consequences for Continued Absences: The Attendance for Success Act requires intervention for students who are chronically absent (physical and virtual combined) for any reason.

- Students who accumulate 2 or more *Virtual Absences* will be placed on a Student Attendance Improvement Contract by the Academic Dean. Students on contract will be required to schedule an extra main lab session based on seat availability. Seat availability is based on open seats in designated session times (8:00-11:30, 12:00-3:30 or 4:00-5:40). The student will remain in the extra scheduled session for the duration of the semester. In a remote learning period, the extra session will be through a teleconference platform and the time determined by the Academic Dean and sponsor teacher.
- **Tier I – Whole School Prevention Tier:** students who have missed less than 5% of classes or school days for any reason (excused or unexcused). Student supports include

Positive Behavior Supports and Interventions (PBIS) systems, extra-curricular activities, and parent notification of absences.

- **Tier II – Individualized Prevention Tier:** students who have missed 5% or more, but less than 10% of classes or school days for any reason (excused or unexcused). The student’s parent/guardian will be notified of the attendance history, the impact of absences on academic performance, and the consequences for continued absences. The parent/guardian will be notified of Interventions or services available to support the student.
- **Tier III – Early Intervention Tier:** students who have missed 10 percent or more, but less than 20% of classes or school days for any reason (excused or unexcused). The parent/guardian will be notified in writing of the student’s absenteeism and will be expected to meet with school officials to develop intervention strategies to keep the student in an educational setting. A specific plan for the student may include weekly progress monitoring and an attendance contract. Students in this tier may be prohibited from extra-curricular sports/activities to focus on academic improvement.
- **Tier IV – Intensive Supports Tier:** students who have missed 20% or more of classes or school days for any reason (excused or unexcused). The parent/guardian will be given written notice of the student’s absenteeism and required to meet with school officials to determine specialized supports that may be needed to address excessive absenteeism and potential underlying causes. If the student continues to have unexcused absences after written notification of excessive absenteeism, the school is required to report to the judicial district in which the student resides (Attendance for Success Act, Section 12.B.). Students who have been referred to the Children, Youth, and Families Department (CYFD) for excessive absences will be reported to the state in STARS with a discipline infraction code (Section 13.A.2).

Notification of Absences

- The parent/guardian will notify the school when the student will be absent by sending an email to secondaryattendance@sslc-nm.com or calling 505-296-7677. Information required for the Administration to determine whether an absence(s) is excused must be provided within the week of the absence(s) occurred. *Failure to provide timely acceptable reasons for a student’s absence will result in an unexcused absence.*
- Southwest Secondary Learning Center will contact parents/guardians informing them of their child’s absence when the school does not receive prior notification.

- Students must attend all scheduled sessions at Southwest Secondary Learning Center for which they are enrolled and working from home does not replace physical attendance. During a remote learning period, teleconference sessions will take the place of scheduled in person sessions.
- Absences will be excused for the following reasons:
 - Illness
 - Family emergencies
 - Medical condition/emergence
 - Religious Commitments
 - Death in the family
 - Diagnostic testing
 - Medical appointment
 - School sponsored activity
 - Extenuating circumstances approved by school administration
- School-related absences are not included when evaluating excused, unexcused and excessive absences.
- No out of school suspension or expulsion shall be imposed on a student as a penalty for truancy, however, a student may be withdrawn from the Southwest Secondary Learning Center if he or she is a habitual truant and all other efforts have been exhausted.
- Students will automatically be withdrawn after ten consecutive days of nonattendance without contact from the parent.

Tardies

- Students arriving late (after 10 minutes) to their scheduled session (Main Lab, Smart Lab, PE) must sign in at reception desk. ***Students will receive an absence for every third tardy arrival.***
- Students who miss more than 50% of a session will be considered absent for the entire session.

Pregnant and Parenting Students

The pregnant or parenting student is responsible for communicating the student's pregnancy and parenting status to the appropriate school personnel if the student chooses to disclose the information. Southwest Secondary Learning Center will provide ten (10) days of excused

absences for a student who provides documentation of the birth of the student's child and the student will be provided time equal the number of days the student was absent for the birth of a child to make up work missed due to the birth of that child.

Pregnant students may take up to four (4) days of for pregnancy related health care for herself and if she provides a health care provider note. Students missing work related to pregnancy shall have the same number of days that she was absent to make up the work missed. The time for make-up work will begin on the first day the student returns to class following the excused absence.

Parenting students (father or mother) may take up to four (4) days to care for a child. Documentation of parent status may be requested by school administration. A student missing school for care related to his/her child shall have the same number of days that he/she was absent to make up the class work missed. The time for make-up work will begin on the first day the student returns to class following the excused absence.

PARENT RESPONSIBILITIES

School officials are partners with parents in the process of educating 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:

1. Get your students to school on time every day. Punctuality and good attendance are family responsibilities.
2. Provide a suitable time and place for your child to study at home.
3. Make learning a priority.
4. Maintain regular communication with teachers, school administrators and other school staff members.
5. Stay informed of your child's ongoing scholastic achievement and progress and advocate for your child's learning needs.

Student Drop-Off and Pick-Up

Parents may not leave their children on the school campus more than thirty (30) minutes prior to the school day or 30 minutes after the school day has ended. School grounds are not supervised except during the school day.

If extenuating circumstances prevent a family from picking up a student on time, the school must be notified. If students are repeatedly left on campus outside of the school day hours, an administrator will attempt to contact the family to discuss the problem and to develop possible

solutions. If the problem continues, the student may be considered abandoned and the police will be notified.

STUDENT RIGHTS AND RESPONSIBILITIES

Educational Opportunity

Students have a right to educational opportunity. It is important for you to attend school. However, students *choose* to attend the Southwest Secondary Learning Center. Thus, all members of the school community have a major role to play as positive models for respectful behavior. As such, each student who enrolls has a corresponding responsibility not to deny this right to any other student.

Student Dress Code

Student dress and grooming are to reflect high standards of personal conduct. School personnel shall have discretionary authority to assure that each student's attire promotes a positive, safe, and healthy atmosphere within the school. Student dress may not present a health or safety hazard, violate municipal or state law, or present a potential for disruption to the instructional program.

There are specific Dress Code Protocols below that students must abide by to avoid educational disruption while at the school:

1. No hats in the Main Lab or Smart Lab.
2. No exposed undergarments.
3. No exposed torso or cleavage.
4. No clothing or accessories that advertise, display, or promote
 - a. any drug, including alcohol or tobacco
 - b. sexual activity
 - c. violence
 - d. disrespect and/or bigotry toward any group
5. Any dress that disrupts the educational process.

Student Privacy

Students have a reasonable right to privacy. School personnel may question students in regards to alleged acts of misconduct without contacting the parents. However, parents must be notified of any disciplinary action being imposed by school personnel.

1. Questioning a Student – The school will contact the parents if police authorities desire to question a student on school premises regarding any alleged act of misconduct. The school will maintain student rights in regards to police intervention.
2. Search of Person or Vehicle
 - a. Vehicle Search – Search of a student’s vehicle while parked on school property may be conducted only if a certified school administrator or designee has reasonable suspicion that a crime or breach of the disciplinary code is being committed by the student.
 - b. Physical Search – Search of a student’s person or property may be conducted by school administrator or designee when there is reasonable suspicion that the student being searched has committed a crime or a breach of the disciplinary code.

Controversial Issues

Students shall have the right to encounter diverse points of view. Students shall have opportunities to hear speakers and view presentations representing a wide range of views in classes, clubs and assemblies under guidelines established by the school.

Bullying & Cyber-Bullying

Students should attend school without fear of being bullied. Bullying behavior by any Southwest Secondary Learning Center student is strictly prohibited, and such conduct may result in disciplinary action, including suspension, disenrollment, or expulsion from school. “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, in school vehicles, at a designated bus stop, 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 that a reasonable person under the circumstances should know will have the effect of:

- a. Placing a student in reasonable fear of physical harm or damage to the student’s property; or

- b. Physically harming a student or damaging a student's property; or
- c. 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 school personnel and administrators. 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.

Reporting Intimidation, Harassment, or Bullying Behavior

1. Any student who believes he/she has been the victim of harassment, intimidation, bullying, or hazing by a 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.
2. The report may be made to any staff member. The staff member will assist the student in reporting to the principal or other district personnel.
3. Teachers and other school staff who witness acts of bullying or receive student reports of bullying are required to promptly notify designated staff.
4. Reports should be done in writing using the Harassment, Intimidation, Bullying, or Hazing Complaint Form. A copy of this form will be submitted to the Safe Schools coordinator.
5. School administrator or designee is required to accept and investigate all reports of intimidation, harassment or bullying.
6. School administrator or designee is required to notify the parent or guardian of a student who commits a verified intimidation, harassment, or bullying of the response of the school staff and consequences that may result from further acts of bullying.
7. Nothing in this policy shall prevent any person from reporting directly to the school's administration.
8. 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.
9. The right to confidentiality, both of the complainant and the accused, shall be preserved consistent with applicable laws.
10. If harassment or bullying continues, the perpetrator will be immediately suspended and removed from the school, pending a long-term hearing.
11. 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.

Electronic Devices

Electronic Devices

Electronic devices can be disruptive to our school environment as well as used for improper purposes, such as cheating, sexting, selling drugs, peer bullying, or other disruptive activities, all of which may have serious safety consequences for both our students and staff. For the purposes of this policy, the term “electronic devices” means any device that accomplishes its purpose electronically and includes, but is not limited to, cell and smart phones, smart watches, iPads, tablets, e-readers, personal laptop computers, portable video game players, wireless ear buds, and any other device that provides a wireless, unfiltered connection to the Internet.

The following rules apply to electronic devices at Southwest Secondary Learning Center:

- Students may have in their possession an electronic device during the instructional day, but all electronic devices shall be kept stored and silenced or powered off during the instructional day.
- Students may use electronic devices BEFORE and AFTER school, and during school BREAKS and LUNCH ONLY in non-instructional areas. Non-instructional areas include: the gym, outside soccer field, playground area, front of building, or any other area designated by the Administration.

Consequences for violating these rules are as follows:

- The device will be confiscated and taken to the session desk for storage. It will be returned to the student at the end of their instructional day.
- Students who refuse to relinquish the device when requested will be directed to Administration. The parent/guardian will be notified, and the student will either relinquish the device or be sent home for the day.

Students who require an Electronic Device for medical purposes shall meet with the Head Administrator to establish a plan for use of the device during the instructional day. **STUDENTS BRING ELECTRONIC DEVICES TO SOUTHWEST SECONDARY LEARNING CENTER AT THEIR OWN RISK. SSLC IS NOT RESPONSIBLE FOR LOST, STOLEN OR DAMAGED ELECTRONIC DEVICES EVEN IF CONFISCATED BY THE ADMINISTRATION IN RESPONSE TO VIOLATION OF THIS POLICY.**

Student Acceptable Use for Technology

We are very pleased to bring a wide range of technologies to students at SSLC. The Internet and computers on our network are used to support the educational objectives of SSLC. Use of these technologies is a privilege and is subject to a variety of terms and conditions. SSLC retains the right to change such terms and conditions at any time.

- **Communication**
 - I will use language that is pertinent and appropriate when submitting academic work, participating in online forums and working collaboratively. I will be thoughtful and mindful about the language I use when posting online or sending messages to someone else. I will be mindful of how my words are interpreted by others. I will not use profanity or any language that is offensive to anyone.
- **Privacy**
 - I will be aware of privacy settings on websites to which I subscribe. I understand that anything I do online or electronically is not private and can be monitored. I will not share any personal information about myself, family or faculty. This includes passwords, home addresses, phone numbers, ages, and birth date.
- **Honesty and safety**
 - I will not engage in behavior that puts myself or others at risk. I will represent myself honestly. This includes accessing the network using an account other than my own. I will seek help if I feel unsafe, bullied or witness unkind behavior. I will only communicate with people I know. I will follow safety guidelines posted by sites to which I subscribe.
- **Respect for self and others**
 - I will not upload or publish personal information, private communications or photos of other people without permission. I will respond thoughtfully to the opinions, ideas and values of others. I will not send or share mean or inappropriate emails or texts.
- **Respect for school and personal property**
 - I will take care of all equipment on campus. I will report misuse and/or inappropriate content to my teachers and adults. I will use the computers on campus for school related purposes only.

Substance Abuse and Tobacco Policy

It is the policy of Southwest Secondary Learning Center to be a drug free school zone. Students, parents/guardians, visitors, and staff members are prohibited from the possession of drugs and drug paraphernalia, or from being under the influence of drugs, alcohol, or the use of tobacco products while on campus or at any school sponsored activity. The term “tobacco product” means any product made or derived from tobacco that is intended for human consumption, including any component, part, or accessory of a tobacco product (including lighters and matches). This includes, among other products, cigars, cigarettes, cigarette tobacco, roll-your-own tobacco, smokeless tobacco, and e-cigarettes. The use of medical marijuana is also prohibited on campus. Consequences for violation of this policy will be determined at the discretion of administration.

DISRUPTION OF THE EDUCATIONAL PROCESS

This list is not all-inclusive; acts of misconduct not specified herein shall also be subject to discretionary action by appropriate school administrator. This document does not attempt to set societal standards. The criterion used for defining unacceptable behavior is whether or not it has the potential to disrupt the educational process. These guidelines follow municipal and state guidelines. Definitions of these terms are indexed in the back of this handbook.

- Absences, Excessive
- Arson, Category I and II
- Assault/Bullying
- Assault, Aggravated
- Battery, Aggravated
- Battery/Fighting
- Bomb Threat/False Alarm
- Bus Disruption
- Cheating/Plagiarism
- Continual Disruptive Conduct
- Controlled Substance, Possession/Use
- Defiance of School Personnel or Authorities
- Dress Code Violation
- Extortion
- Firearm Possession/Use
- Gang-Related Activity
- General Disruptive Conduct
- Hazing
- Language, Profane/Abusive
- Materials, Obscene
- Paraphernalia Possession
- Robbery
- Sexual Harassment
- Tardy, Excessive
- Theft
- Tobacco, Possession/Use
- Trespassing/Unauthorized presence
- Vandalism
- Weapon Possession/Use

In accordance with Section 22-5-4.7 NMSA 1978, it is the policy of the Southwest Secondary Learning Center to expel from school, for a period of not less than one year, any student who is determined to have knowingly brought a weapon to school. The Governing Council or Head Administrator may modify the expulsion requirement on a case-by-case basis; the special rule provisions of Subsection D. of 6.11.2.11 NMAC apply to students with disabilities.

Consequences for Unacceptable Behavior

The Southwest Secondary Learning Center is a learning 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 violations. 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 include a spectrum of actions such as those listed below. Administrators may impose consequences beyond those identified as minimum mandatory. Please see the Discipline Rubric at the end of this section.

Removal from Class: A student may be removed from class or activity but remain at school pending a conference with appropriate school personnel. Student may be placed in an alternative setting which may include on-line courses taken at home. Student may be suspended from school. Student may be transferred from the school to the school of residence at the request of the student and parents or through mutual agreement of the school, parent, and student. In the absence of an agreement of all parties, the school's administrator shall review the case and make the final decision. 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.

Behavior Contracts: Students with disciplinary infractions will commit to more positive behavior in the form of a written contract. Students may be assigned school or community service. The terms of the contract will be determined by the Head Administrator or designee.

Removal to an Alternative Educational Setting: The school goal is to keep students engaged and actively working on their school work. The Southwest Secondary Learning Center utilizes an alternative educational setting to allow students access to curriculum while prohibited from being on the main school campus. Time spent in AES is not considered short or long-term suspension. Administrators retain the discretion to assign students to the AES setting or to short/long-term 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 notify each of a student's teachers and the student's parents within a reasonable time frame of imposing any form of suspension.

Short-term Suspension: Short-term suspension is defined as any suspension of ten days or less. Short-term suspension will be at the discretion of the school administrator and will address

behaviors that disrupt the educational process. Any student who is suspended must be given the opportunity to make up missed work. The student has the same number of days to complete and turn in make-up work as he/she was suspended. Students who are suspended may continue working in their curriculum at home.

Long-term Suspension: Long-term suspension 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. A student receiving a long-term suspension may lose credit for the semester.

Suspension of Activity Privileges: Students may be removed, at the discretion of the principal, from any part or all extra-curricular privileges for time periods up to one (1) full calendar year. Participation in 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 activity privileges. Participation in activities is not a student right and suspension of such privileges does not require a due process hearing procedure.

Disenrollment: Disenrollment is the permanent removal of a student from school for a period exceeding for the remainder of the school year.

Expulsion: Expulsion is the removal of a student for a period exceeding one (1) semester. In some cases, expulsion may be a permanent removal from the school system. A student receiving an expulsion will lose credit for the semester(s) in which the expulsion occurs. 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.

Hearing Procedure: SSLC prescribes a formal hearing procedure for students recommended for expulsion. The student 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 no sooner than five (5) and no later than ten (10) school days from the date of receipt of notice by the parents.

The parent/guardian may choose to waive the student's right to a hearing and accept the disciplinary consequences recommended by the school.

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 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 his/her findings, conclusions and implementations, within ten (10) days after hearing the evidence. The Hearing Authority's decision shall take effect immediately and shall continue in force during any subsequent review.

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.

Admission After Expulsion/Suspension From Previous School: If a new or transferring student is ineligible to return to his/her current school (public or private) as a consequence of that student's expulsion or long-term suspension (longer than ten school days), the student shall be denied enrollment to SSLC until the expiration of the expulsion or long-term suspension. The Head Administrator's decision shall be based on the records obtained from the transferring school and any additional information he/she deems relevant. NMSA 1978, §22-8B-5(G); 6.29.1.9(F)(3) NMAC. The student may appeal the Head Administrator's decision to the Governing Council by submitting a written request by email to review the Head Administrator's decision to the Governing Council president. The Governing Council shall consider the student's appeal during a closed session at its next regularly scheduled meeting. During the closed session, the Head Administrator shall present his/her reasons for denying admission. The student/parent or guardian shall have an opportunity to present a rebuttal to the Head Administrator's decision. The Governing Council's decision is final. See <https://sslc-nm.com/secondary/sslc-governance-council/> (Governing Council Policy J-02)

Referral for Legal Action: Communication of any illegal act or action by a student will be forwarded to the appropriate authority 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 premises, the employee shall immediately report the child's actions to a law enforcement agency and the Children, Youth and Families Department.

Bus Misconduct: Bus disruptions, 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 will be dealt with in an appropriate manner. Suspension from the bus does not mean that the student is suspended from school. However, based on the severity of the incident, nothing herein is intended to preclude the administration from suspending the student from school based on bus misconduct.



Southwest Secondary Learning Center Discipline Rubric

School staff and administration will evaluate each situation and act accordingly based on the information available. This means administration has the ability to adjust the consequences listed based on the situation at hand. All violations will be recorded in PowerSchool.

Level I	First Violation	Second Violation	Third Violation	Fourth + Violation
<ul style="list-style-type: none"> • Public Display of Affection • Inappropriate Language • Minor Misconduct • Unexcused tardies 	<ul style="list-style-type: none"> • Verbal warning and ask student to change behavior 	<ul style="list-style-type: none"> • Teacher contacts parent • Possible behavior contract 	<ul style="list-style-type: none"> • 1 day out of school suspension • Administrator contacts parent • Behavior contract 	<ul style="list-style-type: none"> • 1-5 day out of school suspension • Administrator contacts parent • Behavior contract
<ul style="list-style-type: none"> • Dress Code Violation <ul style="list-style-type: none"> • Parents will be asked to bring appropriate clothing to the student 	<ul style="list-style-type: none"> • Verbal warning and ask student to change behavior 	<ul style="list-style-type: none"> • Teacher contacts parent • Possible behavior contract 	<ul style="list-style-type: none"> • 1 day out of school suspension • Administrator contacts parent • Behavior contract 	<ul style="list-style-type: none"> • 1-5 day out of school suspension • Administrator contacts parent • Behavior contract
Level II	First Violation	Second Violation	Third Violation	Fourth + Violation
<ul style="list-style-type: none"> • Insubordination • Disrupting the Educational Process • Cheating/Plagiarism • Forgery • Disrespect to School Personnel/Students • Misconduct • Truancy (ditching/unexcused absences) • Bullying/Threats/Harassment 	<ul style="list-style-type: none"> • Teacher contacts parent • Behavior contract • Possible suspension 	<ul style="list-style-type: none"> • 1 day out of school suspension • Administrator contacts parent • Behavior contract 	<ul style="list-style-type: none"> • 1-5 day out of school suspension • Administrator contacts parent • Behavior contract 	<ul style="list-style-type: none"> • 2-10 day out of school suspension • Administrator contacts parent • Behavior contract • Possible expulsion hearing
<ul style="list-style-type: none"> • Electronic Device Violation <ul style="list-style-type: none"> • Device will be confiscated for each violation. 	<ul style="list-style-type: none"> • Device confiscated – return to student at end of instructional day. Students who refuse to relinquish device will meet with administration. Parent will be called and student will surrender device or go home for the day. 	<ul style="list-style-type: none"> • Device confiscated – return to student at end of instructional day. Students who refuse to relinquish device will meet with administration. Parent will be called and student will surrender device or go home for the day. 	<ul style="list-style-type: none"> • Device confiscated – return to student at end of instructional day. Students who refuse to relinquish device will meet with administration. Parent will be called and student will surrender device or go home for the day. 	<ul style="list-style-type: none"> • If behavior is ongoing, additional consequences may include 1-5 day out of school suspension • Student checks in device each morning • Administrator contacts parent • Behavior contract

** Approved Oct 2022 to allow modifications as needed

Level III	First Violation	Second Violation	Third Violation	Fourth + Violation
<ul style="list-style-type: none"> • Physical Fighting • Hitting/Slapping/Kicking, etc. • Persistent Bullying • Theft • Vandalism • Lewd or Licentious Behavior • Racial Bullying/Harassment/Aggression • Cyberbullying that disrupts the educational process 	<ul style="list-style-type: none"> • 1-3 day out of school suspension • Administrator contacts parent • Restitution/Restoration • Behavior contract • Possible expulsion hearing 	<ul style="list-style-type: none"> • 3-5 day out of school suspension • Administrator contacts parent • Restitution/Restoration • Behavior contract • Possible expulsion hearing 	<ul style="list-style-type: none"> • 5-10 days out of school suspension • Administrator contacts parent • Restitution/Restoration • Behavior contract • Possible expulsion hearing 	<ul style="list-style-type: none"> • 5-10 days out of school suspension • Administrator contacts parent • Restitution/Restoration • Behavior contract • Possible expulsion hearing
Level IV *	First Violation	Second Violation	Third Violation	Fourth + Violation
<ul style="list-style-type: none"> • Alcohol: Use and/or Possession • Drugs: Use and/or Possession/Paraphernalia • Tobacco/Incendiary Device: Use and/or Possession/Paraphernalia • Physical Assault • Sexual Harassment • Weapon Possession • Extreme Misconduct/Illegal Activity • Multiple Violations – Levels I-III 	<ul style="list-style-type: none"> • 3-10 days out of school suspension • Administrator contacts parent • Behavior contract • Possible expulsion hearing • Possible law enforcement involvement 	<ul style="list-style-type: none"> • 5-10 days out of school suspension • Expulsion hearing • Administrator family contact • Behavior contract • Possible law enforcement involvement 	<ul style="list-style-type: none"> • 10 days out of school suspension • Expulsion hearing • Administrator family contact • Behavior contract • Possible law enforcement involvement 	<ul style="list-style-type: none"> • Expulsion hearing • Administrator family contact • Possible law enforcement involvement

* Level IV violations may result in law enforcement intervention. In addition, depending on the situation, a more significant penalty than what is listed may result.

Discipline for Students Receiving Special Education Services

Students receiving special education services are not immune from the school's disciplinary process. However, 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:

1. 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 and whether his/her program is appropriate.
2. If the IEP team determines both that the behavior is not a manifestation of the student's disability and that the student's program is appropriate, disciplinary actions may be taken in accordance with the procedures in this handbook.
3. Should the disciplinary procedures include long-term suspension or expulsion, the school shall continue to provide the educational program defined in the IEP. However, that educational program may be implemented elsewhere.
4. If the IEP Team determines either that the behavior is related to the student's disability or that the student's program is not appropriate, then the student may not be long-term suspended and must receive an appropriate educational program. However, nothing precludes the implementation of the program to be in an AES setting.

Procedural safeguards outlined in the New Mexico Department of Education Standards for Excellence in Compliance Manual ensure that parental due process rights are afforded. Southwest Secondary Learning Center will follow the federal guidelines regarding the provision of education continuation services for suspended special education students. Special education students are entitled to a due process hearing.

VIOLATION OF STUDENT RIGHTS

Parents who believe that their student's rights have been violated should report their concerns to the school administrators or other appropriate school personnel. SSLC staff and faculty shall treat parental concerns with respect and demonstrate a genuine interest in developing solutions. Any student or parent who believes they have been aggrieved by a member of the school's staff or community should address their concerns directly with the faculty, administration, or Head Administrator to reach a satisfactory resolution.

Parent-to-Teacher Grievance Procedure

Level I Teacher-Parent

A grievance will be initiated by the parent/guardian, when needed, against the school as an organization. A parent/ guardian should make every effort to resolve the issue with the teacher

first. The parent must inform the teacher that they have a conflict or grievance and that a meeting is desired.

Timeline: The teacher will offer a meeting date with the parent that normally is within 3 working days of notification that there is a conflict or grievance.

The parent will meet with the teacher to resolve the conflict. Both the parent and teacher will document the meeting to detail the conflict including what happened, how, where, when, and identification of anyone else present. The documentation will also detail appropriate actions being taken to resolve the conflict. If the parent is satisfied with the resolution, the documentation between the parent and teacher must specify that the issue is resolved or closed. Such documentation should be signed by the parent/guardian and teacher. If the parent is not satisfied with resolution or actions from past parent-teacher meetings, they must specify this in the documentation and inform the teacher that the parent intends to refer the issue to the Head Administrator.

Level II Head Administrator-Teacher-Parent

The parent must write a letter to the Head Administrator describing the conflict or grievance and what has been attempted while working with the teacher. The Head Administrator will schedule a meeting with the Teacher and Parent involved. Both the letter to the Head Administrator and the parent-teacher meeting documentation will be available at this meeting. The goal of this meeting is to resolve the conflict or grievance to the satisfaction of both the parent and teacher.

Timeline: The Head Administrator will offer a meeting date with the parent and teacher that is normally within 5 working days of notification that there is a conflict or grievance.

If the parent is satisfied with the resolution, the documentation between the parent, teacher and Head Administrator must specify that the issue is resolved or closed. Such documentation should be signed by the parent/guardian, teacher, and Head Administrator. If the parent is not satisfied with resolution or actions from past parent-teacher-Head Administrator meetings, they must specify this in the documentation and inform the teacher and Head Administrator that the parent intends to refer the issue to the Governing Council.

Level III Governing Council-Head Administrator-Parent

If the parent or student is not satisfied with the Head Administrator's action, he or she may file a written complaint with the Governing Council seeking review of the Head Administrator's action. The parent must send the original letter along with what has been attempted while working with the teacher and Head Administrator to the Governing Council, including all documentation of Levels I and II. The conflict or grievance is then discussed in a closed session of the next regularly scheduled Governing Council meeting. Both the parent and Head

Administrator provide the documentation and potential resolution to the Governing Council. Because this is a closed meeting, no minutes will be taken. The Governing Council will review and provide its actions or resolution to both the parent and Head Administrator at this Governing Council meeting. If additional time to consider the resolution is needed, the Governing Council will schedule a follow-up meeting within ten (10) working days. A member from the Governing Council will notify both parties in writing of the final decision. **NO FURTHER REVIEW IS AVAILABLE. The determination of the Governing Council is final.**

STUDENT HEALTH GUIDELINES

Immunizations

New Mexico state statute requires all students be currently immunized before entrance into public school. School personnel will collect and record student immunization records and report to the New Mexico Department of Health the names of students who are not current in accordance with New Mexico statute. Students who are not in compliance with immunization law will not be allowed to attend school and shall be disenrolled.

The school nurse or designee shall review immunization records and notify the administration of those students who are not current with their immunizations. The administration will make every effort to assist the family to meet the requirements of New Mexico state law.

Exemptions: Medical Exemptions Parents/legal guardians may submit official records, signed by the student's medical care provider, for medical exemptions from immunizations. Questions regarding exemptions will be referred to the Regional Health Officer of the New Mexico Department of Health.

Conscientious Objection: Parents/legal guardians who have an objection to immunization of their children based upon a religious belief may submit a formal written request for exemption through the Public Health Division – Immunization Program of the State Department of Health. The parents/legal guardians and the school shall be notified if the exemption was approved or disapproved. Students may be conditionally enrolled pending the decision.

Parents/legal guardians shall apply for a Certificate of Religious/Conscientious Objection to Immunization before the start of each academic year. This form may be obtained from the Department of Health website or the Immunization Program:

NM Department of Health
PO Box 26110
Santa Fe, New Mexico 87502-6110
<https://www.nmhealth.org>

Student Dental Exam Verification Policy

New Mexico law requires Southwest Secondary Learning Center to verify student records of dental examination prior to the student's initial enrollment in Southwest Secondary Learning Center. Parents/guardians of students (or, if over 18, the student) are required to provide an executed Student Dental Examination Verification Form as part of the Southwest Secondary Learning Center's enrollment process prior to Southwest Secondary Learning Center initially enrolling the student. The form will be supplied to families as part of the registration process. Parents/guardians/students over 18 may request a waiver from this verification process by checking the correct box on the Form.

This Form shall be collected and stored by Southwest Secondary Learning Center as part of student records; confidentiality shall be maintained and shall be only accessible to Southwest Secondary Learning Center individuals on a need-to-know basis, consistent with the privacy protections of FERPA. End-of-year student data regarding student dental examination shall be reported to NMPED consistent with NMPED requirements.

Parents/guardians/students over 18 who wish to receive information about local resources regarding access to oral health care should see the head administrator or the school's contract nurse for information (505-296-7677) In addition to local resources, the New Mexico Department of Health, Office of Oral Health is available at 505-827-0837.

Ref: 6.12.13 NMAC

Student Medication

Medication permission forms must be completed by your child's Health Care Provider and parent for each medication to be given at school and submitted to the school Health Office.

Medication Guidelines

- Request for medication administration at school are good for one school year.
- A separate authorization form must be filled out for EACH medication administered.
- Changes in medication require a new authorization form signed by the prescribing health care practitioner and parent/guardian.
- Medication must be in the original pharmacy labeled container.
- Medication must be brought to the front office.
- Written communication from the Health Care Provider/parent/guardian is required for any medication changes.
- When medication is discontinued during the school year, it must be picked up within one week. Unclaimed medication will be destroyed.
- When the school year ends, all medication must be picked up by the last day of school. Unclaimed medications will be destroyed.

Field Trip Medications: Parents/guardians are responsible for providing their student’s daily medication for field trip administration. This medication must be given directly to the teacher by the parent/guardian. **The parent/guardian may wish to provide the medication in an envelope clearly marked with the child’s name, the medication to be given, the dosage and time to administer the medication or it may be in a pharmacy labeled prescription bottle. Only one dose should be provided by the parent for the off-campus activity.**

For students who self-administer their medication, they may place a single dose of the medication in an envelope under observation by school staff in an envelope with the student’s name, name of the medication, dose, and time of administration. A prescription medication form must be on file in the school health office.

Asthma Guidelines: Students are authorized to carry and self-administer health care practitioner prescribed asthma medication under the following conditions:

- a health care practitioner has prescribed the medication for use by the student during school hours and instructed the student in the correct and responsible use of the medication
- the student has demonstrated the skill level necessary to use the medication and any device that is necessary to administer such medication as prescribed by the health care practitioner
- the health care practitioner formulates a written treatment plan for managing asthma or anaphylaxis episodes of the student and for medication use by the student during school hours
- the school has, in writing, informed the parent or guardian of the student that the school, including its employees, is to incur no liability as a result of any injury arising from the self-administration of medication

Diabetes Guidelines: Southwest Secondary Learning Center will have at least 2 staff members trained annually to assist students with diabetes. Students are authorized 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 the following conditions are met:

- 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
- The student has demonstrated 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

- 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.

STUDENT RECORDS

Student records kept by the school will be open to review by the custodial / guardian. Parents and/or students and will be treated in a confidential manner, as prescribed by local policy, New Mexico Public Education Department Regulations and the Family Educational Rights and Privacy Act of 1974 (FERPA). Southwest Secondary Learning Center maintains the following educational 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:

1. Parents of students under 18
2. Parents of students over 18 if such student is a dependent as defined in the Internal Revenue Code
3. Students
4. Officials of schools or districts who have a legitimate educational interest
5. State and local officials to whom information is required to be reported
6. Certain testing organizations
7. Accrediting organizations
8. Appropriate persons in connection with an emergency
9. Pursuant to subpoena or court order
10. Any person with the written consent of the parent of students under 18 or the student over 18
11. A school or schools in which the student seeks or intends to enroll or leads the Southwest Secondary Learning Center to believe he/she may enroll

The Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA) specifies rights related to educational records. This act gives the “custodial” parent the right to:

1. Inspect and review his/her child’s educational records
2. Make copies of these records
3. Receive a list of all individuals having access to those records
4. Ask for an explanation of any item in the records
5. Ask for an amendment to any report on the grounds that it is inaccurate, misleading or violates the child’s rights

SECTION 504 AND THE AMERICANS WITH DISABILITIES ACT

Section 504 and Americans with Disabilities Act (ADA) are federal laws that prohibit discrimination against persons with a disability. These laws define a person with a disability as anyone who:

1. Has a mental or physical impairment which substantially limits one or more major life activities (major life activities include activities such as caring for one’s self, performing manual tasks, walking, seeing, hearing, breathing, learning and working)
2. Has a record of such impairment
3. Is regarded as having such an impairment

School Obligations

Southwest Secondary Learning Center recognizes a responsibility to avoid discrimination against any person with a disability, as defined by these laws. No discrimination will knowingly be permitted in any of the programs and practices in the school.

School Responsibilities under Section 504

The school is responsible for identifying, evaluating, and if the child is determined to be eligible under Section 504, providing access to appropriate education services. If the parent/guardian disagrees with the determination made by the professional staff of the school, he/she has a right to a hearing with an impartial hearing officer.

Parent/Student Responsibilities under Section 504

The student and parent have a responsibility to notify the school as soon as possible about possible 504 issues that may require special consideration by the school. The parent and student shall notify the school prior to the start of the school year of any existing conditions that may require school action to ensure access for the student to appropriate services.

Disability Harassment/Discrimination

Numerous situations may constitute disability harassment or discrimination. Mocking, taunting, ridiculing, criticizing, or punishing a disabled student because of his/her disability are a few examples of what may constitute disability harassment or discrimination. Concerns should be promptly reported to the school administrator. School personnel who become aware of disability related harassment shall promptly and effectively act to end the harassment and prevent it from recurring and, where appropriate, remedy the effects on the student who was harassed. Remedial measures will generally include counseling both person(s) who have been harmed by harassment and person(s) who have been responsible for the harassment of others and implementing monitoring programs to follow up on resolved issues of disability harassment.

Procedural Safeguards for Parents

It is the policy of the Southwest Secondary Learning Center to follow the procedural safeguards outlined in the New Mexico State Department of Education's Parent and Child Rights in Special Education.

TITLE IX

Gender Discrimination

Southwest Secondary Learning Center and federal law prohibit discrimination on the basis of gender. If students are treated differently based upon their gender, in academia or extracurricular activities, this treatment may be considered gender discrimination. Gender discrimination may include: academic programs, discipline, classroom assignment, physical education, grading and/or athletics.

Sexual Harassment

Sexual harassment is a form of gender discrimination as defined in Title IX of the Education Amendments of 1972. Sexual harassment:

1. Is a violation of federal law and Southwest Secondary Learning Center policy.
2. Is illegal under state human rights statutes and may be considered a criminal offense under state and local assault and child abuse laws.
3. Includes sexual advances, requests for sexual favors, and written or verbal conduct of a sexual nature – this includes email correspondence.

If behavior toward another student makes him or her feel intimidated, uncomfortable or if the student feels threatened, it may be considered sexual harassment even if the harasser did not intend for his or her actions to be offensive. Sexual harassment is considered to have occurred when:

1. Submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of the academic status of a student or obtaining an education.
2. Submission to or rejection of that conduct or communication by an individual is used as a factor, which affects the academic standing or education of a student.
3. Conduct or communication has the purpose or effect of substantially or unreasonably interfering with the education of a student, or creates an intimidating, hostile or offensive educational environment.

Sexual Misconduct

Sexual misconduct includes, but is not limited to:

1. Physical acts of aggression.
2. Force or threat against another student.
3. Threatening to force or coerce sexual acts.
4. Touching of private/intimate parts of the body.
5. Coercing, forcing or attempting to coerce or force sexual intercourse.

These acts should be reported to school personnel immediately. Under state law, school personnel are required to report such acts to the local police department.

Pregnancy

Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination against pregnant or parenting teens. Title IX views teen pregnancy as a “medical condition”, therefore pregnant teens:

1. May voluntarily elect to stay at their home school during their pregnancy.

2. Are to receive a comparable curriculum and academic opportunities which may include on-line courses at home.
3. Retain their academic standing, which cannot be altered due to their medical condition.

Violation of Title IX Complaints

Any student, parent or legal guardian, on behalf of his or her child, who believes he or she has been discriminated against on the basis of sex, gender, race, national origin, or disability may file a written complaint. The school administration is obligated to investigate all title IX complaints completely. These procedures do not deny any student or parent/legal guardian the right to pursue other avenues of recourse.

Retaliation

No student will suffer retaliation or intimidation for initiating a complaint with the school's administration. Retaliation against any student seeking assistance at school, filing a complaint, or participating in the investigative process is grounds for disciplinary action. It is the policy of the Southwest Secondary Learning Center to respect the privacy of the complainant, the respondent, the accused, and the witnesses as much as possible, consistent with legal obligations to investigate, take appropriate action, and conform with any discovery or disclosure obligations.

GLOSSARY OF TERMS

Absences, Excessive - Attendance which falls below 95% in a grading period.

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.

- Category I – Deliberately, or with reckless disregard, starting a fire with resulting expense under \$100.00.
- Category II – Deliberately, or with reckless disregard, starting a fire resulting in damage over \$100.00 to property or resulting in injury to a person.

Assault/Bullying - Threatening physical harm to another, causing a present fear of imminent danger to the person; included are threats, gestures and verbal assaults.

Assault, Aggravated - Intending or performing assault and battery with a weapon, instrument or any means of force likely to produce bodily injury. This category includes sexual assault and/or offenses.

Battery, Aggravated - Employing hostile contact with any kind of weapon or causing great bodily harm.

Battery/Fighting - Employing hostile contact in which at least one party has contributed to a situation by verbal action and/or bodily harm.

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 person/s 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.

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.

Continual Disruptive Conduct - Administrators may consider the behavioral pattern or history of a student when enforcing consequences. It is the duty of the administrator to protect the educational process for all students.

Controlled Substance, Paraphernalia Possession - Possessing any paraphernalia, such as but not limited to rolling paper, pipes or bongs.

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.

- Controlled substances include any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, or intoxicant or 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.

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 “lookalike,” or an item sold as a controlled substance.

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 used as a controlled substance.

Defiance of School Personnel/Authorities - Refusing to comply with any reasonable demand or request by any school official or sponsor at places and times where school personnel have jurisdiction.

Expulsion - The removal of a student from school for a period exceeding one (1) semester. In some cases expulsion may be a permanent removal.

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

Firearm, Possession - Possession of any weapon which will propel a projectile by the action of an explosive.

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:

- a. The student associating with admitted or known gang members.
- b. The student wearing attire consistent with gang dress.
- c. The student displaying gang logos, graffiti and/or symbols on personal possessions.
- d. The student displaying gang hand signs or signals to others.
- e. The student talking about gang activities to others.

General Disruptive Conduct - Willful conduct which materially and in fact disrupts or interferes with the operation of the public schools and the orderly conduct of any school activity, including individual classes; or leads an administrative authority reasonably to forecast that such an interruption or interference is likely to occur unless preventive action is taken. For example:

- a. Failing to provide/surrender school identification to any public school personnel or activity sponsor upon demand.
- b. Knowingly and deliberately failing to comply with any legal and/or official rule or regulation designed by or provided by a teacher, principal, faculty member or other public school official at any time, whether the rule is designed for the classroom, the campus in general or any other location or facility involving a school-related activity.
- c. Being dressed in a manner which is disruptive to the educational process.
- d. Inappropriate display of affection, i.e. a display of affection which has the potential to disrupt the educational process.
- e. Cheating.
- f. Gambling.

- g. Use of pagers and/or cell phones during instructional time or at a time that would be disruptive to the educational process.

Hazing - 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.

Language, Profane and/or Abusive - Using language which is crude, offensive, insulting or irreverent; use of coarse words to show contempt or disrespect; swearing.

Materials, Obscene - Displaying material which is indecent and has the potential of being disruptive.

Restitution - Compensation for loss or damage.

Robbery - Taking of property of another through means of force of fear.

Search, Minimally Intrusive - Emptying of pockets, searches of student backpacks and purses, removal of hats, socks and shoes, conducted by any certified school employee, school security officer, campus security aide, or school bus driver.

Search, More Intrusive - Pat downs and/or frisks, conducted by an authorized person of the same sex as the student being searched.

Sexual Harassment - Sexual harassment is a form of gender discrimination as defined in Title IX of the Education Amendments of 1972. Sexual harassment is a violation of federal law.

Tardy, Excessive - Student is not in the class or assigned activity when it is scheduled to begin.

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

Tobacco or E-Cig Possession - Possession of tobacco anywhere on the school campus or at a school related event is prohibited.

Tobacco or E-Cig Use - Using any form of tobacco is prohibited.

Trespassing/Unauthorized Presence - Entering or being on school grounds, in a school building, or in any other person's car or building without authorization.

Vandalism - Deliberately or maliciously destroying, damaging and/or defacing school property or the property of another individual.

Weapon Possession - Possessing a weapon such as but not limited to: a firearm, any type of gun, knife, club, 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.

Weapon Use - Use of any weapon to threaten, intimidate, attack, injure, or kill any person.