



The International School at Mesa del Sol
● global vision ● knowledge ● stewardship ● diversity ● citizenship



Parent & Student Handbook Primary Years Programme 2023-2024



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The Mission & Vision of The International School at Mesa del Sol

Mission Statement:

Our mission is to empower students within an inclusive environment that fosters authentic experiences. In our culture of community, we promote academic responsibility and student agency with purposeful social connections.

Vision Statement:

Our approach is to lead students to develop a global vision and sense of citizenship to enhance, preserve, and contribute to their communities.

We are committed to inspire collaborative, creative, and critical thinkers who embrace learning and actively apply knowledge that leads to innovative contributions.

We encourage compassionate, empathetic and resilient students who have the opportunity to lead the world around them through service learning and understanding various perspectives.

We believe that our students have the capability to incorporate holistic experiences while expanding their individual voice within local and global perceptions.

We celebrate the diversity of our school community which aims to allow international mindedness that is reflective of our commitment to growth as a life-long learner.



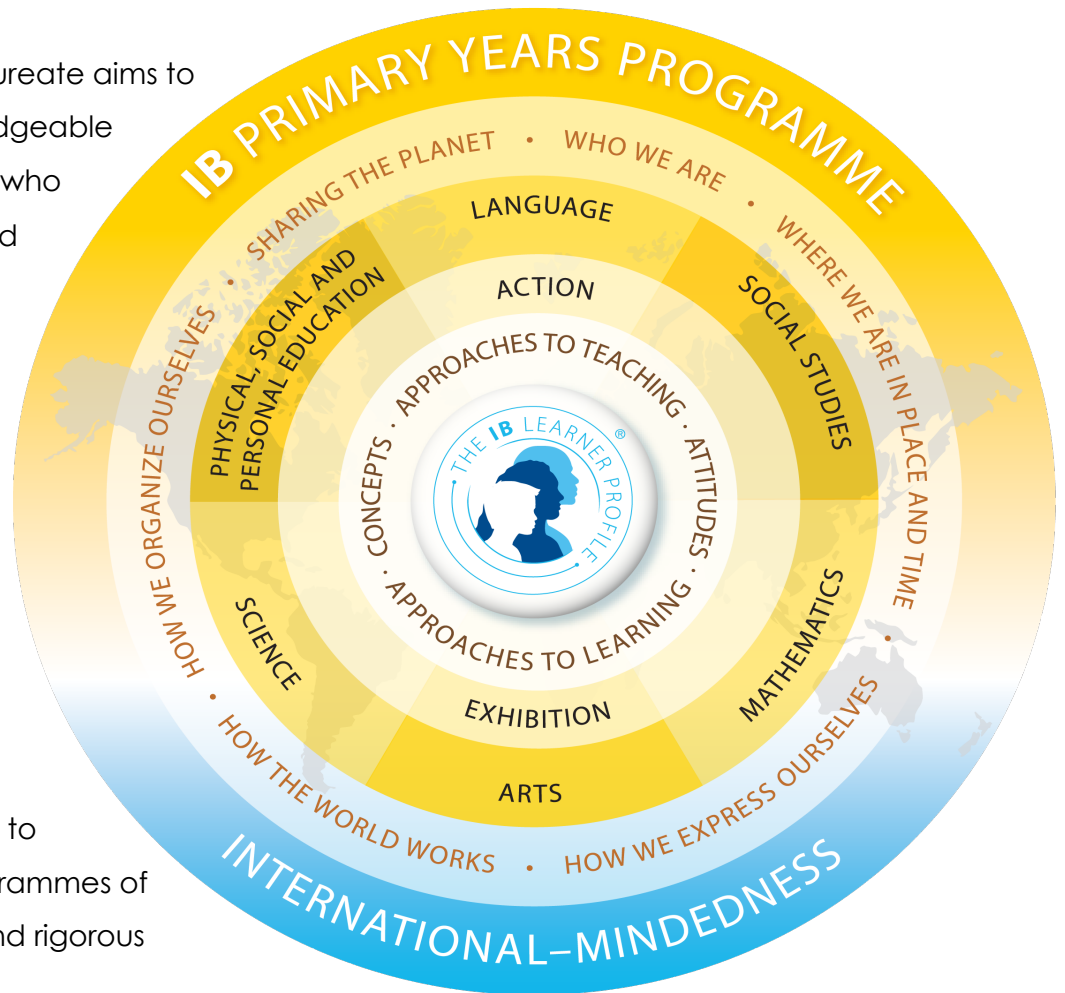
International Baccalaureate Organization

Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.



IB LEARNER PROFILE

The aim of all IB programmes is to develop internationally-minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. IB learners strive to be:

Reflective

Give thoughtful consideration to your own learning and experience.

You are able to assess and understand your strengths and limitations in order to support your learning and personal development.

Open-minded

Understand and appreciate your own culture and personal histories, and are open to the perspectives, values and traditions of other individuals and communities.

You seek and evaluate a range of points of view, and you are willing to grow from the experience.

Risk-takers

Approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies.

You are brave and articulate in defending your beliefs.

Caring

Show empathy, compassion and respect towards the needs and feelings of others.

You have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Balanced

Understand the importance of intellectual, physical and emotional balance to achieve personal well-being for yourself and others.



Principled

Act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities.

You take responsibility for your own actions and the consequences that accompany them.

Knowledgeable

Explore concepts, ideas and issues that have local and global significance. In so doing, you acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Inquirers

Have a natural curiosity and learn to acquire the skills necessary to conduct inquiry and research and show independence in learning. You actively enjoy learning and this love of learning will be sustained throughout their lives.

Communicators

Understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication.

You are willing to work in collaboration with others.

Thinkers

Exercise initiative in applying thinking skills critically and creatively to recognise and approach complex problems, and make reasoned, ethical decisions.

A Message from the Head of School

Dear Parents/Guardians,

Welcome to The International School at Mesa del Sol. We are excited and honored to be working with you and your child, in collaboration, to make this a successful educational experience for all. As we enter our 14th year we are looking forward to an exciting year!

In an effort to keep you informed, this handbook is provided to help parents and students become more familiar with student and school site information. Please take time to review information in this handbook with your child. We ask that you read this handbook and keep in mind more detailed policies and procedures may also be available on our school website.

As a family member, you are an important and necessary component in the TIS school community. Please know that you are always welcome in our school. We at TIS encourage your continued support and participation in all areas of your child's experience here at TIS, including just some of the following opportunities: parent/teacher/student conferences, before and after school activities, numerous on-site and off-site voluntary activities, field trips, learning abroad and the Parent Advisory Council (PAC), the Foundation and community meetings. Family involvement is a key ingredient for our success as a school!

Sincerely,

Amanda Castaneda & Mary Vesper
TIS Administration

TIS governing council

The TIS Governing Council (School Board) makes policy decisions concerning the school and interviews and hires the Head of School for his/her position. The members of the governing council operate according to its bylaws, the council members are volunteers who oversee the operation of the school and ensure that TIS's charter's goals and missions are carried out. Regular meetings are held on the fourth Thursday of each month at 4:30 p.m. at the school (unless otherwise indicated) and often, other meetings are convened to discuss school business. Notices of the TIS Governing Council meetings will be posted on the website, at the school and/or advertised in the Albuquerque Journal.

Parents and other community members who are interested in serving on the TIS Governing Council should contact a Governing Council Member. All parents are encouraged to attend TIS Governing Council meetings as a way to keep informed about our school. Often committees are formed to carry out specific functions and parent and community participation is encouraged.

The Governing Council members are:

Lt. Colonel Carey Eichhorst (ret), President
Mrs. Leann Jenkins, Secretary
Mr. Angelo Martinez, Treasurer
Mr. Joel Loes, Member
Mr. Colton Kennelly

Administration

Head of School
Head of School

Ms. Amanda Castaneda
Ms. Mary Vesper

Coordinators

PYP/MYP Coordinator

Ms. Mari Hawes

Support Staff

Special Education Director
SAT Coordinator
Social Work Director
Attendance Success Coach/Social Worker
Reading Specialist
Reading Interventionist
Special Education
Special Education
Educational Assistant
Educational Assistant
Educational Assistant
Educational Assistant
Nurse
Administrative Assistant

Mrs. Jennifer Gufreda
Mrs. Jenifer Reed
Ms. Iliana Garcia
Mr. Marcus Carter
Mrs. Eileen Boliver
Mrs. Jenifer Reed
Ms. Ana Rauda
Mr. Sal Vigil
Ms. Juana Fox
Ms. Judith Leyba
Ms. Vanessa Benavidez
Ms. Azucena BlancodeRamos
Mrs. Shawn Thompson
Ms. Anna Boliver

Primary Years Programme (PYP)

Pre-Kindergarten

Ms. Chelsea Baca
Ms. Teresa Martinez, EA

Kindergarten

Ms. Marissa Montano
Ms. Lajuan Guerrero
Mrs. Azucena BlancodeRamos

Year One (1st Grade)

Ms. Ashley Sullivan
Ms. Gina McBroom

Year Two (2nd Grade)

Ms. Laura Warner
Ms. Susannah Price

Year Three (3rd Grade)

Mrs. Ginger Lommler
Mrs. Kelsey Hagman

Year Four (4th Grade)

Ms. Breeanna Irvin
Ms. Claire Lasche

Year Five (5th Grade)

Mrs. Lynn Cole
Mrs. Lisa Rios

Special Content Classes K-5

Visual Art/Physical Educaion

Mr. Sergio Guerrero

Library

Ms. Desiree Vargas

Music

Ms. Rachel Irvin

Daily Schedule

Instructional day: Monday – Friday from 8:40 AM – 3:40 PM

Late Start Wednesday's – classes begin at 10 however enrichment activities and tutoring are available beginning at 8:30. Students who come to school on these Wednesday's are required to be in a supervised activity.

- Early Release Wednesdays – school dismisses at 1:15 PM.
- RGEC before care is available at 7:00 am and after 3:30-6:00 pm
- Breakfast is open at 8:15 am
- Students not enrolled/participating in the above, may not be on campus before 8:25 AM unless accompanied by a parent for supervision

Office hours: Monday – Friday from 8:00 AM – 4:00 PM

Students are under the control of TIS

All students are under the control and direction of the Head of School and the immediate control and direction of the teacher or another member of the instructional staff or bus driver to whom such responsibility may be assigned by the Head of School;

- while they are being transported to or from school at public expense
- when they are attending school
- when they are engaged in a school-sponsored activity on the school premises or away from school premises
- during a reasonable time before and after a student is on the premises for attendance at school or for authorized participation in a school-sponsored activity. A "reasonable time" shall mean ten (10) minutes before the school day or school-sponsored activity is scheduled or actually begins or ends, whichever period is longer.

CLOSED CAMPUS STUDENT POLICIES AND GUIDELINES

The safety and security of students and staff is our primary concern. To assist in providing such conditions, **TIS is a closed campus** – once students arrive at school, they must remain on campus until the end of the school day unless they have brought written authorization from their parents/guardians and received permission from school/authorities to leave for a specific purpose. Students who leave campus without such authorization shall be classified as unexcused and subject to the appropriate disciplinary action, pursuant to the Attendance for Success Policy.

- Students may not leave campus during school hours.
- School hours are defined as the time when the student is assigned classes, including lunch/recess.
- If a student needs to leave during school hours, they must be checked out, in person, by their parent/guardian. Parents are to come directly to the office to sign their student out. See Attendance of Success Policy, Leaving School Before Days End.
- The parking lots are off limits during school hours without proper authorization from a TIS staff member.
- Students are not to enter their cars or anyone else's car during school hours without proper authorization.

Students are to remain on campus throughout the school day, **with the following exceptions:**

- A parent has checked the student out of school prior to the day's end.

- Student has a school-approved work release privilege.
- Student is participating in a school-related athletic event requiring travel before the end of the school day.
- Student is attending classes which are offered off-campus (i.e., Dual Credit/Enrollment classes)
- Student is in an approved school-sponsored, off campus independent studies, mentorship and/or job shadowing program.

Any students who leave campus without permission or are in the off limit/restricted areas without proper authorization will be subject to the appropriate disciplinary actions.

Admissions

For information concerning enrollment or the lottery process, please refer to the Admission Section of our school website (www.tisnm.org). TIS does not discriminate against any student based on race, gender, religious affiliation, national origin, ethnicity, physical or mental disability, or sexual orientation. The school is nonsectarian in its programs, admission policies, and employment practices.

Enrollment/Registration

All the following information is to be completed as part of the registration process. Failure to provide the required information may delay or result in a student not being officially enrolled at TIS, jeopardizing his/her place at our charter school where space is limited. Consequently, at the time of registration, returning families will provide the following completed forms:

- TIS review of information
- Emergency Information Update
- Permission to Pick Up Student
- Lunch application
- Technology agreement
- Voluntary TIS Non-refundable International Baccalaureate Organization fee

Please note that according to state law, all students must be in compliance with state immunization requirements, be in the process of receiving the immunization series, or meet exemption criteria before starting school. Exemptions are permitted for medical reasons or due to the conscientiously held beliefs of the parent/guardian. Proof of an exemption must be provided.

*Please note that according to state law, all students must be in compliance with state immunization requirements, be in the process of receiving the immunization series, or meet exemption criteria **before starting school.** Exemptions are permitted for medical reasons or due to the conscientiously held beliefs of the parent/guardian. Proof of an exemption must be provided. In addition, state law requires that students enrolling in a New Mexico public school receive an annual dental exam, or a parent/legal guardian written waiver of this requirement; see Appendix ___ for the TIS dental exam policy and forms.*

Once all applicable forms are completed and returned to the school, your student's registration will be deemed completed and you will be notified when he/she is officially enrolled. Please contact the office as soon as possible with any change of address contact information, emergency information, custody modification orders or phone numbers.

Home Language Survey

Each student entering TIS as a kindergartener must complete a Home Language Survey. The survey form, which has three (3) questions to be answered concerning the student's language, is a part of kinder jumpstart. If a parent answers "yes" to any one of the three questions on the survey, the school will assess the student's English proficiency to determine eligibility for services. Once identified, students must test out of the program. All other students will be reported to the school from their previous district / school.

Changes in Contact Information

Parents are responsible for updating emergency contact information in our school office. When you add/change phone numbers, email addresses, and/or home addresses, please let us know as soon as possible. To ensure accuracy, we will not rely on students to relay contact information.

Curriculum

TIS is an International Baccalaureate (IB) Primary Years Programme (PYP) World School, which are grades Kindergarten through 5th. Beginning in school year 2019-2020, TIS is initiating the authorization process with International Baccalaureate Organization to become an IB Middle Years Programme (MYP) World School which is grades 6-8th. Teaching and learning is based on the IB's Program of Inquiry, the New Mexico Public Education Department standards, and the Common Core State Standards. Curriculum details are available to you through your child's teacher and our on-site International Baccalaureate Coordinator.

Lunch / Breakfast

Beginning in 2023-24, TIS shall provide a hot lunch to all students, regardless of enrollment in the above program. Senate Bill 4 established the *Healthy Hunger-Free Students Bill of Rights Act* which ensures that all K-12 students have free-of-cost breakfasts and lunches beginning in the 2023-2024 school year. Monthly lunch calendars are available in the office and on our website. TIS recognizes its responsibility to offer appropriate food service to its students during the school day. While TIS holds a contract with its food service provider (Canteen), it does so on behalf of the students who attend TIS, and without intent or method to derive a profit.



****PLEASE NOTE: Beginning in the 2023-2024 school year, with hot meals being provided free-of-cost to all students, microwaves will no longer be available in the MPR for warming up lunches. Families sending students to school with a packed home lunch should consider options that do not require any cooking, heating, or warming.***



The International School Procedures

On- Time Attendance / Absences

TIS students are expected to arrive on time 8:40 am and adequately prepared for their day. If your student is absent or late, please contact the school at [_505-508-3295_](tel:505-508-3295). If your student is late (all arrivals after 8:55), he/she will need to be escorted into the front office and signed in. While regular attendance is required, SICK STUDENTS SHOULD REMAIN AT HOME.

Elective appointments (e.g., dentist, well-child checkups): Elective appointments should be scheduled outside the instructional day. This will allow for less disruption in the instructional environment for all children. Instructional Staff Professional Development days and late start Wednesdays are perfect for this!

Makeup work for absence

Students are expected to makeup all schoolwork (excused and unexcused absences, including ISS and OSS) and will be provided with the number of days absent from class within which to makeup the missing assignments. High school students are responsible for acquiring their missing work due to absences.

ATTENDANCE FOR SUCCESS POLICY/PROCEDURE

TIS is committed (and legally obligated) to enforce the New Mexico Attendance for Success Act. The following attendance requirements are consistent with a student's obligation to attend and a parent/guardian's obligation to ensure that their student attends school. TIS hopes that every parent will consider regular and timely attendance to be imperative to their student's educational success.

This policy applies to students and their parents or legal guardians.

DEFINITIONS

- a. "Absence" is when a child is not at school for a class or school day, whether excused or not, provided that "absence" does not apply to participation in interscholastic extracurricular activities.
- b. "Excused absence" is an absence due to illness, appointments with health or mental health care providers, death in the family, or religious instruction or tribal obligations. At the school's discretion, a written confirmation may be required by the office when the student returns to school. If requested, such letter should come from medical practitioner,

funeral service provider, or provider of religious education or tribal official. Special family situations may be considered appropriate for excused absence when *prior* approval is received from the Principal. The Principal's decision on the request shall be considered final.

- i. Excused Absence due to Religious Instruction: A student may, subject to the approval of the Principal, be absent from school to participate in religious instruction for not more than 1 class period of the school day with the written consent of the parent/guardian, at a time that is not in conflict with the academic program of the school. School does not assume responsibility for the religious instruction for any student, nor does it permit religious instruction to be conducted on school property. School shall provide time for the student to make up the school work missed during the absence.
 - ii. Excused Absence due to Tribal Obligations: A student may, subject to the approval of the Principal, be absent from school to participate in tribal obligations with the written consent of the parent/guardian. The School shall provide time for the student to make up the school work missed during the absence.
- c. "Unexcused absence" is an absence from school or from a class for which the student does not have an allowable excuse as identified in this Policy.
- d. "Half Day Absence" is an absence from school for less than half the school day.
- i. "Excused half day absence" is a half day absence from school for reasons identified in this Policy.
 - ii. "Unexcused half day absence" is a half day absence from school or from a class for which the student does not have an allowable excuse as identified in this Policy.
- e. Absence equivalencies:
1. Any combination of two half-day excused absences will equate to one excused absence.
 2. Any combination of two half day unexcused absences will equate to one unexcused absence.

- f. "Tardy" is an arrival to school after the start of the day, but 30 minutes or less late. Late arrivals in excess of 30 minutes will be considered a "half day absent."
 - i. "Excused tardy" is a tardy for reasons listed in this Policy.
 - ii. "Unexcused tardy" is a tardy for reasons not listed in this Policy.
- g. "Early Release" is a student's departure from school 30 minutes or less prior to dismissal for reasons listed in this Policy. Early releases longer than 30 minutes will be considered a "excused half day absence."
 - i. "Excused early release" is an early release for reasons listed in this Policy.
 - ii. "Unexcused early release" is an early release for reasons not listed in this Policy.
- h. "Chronically Absent" is a student with an absenteeism rate of 10%, but less than 20% regardless of the reason for absence, and/or whether excused or not. Chronically absent students require Early Intervention; see below.
- i. "Excessively Absent" is a student with an absenteeism of 20% or greater, regardless of the reason for the absence and/or whether excused or not. Excessively absent students require Intensive Support; see below.
- j. "Voluntary Withdrawal" is the School interpreting a student's continued unexcused absences to constitute a voluntary disenrollment of the child from the school, after school's intervention attempts have been exhausted. Voluntary withdrawal is not an expulsion of a student and does not require the due process for expulsion.

PROCEDURES

a. Attendance Requirement. The New Mexico Attendance for Success Act requires that all persons between the ages of five and eighteen attend a public, private, or home school, or a state institution, unless that person has graduated from high school or has received a general education development certificate, or that person's parent or guardian provides written, signed permission for that person to leave school for health reasons or in case of hardship, and that permission is approved by the Principal. Students enrolled in TIS shall attend school for the length of time of the school year as established by the school charter and any resulting reauthorization thereof.

Students are expected to have no more than 5% absentee rate per school year, which includes both excused and unexcused absences. Students are expected to arrive on time to school each day and to remain in school until the scheduled dismissal.

b. Whole School Efforts to Ensure Student Attendance

- i. Notification of an Absence by a Parent or Guardian: The parent or guardian shall notify School's attendance officer each day that his or her student will be absent from any part of the school day, except in the case of an emergency, and shall give the reason for the absence and shall provide a written parental verification upon the child's return to school.
- ii. Notification of an Unexcused Absence by the School: If a student is absent from school or class without a parent or guardian's notification of absence, the School attendance officer (or the designee) will, as soon as practicable, contact the parent or legal guardian by telephone or e-mail to give notice of the student's unexcused absence and to ascertain and document the reason for absence.
- iii. The School Registrar shall notify parent/guardian of a child who has reached a 5% absentee rate regardless of reason for absence and shall keep a record of notification(s).

c. Make up of Work Missed. Following an excused absence, parents or guardians shall discuss make-up work with the student's teacher. A student shall be given a reasonable time by the teacher within which to make up the work the student missed during the absence. Following an unexcused absence, make-up work is at the discretion of the teacher.

d. School Actions for Poor Attendance

- i. Out-of-school suspension and expulsion will not be used as punishment for truancy or unexcused absences. However, after explicit notification to the parent/guardian that the student is excessively absent despite exhaustion of all intervention efforts described in this Policy, the school may consider further unexcused absences to constitute a voluntary withdrawal of the child from school enrollment.
- ii. Students in need of individualized prevention (5-9% absent)
 - a. The Principal shall talk to the parent/guardian (either in writing or in person) and inform them of the student's attendance history, the impact of student absenteeism on student academic outcomes, the intervention or services available to the family, and the consequences of further absences, which may include referral to the Children, Youth and Families Department (CYFD) for chronic absenteeism.
- iii. Early Intervention for Chronically Absent Students (10 – 19% absent)

- a. Parents/guardians of students found to be Chronically Absent shall meet with the Principal.
 - b. The school registrar shall notify parent/guardian of a child found to be chronically absent in writing, and include the date, time and location for parent/guardian to meet with Principal.
 - c. The purpose of the meeting will be to establish an Early Intervention Plan. This plan will include an Attendance Contract and weekly monitoring and reporting of student attendance to the parent/guardian.
 - d. Parents of students with any further unexcused absence after meeting with Principal to develop an Early Intervention Plan may be referred to the Children Youth and Families Department for suspected neglect.
- iv. Intensive Support for Excessively Absent Students (20% or greater absent)
- a. Parents/guardians of students found to be Excessively Absent shall meet with the Principal.
 - i. The school registrar shall notify the parent/guardian of the student found to be excessively absent in writing, and include the date, time and location for parent/guardian to meet with the Principal.
 - ii. The purpose of this meeting will be to establish non punitive consequences and school level supports to eliminate future absences, and to apprise the student and parent of the consequences of further absences.
 - iii.. Parents of students with any future absences of any type after meeting with the Principal for Intensive Support shall be reported to the probation services office of the local judicial district within 10 days after such absence. Such referrals shall include documentation of interventions provided to the family.
- v. Voluntary withdrawal for 10 Consecutive Unexcused Absences: The school will consider 10 consecutive unexcused absences as a voluntary withdrawal from enrollment at TIS. Voluntary withdrawal will be processed by the school only after:
- a. The school has documented and exhausted intervention efforts to keep the child in school per this Policy.
 - b. The school has contacted the juvenile probation department.

- c. The school has notified the parent/guardian in writing upon the fifth consecutive unexcused absence that accumulating ten consecutive unexcused absences will constitute a voluntary disenrollment of the child. Such notice will require a scheduled meeting between the parent and Principal.
- vi. The Public Education Department's truancy prevention coordinator (or designate) or Children Youth and Families Department representative, or representative of the Probation Services Office, shall be permitted access to any records and information related to chronically absent students or excessively absent students.
- vii. The School's Registrar shall provide a parent/guardian, within 5 days of parent's written request, access to attendance data of the student, including information about any intervention strategies that have been employed.

School Action for Tardy/Early Release.

a. The School Registrar shall notify parent/guardian of a child when the child has accumulated 5 or more of any combination of Tardies or Early Releases.

b. Chronically late/leaving early: When a child's combined total of Tardies and/or Early Releases reaches 10, the parents/guardians shall be required to meet with the Principal.

- i. The School Registrar shall notify the parent/guardian of the student found to have 10 Tardies and/or Early Releases, and include the date, time and location for parent/guardian to meet with the Principal.

- a. The purpose of this meeting will be to discuss methods of ensuring on-time arrival and/or limiting early dismissal of students.

- b. The Principal will decide on appropriate consequences for continued Tardies or Early Releases.

- c. Continued meetings will be scheduled for every 5 instances of tardies or early releases.

c. Excessively late/leaving early: When a child's combined total of Tardies and/or Early Releases reaches 10, the parents/guardians shall be required to meet with the Principal.

- i. The school registrar shall notify the parent/guardian of the student found to have Tardies and/or Early Releases, and include the date, time and location for parent/guardian to meet with the Principal.

ii. The purpose of this meeting will be to discuss methods of ensuring on-time arrival and/or limiting early dismissal of students.

iii. The Principal will decide on appropriate parental consequences for continued Tardies or Early Releases.

d. The Principal or designee may create and implement additional measures to address chronic or excessive late arrivals/early releases.

Native American Students.

In carrying out its duties under this rule and the school attendance law, the School shall take into consideration the sovereignty of a Native American tribe. While all children attending public schools will still be subject to being reported to the Public Education Department or other authorities per this Policy, the School shall respect tribal laws and traditions in carrying out its duties of early identification, intervention, and parental notification.

Interscholastic Extracurricular Activities (High School Only).

a. A student shall not be absent for interscholastic extracurricular activities in excess of 15 days per semester, and no class shall be missed in excess of 15 times per semester for Interscholastic Extracurricular Activities.

b. A student shall have at least a 2.3 grade point average on a 4.0 scale, or its equivalent, either cumulatively or for the grading period immediately preceding participation, to be eligible to participate in any interscholastic extracurricular activity. For purposes of this section, "grading period" is a period of time not less than six weeks. This subsection shall not apply to students receiving C or D level special education services.

c. The Secretary of the Public Education Department may issue a waiver relating to the number of absences for participation in any state or national competition that is not an interscholastic extracurricular activity.

EXCUSED ABSENCES FOR PREGNANT/PARENTING STUDENTS

Students will be permitted 10 (ten) days of excused absences upon documentation of the birth of that student's child. Documentation in the case of the mother can be a note from her medical provider; for the mother or father, a copy of the child's birth certificate. Students missing school due to the birth of a child, shall have the same number of days that he/she was absent for the birth to make up the class assignments missed. The time for make-up work will begin on the first day the student returns to class following the excused absence.

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.

Early Dismissal

Parents/guardians who pick-up students early from school must go to the office and sign their child out before the student can be released from school. Parents are asked to wait for their child in the office, as they are not permitted to go directly to the classroom to pick up their child before the end of school day. Every effort should be made to avoid taking students away from school before the end of the school day. Please keep in mind that students will not be released early, with the exception of emergencies, after 3:15 pm. During standardized testing, students will not be admitted to class if they arrive after the start of a testing period. Parents are discouraged from picking up students early once a test has begun, during these testing periods.

School Closure, Delayed Start, or Early Dismissal due to Inclement Weather

Announcements regarding changes to school schedules will be made by the following times:

Delays: 6:00 AM

Cancellations: 6:30 AM

Early dismissal: 11:30 AM

In addition to an email blast to our community announcing a closure or delay, check the following resources for changes to school schedules:

- **TIS website:** www.tisnm.org
- **School Messenger** – Send phone/email notification to all parents
- **Facebook:** The International School at Mesa del Sol
- **When checking the news for changes to school schedules, please remember to look for *The International School at Mesa del Sol*.**

Before & After School Program: Rio Grande Educational Cooperative

RGEC Before/After School Program offers a learning/recreational environment for working families from 7:00 AM – 8:25 AM and from 3:30 PM – 6:00 PM. Parents are responsible to RGEC and must comply with all program requirements including but without limitations pickup/drop of procedures and payment obligations. Applications are available online, RGEC.ORG or in the office.

HOMELESS CHILDREN AND YOUTH

Children and youth who are: sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; living in motels, hotels, trailer parks or camping grounds due to lack of alternative adequate accommodations; living in emergency transition shelter; abandoned in hospitals; have a primary nighttime residence that is a public or private place not designated for, or ordinarily used as, a regular sleeping accommodation for human beings; living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; or migratory children who qualify as homeless because they are living in circumstances described above, have certain rights under the McKinney-Vento Homeless Assistance Act of 2001, 42 USC Section 1142(g)(1)c), and under New Mexico. Please see the School's liaison for homeless students, **Iliana**

Garcia, 505-508-3295/igarcia@tisnm.org (phone/email), and the School's Homeless Student/McKinney-Vento Act policies and procedures, for more information about support, services, admission, enrollment, and other matters relating to homeless children and youth.

Building Use

We offer our facilities for use to scout troops, community organizations and other groups. In all cases, a TIS Building Use Form (available in the Main Office) is filled out and returned to the office for approval by the Head of School. In cases where after-hours use of the facility is required, arrangements are dependent upon custodial or staff availability.

Bus Behavior / Expectations

The International Baccalaureate Learner Profile is the foundation for expected student behavior and conduct on campus, school transportation, and at any and all school-sponsored activities.

Riding our school bus is a privilege. The bus is an extension of our school, and we want the ride to and from school to be safe and comfortable for everyone on the bus. Students are expected to help create this environment by demonstrating the attributes of our Learner Profile. These include being Principled in their choices and Caring towards one another during the ride to and from school. Bus privileges can and will be immediately revoked for the remainder of the year for any inappropriate, aggressive behavior while riding the bus.



Behaviors that may result in the immediate revoking of bus privileges include:

- Any and all physical aggression towards another student, or towards the driver
- Defying the bus driver, which includes not remaining seated in your assigned seat
- Any form of vandalism to the bus or other students' property, which includes theft
- Smoking (including electronic cigarettes or vape pens)
- Opening an emergency exit
- Possessing banned items on the bus (drugs, alcohol, weapons, etc.)
- Making threats towards another student or the driver
- Throwing anything in, around, or outside of the bus
- Making obscene gestures or inappropriate public displays of affection
- Speaking profanely towards anyone on the bus

All reported incidents of misbehavior that occur on the bus are taken seriously and investigated by our administrative team because these can affect students' safety and well-being. **This zero-tolerance approach is being taken to ensure a secure, positive, and safe environment for all students during the ride to and from school.** Any bus disruptions, whether deliberately or inadvertently interfering with the safe operation of a school bus, 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 reviewed by our administrative team through the bus surveillance cameras, and can result in the immediate revoking of bus privileges for the remainder of the year.

Celebrations/Parties (birthdays, holidays)

While we believe in recognizing important events such as birthdays and holidays, instructional time is never used for celebrations that are not directly related to the school curriculum. Cupcakes, cookies, candy, and other sweets are not allowed. Parents wanting to bring something special to celebrate their child's birthday are requested to please consider, instead, a healthy snack for the entire class or a donation to the classroom such as a book or educational game. When these celebrations occur, it is always within the last twenty minutes of the school day. **Please check with**

your child's teacher prior to sending special snacks. Also, please consider that many students have food allergies that could be affected.

Communicating & Meeting with Teachers

Parents who have concerns about their child's progress or well-being in school should first discuss issues with their child's teacher. Most issues are resolved during this important step. We ask that parents refrain from addressing these issues with teachers during instructional time. Please schedule time before or after school to talk with teachers regarding important issues. Should there be continuing concerns, please contact the school's Administration.

Please understand that TIS teachers do not use precious class time to access their email and personal cell phones during the instructional day. Phone calls directed to teachers are forwarded via our classroom voicemail system. Our community should expect a reply from instructional staff, in person, through telephone or email within 48 hours.

Communicating with students during the school day

In the case of emergency, illness and/or other concern, office personnel will contact you by phone. Students are not allowed to call home unless directed to by site personnel (personal cell phones are prohibited from use during the school day). Students or parents needing to contact the other, during the school day, may do so through the Main Office only. It is not our policy to prohibit phone contact between students and their parents, but to limit such contact during the school day for unusual, unforeseen, and unavoidable circumstances. **The use of cell phones by students during the instructional day (8:30-3:30) is prohibited.**

***All after-school plans should be made prior to your student coming to school each day. Changes in a family's after-school arrangements does not necessarily constitute an emergency or a situation for TIS personnel to facilitate. Unless there is a family emergency or extenuating circumstances, please do not ask TIS to deliver messages to your student during the school day.**

Complaints and Grievance Procedure

The Council has established the following complaint policy and procedure in order to provide for a uniform and efficient procedure for addressing complaints brought by parents/guardians and students which are authorized under state and federal programs requiring formal complaint procedures and include, but are not limited to complaints of discrimination on the basis of ethnic group, race, nationality identification, religion, age, sex, color and physical or mental disability or other protected classes. Matters covered by the School's disciplinary procedures or other matters for which there is a separate procedure or method of review prescribed by law or Board rule, such as employee grievances, and matters as to which the Council is not authorized to act under applicable law are not covered by this policy.

1. Every effort will be made to resolve a complaint at the earliest possible stage.
2. Whenever possible, complaints should be made directly by the complainant to the person against whom the complaint is made. Parents/guardians are encouraged to attempt to orally resolve concerns with the staff member against whom the complaint is made personally. All complaints related to School personnel other than administrators shall be submitted in writing to the immediate supervisor.

3. If, thereafter, the complaint is unresolved, or if the complainant is uncomfortable approaching the other party, the complainant may submit the complaint in writing to the Head of School. Complaints against the Head of School will be submitted to the President of the Governing Council who shall refer the complaint to a committee of the Board for purpose of investigation and resolution.
4. A written complaint must include:
 - a. The name of each party involved.
 - b. A brief but specific summary of the complaint and the facts surrounding it.
 - c. A specific description of any prior attempt to discuss the complaint and the failure to resolve the matter.
5. When a complaint is received, an investigation shall be initiated within three (3) school days, if possible. The time for notification and action may be extended if additional information is deemed necessary in order to process the complaint. Within two (2) school days of completion of the investigation, the complaint investigator may meet with the parent/guardian or student. The investigator shall prepare a written report and provide a copy to the parent/guardian, the person against whom the complaint was made and the Head of School or Council committee as appropriate. The report shall include the investigator's findings, conclusions and suggested remedy to be made.
6. Information obtained during the course of an investigation pertaining to student educational records and other records which are confidential under state or federal law shall not be disclosed in the report.
7. Upon completion of the investigation the report findings are provided to the parties as well as the Council. The parent/guardian has (5) days to respond to the report prior to a final decision by the Council.
8. The Council shall review the record of the investigation and any response from the parent/guardian at the next Council meeting and shall make a written decision in the Council meeting minutes. A copy of the decision shall be served on the affected parties. The decision of the Council shall be final.
9. If the parent is a member of the Governing Council, he/she shall not use his/her position to influence or attempt to influence the outcome of the grievance. Council members who are filing grievances as parents are expected to adhere to this policy and will be excused from all steps in the grievance process applicable to the Council.

Custody Concerns

When parents are separated or divorced, it is recommended that the school have a signed and certified court order defining custody and visitation rights. When parents share custody, each parent has the right to access and to receive copies of school records and information, to attend conferences, and to be informed about the student's welfare, educational progress, and status.

The custodial parent(s) are responsible for:

- providing a copy of the signed and certified court order to the school; and
- providing the school with any revisions/updates to the court order that affect custody, visitation, or student record-access rights.

The school is responsible to:

- maintain a copy of the relevant sections of the court order;

- inform appropriate school personnel of the provisions or restrictions in the court order; and
- abide by the provisions and/or restrictions ordered, and the non-custodial parents requests that are consistent with the order.

The school is not required to hold a separate conference for each parent. Please be sure that the school has appropriate contact information for both parents to ensure consistent communications. Unless prohibited by a certified court order, and upon request, the school will:

- send duplicate correspondence to the non-custodial parent or both custodial parents;
- arrange for review of school records by the non-custodial parents;
- keep non-custodial parents apprised of major school events.

Dress Code

Students must arrive at school dressed according to the school's dress code. Additionally, students are expected to be dressed appropriately for the weather and various school activities such as recess, PE, and field trips. Writing and/or logos/images that are sexually suggestive, violent, disrespectful, or racially inappropriate are not allowed on any article of clothing. Unless otherwise indicated, students should be dressed in the school's dress code for field trips. Because TIS students participating in fieldtrips represent our school, each other, and our community, it is expected that they dress accordingly. Failure to do so may result in loss of field trip attendance.

Guidelines and Expectations

Prohibited student dress is any dress that may present a health or safety hazard, violate municipal or state law, or present a potential disruption to the instructional program. Attire or accessories which advertise, display, or promote any drug, including alcohol or tobacco, sexual activity, violence, disrespect and/or bigotry towards any group are not acceptable.

Tops: Students may wear short or long-sleeved t-shirts, button-up collared or polo shirts, turtlenecks, hoodies, or sweatshirts. **Excessively tight or revealing shirts, crop or halter tops, midriff shirts, low-cut, spaghetti-strap, and/or off the shoulder blouses are not allowed. This means that no skin should be showing between the bottom of the shirt and the top of the pants/skirt at any time.**

Bottoms: Students may wear jeans, khaki pants, cargo pants, slacks, or jogger pants (**without holes and no sagging pants worn below the hip bone, without exposure of undergarments or skin**), jumpers, shorts, sweatpants, skirts, or skorts as bottoms. Bottoms are an acceptable length only if they fall below the fingertip when the student's arms are hanging relaxed at his/her side. **Note: tights, leggings, or jeggings must be worn underneath a shirt, blouse, dress, skirt, jumper, shorts, or skort that appropriately covers the student's bottom and ARE NOT ACCEPTABLE AS STAND-ALONE PANTS!**

Shoes: Students may wear shoes in any color. To guarantee safety for running and playing, **all footwear must have closed toes and closed heels (no slides, flip-flops, slippers).**

Outdoor/cold weather clothing: Students are expected to be dressed appropriately for the weather. Clothing that is worn outdoors (e.g., jackets, sweatshirts, hoodies, coats, hats, etc.) may be in any color and may include a design/logo that is appropriate for school. Hoods from hoodies should not be worn on the head while in class.

OTHER DRESS CODE EXPECTATIONS:

- Hair should not distract from the learning process. Hairstyles deemed distracting to the learning process include (but are not limited to) mohawks or spiked styles designed to draw unnecessary attention to the student. School administration has final authority over determining the appropriateness of hairstyles. **TIS shall not discriminate against a student, discipline a student, or impose disparate treatment of a student because of a student's race, religion or culture or because of a student's use of protective hairstyles or cultural or religious headdresses, as defined in New Mexico statute, NMSA 1978 §22-8B-4(U).**
- No bandanas are allowed on campus.
- No undergarments should be seen at any time. This includes bra straps and underwear.
- Pant sagging is not allowed. Clothing must be worn at waist level, at or above the hips.
- Writing and/or images that are sexually suggestive, violent, disrespectful, or racially inappropriate are not allowed on any article of clothing. Furthermore, symbolism of drugs, gangs, tobacco, or alcohol on any garment is also prohibited.
- Length: The minimum length of shorts and skirts should be 5 inches above the top of your kneecap.
- Loungewear including, but not limited to, blankets, pajamas, and/or sleepwear are for lounging and sleeping and are not appropriate for school.

Consequences. Students may be removed from class and be required to obtain appropriate dress before being allowed to return. Repeated violations of the student dress guidelines may result in additional consequences.

Physical Education

Physical Education (PE) encourages improvement of physical health and wellbeing through exercise and the development of athletic and social skills.

Appropriate dress: It is important for students to be dressed appropriately for PE. Appropriate attire includes comfortable tennis shoes, shorts under skirts and dresses, and outdoor clothing appropriate for the weather (e.g., hats, gloves, and coats in the winter). **Currently, TIS does not have facilities for students to shower or secure personal property during their PE classes.** We ask all students to plan accordingly when preparing their school day for their PE class to include bringing a water bottle.

Safety Standards for Student Drop-Off and Pick-Up Area

Drop-Off & Pick-Up Procedures

Supervision: School grounds are only supervised by staff during the instructional school day, beginning at 8:25.

Arrival: Students shall **not** be dropped off on school campus more than fifteen minutes BEFORE the school instructional day begins (8:40) unless they participate in the Before and After School Care program.

Pick-Up: Students shall be picked up within ten (10) minutes at the END of the day (3:40). If extenuating circumstances prevent a family from picking up a student on time, the Office must be notified by 3:00.

Exterior gates are locked promptly after the regular school day begins (8:40) and unlocked at 3:35. Visitors must always check in at the office. Please wait until 3:40 to pick up your child, every instructional minute counts!

Under no circumstances will a child be allowed to depart from the premises unless he/she is with a previously identified person or identified as a bus rider. A staff member must always acknowledge the dismissal of a child.

In the event that you will be sending a third party to collect your child, please let us know in advance in writing (note/email to your class teacher and the office (aboliver@tismn.org). This person will have to collect the child from the office with identification.

Safety Standards for Student Drop-Off and Pick-Up Area

The student drop-off and pick-up area for all students is our front loop. There will be TIS staff members on duty around the loop to greet and direct students. If you arrive to campus after exterior gates are locked (8:40), you must escort your child into the main office.

After dropping off/picking up students, ALL traffic MUST use the **RIGHT PASSING LANE** to exit the drive-through loop. The following is required of all those choosing to pick-up and/or drop off their child at school:

- ✓ DO NOT leave your car unattended or blocking traffic at the curb.
- ✓ The drive-through loop is ONE WAY.
- ✓ Always model safe behavior for the children
 - Please refrain from using a cellphone while driving through pick-up and drop-off areas
 - Please be aware of other children/families who are crossing the drive-through loop to the parking lot
- ✓ **Follow the direction of the staff on duty in this area at all times.**
- ✓ ALWAYS be patient when dropping off and/or picking up your child.
- ✓ Children should not walk between cars to get dropped off or picked up, **whether or not accompanied by an adult.**
- ✓ NM law states that all public schools are no smoking zones. Please do not smoke, **even inside o of your vehicle**, while you wait, pick-up or drop-off.

SEARCH AND SEIZURE

Search Generally – School property assigned to a student, and a student's person or property while under the authority of a public school, are subject to search, and items found are subject to seizure, in accordance with the following:

Who May Search. Certified school personnel, school security personnel and school bus drivers are authorized to conduct searches when a search is permissible as set forth herein. An authorized person conducting a search may request the assistance of one or more people, who upon consent become authorized to search for the purpose of that search only.

When A Search is Permissible. An authorized person may conduct a search when the authorized person has a reasonable suspicion that a crime or other breach of school rules is occurring or has occurred. An administrative authority may direct or conduct a search under the same conditions and also when the administrative authority has reasonable cause to believe that a search is necessary to help maintain school discipline.

Conduct of Search.

a. School property, including lockers and school buses, may be searched with or without students present. When students are not present for locker searches, another authorized person shall serve as a witness whenever possible. Locks furnished by students should not be destroyed unless a student refuses to open one, or circumstances otherwise render such action necessary in the judgment of the Principal.

b. Student vehicles when on campus or otherwise under school control and students' personal effects, which are not within their immediate physical possession, may be searched in accordance with the requirements for locker searches, above.

c. Physical searches of a student's person may be conducted only by an authorized person of the same sex as the student and, except when circumstances render it impossible, may be conducted only in the presence of another authorized person of the same sex. The extent of the search must be reasonably related to the infraction, and the search shall not be excessively intrusive in light of the student's age and sex, and the nature of the infraction.

Seizure of Items. Illegal items, legal items which threaten the safety or security of others, and items which are used to disrupt or interfere with the educational process may be seized by authorized persons. Seized items shall be released to appropriate authorities or a student's parent or returned to the student when and if the administrative authority deems appropriate.

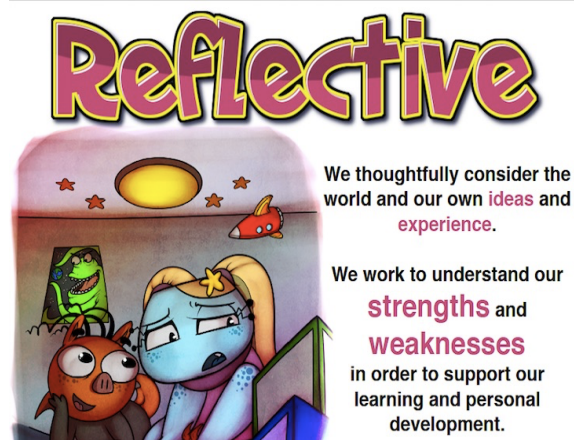
Notification of Law Enforcement. The Principal may notify the local children's court attorney, district attorney, or other law enforcement officers when a search discloses illegally possessed contraband material or evidence of some other crime or delinquent act.

Expected behaviors / Discipline matrix

Behavior Expectations: The International Baccalaureate Learner Profile is our foundation for expected student behavior and conduct. Because students and families make the decision to enroll at TIS, a public charter school, rather than the family's local public school, they have chosen to commit to following the IB Learner Profile as part of the educational program.

The IB Learner Profile requires students to commit to the following code of conduct:

- a. I agree to show self-discipline and responsibility for my own behavior.
- b. I agree to make appropriate decisions and choices when faced when following school rules.
- c. I agree to cooperate with my teachers, administrators, and other adults at TIS.
- d. I agree to be a positive leader and help others make good choices when faced with difficult situations.
- e. I agree to ask an adult when I do not know whether my behavior is acceptable before I act.
- f. I agree to consider my fellow students' thoughts and feelings before acting in a way that might hurt them or their feelings.
- g. I will be fair and honest.



- h. I will show self-respect by following school rules.
- i. I will accept the differences in other people by respecting them and being sensitive towards their needs that may be different than my own.
- j. I agree to be considerate and thoughtful about my own actions.

Knowing the Rules: TIS has rules for all students, which you must know and follow. If you break an Essential Agreement (rule), you will be treated fairly. You will be allowed to tell your side of the story to your teacher or someone in the office. Consequences may include talking with you, talking with your parents/guardians, staying in for recess, or more severe consequences depending on your behavior and choices. Individual classes set their own Essential Agreements for their personal classroom environments. Faculty and staff have established these norms for group areas such as the MPR, playgrounds, and other commonly shared areas (library, computer lab, etc.).

Essential Agreements: Additionally, at the beginning of the school year, students in each classroom collaborate to create a set of Essential Agreements, which they believe will create a positive learning environment. Your child's classroom teacher will inform you of his/her classroom's Essential Agreements and how they will be enforced. Essential Agreements are also created for community areas such as the MPR, Media/Library Center and Playground/recess.

Academic Honesty: All members of the TIS community must strive to be principled, acting with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. TIS students must demonstrate academic honesty and avoid any form of academic misconduct. Academic misconduct includes:

- Plagiarism – The representation intentionally or unwittingly of the ideas, words, or work of another person without proper, clear and explicit acknowledgement.
- Collusion – Supporting academic misconduct of another student. For example, allowing one's work to be copied or submitted as their own.
- Duplication of work – The presentation of the same work for different assessment components.
- Any other behavior that gives an unfair advantage to a student that affects the results of another student.

Discipline Policy: Our progressive disciplinary process is geared toward assisting each student in the development of thoughtful reflection and the identification of appropriate choices. A progressive discipline system allows for students to take responsibility for their actions with the understanding that consequences are a part of this process.

NO DISCRIMINATION BASED ON RACE, CULTURE, RELIGION, HAIRSTYLE: TIS shall not discriminate against a student, discipline a student, or impose disparate treatment of a student, because of a student's race, religion or culture or because of a student's use of protective hairstyles or cultural or religious headdresses, as defined in New Mexico statute, NMSA 1978 §22-8B-4(U).

Racialized Aggression – racialized aggression (as defined by New Mexico law) involving any student or school personnel, is strictly prohibited.

WEAPONS. TIS prohibits students from possessing, storing, making, carrying, concealing in a backpack or on their persons, or using a weapon or other devices designed to inflict serious bodily harm in any setting that is under the control and supervision of TIS. This includes school activities, property leased, owned, or contracted for by TIS, a school-sponsored event, and/or

while in school sponsored transportation. The term "weapon" includes a firearm, destructive device, knife/cutting instrument and other weapon as defined herein.

➤ A *firearm* is any device which will, is designed to, or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of any such weapon; any firearm muffler or firearm silencer; any destructive device; or any machine gun. Weapon includes firearms of any kind (operable or inoperable, loaded or unloaded, commercial or homemade); including but not limited to hand, zip, pistol, rifle, shot gun, starter gun, flare gun, or tear gas gun.

➤ A *destructive device* is any bomb, grenade, mine rocket, missile, pipe bomb, or similar device containing some type of explosive that is designed to explode and is capable of causing bodily harm or property damage.

➤ *Knife/Cutting Instrument* includes, but is not limited to dagger, dirk, stiletto, shank, knife, razor, box cutter, or Exact-o knife.

➤ *Other weapons* means the possession or intention of using any instrument or object to inflict harm on another person, or to intimidate any person, including, but not limited to chains (even if not being used for the purpose for which it was normally intended and capable of harming an individual), pipe (any length or metal not being used for the purpose it was normally intended), pointed instruments (including pencils, pens), nunchakus, brass knuckles, Chinese stars, billy-clubs, bludgeons, slingshots, portable devices or weapons directing electrical current (stun guns), impulse, wave, beam or chemicals, BB pellets, CO2 firing devices, or dart guns, bows, explosives, or propellants. Any other dangerous or deadly weapon.

Students must immediately report knowledge of weapons and threats of violence by students and staff to the Principal. Failure to report such knowledge may subject the student to immediate suspension and potential expulsion from school. The Principal shall immediately report to the appropriate law enforcement agency if a dangerous weapon is found or is suspected to be in the possession of a School employee or a visitor.

- *Exception* Items pre-approved in writing by the Principal upon request of the supervising teacher as part of a class or individual presentation or a theatrical prop used under adult supervision, if used for the purpose and in the manner approved, and remaining in the care of School staff while on campus, would be an exception to this policy; working firearms and any ammunition will never be approved as part of a presentation.

State and federal law requires public schools to expel students for one year for carrying guns or items designated by law as weapons onto campus. To avoid misunderstanding or unintended consequences, do not bring toy weapons or "look alikes" to school. TIS will report any such violation to the student's parents AND the appropriate legal authorities.

VIOLENT OR AGGRESSIVE BEHAVIOR.

Defined - Violent or aggressive behavior is defined as inappropriate conduct that is repeated enough, or serious enough, to negatively impact a student's educational, physical, or emotional well being. This type of behavior is a form of intimidation and harassment, although it need not be based on any of the legally protected characteristics, such as sex, race, color, national origin, marital status, or disability. It would include, but not be

limited to, such behaviors as stalking, bullying/cyber bullying, intimidating, menacing, coercion, name-calling, taunting, making threats, and hazing.

Duty to Report - Any student who believes he/she has been or is the victim of aggressive behavior should immediately report his/her concerns to a teacher or counselor who will be responsible for notifying the Principal. Complaints against the Principal should be filed with the counselor, Human Resource Director, or the Governing Council President. Every student is encouraged, and every staff member is required, to report any situation that they believe to be aggressive behavior directed toward a student. Reports may be made to those identified above. See Bullying/Cyberbullying/Harassment/Hazing/Violence Prevention Policy, Appendix _L_.

DAMAGE BY STUDENTS

Any malicious or willful act which destroys, injures, mars, defaces, or otherwise alters any school building, grounds, material, equipment, or other school property by a student enrolled at TIS shall cause parent, guardian, or person standing in loco parentis of the offending student to restore or replace such damaged property to the satisfaction of the Principal or be assessed to pay all costs to restore or replace such damaged property as determined by the true value established by the Principal.

Public Displays of Affection

Please be aware of the Learner Profile and that we have students ranging from Pre-K through High School on our campus. Behavior between students should be appropriate for students of all ages to witness while on campus, the bus, or at bus stops. Students are not permitted to engage in any excessive forms of PDA, including excessive hugging, any form or duration of kissing, or holding onto each other. Public displays of affection are limited to brief, consensual hugs (lasting no longer than 5 seconds) and consensual hand holding while on campus.

Sexual Harassment/Discrimination

Sexual harassment or discrimination of or by students is strictly prohibited. See Appendix II.

Disruption of the Educational Process: TIS's discipline goal is to eliminate student-caused disruption of the educational process. Appropriate steps, whether graduated through the progressive discipline process or more immediate measures, will be taken to provide secure, positive and productive learning environment at our school. We ask all parents and guardians to support TIS's efforts to provide a disruption-free learning environment for all students.

Levels of Behavioral Infractions: The table below provides a non-exhaustive list of behaviors that are not allowed at TIS and for which a student can expect discipline. TIS uses a 3-Tiered System to identify levels of inappropriate behaviors. Tier 1 Infractions will be handled by any staff member on campus that observes the behavior. Tier 2 Infractions are more serious and will be handled by the staff member on campus that observes the behavior and/or by administration. Tier 2 Infractions always involve the parent, and administration is always made aware of the behavior. Tier 3 Infractions are serious infractions and will immediately be brought to the attention of administration for follow through.

Inappropriate choices by the student will result in consequences. The column on the right shows students what possible consequences may be imposed if he/she violates ANY school rule. To the extent appropriate, the level of consequences will be increasingly more severe, a decision entirely up to the Head of School or his/her designee. In addition, the Head of School or his/her designee may decide one or more consequence is appropriate, as well as creating another

consequence that is not on the list, but which is appropriate for the misbehavior.

Prohibited Conduct:

Listed below are examples of inappropriate student behavior and possible consequences for those behaviors. Students will be treated as individuals to ensure the consequence meets the goal of stopping the inappropriate behavior.

The Head of School or his/her designee has the discretion to choose consequences that he/she deems appropriate given the particular consequence and, consequently, the discipline outlined below is for guidance purposes only.

TIS Progressive Discipline Matrix

| TIER 1 BEHAVIORS (Classroom managed behaviors) | TIER 1 POSSIBLE CONSEQUENCES (administered by classroom teacher) |
|--|---|
| <ul style="list-style-type: none"> ➤ Violation of classroom rules/Essential Agreements ➤ Unauthorized food, gum, etc. ➤ Littering ➤ Being in unauthorized area ➤ Disrespect or defiance to fellow students or adults ➤ Possession and/or use of prohibited personal items at school (phone, media player, toys, cards, etc.) ➤ Failure to keep hands and feet to self ➤ Dress Code violation ➤ Classroom disruption ➤ Verbal altercation ➤ Swearing/inappropriate language (1st infraction) ➤ Failure to follow directions ➤ Disrupting the classroom ➤ Throwing objects ➤ Horseplay/Play fighting (1st infraction) ➤ Playground violation ➤ PDA (Public Displays of Affection - 1st infraction) ➤ Others as deemed appropriate | <ul style="list-style-type: none"> ➤ Verbal Warning(s) ➤ Conference with/between students ➤ Apology letter ➤ Scenario Role play ➤ Community service ➤ Natural consequences (i.e. if you make a mess, you clean it up) ➤ Loss of free time ➤ Removal from activities ➤ Lunch detention ➤ Written assignments (for example, write what respect means) ➤ <i>Reflection Sheet</i> ➤ Parent informed ➤ Modification of classroom management plan ➤ Others as deemed appropriate |
| <p><i>If Tier 1 consequences do not result in change of behavior after the 3rd offense, a discipline referral will be made to administration for further discipline.</i></p> | |
| TIER 2 BEHAVIORS (Repeated/ongoing/disruptive behaviors) | TIER 2 POSSIBLE CONSEQUENCES (administered by classroom teacher and/or Administration) |
| <ul style="list-style-type: none"> ➤ <i>Any Tier 1 behavior that has occurred 3 times</i> ➤ Obscene material/language ➤ Plagiarism/Cheating ➤ Play fighting, resulting in physical altercation ➤ Stealing/going into someone’s personal items ➤ Inappropriate use of aerosol sprays (perfume, body spray, hair spray, etc.) ➤ Deceitful behavior/lying ➤ Horseplay (repeated) ➤ Throwing objects at others ➤ Repeated verbal altercations ➤ Cutting class(es)/excessive tardiness ➤ Repeated PDA ➤ Habitual disruption of class | <ul style="list-style-type: none"> ➤ Behavior is recorded in classroom/incident report ➤ Parent contact made by teacher and/or Administration ➤ <i>Reflection Sheet</i> ➤ Time away from class ➤ Mediation/Restorative Circle ➤ Lunch detention ➤ Restriction of privileges ➤ Behavior contract ➤ Suspension from school ➤ Modification of classroom management plan ➤ Parent meeting ➤ Modified supervision ➤ Request that parents come sit in class with their child for a day and/or week |

| | |
|--|---|
| <ul style="list-style-type: none"> ➤ Throwing food ➤ Repeated swearing/profanity ➤ Swearing/profanity directed towards peers ➤ Continually being unprepared for class ➤ Failure to, or openly refusing to, comply with adult directions or requests ➤ Others as deemed appropriate | <ul style="list-style-type: none"> ➤ Removal/loss of activities and/or privileges ➤ SAT referral ➤ Community Service |
| <p><i>If Tier 2 consequences do not result in change of behavior after the 3rd offense, a discipline referral to administration for further discipline and mandatory parent contact will be made.</i></p> | |
| <p>TIER 3 BEHAVIORS (Dangerous, ongoing/resistant behaviors)</p> | <p>TIER 3 POSSIBLE CONSEQUENCES (administered by Administration)</p> |
| <ul style="list-style-type: none"> ➤ <i>Any Tier 2 behavior that has occurred 3 times</i> ➤ Abuse of social media/cell phone/technology ➤ Bullying (including racial, ethnic, or sexual/gender slurs) ➤ Racialized aggression ➤ Assault/harassment ➤ Sexual assault/sexual harassment ➤ Physical aggression/fighting ➤ Possession/use of weapon ➤ Theft ➤ Vandalism/destruction of property ➤ <i>*Possession/use of any drugs, alcohol, tobacco</i> ➤ Intoxication ➤ Threats of violence towards others/the school ➤ Insinuating/suggesting that others take violent/inappropriate actions towards themselves, others, or the school ➤ Displays/gestures of gang symbols, writings, etc. ➤ Gang activity ➤ Engaging in any sexual activity ➤ Intimidation ➤ Reporting false information ➤ Arson ➤ False alarms ➤ Vandalism ➤ Swearing/profanity directed at staff members ➤ Unacceptable language (racial slurs, cursing, bullying statements, etc.) ➤ Excessive absences (more than 10 sporadic) ➤ Others as deemed appropriate | <ul style="list-style-type: none"> ➤ Behavior is recorded in incident report ➤ Suspension from school ➤ Parent notification by Administration ➤ Parent conference required ➤ Restriction from privileges ➤ Behavior Contract ➤ Referral to law enforcement when deemed appropriate ➤ Threat Management Plan upon return to school site ➤ Disciplinary hearing ➤ Modified supervision ➤ Request that parents come sit in class with their child for a day and/or week ➤ Removal/loss of activities and/or privileges ➤ SAT referral and/or Behavioral Intervention Plan (BIP) ➤ Restitution/repayment of damages rendered ➤ Others as deemed appropriate <p style="text-align: center;"><i>* Possession/use of any drugs, alcohol, or tobacco will result in an automatic 10-day suspension, with a pending long-term suspension/expulsion hearing</i></p> |

Consequences for misconduct

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

Students whose choices pose a continuing danger to persons or property or an ongoing threat of interfering with the educational process may be removed from school pursuant to the process outlined in “Suspension Limit/Expulsion” below.

Behavior Contract: A student who accumulates three (3) days' or more worth of suspensions for the school year will be placed on a Behavior Contract. This contract will outline and specify appropriate and targeted behaviors that the student is expected to demonstrate on

a consistent basis. Parents/legal guardians must meet with school administration and the student to read, review, and sign this contract before a student will be permitted to return to his/her classes following their third day of suspension. **The student will not be allowed to resume their normal schedule of classes until this meeting takes place with parents/legal guardians.**

After being placed on this Behavior Contract, if the student reaches a total of six (6) permitted days of suspensions for the school year, they will be recommended for long-term suspension/expulsion from TIS.

Disciplinary Due Process

Due Process - In disciplinary cases, each student is entitled to due process. This means students:

- Will be informed of accusations against them.
- Will have the opportunity to accept or deny the accusations.
- Will have explained to them the factual basis for the accusations.
- Will have a chance to respond to the facts presented against them.
- The extent of the due process required will depend upon the severity of the infraction and the related consequence.

Referrals - All discipline referrals submitted to the Principal/designee will begin with a conference with the student. In the case of suspensions/expulsions, parents will be notified of consequences by a personal phone call accompanied by a written referral form. If attempts to notify parents by telephone are unsuccessful, parents will be notified by written referral form only. Parent involvement is an important part of the discipline at all levels.

A student suspended from school shall be delivered directly by a school official to the student's parents/legal guardians or an adult designated by the parent/legal guardian, or kept on school grounds until the usual end of the school day.

DETENTION

Detention may be imposed in connection with in-school suspension, but is distinct from in-school suspension in that detention does not entail removing the student from any of the student's regular classes. TIS may impose reasonable periods of detention during the day or outside normal school hours as a disciplinary measure.

IN-SCHOOL SUSPENSION

In-school suspension means requiring a student to spend time in a designated area in the school or in an environment where the student is allowed to continue with their academic learning. In-school suspension may be imposed with or without further restriction of student privileges. Any student placed in in-school suspension which exceeds 10 school days must be provided with an instructional program that meets state and local educational requirements. Student privileges, however, may be restricted for longer than 10 school days.

In-school suspensions of any length shall be accomplished according to the procedures for a short-term suspension as set forth in 6.11.2.12.D NMAC. Students in in-school suspension shall not be denied an opportunity to eat lunch or reasonable opportunities to use the restroom.

IMMEDIATE REMOVALS

Students whose presence poses a continuing danger to persons or property or on ongoing threat of interfering with the educational process may be immediately removed from school, subject to the following:

1. A rudimentary hearing, as required for short-term suspensions, shall follow as soon as possible;
2. Students shall be reinstated after no more than one school day, unless within that time a short-term suspension is also imposed after the required rudimentary hearing. In such circumstances, a single hearing will support both the immediate removal and a short-term suspension imposed in connection with the same incident(s); and
3. The school shall exert reasonable efforts to inform the student's parent of the charges against the student and the action taken as soon as practicable. If the school has not communicated with the parent by telephone or in person by the end of the school day following the immediate removal, the school shall on that day mail a written notice with the required information to the parent's address of record.

SHORT TERM SUSPENSIONS

A short-term suspension is a mandatory absence from school for a period of 10 school days or less. If the Principal decides that the alleged misconduct warrants a consequence of a suspension for 10 school days or less, the Principal shall give the student an informal/rudimentary due process hearing and shall examine all the pertinent facts to determine whether or not a violation did occur. The student shall be afforded due process rights set forth in 6.11.2.12.D NMAC, including the opportunity to present to the principal/designee his or her defense or position concerning the alleged violation. After the conclusion of the investigation, the Principal designee, upon the basis of all facts and information learned, shall determine if the student committed a conduct violation. If the student is found to have committed a violation, a consequence or suspension may be imposed for a period of time not to exceed 10 school days. If a suspension is imposed, the principal imposing the suspension shall keep a record of the aforesaid proceedings. A parent may request an administrative review of the discipline data and decision to suspend. Homework can be provided at the request of the parent. Credit for assignments completed while a student is in short-term suspension is at the discretion of the instructor and/or Principal. There is no level of appeal higher than the Principal for a suspension of 10 school days or less.

LONG TERM SUSPENSION

A long term suspension is a mandatory absence from school for a period exceeding 10 school days, whether consecutive or cumulative, and up to the balance of the school year. If the principal/designee decides that the alleged misconduct is sufficiently serious so that the consequence should be a suspension in excess of 10 days or expulsion, the accused student shall be afforded his or her due process rights. There shall be an investigation to determine if there is sufficient probable cause to charge the student with an act of misconduct, which may result in a suspension in excess of 10 days or an expulsion. When a student is charged by the principal/designee with misconduct which may result in long-term suspension or expulsion, the parent(s) or guardian of the student shall be informed within a reasonable time period by telephone or letter of the charges against the student.

PROCEDURES FOR LONG TERM SUSPENSION/EXPULSION

The long-term suspension process shall be in accordance with 6.11.2 of the New Mexico Administrative Code. The ability to make up work for credit during long - term suspension will only be allowed in exceptional circumstances.

Notice - If the Principal believes that a long-term suspension may be warranted as a result of alleged misconduct of a student, the Principal will notify the parent(s) in writing of the grounds for the proposed suspension and the date, time and location of the suspension hearing, which shall be scheduled no sooner than five nor later than 10 school days from the date of receipt of the notice. Notice will be given by certified mail return receipt or by personal delivery addressed to the student, through his/her parents/guardians. The notice shall contain:

- The school rule(s) alleged to have been violated, a concise statement of the act(s) of the student on which the charge(s) are based, and a statement of the possible penalty;
- The time, date and place of the hearing, and a statement that both the student and parents are entitled and urged to be present;
- The name of the hearing officer;
- A copy of 6.11.2 NMAC, "Students Rights and Responsibilities,"
 - A clear statement that the hearing will take place as scheduled unless the hearing officer grants a delay or the student and parent agrees to waive the hearing and comply voluntarily with the proposed disciplinary action or with a negotiated penalty, and a clear and conspicuous warning that a failure to appear will not delay the hearing and may lead to the imposition of the proposed penalty by default. Note: Expulsion hearings may not be waived.
- A statement that the student has the right to be represented at the hearing by legal counsel, a parent or some other representative designated in written notice filed at least 72 hours before the hearing with the contact person designated in the notice;
 - Contact information (name, business address, phone number) for person from who the parent may request a delay or additional information, including access to any documentary evidence or exhibits which the school proposed to introduce at the hearing;
 - A description of the hearing proceedings; and
 - Any other information, materials or instructions deemed appropriate by the administrative authority who prepares the notice.

Hearing Officer – Long-Term Suspension and Expulsion hearings will be conducted by an independent hearing officer. No person shall act as hearing officer or review authority in a case where the person was directly involved in or witnessed the incident(s) in question, or if the person has prejudged disputed facts or is biased for or against any person who will actively participate in the proceedings.

Time of Hearing – The hearing shall not be any sooner than five (5) nor later than 10 (ten) school days from the date the notice was received. The hearing officer shall have the discretion to extend the time for hearing, however, if the delay extends beyond the 10 (ten) school days, the student shall be returned to school pending the outcome of the hearing, unless the student/parents have waived the right to a hearing and agreed to comply with the proposed penalty or have waived the hearing and have negotiated a mutually acceptable penalty with the Principal, or the student/parents have knowingly and voluntarily waived the student's right to return to school pending the outcome of the formal proceedings.

Hearing Procedure -- The formal hearing is not a trial; it is an administrative hearing designed to ensure a calm and orderly determination by an impartial hearing officer of the facts of a case of alleged serious misconduct. Technical rules of evidence and procedure do not apply. The following rules govern the conduct of the hearing and the ultimate decision:

1. The school shall have the burden of proof of misconduct.

2. The student and student's parent(s) shall have the following rights:

a. the right to be represented by legal counsel or other designated representative, however, the school is not required to provide representation;

b. the right to present evidence, subject to reasonable requirements of substantiation at the discretion of the hearing officer and subject to exclusion of evidence deemed irrelevant or redundant;

c. the right to confront and cross-examine adverse witnesses, subject to reasonable limitation by the hearing officer;

d. the right to have a decision based solely on the evidence presented at the hearing and the applicable legal rules, including the governing rules of student conduct.

3. The hearing officer shall determine whether the alleged acts of misconduct have been proved by a preponderance of the evidence presented at a hearing at which the student or a designated representative have appeared.

4. If no one has appeared on the student's behalf within a reasonable time after the announced time for the hearing, the hearing officer shall determine whether the student, through the parent(s), received notice of the hearing. If so, the hearing officer shall review the schools' evidence to determine whether it is sufficient to support the charge(s) of misconduct.

5. The hearing officer shall report the findings, together with any recommended sanction, to the Principal promptly after the hearing.

6. Arrangements to make a recording or keep minutes of the proceedings shall be made by the school. A verbatim written transcript is not required, but any minutes or other written record shall fairly reflect the substance of the evidence presented.

7. The Principal may observe but not participate in the proceedings at a formal hearing. If the Principal is present at the formal hearing and if the hearing officer announces a recommended decision at the close of the hearing, the Principal may also announce the Principal's decision at that time.

Decision – The Hearing Officer may announce findings of fact and a recommended decision at the close of the hearing. The hearing officer shall also prepare a written recommendation, including written findings of fact and concise reasons for the recommendation and the penalty to be imposed, if any, and mail or deliver it to the Principal and the student, through the parent, within five (5) working days after the review is concluded. The Principal shall adopt the Hearing Officer's factual recommendation(s), but may reject any consequence(s) recommended by the Hearing officer. The Principal shall prepare the final written decision, including reasons for choosing any penalty imposed, and shall mail or deliver it to the student, through the parents, within five working days of receipt of the hearing officer's report.

The Principal's decision shall take effect immediately upon initial notification to the parent(s), either at the close of the hearing or upon receipt of the Principal's written decision. If initial notification is by mail, the parent(s) shall be presumed to have received the notice on the fifty calendar day after the date of mailing unless a receipt for certified mail, if used, indicates a different date of receipt.

If the hearing officer decides that no allegations of misconduct have been proved, or if the Principal declines to impose a penalty despite a finding that an act or acts of misconduct have been proved, the matter shall be closed. If the Principal imposes any sanction on the student, the decision shall take effect immediately upon notification to the parent and shall continue in force during any subsequent review.

LONG-TERM SUSPENSION/EXPULSION APPEAL

A student aggrieved by the Principal's decision after a formal hearing has the right to have the decision reviewed if the penalty imposed was at least as severe as a long-term suspension or expulsion, an in-school suspension exceeding one school semester or a denial or restriction of student privileges for one semester or longer. The appeal shall be to the Governing Council or its designee. The Governing Council may grant a right of review for less severe penalties. A student request for review must be submitted to the Governing Council President within ten (10) school days after the student is informed of the hearing officer's decision.

Conduct of review - The Governing Council shall have discretion to modify or overrule the Director's decision, but may not impose harsher consequences. If review is conducted by the Governing Council, the proceedings shall be conducted in accordance with the Open Meetings Act.

Form of review - The Governing Council shall have discretion to conduct a review on the written record of the hearing and decision in the case, to limit new submissions by the aggrieved student and school authorities to written materials, or to grant a conference or hearing at which the student and his or her representative, and school authorities, may present their respective views in person. Where a conference or hearing is granted, the record-keeping requirements of 6.11.2.12.G.4.I.vi NMAC apply.

Timing of review - Except in extraordinary circumstances, a review shall be concluded no later than fifteen (15) working days after a student's written request for review is received by the Governing Council.

Decision - The Governing Council may announce a decision at the close of any conference or hearing held on review. In any event, the Governing Council shall prepare a written decision, including concise reasons, and mail or deliver it to the Principal, the hearing officer and the student, through the parent, within ten (10) working days after the review is concluded.

Effect of decision - The Governing Council's decision shall be the final administrative action to which a student is entitled. A student who has been validly expelled or long-term suspended is not entitled to receive any educational services from the school during the period of the exclusion. TIS may provide alternative arrangements, including remote learning or correspondence courses at the expense of the student or parent pursuant to NMPED requirements, if TIS deems such arrangements appropriate.

NMPED Compliance - The student discipline process followed by TIS shall conform to 6.11.2 NMAC and to the extent any provision of this section conflicts with the NMPED regulation, the regulation shall govern.

DISCIPLINARY CONSIDERATIONS FOR STUDENTS WITH DISABILITIES

Students with disabilities are subject to school disciplinary processes. They are also not entitled to remain in a particular educational program when their behavior substantially impairs the education of other students in the program. However, TIS is required by state law and regulations (6.11.2 NMAC) to meet the individual educational needs of students with disabilities as described by their IEP, to the extent that current educational expertise permits. School personnel may consider any unique circumstances on a case-by-case basis when determining whether a change of placement, consistent with the other requirements of 6.11.2.11 NMAC, is appropriate for a student with a disability who violates a code of conduct as provided in 34 CFR 300.530.

LONG-TERM SUSPENSIONS OR EXPULSIONS; DISCIPLINARY CHANGE OF PLACEMENT- Long-term discipline of students with disabilities shall be governed by the procedures set forth in Section 6.11.2.11 NMAC, when the conduct may result in long-term suspension or expulsion, or any other disciplinary change of the student's current educational placement as specified in 34 CFR 300.530 through 300.536, and NMPED rules and standards.

Temporary Suspension - of students with disabilities may be imposed in accordance with the normal procedures prescribed in Subsection D of Section 6.11.2.12 NMAC, provided that the student is returned to the same educational placement after the temporary suspension and unless a temporary suspension is prohibited under the provisions of Subsection I, Paragraph (3) of 6.11.2.10 NMAC.

Program Prescriptions - A student with a disability's individualized education program (IEP) need not affirmatively authorize disciplinary actions which are not otherwise in conflict with the regulation. However, the IEP Team may prescribe or prohibit specified disciplinary measures for an individual student with a disability by including appropriate provisions in the student's IEP. Administrative authorities shall adhere to any such provisions contained in a student with a disability's IEP, except that an IEP Committee may not prohibit the initiation of proceedings for long-term suspension or expulsion which are conducted in accordance with this regulation.

Immediate Removal - Immediate removal of a student with disabilities may be done in accordance with the procedures of Subsection C of 6.11.2.12 NMAC, when a student brings a weapon to school or a school function; or knowingly possesses or uses illegal drugs or has sold or solicited the sale of a controlled substance while at school or a school function.

RESTRAINT AND SECLUSION

TIS shall follow requirements for the use of restraint and seclusion techniques in accordance with Section 22-5-4.12 NMSA 1978 and 6.11.2.10.E NMAC.

TIS shall establish and review annually policies and procedures for the use of restraint and seclusion techniques. Such policies and procedures shall require and describe appropriate training for school personnel and shall include requirements in relation to the use of restraint and seclusion techniques.

a) A school may permit the use of restraint or seclusion techniques on a student pursuant to the requirements in Section 22-5-4.12 NMSA 1978, and only if the student's behavior presents an imminent danger of serious physical harm to the

student or others, and only if less restrictive interventions appear insufficient to mitigate the imminent danger of serious physical harm.

b) Less restrictive interventions, including positive behavioral intervention supports or other comparable behavior management techniques, shall be implemented prior to the use of restraint and seclusion techniques.

c) If a restraint or seclusion technique is used on a student, trained and authorized school employees shall maintain continuous visual observation and monitoring of the student while the restraint or seclusion technique is in use..

d) Restraint or seclusion techniques shall be used only by school employees who are trained in de-escalation strategies, positive behavioral intervention supports, and the safe and effective use of restraint and seclusion techniques, unless an emergency does not allow sufficient time to summon those trained school employees.

e) The restraint or seclusion techniques shall not impede the student's ability to breathe or speak, shall be in proportion to a student's age and physical condition, and shall end when the student's behavior no longer presents an imminent danger of serious physical harm to the student or others.

f) A school employee shall provide the student's parent with written or oral notice on the same day the incident occurred, unless circumstances prevent same-day notification. If notice is not provided on the same day of the incident, notice shall be given within 24 hours after the incident.

g) Within a reasonable time following the incident, no longer than two school days, a school employee shall provide the student's parent with written documentation that includes information about any persons, locations, or activities that may have triggered the behavior, if known, and specific information about the behavior and its precursors, the type of restraint or seclusion technique used, and the duration of its use.

TIS shall develop and implement an annual training for designated school personnel regarding positive behavioral intervention supports or comparable behavior management techniques and the use of restraint and seclusion techniques. In the event that new designated school personnel are employed within the school after the provision of the annual training, the principal of the school, or a person authorized to act officially in a matter involving school discipline or the maintenance of order within the school, shall ensure that a training is provided to new designated school personnel within 60 days of employment. TIS shall update school safety plans with regard to restraint/seclusion and make reports to the NMPED in accordance with state law.

If a student has been restrained or secluded two or more times within 30 calendar days, SCHOOL shall review strategies used to address the student's behavior and determine whether the student needs a functional behavior assessment or referral to a SAT or BIP team, or, if a student has an IEP, a referral to the student's IEP team. The student's IEP, BIP, or SAT team shall meet within two weeks of each subsequent use of restraint or seclusion to provide recommendations for avoiding future incidents requiring the use of restraint or seclusion; the review shall include whether school personnel involved in the

incidents were trained in the use of de-escalation strategies, positive behavioral intervention supports, or restraint and seclusion techniques. Additionally, the review shall consider whether the individual who restrained or secluded a student needs additional training.

TIS shall conduct an annual review and analysis of all incidents in which restraint or seclusion techniques were used, including the number of incidents, the type of incident, personnel involved, the need for additional training, and student demographics.

If the school summons law enforcement instead of using a restraint or seclusion technique on a student, the school shall comply with the reporting, documentation, and review procedures established herein and in 6.11.2.10 NMAC and Section 22-5-4.12 NMSA.

Restraint or seclusion techniques used in compliance with 6.11.2.10.E NMAC shall not be deemed to be corporal punishment.

DISCIPLINE OF STUDENTS EXPERIENCING HOMELESSNESS

Removing students experiencing homelessness from school shall be used only as a last resort, pursuant to the requirements in 42 U.S.C. 11431 et seq., the McKinney-Vento Homelessness Assistance Act.

TIS shall:

- a) through professional development activities, create an awareness among educators and administrators of the types of behaviors that students experiencing homelessness may exhibit due to homelessness and provide strategies and supports to address the behaviors through the student assistance team process in accordance with Subsection D of 6.29.1.9 NMAC;
- b) take into account the issues related to a student's homelessness by talking with the student and applicable staff and families prior to taking disciplinary action;
- c) with school behavior response teams or other applicable personnel to assign appropriate discipline related to the behavior;
- d) implement discipline alternatives to out of school suspensions or expulsions or classroom removals, if possible; and
- e) connect students with mental health services as needed.

TIS shall review school discipline records and data of students experiencing homelessness in order to identify any patterns in disciplinary actions that indicate an unfair bias against the students. The collection and review of such records shall be in compliance with the Family Educational Rights and Privacy Act, as well as any other applicable federal or state laws or rules governing the privacy of such documents.

REFERRAL TO AND ACTION BY LAW ENFORCEMENT AND JUDICIAL AUTHORITIES

Nothing in the TIS rules of conduct prohibits TIS from reporting a crime committed by a student to appropriate authorities or prevents state law enforcement and judicial authorities from exercising their responsibilities with regard to the application of federal and state law to crimes committed by a student. If TIS reports a crime committed by a student with a disability, TIS shall ensure that copies of the special education and disciplinary records of the student are transmitted, for consideration by the appropriate authorities, to whom the school reports the crime. Such records may be transmitted by the school only to the extent that the transmission is permitted by FERPA

Emergency Situations

The safety of your child is of paramount importance. We have developed a comprehensive Safe School Response Plan that is reviewed yearly. Regular drills are scheduled to practice for emergency situations. Per state rule, fire drills are held weekly in the first four week of school and monthly thereafter.

“Lockdown” or “Shelter in Place” drills are also held through the year per NM Statute requirements. These drills are designed to practice for the unlikely event of a fire, an intruder, or other problem on our campus or immediate area surrounding the school.

Field Trips

Field trips are valuable learning experiences. At TIS, all field trips are instructional and directly related to the school curriculum. When the students return to campus, there are reflections and follow up directly related to the trip, please do not check your child out from class.

Permission forms: Teachers will send home permission forms prior to field trips. Permission to attend a field trip must be granted in writing, by a parent/legal guardian, on a TIS Permission Form. Failure to return a signed permission form may result in loss of the field trip.

Behavior: Because field trips have important curricular purposes, loss of field trip privileges are usually not used as a consequence for inappropriate school behavior. This decision is made by TIS Administration exclusively. If a child's behavior is a concern, a parent may be requested to accompany his/her child to assure everyone's safety, instead of prohibiting the student from participating altogether.

Dress Code: Unless approved by the administration prior to a field trip, students should follow our school's dress code for all field trips.

Chaperones: All parents/legal guardians that chaperone field trips, must have current background checks. We ask that chaperones not bring additional children on the field trip.

Homework

- Definition: Homework is work done outside of the instructional day.
- Purpose: to provide independent practice and reinforce/review skills learned in class; to foster healthy study habits; to keep parents abreast of the learning going on in their child's classroom.
- Reading should be done daily
- Projects: All projects are expected to be completed in class; however, ineffective use of time on the part of the learner could result in required effort at home. Projects are considered class work, not homework because the teacher is expected to observe, support

and guide that work. Unless otherwise specified by the teacher and approved by Administration.

Library/Media Center

The library is an important part of our school. Children are encouraged to choose books for many purposes and to learn the responsibility required to care for books. Each child is expected to return books in their check out condition and to pay for any lost or damaged books.

We welcome volunteers who will assist us with storytelling, recording books for student auditory learning, shelving, special events, maintenance and repair, and book displays.

Lost & found

The Lost & Found is located in the Multi-Purpose Room (MPR). Please label your child's belongings (e.g., clothing, lunch boxes, water bottles) with his/her full name to assist with returning and finding misplaced items. Items will be donated to charity after each semester.

Recess

Help your child plan for outdoor time by dressing appropriately -- layering of clothing during the colder months is recommended. PYP students engage, under normal circumstances, in outdoor recess three times/day.

Student Belongings (toys, cell phones, electronics, money)

Please encourage your child to be prepared when they come to school each day. This includes remembering homework, classroom materials, library books, water bottle and other items he/she will need for the instructional day.

Fidgets: Fidget objects (spinners, cubes, putty, stress balls, etc.) are student TOOLS – not toys! Students requiring the use of these tools may do so under the classroom teacher's discretion, their classroom's Essential Agreements, and/or per any IEP/504 accommodations.

Prohibited student belongings: Toys, computers, tablets, and all other electronic devices are prohibited on campus at any time, unless approved specifically and directly by administration. Electronic devices brought to school as part of the academic program and/or to assist in the educational process must be authorized by administration prior to bringing it to school. The school will not be responsible for replacement of any lost, damaged, or stolen items brought to school. Prohibited items may be confiscated and kept in the office until a parent/guardian can pick them up.

Cell Phones: Use of any electronic device (such as phones, iPods, MP3s, PSPs, or other gaming devices) that causes a disruption to the educational process is prohibited, including making calls, texting, posting on social media websites, or responding to cell phones during class time. Furthermore, any audio or video recording is prohibited without the consent of both parties. TIS expects that students not use electronic devices on school grounds during school hours and it keeps the student from interacting with his/her peers. Individual instructors will maintain an acceptable use policy in their classrooms. If a child needs to call home for a valid reason, they need a pass from their teacher and can use the office phone or the child's phone under supervision of the office staff

Money: Money should only be brought to school as payment for school meals, activities, and/or events. All money should be brought directly to the office. Teachers are not allowed to accept money from students and the school will not be responsible for money that is lost or stolen.

Student Council

Student Council is a privilege that is available to all middle and high school students. The TIS Student Council has been designed to facilitate communication between the students, teachers, and administration of our school. Through the council, students have a voice in decisions concerning school activities and events, as well as other factors of the school environment. Through open communication, discussion, and mutual respect, the council works to create a positive, engaging atmosphere for all students at TIS.

Student Support

ESSA and IDEA 2004 call for early intervention strategies with family involvement to improve the academic and functional outcomes of students. When students are struggling with learning or behaviors that interfere with learning at TIS, we use the Response to Intervention (RTI) process that finds and uses strategies that will work with the student. We look at how students are making progress with the current instruction in the classroom to find more effective ways to help students make academic and functional progress at TIS. We also look at what may contribute to difficulties. Together with families we will work to develop interventions aimed at increasing the likelihood that students can be successful and maintain their placement in the general education setting.

Struggling students are identified through classroom, TIS-wide and state-wide screening/testing processes as well as other means, such as teacher observation or parent concern. Struggling students are brought before the Student Assistance Team (SAT) that will address problems, design and recommend interventions that will help to alleviate or resolve the situation prior to referral for a multidisciplinary evaluation. In many cases, the SAT is able to assist students who need interventions in order to succeed, but who are not necessarily disabled and therefore do not qualify for special education services or Section 504 accommodations. In other words, the SAT is a "support group" for the regular education teachers and students in need. If you have concerns about your student's progress, please let the classroom teacher know. If the classroom teachers have concerns, they will bring them to your attention and determine if a SAT meeting is warranted.

Section 504

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against persons with disabilities by organizations receiving federal assistance. Included in the regulation is the requirement that handicapped students be provided with a "free appropriate public education" (FAPE). These regulations require identification, evaluation, provision of appropriate service, and procedural safeguards in all public schools. Individuals who have been determined to be with disabilities under Section 504 may or may not be disabled under special education (IDEA). Section 504 services could apply to any TIS age student who, (1) has had a physical or mental impairment which substantially limits a major life activity, or (2) is regarded as having a disability by others. Major life activities include walking, seeing, hearing, speaking, breathing, learning, working, caring for oneself and performing manual tasks as well as other health conditions.

Parents who have concerns or questions regarding 504 services should contact the student's teacher or the Head of School.

Student Find

TIS has an affirmative, ongoing, obligation to identify, locate and evaluate all students with disabilities within the TIS community who either have or are suspected of having disabilities and

need special education as a result of those disabilities. TIS personnel, a private or public agency or institution, or a parent may initiate a referral for a replacement evaluation by contacting the Head of School or by contacting one of the TIS special education teachers.

Educational Services for Gifted Students

Offers services to students who qualify as gifted through the Special Education program. For information on referral/screening procedures, eligibility requirements and program options, contact the Head of School or special education teacher. Teachers and parents can refer students to the SAT and RTI Teams for consideration and evaluation.

Student Support Services – Social Work

Student support services employs School Social Workers (SSW). SSW are one of the few resources in schools for addressing personal and social problems that potentially inhibit a student's ability to learn. A school Social worker acts as a critical link between the school, the family, and the community, school social workers help make these environments more beneficial to students.

Overall, school social workers are viewed as experts in understanding human behavior, mental health issues, relationships, and interventions. They focus on individual strengths and provide tiered clinical interventions to aid in supporting all TIS students so that they can excel in the academic setting and in their lives.

TIS utilizes SSW as well as social work interns (in collaboration with New Mexico Highlands University) to provide Tiered (1, 2, & 3) interventions that are available to the entire student body. Tier 1 is social/emotional Learning that is provided to the entire student body in collaboration with other staff members. Tier 2 interventions are provided to students through staff, parent, and/or student referral. Tier 2 interventions are short term interventions to aid in helping to overcome a barrier that is impeding learning and/or social/emotional learning. Tier 3 interventions are more intense interventions that a student may receive on a consistent basis throughout the school year. Student support services are offered to every student and completely confidential.

As per school policy, if your child is 13 years of age or younger and is referred for Tier 2 (short term intervention not to last more than 3 sessions per issue), you will be contacted if further services (past the 3 sessions) is found to be clinically relevant. As per New Mexico state law, if your child is 14 years of age or older, they have the right to seek out and have services provided without the consent of their parent/guardian. Student Support Services always encourages students to involve their parent/guardian but must (as per NM state law) honor the request and decision of any student 14 years of age or older. If you have any further questions about these services, please feel free to contact Student Support Services at TIS.

Abuse and Neglect

If any member of the TIS staff suspects student abuse or neglect, appropriate authorities will be notified. The call and report will be made as soon as any sign of abuse is noticed. Any member of the staff can make the call and does not have to wait for approval. Calls may remain anonymous. Signs of suspected abuse or neglect will be documented and sent to the Head of School and appropriate state authority.

Statement of Rights Parents/Guardians under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents and those with custodial rights certain rights with respect to the student's education records:

The TIS provides the following notice regarding those rights:

6.6.01 Inspection - You may inspect and review the student's education records within 45 days of the day the TIS receives a written request for access. Parents of students should

submit to the Head of School or designee a written request that identifies the record(s) they wish to inspect. The Head of School will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected or provide copies of the requested documents.

6.6.02 Amendment - You may request the amendment of your student's education records if you believe they are inaccurate or misleading. To amend the record, the parent should write to the Head of School and clearly identify the part of the record the parents want changed and specify why it is inaccurate or misleading. If TIS decides not to amend the record as requested by the parent or eligible student, TIS will notify the parent of the decision and advise of the parent's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent when notified of the right to a hearing.

6.6.03 Disclosure/Consent – A parent has the right to consent to disclosures of personally identifiable information contained in the student's education records. Note that FERPA authorizes disclosure without the parent's consent to TIS officials with legitimate educational interests. A "TIS official" is a person employed by TIS (or in some instances TIS' authorizer or the New Mexico Public Education Department) as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Governing Council; a person or company with who TIS 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 TIS official in performing his or her tasks. A TIS official has a legitimate education interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

6.6.04 Directory Information – Right to Opt Out. TIS classifies the following as Directory Information: student's name, parent's name, address, telephone listing, electronic mail address, date and place of birth, participation in officially recognized activities, awards received, student's photograph, and the most recent previous school attended by the student. TIS officials may release this information to any person without the consent of the parents or the student. Any parent or eligible student who objects to the release of any or all of this information without his consent must notify, in writing, the Head of School of TIS where the records are kept by no later than September 15 each year. The objection must state what information the parent or student does not want to be classified as directory information. If no objection is received by September 15 of each year, information designated above will be classified as Directory Information until the beginning of the next school year. By signing that you received this policy in connection with the Parent/Student Handbook, you acknowledge that you have received your annual notice of FERPA rights as required by federal law. If you chose to opt out for permitting your student's directory information from being released, please sign the attached "Exclude the Release of Directory Information" form attached to this handbook.

6.6.05 Complaint - You have the right to file a complaint with the U.S. Department of Education concerning alleged failures by TIS to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-4605.

Transfer of Student Records

When a student withdraws to enroll in another school and records are officially requested by the new school, the following records (if applicable) are forwarded: continuous record of academic

progress; health data sheet with health notes; special education records; 504 Plan; individual remediation plan; individual health plan/emergency plan; attendance reports; standardized test results/state testing results; indicator of grades and credits received from other schools (if applicable); listing of disclosure and transfer of student records; relevant legal documents and documentation of suspensions and expulsions.



NOTICE OF THE INTERNATIONAL SCHOOL AT MESA DEL SOL TITLE IX POLICY AND GRIEVANCE AND COMPLAINT PROCEDURES PROHIBITING SEX-BASED DISCRIMINATION

TO: Students, employees, families, others who volunteer, or work with The International School at Mesa del Sol

WHAT IS TITLE IX?

- Title IX of the Education Amendments of 1972 ("Title IX") is a federal law that prohibits sexual discrimination in all educational programs and activities, such as athletic programs and extra-curricular activities. The law's intent is to ensure that people are not sexually harassed or discriminated against based on gender in any educational program or activity operated by the School. Title IX protects all participants in the School's educational programs and activities including students, employees and job applicants.

THE SCHOOL'S POLICIES PROHIBIT AND PROVIDE FOR GRIEVANCE COMPLAINT PROCEDURES.

- The School does not discriminate on the basis of sex and prohibits discrimination, which includes sexual harassment and sexual violence in all of the programs or activities that it operates. The School's governing body has adopted a formal policy addressing the requirements of Title IX (Title IX Sexual Nondiscrimination/Sexual Harassment Policy GC 56 as well as a Title IX Grievance Complaint Procedure that can be found on the school website/google docs. These policies procedures apply to students as well as employees.

WHO SHOULD I CONTACT TO FILE A COMPLAINT OR TO KNOW MORE ABOUT MY RIGHTS?

- Employees or students who believe they have been discriminated against or sexually harassed should contact the School's Title IX Coordinator who can be reached at:
 - Amanda Castaneda
 - Assistant Head of School, Title IX Coordinator
 - acastaneda@tism.org
 - 505-508-3295 Ext.207
 - 2660 Eastman Crossing SE, Albuquerque, NM 87106
 - Complaint form can be found in School Handbooks and website www.tism.org
- Student Complaints may also be filed with the United States Department – Office for Civil Rights:
Office for Civil Rights
<https://www2.ed.gov/about/offices/list/ocr/complaintintro.html> .
Denver Office
Office for Civil Rights
U.S. Department of Education
Cesar E. Chavez Memorial Building

1244 Speer Boulevard, Suite 310
Denver, CO 80204-3582

- Employees Complaints may also be filed with the New Mexico Human Rights Bureau or the United States Equal Opportunity Commission:
New Mexico Human Rights Division
1595 Pacheco St., Suite 103
Santa Fe, NM 87505

<https://www.dws.state.nm.us/Filing-a-Charge-of-Discrimination>



TITLE IX GRIEVANCE COMPLAINT PROCEDURES

The School's Grievance Complaint Procedures is followed when processing all Formal Complaints of discrimination based on sex as defined herein, or retaliation for making complaints about sex discrimination in violation of Title IX. Every effort to ensure impartiality and non-biased decision making has been employed when appointing those individuals who will implement these Procedures. If at any time a participant believes an administrator of this procedure cannot be impartial, he/she should immediately notify the Title IX Coordinator or the School's Head Administrator.

NOTE: Students and employees may address alleged violations of other School policies including the School's anti-bullying and anti-harassment/discrimination rules, using those procedures as described in the School's handbooks or related procedures. These procedures will not be used to address complaints of discrimination or harassment based on other classifications (race, ethnicity, age, physical or mental disability) This Grievance Process and these Procedures are specifically limited to address complaints of discrimination, sexual harassment and retaliation based on sex and according to Title IX of the Education Amendments of 1972.

I. PURPOSE OF THESE PROCEDURES

- These Grievance Complaint Procedures ("Procedures") are intended to implement the requirements of 34 CFR Part 106 and apply only to complaints raised to address discrimination prohibited by Title IX.
- These Procedures provide students and employees a process to bring formal grievance complaints about conduct that may constitute sex discrimination as defined in these Procedures and to ensure that all parties to a complaint are given fair, even-handed opportunities to present their side of the case before a final determination is reached and before disciplinary actions are imposed, except in emergency situations.

II. DEFINITIONS

- A. Complainant – means the individual who is alleged to be the victim of conduct that could be sexual harassment, discrimination or retaliation for complaining of sexual harassment or sex discrimination as meant by Title IX.
- B. Formal Complaint – is the document submitted by the Complainant or signed by the Title IX Coordinator alleging sexual harassment, discrimination or retaliation against a Respondent and requesting that the School investigate the stated allegations. If the Formal Complaint is signed by the Title IX Coordinator, the Coordinator does not become the Complainant, nor a party to the Grievance Process. The Title IX Coordinator may submit a Formal Complaint even if the Complainant does not wish to do so on his/her own behalf. If the Title IX Coordinator files the Formal Complaint, he/she must follow the processes stated herein.

Additionally, a parent or legal guardian may act on behalf of a Complainant including signing and filing a Formal Complaint.

- C. Impartiality of administrators – Participants in the Grievance Process, to the greatest extent possible, are assured that the Title IX Coordinator, Investigator, Decision Maker and Appeal Officer as the terms are used in this Procedure shall not have a conflict of interest or bias for or against the Complainant or Respondent, and shall have received appropriate training for their respective roles in this process.
- D. Respondent – is the individual against whom the allegations of the Formal Complaint are made. A parent or legal guardian may act on behalf of the Respondent as a party to a Formal Complaint
- E. Sexual Discrimination – Excluding a person from participation in, denying the person the benefit of, or subjecting a person to unequal treatment under any academic, extracurricular, occupational training or other education program or activity provided by the School based on sex, e.g. disproportionate funding for athletic programs. Sexual Discrimination includes Sexual Harassment as defined in paragraph F. For purposes of these Procedures, “sexual discrimination” shall include “sexual harassment.”
- F. Sexual Harassment – A form of sexual discrimination recently defined by the U.S. Department of Education as conduct based on sex that satisfies one or more of the following:
 - 1. An employee who conditions the provision of assistance, benefits, or services offered by a School program or activity or unwelcome sexual conduct “quid pro quo” (e.g. sexual favors in exchange for good grades).
 - 2. Unwelcome conduct that a reasonable person would consider so severe, pervasive and objectively offensive that it denies a person the ability to access her or his educational program or activity; or
 - 3. “Sexual assault,” “dating violence,” “domestic violence,” or “stalking,” each as defined by federal law and collectively referred to in these Procedures as “sexual violence.”
- G. Education Program or Activity – An education program or activity of this School includes all locations, events, or circumstances where the School has the authority to exercise substantial control over both individuals implicated in a complaint of sexual harassment. Title IX applies to all School’s programs or activities whether such programs/activities are held on or off campus, but not outside the United States. Offending conduct covered by these Procedures can occur by e-mail, over the internet, or other technologies, such as social media, if the School has the requisite authority to control the students’ conduct on these technologies.
- H. Title IX Coordinator – an employee of the School who is *duly authorized* to coordinate the School’s efforts to enforce the provisions of Title IX.

III. TITLE IX COORDINATORS' CONTACT INFORMATION

- 1. Title IX Coordinator
 - a. Amanda Castaneda
 - b. Assistant Head of School, Title IX Coordinator
 - c. acastaneda@tisnm.org
 - d. 505-508-3295 Ext. 207
 - e. 2660 Eastman Crossing SE, Albuquerque, NM 87106
 - f. Complaint form can be found on website www.tisnm.org
- 2. Alternative contact
 - a. Mary Vesper
 - b. Assistant Head of School
 - c. mvesper@tisnm.org
 - d. 505-508-3295 Ext. 202

IV. WHO MAY REPORT A COMPLAINT?

- A. Any employee who believes a student has been the subject of sexual discrimination and/or retaliation by a student, employee, or third person (e.g. contractor, visitor, etc.) or who has reason to believe that said conduct has occurred, **must contact** the Title IX Coordinator or Mary Vesper to initiate the filing of a complaint. **This report is in addition to any mandatory obligation to report child abuse or neglect.**
- B. Students are not required to file a Formal Complaint on their own behalf but are encouraged to do so.
- C. Any other person may report sex discrimination whether he/she is the alleged victim of the purported illegal conduct using the methods described in this Procedure.
- D. If Complainant is unwilling or unable to submit a Formal Complaint, the Title IX Coordinator or Alternate may ask for details of the incident in an oral interview. If the Complainant is a student with disabilities, the Title IX Coordinator shall review the reporting student's IEP or 504 Plan to determine the specific accommodations that might be necessary to aid the student in filing a Formal Complaint and/or participating in the Grievance Process.
- E. The School will promptly notify the parents of the Complainant and the Respondent of a complaint alleging sexual discrimination, unless the student is over eighteen (18).

V. GRIEVANCE COMPLAINT

- A. The Title IX Coordinator, upon learning of a complaint of sexual discrimination, sexual harassment or retaliation, shall contact the Complainant and explain the process for filing a Formal Complaint and of the availability of Support Measures as described in Section VI.
- B. The School has a Grievance Complaint form that may be obtained from the Title IX Coordinator and which is posted at www.tisnm.org. However, a complaint may be made orally or provided in a writing that contains the following information:
 - a. Name, address, telephone number, email address of Complainant
 - b. Name of person(s) directly responsible for the alleged discrimination or retaliation
 - c. Date(s), time(s), and places of alleged discrimination or retaliation
 - d. Nature of the alleged violation(s); i.e. discrimination, harassment, retaliation
 - e. Detailed description of the specific conduct that is the basis of the alleged violation(s)
 - f. Copies of any documents or items related to the alleged violation(s)
 - g. Names and contact information for witnesses
 - h. Any other important information
- C. If the Complainant does not wish to sign and file a Formal Complaint, the Title IX Coordinator may sign a Formal Complaint, which triggers the Procedures stated herein, even over the objections of the Complainant. The Title IX Coordinator shall keep the Complainant informed of the process.
- D. A Formal Complaint can be submitted in person, by mail, or by electronic mail by using the contact information stated in Section III.

VI. INTERIM SUPPORT MEASURES DURING PROCESS

- A. Upon notice of a complaint, even if a Formal Complaint is not filed, the Title IX Coordinator must promptly contact the Complainant to discuss the availability of Supportive Measures as described herein. The Title IX Coordinator shall consider the Complainant's wishes with respect to Supportive Measures. Supportive Measures shall remain confidential to the extent possible for the School to successfully implement the measure.
- B. The Title IX Coordinator will make sure the Complainant is aware of his/her Title IX rights and the right of the Complainant to report a crime to law enforcement.
- C. Once a Formal Complaint is filed, the Title IX Coordinator will take steps to ensure that both the Complainant and Respondent continue to have equal access to education programs including by providing Support Measures before for the Investigation is completed and the Written Decision is issued.

- D. Supportive Measures means non-disciplinary, non-punitive individualized services provided by the School before or after filing of a Formal Complaint, or even where no complaint has been filed. These measures are designed to preserve both Complainant's and Respondent's equal access to their education program or activity. Measures will be designed to protect the safety of all parties, the School's educational environment and to deter sexual harassment or discrimination.
- E. Supportive Measures may include steps such as counseling, extending deadlines or making other course-related adjustments, modifications of work or class schedules, on-campus escort services, mutual restrictions on contact between the parties, leaves of absences (employees), increased security and monitoring, or other measures as appropriate and reasonably available, with no charge to the Complainant or Respondent.
- F. Interim measures afforded will depend on the situation. The Title IX Coordinator shall take into consideration: the specific needs expressed by the Complainant; the age of the students involved; the severity or pervasiveness of the alleged conduct; any continuing affects on the Complainant; whether the Complainant and Respondent share classes, transportation, or extra-curricular activities; or whether there are judicial orders in place to protect the Complainant.
- G. A Respondent shall not be disciplined or have punitive measures imposed prior to the outcome of the Investigation and Written Decision.
- H. Emergency Removal. Respondent may be removed from the School or School activity immediately, provided that the School conducts an individualized safety and risk analysis and determines that an immediate threat to the physical health or safety of any student, not just the Complainant, or other individual arising from the allegations of sexual harassment, discrimination or retaliation, justifies removal. If removal is warranted, the Respondent shall be afforded the opportunity to challenge the decision immediately following the removal. The extent of the challenge afforded will depend on the duration of the removal deemed warranted. An emergency removal cannot modify any rights a student may have under his/her IEP or 504 Plan.
- I. If the Respondent is an employee, he/she may be placed on administrative leave with pay during the pendency of the Grievance Process based on the allegations of the Formal Complaint.

VII. FORMAL COMPLAINT PROCESS

- A. Timelines and due dates.
 - 1. A Formal Complaint under this Procedure should be filled as soon as possible but not later than ninety (90) days after the incident or last incident giving rise to the allegations. Failure to file a Formal Complaint within these timelines may result in dismissal of the Formal Complaint. Dismissal, however, shall not preclude an individual from pursuing his/her complaint through external enforcement agencies. *See Section XVI below.*
 - 2. The Title IX Coordinator and other administrators of this procedure will make every reasonable attempt to adhere to the time limits applicable to each stage of the process. Requests by the parties for extension of time should be made to the Title IX Coordinator who will decide whether there is good cause for an extension under the circumstances.
- B. Notice of Formal Complaint. Upon receipt of a Formal Complaint, the School shall provide a written notice that contains the following information to the Complainant and Respondent:
 - 1. A copy of these Grievance Procedures.
 - 2. A statement of allegations of the Formal Complaint with sufficient details for the Respondent to prepare a response including, the name of the Complainant and other individuals involved in the incident (if known), the conduct allegedly constituting sexual discrimination, sexual harassment or retaliation, and the date and location of the incident. The Respondent shall be notified of any amendments to the allegations during the Investigation and a fair opportunity to respond.

3. A statement that the Respondent is presumed not to be responsible for the alleged conduct and that a determination of responsibility shall not be made until the Grievance Process is completed including any final decision on appeal.
 4. Inform the parties that they may have a representative of their choice, who may be, but is not required to be an attorney. If represented by an attorney, the attorney's name and contact information must be provided to the Title IX Coordinator within five (5) business days of the notice of the complaint or no later than three (3) days prior to any interview or meeting on behalf of the represented party.
 5. The right to inspect and review evidence presented to the Investigator.
 6. An explanation that an Informal Resolution Process is available, but only if both parties agree in writing to the process as described in these Procedures.
 7. A statement that the making of false statements or knowingly submitting false information during the Grievance Process may result in closure of the Formal Complaint as described in Section XI, or greater weight given to evidence presented by the other party during the Investigation and/or the final determination process.
- C. Confidentiality.
1. Limitations. The School shall maintain confidentiality to the extent possible. The School cannot assure complete confidentiality but will treat sensitive information as not to be shared with others except in limited circumstances. Exemptions may include but are not limited to the following examples: information required by law to be reported; information imparted to others in supervisory positions to further an Investigation or to stop a discriminatory or harassing practice; information given to the Respondent that is necessary for Respondent to have a fair opportunity to provide a response to the allegations of the Formal Complaint.
 2. Considerations before Disclosure. The School will evaluate a confidentiality request in the context of whether it can maintain a safe and nondiscriminatory environment for all students, and will weigh the request against other factors it deems relevant, including without limitation:
 - a. The Complainant's age;
 - b. Circumstances that suggest there is an increased risk of future acts of harassment and/or sexual violence under similar circumstances; and
 - c. Whether the School possesses other means to obtain relevant evidence (e.g. security cameras or personnel, physical evidence).
 3. All parties to a Formal Complaint under this Procedure, including Complainant, Respondent, and witnesses, are cautioned to not divulge or publicize the nature of the proceedings or the identity of those involved outside the scope of the Investigation.
- D. Formal Investigation Process
1. The School, through its Investigator, shall be responsible for gathering evidence sufficient to reach a determination. The burden of supporting the final determination is on the School, not the Complainant or the Respondent. The School shall establish a violation of Title IX by a preponderance of the evidence obtained through Investigation Process.
 2. The parties will be provided the opportunity to present witnesses and documents to support their positions within the timeframes set forth by the Investigator.
 3. The Investigation shall be completed within thirty (30) calendar days unless scheduling conflicts or other circumstances necessitate a delay as approved by the Title IX Coordinator.
 4. The parties will be provided no less than three (3) business days' notice of the time, date, location, participants and purpose of all meetings, interviews, or other meetings.
 5. After the Investigator has completed the investigation, and prior to completing the Investigation Report, the Investigator shall send each party and their representatives, if any, the evidence the Investigator has collected and which is subject to inspection (and not otherwise confidential) by email or print copy. Each party shall have ten (10)

business days to prepare a response to the evidence, which the Investigator shall consider before completing the Investigation Report.

6. The Investigator shall issue a written Investigation Report summarizing the information collected during the Investigation and provided by the parties within ten (10) business days from the date the Responses are due and provide a copy simultaneously by email to the parties and their representatives, if any.
 7. Before the Decision Maker renders a decision and after receipt of the Investigation Report, each party shall have five (5) calendar days to submit written questions to the Decision Maker that any party wants asked of any party or witness. The Decision Maker shall provide each party with answers within ten (10) business days. Each party shall have three (3) calendar days to submit any follow up questions. The Decision Maker must provide a reason for not responding to questions presented by the parties.
- E. Decision Maker's Written Determination
1. The Decision Maker, who shall not be the Title IX Coordinator or the Investigator and shall render a Written Determination within thirty (30) days from the date of the Investigation Report.
 2. The Written Determination shall include:
 - a. Identification of the allegations that potentially constitute sexual discrimination.
 - b. Procedural history from the date the Formal Complaint was received by the Title IX Coordinator through the date of the Written Determination, including notices to parties, interviews with parties and witnesses site visits, methods used to gather other evidence and meetings held.
 - c. Findings of facts supporting the determination and if a violation is found that it is supported by the preponderance of the evidence.
 - d. Conclusions regarding the application of the School's code of conduct to the facts, if any.
 - e. Statement of and rationale for determination as to each allegation, any finding of responsibility, any discipline imposed and whether any actions taken are designed to ensure that equal access to educational opportunities are preserved or restored on behalf of Complainant.
 - f. Statement of the discipline to be imposed on Respondent and, if the discipline includes a long-term suspension or expulsion, Respondent's rights to a due process hearing pursuant to 6.11.2 NMAC.
 - g. Statement of the appeal rights with deadline for filing an appeal.
 3. A copy of the Written Determination shall be provided to the Complainant and Respondent, and their representatives, if any, simultaneously via email.

VIII. INFORMAL RESOLUTION PROCESS

- A. After the Formal Complaint has been filed, and at any time prior to issuance of the Investigator's Report, the parties may agree in writing to engage in an informal resolution process, unless the Formal Complaint alleges sexual violence, or when the complaint is against an employee of the School, which must be investigated and finally processed as described above.
- B. An Informal Resolution Process may include:
 - Informal inquiry and discussion
 - Mediation
 - Or other dispute resolution processes agreed to by the parties
- C. Any evidence or information shared during the Informal Resolution Process may be used during the Formal Complaint Investigation if either party terminates the Informal Resolution Process prior to reaching a final agreement.
- D. Either party may withdraw their consent to the Information Resolution Process at any time and proceed with the Formal Complaint procedures described herein. The party choosing

to end the Information Process must provide written notice to the other party and to the Title IX Coordinator.

- E. If a resolution is reached it shall be documented, and signed by both parties, their representatives and the Title IX Coordinator. A resolution through this process ends the Formal Complaint process, which may not be resubmitted or appealed.

IX. POTENTIAL DISCIPLINARY ACTIONS

- A. Employees and students may be disciplined, but only if it is determined through these Procedures that discriminatory action, treatment, harassment or retaliation for complaining has occurred in violation of Title IX or School policies. The Title IX Coordinator shall refer imposition of discipline to the School's Head Administrator.
- B. Discipline may include counseling, restrictions on contact between the parties, modifications of work or class schedules, other course-related adjustments, suspension, expulsion, restorative justice participation, or other forms of discipline deemed appropriate under the School's discipline policies. If a student is expelled or long term suspended, he/she shall be entitled to a due process hearing as afforded pursuant to 6.11.2 NMAC.
- C. Employees will be placed on administrative leave with pay pending the outcome of the Investigation. If the Decision Maker determines there has been a violation of Title IX policies, the employee will be disciplined up to termination or discharge from employment in accordance with the requirements of the New Mexico School Personnel Act.

X. APPEALS

- A. Respondent. If there is a finding that Respondent's conduct resulted in sexual discrimination as the term is defined by Title IX and these Procedures, and disciplinary action is imposed, the Respondent may request an appeal within five (5) calendar days of the Written Determination.
- B. Complainant. If Complainant believes that a finding that the Respondent's conduct did not constitute sex discrimination as the term is defined by Title IX was wrong or that the discipline was inadequate, the Complainant may request an appeal within five (5) calendar days of the date Written Determination.
- C. Request for Appeal. A request for appeal must be in writing, signed by the party initiating the appeal and state why that party disagrees with the Written Determination. The request for appeal must be submitted to the Title IX Coordinator who will provide a copy indicating receipt to all parties, and notifying the parties that each shall have the option to submit a written statement in support or opposition to the request for appeal. The statement must be submitted within five (5) calendar days of receipt from this notice and delivered to the Title IX Coordinator.
- D. The Appeal Officer who may not be the Title IX Coordinator, Investigator or the Decision Maker, will review the request for appeal, the investigation documents, statements in response to the request for appeal and may interview the Complainant and Respondent if necessary, to make a determination. An Appeal Determination will be made within fifteen (15) working days from the date the request for appeal was made.
- E. The Appeal Determination shall be a written decision and include the Appeal Officer's rationale for the decision.
- F. The Appeal Determination shall be sent to both parties simultaneously and the Appeal Officer's decision is final at the School level. See Section XVI below for further redress.

XI. DISMISSAL OF FORMAL COMPLAINT

- A. A Formal Complaint may be dismissed and not processed if:
 - 1. The Complainant, even after contact and follow up with the Investigator, fails to describe in sufficient detail the conduct that is the basis of the complaint and it is determined that the complaint does not provide sufficient facts to support a potential Title IX violation.

2. The conduct alleged in the Formal Complaint does not state a claim, even if true under Title IX.
 3. The Complainant refuses to cooperate with the Investigation.
- B. The School may dismiss the Formal Complaint, or any allegations therein, if at any time during the Investigation the Complainant notifies the Title IX Coordinator in writing that the Complainant wants to withdraw the Formal Complaint, the Respondent is no longer enrolled or employed by the School, or the School is prevented from gathering evidence to make a determination.
 - C. The parties to the Formal Complaint will be promptly notified in writing with an explanation of the School's decision to dismiss the Complaint. This decision may be appealed by the Complainant within seven (7) calendar days of notice of a decision not to proceed. The request for appeal must include a written explanation for why the Complainant believes the decision not to process the Formal Complaint was wrong. An Appeal officer will review the decision to not proceed as well as the Complainant's written appeal statement and render a decision within seven (7) calendar days.
 - D. An Appeal Officer's decision to uphold the decision not to proceed with investigating the Complaint shall be final at the School level.
 - E. If the Appeal Officer overturns the decision not to proceed, the Formal Complaint will be sent back for investigation according to the Procedures described above.

XII. ABUSE OF GRIEVANCE PROCESS

If the preponderance of the evidence supports a finding that the Complainant submitted a false or misleading Formal Complaint alleging harassment, discrimination or retaliation, the Formal Complaint will be dismissed, the student or employee who submitted the complaint will be recommended for discipline according to School policies.

XIII. RETALIATION

- A. Students, employees or parents who make a complaint of discrimination in good faith, shall be free from retaliation, coercion, and reprisal in seeking resolution to a complaint, whether filed as a Formal Complaint under this policy or otherwise. Prohibition against retaliation applies to witnesses and others who cooperate in the Grievance Process at any level.
- B. Complainants, Respondents and others participating in the Grievance Process are hereby notified that retaliation is a separate violation distinct from the underlying discrimination or harassment allegation. Claims of retaliation, submitted in good faith and in writing to the Title IX Coordinator, shall be investigated pursuant to these Procedures. Individuals who engage in retaliation shall be subject to discipline, regardless of whether there has been a finding of cause for the underlying complaint.

XIV. COMPLAINTS TO LAW ENFORCEMENT/EFFECTS ON PROCESS

- A. If a person believes he or she is a victim of sexual violence, the School recommends that the incident be reported to law enforcement immediately. The School has a mandatory reporting requirement under said circumstances.
- B. The Title IX Coordinator will not postpone processing of a Formal Grievance if a criminal complaint has been filed. However, the School may be required to delay the Investigation while local law enforcement officials are gathering evidence. During any delay caused by law enforcement efforts, the Title IX Coordinator will ensure that interim Supportive Measures will be implemented, continued and revised, if necessary. The Title IX Coordinator will make every effort, contingent on receipt of timely information from law enforcement, to update the parties on the status of the investigation.

XV. MAINTENANCE OF RECORDS

- A. Records relating to a Formal Complaint pursuant to this Procedure must be maintained by the School for seven (7) years.

- B. Records to be preserved include all documents, audio or audio-visual recordings, or transcripts that were received, produced or kept by the School or its designees related to a Formal Complaint process, any Informal Complaint Resolution process, all interim supportive measures provided, or documentation of why such measures were not provided, evidence to support that the School's response in this matter was not deliberately indifferent and that measures were taken to preserve or restore equal access to the educational program or activity.
- C. All material used to train Title IX Coordinators, Investigators, Decision Makers and any person who facilitates an informal resolution process, must be retained for seven (7) years.

XVI. REPORTS TO STATE AND FEDERAL AGENCIES/ADDITIONAL INFORMATION

Individuals may pursue claims with the agencies listed below as well as obtain additional information about their rights and the obligations of the School.

- A. Employment discrimination complaints may be filed with the New Mexico Human Rights Bureau or the United States Equal Opportunity Commission.

New Mexico Human Rights Division
 1595 Pacheco St., Suite 103
 Santa Fe, NM 87505
<https://www.dws.state.nm.us/Filing-a-Charge-of-Discrimination>

U.S. Equal Employment Opportunity Commission
 505 Marquette Avenue, NW
 Albuquerque, NM 87102
<https://www.eeoc.gov/filing-charge-discrimination>

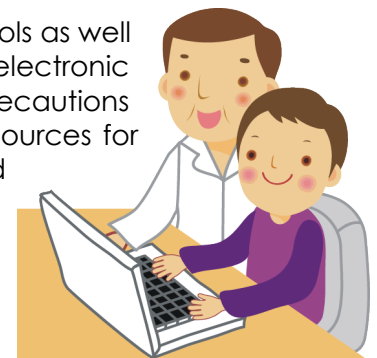
[Las Cruces – EL Paso Office]
 100 Stanton Towers
 100 N. Stanton Street, Suite 600
 El Paso, TX 79901-1433

- B. Students may file discrimination complaints through the United States Department of Education – Office for Civil Rights
<https://www2.ed.gov/about/offices/list/ocr/complaintintro.html> .

Denver Office
 Office for Civil Rights
 U.S. Department of Education
 Cesar E. Chavez Memorial Building
 1244 Speer Boulevard, Suite 310
 Denver, CO 80204-3582

Use of Technology / Technology Policy

Our students have access to many valuable instructional technology tools as well as Internet access. The goal is to teach students to utilize these electronic resources to enhance our school's instructional goals. TIS has taken precautions to ensure that students are using the Internet and other electronic resources for appropriate educational means. Student use of the Internet and multimedia resources will be supervised by an adult at all times. Understand that TIS has implemented state of the art firewalls and filters to ensure that students access appropriate sites and sources. It is expected that if any systems fail, student will continue to model the learner profile and notify the appropriate adult of the failure.



General Rules for Student Use:

- Student use of instructional media must be in support of grade appropriate school instruction.
- Students will use respect and show proper care and handling of all equipment. Any student found to be intentionally damaging any software or hardware will be cited for school property abuse and the student's parent or guardian will be financially responsible for any damages.
- Students are expected to respect and not attempt to by-pass security in place on computers. Changing or attempting to change a computer's settings is a violation of acceptable use of our equipment.
- Students will observe software copyright laws. No students will bring software from home to copy on school workstations, nor will students copy school software for personal use.
- When using the Internet, students' actions will be closely supervised. They will be held responsible for information viewed, received, and sent.
- Students are expected to respect the work and ownership rights of students, staff, and people outside the building.

Attached to this Student/Family Information Book is The International School Technology Use Agreement that you and your student will be required to sign before your student will be permitted to use TIS technology and related equipment. Violation of the computer use policy may result in a student losing his/her privileges.

No Expectation of Privacy

School network spaces are analogous to student desks or lockers and may be inspected when network maintenance becomes necessary or if students are suspected of abusing access rights, and to ensure compliance with TIS policy and applicable laws and regulations.

Computers and technology are used to support learning and enhance educational Instruction.

Computer networks and telecommunications allow people to access information from other computers in different locations. It is a general policy that all computers and other technology equipment used at TIS are to be used in a responsible, efficient, ethical, and legal manner. Failure to adhere to this policy and the guidelines established below shall result in the revocation of access privileges and/or disciplinary actions involving local, county, state, or federal agencies. A student's use of a computer at TIS is not subject to privacy protections.

Internet, a network of networks, allows users to interact with millions of other people using computers that are also connected to the Internet. It is the belief of TIS that the educational benefits to students and teachers through access to various online services and the Internet far exceed any potential disadvantages. The majority of sites accessed can provide a wealth of educational opportunities. It is the intent of TIS to provide access to such services to further the educational goals and objectives of TIS and is in full compliance with the Students' Internet Protection Act. However, parents should be aware that students using telecommunications have the potential to access unacceptable sources if they disobey or disregard school rules and guidelines. Even through the vast majority of Internet sites provide useful information, some sites may contain information that is offensive, defamatory, sexually oriented, or inaccurate. The intent of TIS is for technology resources to be used as a valuable educational tool.

USER RESPONSIBILITIES: As the user of technology resources provided by TIS, each student must review, understand, and accept the following rules.

Failure to obey the following statements will result in loss of computer privileges and/or disciplinary actions.

| | |
|---|---|
| <ul style="list-style-type: none"> • I understand that all computer use must be for educational purposes as directed by my teacher. • I will not download or play any non-educational games on a school computer. • I will not use any instant messaging or chat programs. • I will not download or play music or videos from the Internet, unless directed by my teacher. • I will not use any non-school email address while at school. • I will respect personal privacy for myself and others. • I will not give out any personal information about anyone else (home address, telephone number, etc.) • I will get permission from my teacher before giving out any personal information about myself. • I will not give my password(s) to any other users. • I will only use my computer account and won't use anyone else's login id and/or password. • I will not copy, change, read or use files that belong to another user. • I understand that software and ideas are protected by copyright laws. • I will not copy information received from any source and say that it is my work. • I will list all sources of information that I use in my projects and work. • I will not make copies of any software found on TIS's equipment or on the Internet. | <ul style="list-style-type: none"> • I will not copy any personal software onto any computer at school. I understand that educational technology is available for the use of all students. • I will not deface, damage or destroy the equipment. • I will not waste or take supplies such as paper, printer supplies or diskettes provided by the school. • I will follow the school's computer use rules. • I will follow the rules of network etiquette, which include use of appropriate language and polite responses. • I understand that abusive language (including name calling and swearing) and bullying is prohibited. • I understand that I must follow state and federal rules when using technology. • I will not try to bypass the security measures of any computer equipment. • I will not knowingly create or introduce any virus to TIS's equipment. • I will not send or distribute unethical, illegal, immoral, inappropriate or unacceptable information of any type through electronic mail or telecommunications. • I will follow the rules listed above or lose my computer privileges and face other consequences. • I understand that I have not expectation of privacy in connection with my use of school computers. |
|---|---|

Visits During the School Day

Classroom visitors are always welcome. Due to specific classroom activities, specialty classes, testing, etc., we ask that you contact your child's teacher, and an administrator, a minimum of 24 hours before your intended visit, as they need to coordinate with the Main Office as well.

All visitors must sign in at the front office and receive a visitor's badge before visiting classroom.

Volunteering/Parent Involvement

Volunteers play an important role in our school. As a part of our charter, families are asked to volunteer a minimum of 20 hours during the school year. Volunteer opportunities include working

in the office, library, and classrooms, as well as carpooling and working outdoors at TIS. Families have the option of “opting out” of volunteering for a donation to the Foundation.

Volunteers who may have unsupervised access to students must pass a background check and comply with TIS’s Volunteer Policy. Volunteers working in classrooms or working with students away from the presence of a certified staff member must be fingerprinted at their own expense before they can begin working. Forms are located in the office and on the website and can be done at APS headquarters for a minimal fee and need to be redone every four years. TIS reserves the right to reevaluate, restructure, and/or discontinue a volunteer task if it does not adhere to established TIS guidelines. The Head of School may terminate a volunteer’s service if the TIS volunteer agreement is broken or the best interest of the learning community is not upheld.

Volunteerism is undertaken with the understanding that the benefit of the student is the ultimate goal.

Wellness / Food

The International School at Mesa Del Sol strives to have our students make smart and healthy nutritional choices. Within this context, our campus is a gum and candy free. We also ask students to not consume sodas or “energy” drinks and make healthy choices with their snacks and lunch. We highly discourage families bringing fast food for snack or school lunches.

SCHOOL HEALTH

ILLNESSES/CONTAGIOUS DISEASES. For the protection of all students, your student should be kept at home if he/she has any of the following symptoms: fever, diarrhea, vomiting, a rash, nasal discharge, or discharge from the eyes or ears. Parents should exercise every caution and keep their student home should other unusual symptoms occur. If a student becomes ill while at school, a parent will be called to pick up the student immediately.



If your student has been exposed to a contagious disease, he/she should be kept at home and the occurrence of his/her condition should be reported to the school immediately. Chicken pox, ear infections, giardia, hepatitis, measles, mumps, scarlet fever, strep, and viral infections including COVID-19 are among those conditions categorized as "highly contagious".

MEDICATIONS POLICY. Diagnosis, treatment of illness, or prescribing drugs and medications are never responsibilities of a school and should not be practiced by any school personnel. School personnel will dispense only medications that have been prescribed by a physician. Students may be treated with an epinephrine auto injector, as directed by standing order of the student’s physician, for life-threatening episodes of allergic reaction or asthma. When possible, medication doses should be given at home to avoid interruptions in the school day. If medication is needed during the school day, the policy is as follows:

➤ *Inform.* Parents/guardians must inform the nurse or administrator when a pupil requires medications during the school day. Students observed by school personnel self-administering unauthorized medications shall be reported to their parents/guardians.

➤ *Written Permission.* A written statement is required from the parent/guardian and physician authorizing the administration of all medications and releasing school personnel from liability should reactions result from the medication. The written statement must include the student's name, diagnosis, name of medication, dose, time to be given, and signatures of parent/guardian and physician. Forms are available from the office.

➤ *Labeled Containers.* Medication must be provided in pharmacy labeled containers that indicate pharmacy name and telephone number, student's name, physician, name and dosage of medication. The dispensing pharmacy must split medication into duplicate bottles if it is necessary to give medication during school hours. One bottle will be kept at home and the other at school under the care of school authorities.

➤ *Administration.* A nurse will administer prescribed medication. In the absence of the nurse, the medication will be dispensed by an administrator. Students will be allowed to carry and self-administer medications only with a physician's and parent's written permission, in cases of potential emergency (See additional requirement below).

➤ *Doctor's Orders.* Tylenol or other over-the-counter medicines will be administered to students only with a physician's written order in addition to the parent authorization as required above. Such over-the-counter medication must be in the original container. Again, parents are urged to administer such medication at home when possible.

➤ *Disposal.* When the medication is no longer needed, it will be returned to the parent or guardian, or destroyed. Medications requiring refrigeration will be kept in a closed and clearly identified container in the refrigerator.

PLEASE DO NOT SEND COUGH DROPS IN YOUR STUDENT'S POCKETS, BACKPACK, OR LUNCH BOX. THESE ARE CONSIDERED MEDICATIONS AND ARE TO BE TREATED AS OUTLINED ABOVE.

SELF-ADMINISTRATION OF CERTAIN DRUGS. Students will be allowed to carry and self-administer asthma medication, emergency anaphylaxis medication, and/or equipment and supplies for storage and disposal of sharps for self-assessment and for self administration of diabetes treatment medications, if it has been legally prescribed to the student by a health care provider under the following circumstances:

1. The health care provider has instructed the student in the correct and responsible use of the medication;

2. The student has demonstrated to the health care provider and the school nurse or other school official the skill level necessary to use the medication and any device that is necessary to administer the medication as prescribed;

3. The school nurse or health care provider, within input from the parent or guardian and based on the student's health care practitioner's medical orders, has formulated a written treatment plan for managing the student's care and for medication use by the student during school hours or school-sponsored activities, including transit to or from school or school-sponsored activities; and

4. The student's parent has completed and submitted to the school any written documentation required by the school, including the treatment plan required in paragraph (3) above and a statement relieving the school and its employees and agents from liability arising from the performance the student's self-administration, carrying or storage of medication, supplies and medication-administration equipment.

The parent of a student who is allowed to carry and self-administer asthma medication, emergency anaphylaxis medication, or diabetes medication/equipment may provide the school with backup medication and equipment that shall be kept in a location to which the student has immediate access in the event of an asthma, anaphylaxis or diabetes emergency.

Please see the Student Diabetes Management Policy and procedure in Appendix ___ for important information about student diabetes management procedures at school. To the extent that anything in this Section conflicts with the Student Diabetes Management Policy and procedure, that policy shall control.

THE SCHOOL SHALL NOT BE LIABLE 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, IF APPLICABLE, DISPOSING OF THE MEDICATION OR SUPPLIES NEED TO ADMINISTER MEDICATIONS.

MEDICAL SITUATIONS AND EMERGENCIES

➤ *Emergencies.* In the event of a medical emergency or an accident, we will first attempt to contact the parent/guardian or the doctor of the student, unless TIS determines that the circumstances merit contacting 911 for emergency response. After 911 is called, TIS will make every effort to reach the student's parent/guardian, or other emergency contact prior to treatment, however, this may not always be possible. For this reason it is absolutely necessary that all contact information be completed and kept current.

➤ *Staff Aid.* Staff members are required to have current first aid and CPR certification. Should first aid be needed, a first aid-certified staff member or other person assigned to take care of a particular situation will administer first aid or give instructions for proper care. All staff members will follow these instructions carefully.

➤ *Incidents at School/Reports Home.* Health office visits will be charted and nurse pass slips describing the nature of health office visits will be sent home with students. Minor accidents (e.g., bruises, scratches, bumps, cuts, scrapes, etc.), which can be taken care of by staff members, will be attended to immediately. The staff member will document the accident on an "Accident Report" form. The staff member will sign the form and submit it to a school administrator for review and signature. A

copy will be placed in the parent's file and in the student's file. Parents will be notified of any situation that involves trauma to the head

➤ *Accidental Poisoning.* In the case of poisoning, the staff member will call Poison Control immediately and follow their instructions carefully. Parents will be notified and an "Accident Report" written. A first aid kit is readily available and all emergency numbers are posted.

Vision and hearing tests: Vision and hearing tests are routinely done on all pre-kindergarten, kindergarten, 1st, 3rd 5th and 10th grade students. Additionally, students referred to the SAT (Student Assistant Team) and/or Special Education / re-evaluations are frequently tested for hearing and vision.

EXCUSE FROM PHYSICAL EDUCATION

Please send a request to the teacher if your student needs to be excused from physical education. Written instructions are required from the student's physician if the student is to be excused for more than two days, and must include a re-entry date.

MEDICAL CANNABIS POLICY/PROCEDURE

Pursuant to the New Mexico Medical Cannabis in Schools Act ("Act"), qualified students certified for use of medical cannabis pursuant to the Lynn and Erin Compassionate Use Act who require medical cannabis as a reasonable accommodation necessary for the student to attend school may be administered medical cannabis before attending school, or at school. **Medical cannabis may be administered at School only if:**

1. A written treatment plan for the administration of the medical cannabis is agreed to and signed by the Principal or designee, and by the qualified student's parent or legal guardian. The treatment plan must be on the written treatment plan form posted on the NMPED's website, and must include:
 - a. An affirmation of diagnosis of a qualifying debilitating medical condition, and description of the qualified student's debilitating medical condition per the Lynn and Erin Compassionate Use Act;
 - b. Description of the plan of treatment with medical cannabis, including:
 - i. Recommended dosage allotment;
 - ii. Recommended frequency of administration in a school setting; and
 - iii. Signature of the parent/guardian and the certifying practitioner;(treatment plan form may be found at <https://webnew.ped.state.nm.s/bureaus/safe-healthy-schools/medical-cannabis-in-schools/>); and
2. Before the first administration of medical cannabis in a school setting, the qualified student's parent or legal guardian completes and submits documentation to the Principal that includes a:

- a. Copy of the qualified student's written certification for use of medical cannabis pursuant to the Lynn and Erin Compassionate Use Act from a certifying practitioner;
 - b. A copy of the student's New Mexico Department of Health (NMDOH)-issued ID card, which includes the name of the primary caregiver;
 - c. A signed Health Insurance Portability and Accountability Act (HIPAA) authorization, using the HIPAA authorization form posted on the NMDOH's website (<http://nmhealth.org/publication/view/form/137/>), which shall be retained by the School as a medical record; and
 - d. Written statement from the qualified student's parent or legal guardian releasing the school and school personnel from liability (see Principal for copy of required form), except in cases of willful or wanton misconduct or disregard of the qualified student's treatment plan.
3. The written certification and written treatment plan shall be valid for no more than one year from the date of issuance and shall be presented to the School at or prior to the school year for which the certification and treatment plan shall apply.
 4. In case of spillage or waste of medical cannabis on School premises, cleanup and destruction of spillage or waste shall be immediate and shall be documented by a School employee witness.
 5. The parent/guardian shall provide the written certification and written treatment plan, a new release from liability, and a new package or container with clearly labeled identifiers including the qualified student's name, date of birth, and dosage allotment, upon enrollment in a new public school following disenrollment, withdrawal, transfer, or graduation from another school.
 6. School personnel shall not administer medical cannabis on campus or at school-related activities; only a qualified student's parent/legal guardian may administer medical cannabis, in accordance with state law and this policy.
 7. Parents/guardians administering medical cannabis to their student in the school setting may only do so in accordance with the student's written treatment plan and this Policy. The School shall not store medical cannabis administered by the parent/guardian. The School Principal shall designate the School location at which parent/guardian administration of medical cannabis shall occur. Any administration of medical cannabis on school campus must take place out of view of other students and with the Principal or designee present. Parent/guardians administering medical cannabis to their student must check in and out with the Principal prior to and after each administration of medical cannabis to their student.
 8. **A student shall not possess, store, or self-administer medical cannabis at a school setting or at a School-related activity.** A parent, legal guardian, and/or

designated school personnel shall not administer medical cannabis at a school setting or during a school-related activity in a manner that creates disruption to the educational environment or causes other students to be exposed to medical cannabis.

9. **Administration and use of medical cannabis in a school setting is *not* authorized, and being under the influence of cannabis in a school setting is not authorized, where the student is not a qualified student pursuant to the Lynn and Erin Compassionate Use Act who requires medical cannabis as a reasonable accommodation necessary for the student to attend school, where the student's performance/behavior at school/school activities is adversely affected by such use, where it may pose a danger to other students, and/or where it disrupts or has the potential to disrupt the educational process.**
10. Student possession, use, distribution, sale or being under the influence of a cannabis product in a manner inconsistent with this Policy, inconsistent with the Medical Marijuana in Schools Act, and/or inconsistent with the Lynn and Erin Compassionate Use Act, is banned and will be considered a violation of the School's policies against distribution/possession/use of an unlawful substance on campus, and shall be disciplined accordingly.
11. The School shall not discipline a qualified student on the basis that the student requires medical cannabis as necessary for the student to attend school, or deny eligibility to attend school to a qualified student on the basis that the qualified student requires medical cannabis as a reasonable accommodation necessary for the student to attend school or an in-state school-sponsored activity.
12. The School shall annually provide appropriate training on this Medical Cannabis Policy to all school personnel.

As used in this section:

- i. "certifying practitioner" means a health care practitioner who is licensed in New Mexico to diagnose a qualified patient and recommend medical cannabis as a course of treatment;
- ii. "medical cannabis" means cannabis that is:
 - a. Recommended for treatment of a debilitating medical condition as defined in the Lynn and Erin Compassionate Use Act, in a written certification by a certified practitioner; and
 - b. Dispensed by a cannabis producer that has received approval from the New Mexico Department of Health (NMDOH) to conduct sales of medical cannabis; and
 - c. Is in the form of a capsule, extract, or concentrate to be ingested through the mouth that:
 - i. May be safely divided into measurable doses;

- ii. is not an aerosol product consumable through smoking or in particulate form as a vapor or by burning;
 - iii. is not a food or a beverage product;
 - iv. is not a salve, balm, or other topical product;
 - v. does not require refrigerated storage; and
- d. If administered by designated school personnel, is provided to the school in package or container clearly labeled with the student's name, date of birth, and dosage allotment; if administered by the parent/guardian, is brought to the school for administration by the parent/guardian in a package or container clearly labeled with the student's name, date of birth, and dosage allotment.
- iii. "qualified student" means a student who demonstrates evidence to the Principal that the student is authorized as a qualified patient pursuant to the Lynn and Erin Compassionate Use Act to carry and use medical cannabis in accordance with the provisions of that Act, 6.12.10 NMAC, the Lynn and Erin Compassionate Use Act, and New Mexico department of health rules regarding the Lynn and Erin Compassionate Use Act. **Note: a qualified student is prohibited from possessing any form of cannabis in a school setting;**
- iv. "school setting" means any of the following locations during a school day:
 - a. A school building;
 - b. A school bus or activity vehicle used within the state during, in transit to or in transit from a school-sponsored activity;
 - c. A public vehicle used within the state during, in transit to or in transit from a school-sponsored activity in the state; or
 - d. A public site in the state where a school-sponsored activity takes place;
- v. "written certification" means a statement written by a qualified student's certifying practitioner in a qualified student's medical records or in the written treatment plan statement; certifying that the qualified student has a debilitating medical condition pursuant to the Lynn and Erin Compassionate Use Act; certifying that the certifying practitioner believes that the potential health benefits of the medical use of cannabis would likely outweigh the health risks for the qualified student; and signed by the certifying practitioner. A written certification is not valid for more than one year from the date signed by the certifying practitioner.
- vi. "written treatment plan" means a document developed by the parent/guardian in collaboration with the certifying practitioner that:
 - a. Includes the certifying practitioner's diagnosis and description of the qualified student's debilitating medical condition per the Lynn and Erin Compassionate Use Act;

- b. Describes the plan for recommended treatment with medical cannabis, including:
 - i. The recommended dosage allotment;
 - ii. the recommended frequency of administration of medical cannabis in a school setting; and
 - iii. is signed by the parent/guardian and the certifying practitioner.

This Policy is not applicable to any School-related activity taking place outside of the state of New Mexico. **Hemp products are not covered by this policy**

APPENDIX I

BULLYING, CYBERBULLYING, HARASSMENT, HAZING AND VIOLENCE PREVENTION POLICY

POLICY STATEMENT. TIS believes that providing an educational environment for all, free from harassment, intimidation, violence, hazing or bullying of any kind, supports a total learning experience that promotes personal growth, healthy interpersonal relationships and wellness. The safety and wellbeing of all students in the school learning environment is of primary importance. TIS prohibits bullying, cyberbullying, harassment, hazing and violence, and it is the school's goal to prevent and respond to all such acts, in accordance with applicable laws, including the New Mexico Safe Schools for All Students Act, NMSA 1978, §§22-35-1, et seq. This Policy and prohibition applies on school property, including electronic communication on or using School property; at school-sponsored functions; and on TIS's to-and-from transportation or any TIS-sponsored transportation.

A. DEFINITIONS.

➤ **Bullying.** Bullying includes any severe, pervasive or persistent act or conduct that targets a student or group, whether physically, electronically or verbally, and that (1) may be based on a student/group's actual or perceived race, religion, color, national origin, ancestry, sex, sexual orientation, gender identity, spousal affiliation, physical or cognitive disability or any other distinguishing characteristic, or on an association with any person, with one or more of the actual or perceived distinguishing characteristics; and/or (2) can be reasonably predicted to: (a) place a student in reasonable fear of physical harm to the student's person or property; (b) cause a substantial detrimental effect on a student's physical or mental health; (c) substantially interfere with a student's academic performance or attendance; (d) substantially interfere with a student's ability to participate in or benefit from the services, activities or privileges provided by the School; or (e) create a hostile environment on the school campus that is so severe or pervasive as to substantially interfere with student educational benefits, opportunities or performance.

➤ **Harassment.** Bullying includes harassment, which is knowingly pursuing a pattern of conduct that is intended to annoy, seriously alarm or terrorize another person or group.

➤ **Hazing.** Includes committing an act against a student, or coercing another student into committing an act, that creates a risk of harm to that student, in order for that student to be initiated into or affiliated with an organization, gang, clique, group or for any other purpose.

➤ **Cyberbullying.** Includes any bullying that takes place through electronic communications, that is published with the intent that it be seen by or disclosed to a student/group, and that substantially interferes with the student/group's ability to participate in or benefit from the services, activities or privileges provided by TIS.

➤ **Electronic Communication.** Includes a communication transmitted by means of an electronic device, including a telephone, cellular phone, computer, electronic tablet, pager or video/audio recording, and any other forms of electronic resources/mobile devices.

➤ **Gender Identity.** Includes a student's self-perception, or perception by another, of the student's identity as a male or female based upon the student's appearance, behavior or physical characteristics that are in accord with or opposed to the student's physical anatomy, chromosomal sex or sex at birth.

➤ **Physical or Cognitive Disability.** Includes a physical or cognitive impairment that substantially limits one or more of a student's major life activities.

➤ **Progressive Discipline.** Includes disciplinary action other than suspension or expulsion from school that is designed to correct and address the basic causes of a student's specific misbehavior while retaining the student in class or in school, or restorative school practices to repair the harm done to relationships and other students from the student's misbehavior, and may include (but is not limited to):

- Meeting with the student and student's parents/guardians;
- Reflective activities, such as requiring the student to write an essay about the student's misbehavior;
- Counseling;
- Anger management;
- Health counseling or intervention;
- Participation in skill-building and resolution activities, such as social-emotional cognitive skills building, resolution circles and restorative conferencing;
- Community service; and
- In-school detention or suspension, which may take place during lunchtime, after school or during weekends.

➤ **Sexual Orientation.** Includes heterosexuality, homosexuality or bisexuality, whether actual or perceived.

➤ **Regular Volunteers.** Means those persons, including relatives of students, who commit to serve at school on a regular basis.

B. *EXAMPLES of PROHIBITED CONDUCT.* Actions, including actions using electronic communication, that will be viewed as prohibited conduct include, but are not limited to:

○ **Bullying, Cyberbullying and Harassment.**

- Spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose.
- Repeated teasing, use of sarcasm or malicious jokes.
- Name-calling, belittling comments.
- Nonverbal behavior such as gestures, or graphic written statements.
- Conduct that is physically threatening, harmful, intimidating or humiliating.
- Inappropriate physical restraint.
- Posting mean, embarrassing, threatening, intimidating or humiliating pictures, videos, websites, comments, fake profiles or other communications over social media platforms, such as Facebook, Twitter, Instagram, LinkedIn, Pinterest (not an exhaustive list).

2. **Hazing.**

- Any type of physical brutality such as whipping, beating, striking, branding, shocking, or placing a harmful substance on the body.
- Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics or other activity that subject the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
- Any activity involving the consumption of any alcoholic beverage, drug, tobacco product or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.

- Any activity that intimidates or threatens the student with ostracism, that subjects the student to extreme mental stress, embarrassment, shame, or humiliation, that adversely affects the mental health or dignity of the student or discourages the student from remaining in school.
- Any activity that causes or requires the student to perform a task that involves a violation of state or federal law, or school policies.

C. **REPORTING AND COMPLAINTS.** Students and parents may, and are strongly encouraged to, file verbal or written reports concerning suspected Bullying/Harassment/Cyberbullying/Hazing/Violence to school personnel or to the Principal. See, “Bullying/Harassment/Cyberbullying/Hazing/Violence Report Form” attached to _____, available online or in the TIS administrative offices. Students, parents and/or staff should use the following guidelines when reporting Bullying/Harassment/Cyberbullying/Hazing/Violence:

➤ **Who and What?** Any student who believes he/she has been the victim of conduct prohibited by this policy by a student or school personnel, or any person with knowledge or belief of such conduct that may constitute Bullying/Harassment/Cyberbullying/Hazing/Violence toward a student, should immediately report the alleged acts, either orally or using the Report Form. Reports may be made in the reporter’s preferred language. Reports may be made anonymously, and will be investigated pursuant to this Policy, but no formal disciplinary measures shall be taken solely on the basis of an anonymous report.

2. **Report to Whom?** The report may be made to any staff member, including a teacher, or directly to the Principal.

3. **Prompt Notice & Form.** Teachers, Regular Volunteers, and school staff who witness Bullying/Harassment/Cyberbullying/Hazing/Violence or who receive student reports of Bullying/Harassment/Cyberbullying/Hazing/Violence are required to promptly notify the Principal. Reports should be made in writing using the Report Form, and submitted to the Principal.

4. **Assisting Student Reporting.** If a student makes a verbal report to a teacher/Regular Volunteer/staff member, the teacher/Regular Volunteer/staff member shall complete the Report Form or take the student to the Principal, where a form will be completed on the student’s behalf.

5. **Staff Obligation to Report.** A school employee who has information about or a reasonable suspicion of conduct that may constitute Bullying/Harassment/Cyberbullying/Hazing/Violence toward a student shall report the matter immediately or as soon as practical to Principal, but in no event later than two calendar days after the employee witnesses or receives a report of bullying.

D. **INVESTIGATION.** The Principal or an administrator designated by the Principal will accept and promptly investigate *all* reports of Bullying/Harassment/Cyberbullying/Hazing/Violence. The administrator will notify the parents of the student(s) alleged to have committed the act of Bullying/Harassment/Cyberbullying/Hazing/Violence and the parents of the student(s) targeted by the alleged act, unless the administrator believes, in his/her professional capacity, that notifying the parents would endanger the health or well-being of a student, in which case the administrator may delay such notification, as he/she deems appropriate. The Principal may take immediate steps to protect the reporter, the alleged victim, other students, school faculty and staff, or other individuals on school grounds pending the completion of an investigation.

1. **Process.** The investigation shall consist of personal interviews with the reporter, the individual(s) against whom the report was filed, and others who may have

knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of other methods or documents deemed relevant by the investigating administrator.

2. **Confidentiality.** The right to confidentiality, of the reporter, the victim and the accused, shall be preserved consistent with applicable laws and to the extent possible. However, SCHOOL cannot guarantee absolute confidentiality, because it may be necessary to discuss the report with others who are witnesses or who may have information about the report.

3. **Outcome.** The investigation shall be completed as soon as possible. The Principal (or designated administrator) shall make a written report concerning the results of his/her investigation. In determining whether the alleged conduct violates this Policy, the totality of the circumstances, the nature of the conduct, the student's history, and the context in which the alleged conduct occurred will be investigated. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this Policy. A copy of the investigation materials and completed report will be maintained by the Principal for no less than four years from the date of the completed report. To the extent permitted under the Family Educational Rights and Privacy Act (FERPA) (to protect the privacy of the accused student) the Principal will notify the parents/guardians of the accused student and the victim of the outcome of the investigation, but shall not provide a copy of the written report. The Principal or designee shall notify the parent or guardian about a determination that their student has committed an act violating this Policy, and the consequences for the student's actions.

E. **CONSEQUENCES.** Verified Bullying/Harassment/Cyberbullying/Hazing/Violence conduct shall result in intervention by the Principal or his/her designee that is intended to ensure that this Policy is enforced. The Principal will use Progressive Discipline approaches appropriate to the situation to address Bullying/Harassment/Cyberbullying/Violence, and/or may impose other disciplinary consequences. The level and severity of the prescribed consequence shall be determined by the Principal. All consequences shall be designed to (a) appropriately correct the bullying behavior; (b) prevent another occurrence of bullying or retaliation; (c) protect the target of the bullying; (d) be flexible so that, in application, the consequences can be unique to the individual incident and varied in method and severity based on the nature of the incident, the developmental age of the student who is bullying, and any history of problem behavior from the student who is bullying; and (e) for cyberbullying incidents, use the least restrictive means necessary to address the interference with the student's ability to participate in or benefit from the services, activities or privileges provided by the school, to the greatest extent possible. Certainly, repeated offenses will warrant increasingly severe consequences, up to and including suspension/expulsion.

F. **CONSEQUENCES FOR KNOWINGLY MAKING FALSE REPORTS.** False allegations against another student, member of the faculty or staff, or others, pursuant to this Policy shall be regarded as a serious offense and will result in disciplinary action or other appropriate sanctions.

G. **RETALIATION.** Retaliation against an individual who witnesses, orally reports or files a written complaint regarding Bullying/Harassment/Cyberbullying/Hazing/Violence, or who acts as a witness, participates in or cooperates with an investigation of such, is prohibited.

H. **APPEAL.** A student accused or bullying/harassment/cyberbullying/hazing/violence, or a student who is the target, who is not satisfied with the outcome of the Principal's/administrator's investigation may appeal the investigation report's conclusions to the TIS Governing Council in the manner described in the TIS Grievance Policy.

I. **ANTI-BULLYING INCLUDED IN HEALTH EDUCATION CURRICULUM.** Anti-bullying education shall be included in the School's health education curriculum, in accordance with health education content standards with benchmarks and performance standards as set forth in NMPED regulation 6.30.2.19 NMAC.

J. *DISSEMINATION OF POLICY.* Parents and Staff will be reminded at the beginning of each school year about this policy as well as their responsibilities regarding preventing and reporting Bullying/Harassment/Cyberbullying/Hazing/Violence. A copy of the policy will be disseminated annually and be posted on the School's website. This Policy will be included in the Student Handbook.

K. *TRAINING.* All School employees, and regular volunteers with significant contact with students, shall complete annual training on bullying, harassment, hazing, violence and cyberbullying prevention. New employee training shall incorporate training on this Policy and procedures.

L. *STUDENT SAFETY SUPPORT PLAN.* The school shall develop a student safety support plan for students who are targets of conduct prohibited by this policy that addresses safety measures the School will take to protect targeted students against further acts of bullying/cyberbullying/harassment/hazing/violence.

M. *ANNUAL REPORTING.* The School shall report aggregate incidents of bullying/harassment/cyberbullying/violence as required under applicable federal or state laws, along with the School's responses to these incidents, and shall report this information annually to the NMPED in the form and content required by NMPED.

N. *PUBLICATION.* This Policy shall be made available on the following public websites:

- i.
- ii. etc.

The School's Principal shall be the point of contact for any bullying-related concerns, or other concerns relating to this Policy. Parents and students shall be informed about this Policy at least annually, through student handbooks and _____.

APPENDIX II

SEXUAL HARASSMENT/ANTI-DISCRIMINATION POLICY

TIS recognizes that a student has the right to learn in an environment untainted by sexual or other forms of harassment or discrimination. Offensive conduct which has the purpose or effect of unreasonably interfering with learning performance or creating an intimidating, hostile, discriminatory, or offensive learning environment disrupts the educational process and impedes the legitimate pedagogical concerns of the SCHOOL community. Sexual and other forms of harassment will not be tolerated.

Sexual Harassment - Sexual harassment includes unwelcome sexual advances, requests for sexual favors, and verbal or physical contacts of a sexual nature whenever submission to or rejection of such conduct results in the denial of or provision of aid, benefits, grades, rewards, employment, faculty assistance, services, or treatment.

Other Forms of Harassment - Other prohibited harassment includes conduct which has the purpose or effect of creating an intimidating, hostile, discriminatory, or offensive learning environment; substantially or unreasonably interfering with an individual's academic performance; or otherwise adversely affects an individual's academic opportunities on the basis of race, color, religious creed, age, sex, national origin or ancestry, mental or physical disability, medical condition, sexual orientation, gender identity and/or any other legally protected characteristic, including use of protective

hairstyles or cultural headdresses. Students shall at all times refrain from using racial slurs, hate-related nicknames, bullying and any other name-calling or put downs. Racialized aggression is strictly prohibited.

Strictly Prohibited - The harassment by a student of a staff member, fellow student of TIS or third party (e.g. visitor, volunteer, parent, etc.) is strictly forbidden. In all cases, school personnel will take immediate action to protect the victim of alleged abuse. Any student who is found to have harassed a staff member, third party, or student will be subject to discipline in accordance with law and the Student/Parent Handbook.

Reporting Violations of Harassment or Discrimination Policy - A student who believes he/she has been a victim of discrimination and/or harassment and any third persons with knowledge of such conduct shall report the alleged act immediately to the Principal. TIS will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the obligation to investigate, to take appropriate disciplinary action, and to conform to any discovery or disclosure obligations.

Investigation and School Action - In determining whether alleged conduct constitutes harassment, the totality of the circumstances, the nature of the conduct, and the context in which the alleged conduct occurred will be investigated. A substantiated charge against a student, employee, visitor, vendor or other individual on school premises for harassment shall subject that individual to disciplinary action or other consequences. Disciplinary action may include, but may not be limited to the following: written warning, detention, written reprimand, suspension, and/or expulsion. The severity of the disciplinary action will depend on the frequency, circumstances, and severity of the offense.

Retaliation - TIS will discipline any individual who retaliates against any person who reports, testifies, assists or participates in any manner in any investigation, proceeding or hearing related to complaints of harassment or discrimination. Retaliation includes, but is not limited to, any form of intimidation, reprisal, or harassment.

Notification - It shall be the responsibility of the Principal to ensure that all employees and students receive appropriate training related to the implementation of this policy. In addition, students, employees, volunteers, and vendors shall receive appropriate information related to this policy, including the name of designated person to contact to file a complaint and/or receive information related to this policy.

The International School at Mesa Del Sol
Bullying/Cyberbullying/Harassment/Hazing/Violence Report Form

| | | |
|--|----------------|---|
| STUDENT INFORMATION | | |
| Name | | ID# |
| Grade | Phone Number | Home Address |
| COMPLAINT FILED AGAINST | | |
| Name | | Grade (or position if not a student) |
| Name | | Grade (or position if not a student) |
| INCIDENT | | |
| Date | | Time |
| Location | | |
| Is this the first time this has happened? YES NO | | |
| Is this the first time you are reporting this? YES NO | | |
| DESCRIPTION- PROVIDE AS MUCH DETAIL AS POSSIBLE | | |
| | | |
| WITNESSES (IF APPLICABLE) | | |
| Name | Grade/position | Phone number |
| Name | Grade/position | Phone number |
| Name | Grade/position | Phone number |
| REPORT INFORMATION | | |
| Today's Date | | |
| Did anyone help you fill out this form? YES NO | | |
| If yes, who? | | |
| OFFICE INFORMATION | | |
| Who received this complaint form? | | |
| Position | | |
| Date Received | | |

APPENDIX III

STUDENT DENTAL EXAM VERIFICATION POLICY

New Mexico law requires The International School at Mesa del Sol to verify student records of dental examination prior to the student's initial enrollment in TIS. 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 International School's enrollment process (see below) prior to initially enrolling the student. 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 the school as part of student records; confidentiality shall be maintained and shall be only accessible to The International School at Mesa del Sol 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 Shawn Higbee, 505-508-3295 for information. 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 Dental Examination Verification Form

Upon initial enrollment in a district or charter school, New Mexico Administrative Code (NMAC) 6.12.13 requires schools to verify student records of dental examination. This rule also allows for an informed opt-out process based on parent or guardian understanding of the risks associated with not having a dental examination.

SCHOOL is dedicated to promoting the health of our students. We recognize oral health care is essential for general wellbeing and can have a significant impact on overall health. According to the [Centers for Disease Control and Prevention](#) (CDC), tooth decay is one of the most common chronic diseases of childhood in the United States. Left untreated, it can cause pain and infections that may lead to problems with everyday activities like eating, talking, playing, and learning. Routine oral health care such as dental visits, daily oral hygiene, healthy eating and consuming of water can help prevent tooth decay and other oral health conditions.

Student Name: _____

Student ID: _____

Please check the applicable response below:

I confirm that my child has received a dental examination within the past calendar year.

My child has not received a dental examination within the past year. I understand the risks associated with my child not receiving a dental examination, and I request a waiver allowing my child to be enrolled. If checked, this signed document may serve as the Student Dental Examination Waiver as defined by NMAC 6.12.13.

Parent/Guardian Signature: _____

Date:

Are you interested in learning more about oral health resources for your child? Please contact [INSERT SCHOOL/COMMUNITY CONTACT if available], or the New Mexico Department of Health, Office of Oral Health at 505-827-0837.



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FORMS

- Title IX Grievance and Complaint Form
- Bullying Reporting
- Parent & Student Complaint

- Technology Use Agreement Policy & Signature



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Title IX Grievance Complaint Form

Please Provide as many details as possible when filling out this form

Name: _____ **Date:** _____

Address: _____

Phone Number: _____ **Email:** _____

Name of person responsible for alleged discrimination: _____

Date of when the discrimination or retaliation occurred: _____

Location of when the discrimination or retaliation occurred: _____

Detailed description of the specific conduct that is the basis of the alleged violation(s):

Please provide any names and contact information for any witnesses: _____

Please provide copies of any documents or items related to the alleged violation(s) to the Amanda Castaneda, Title IX Coordinator at acastaneda@tism.org or 505-508-3295 Ext. 207

Signature: _____

Date: _____



Bullying Reporting Form

Date: _____ Time: _____ Person receiving report: _____

Who reported bullying? (Circle) Bullied child Bystander Both

Names and classroom teacher/s of bullied child/children:

Names and classroom teacher/s of child/children who bullied:

Names of bystanders if reporting: _____

Where did the bullying occur? _____

Description of the bullying behaviors: _____

Are there immediate safety needs? (circle one) Yes No

If yes, send students to administration for prompt attention.

Specific immediate concerns: Circle all that apply

Physical injury Damaged clothing Transportation needs Fear of retaliation

Severity of bullying Emotional needs Other (Describe) _____

Action Taken (circle one)

Referred to administration for immediate action

Referred to for Coaching

Comments and follow up notes: _____



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Parent/Student Complaint Form Level One

Please complete this form. Your complaint may be returned to you for additional information if it is submitted with incomplete information.

1. Student's Name _____

2. Parent's Name _____

3. Address & Telephone Number _____

4. The date of the event or action that gave rise to this complaint _____

5. A detailed factual description of all of the circumstance(s) that gave rise to this complaint. (Use additional pages if necessary)

6. Explain specifically if or how your child was harmed or injured by the facts that you provided in response to item 5 above.

7. Identify and attach any documents upon which you will rely during the complaint process and explain what those documents will prove. (If you do not have these documents at the time you file your complaint, you will be able to provide copies at the conference. However, please identify to the best of your ability what those documents are and what you think they will prove.)

8. TIS wants to have all complaints resolved informally or at the lowest possible level. Explain your efforts to informally resolve your complaint including with whom you spoke, when you met, and the response you received. If you did not attempt informal resolution, give a detailed explanation as to why not.

9. Identify the remedy you seek for this complaint. In other words, what do you want us to do in response to your complaint?

Parent/Guardian Signature: _____ Date: _____



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Technology Use Policy

At TIS our students have access to many valuable instructional technology tools as well as Internet access. Our goal is to teach students to utilize these electronic resources to enhance our school's instructional goals. TIS has taken precautions to ensure that students are using the Internet and other electronic resources for appropriate educational means. An adult will supervise student use of the Internet and multimedia resources on campus at all times. Understand that TIS has implemented state of the art firewalls and filters to ensure that students access appropriate sites and sources. It is expected that if any systems fail, all students will continue to model the Learner Profile and notify the appropriate adult of the failure.

General Rules for Student Use

- Student use of instructional media must be in support of grade appropriate school instruction, reflect the Learner Profile.
- Students will use respect and show proper care and handling of all equipment. Any student found to be intentionally damaging any software or hardware will be cited for school property abuse and the student's parent or guardian will be financially responsible for any damages.
- Students are expected to respect and not attempt to bypass security in place on computers. Changing or attempting to change a computer's settings is a violation of acceptable use of our equipment.
- Students will observe software copyright laws. No students will bring software from home to copy on school computers, nor will students copy school software for personal use.
- When using the Internet, students' actions will be closely supervised. They will be held responsible for information viewed, received, and sent.
- Students are expected to respect the work and ownership rights of students, staff, and people outside the building.

Attached to this Technology Use Policy is The International School at Mesa del Sol's Technology Use Agreement that you and your student are required to sign before your student will be permitted to use TIS technology and related equipment, and the TISNM email system. Violation of the Technology Use Policy may result in a student losing his/her privileges.

No Expectation of Privacy School network spaces are analogous to student desks or lockers and may be inspected when network maintenance becomes necessary or if students are suspected of abusing access rights, and to ensure compliance with TIS policy and applicable laws and regulations.

Computers and all other technology are used to support learning and enhance educational instruction. Computer networks and telecommunications allow people to access information from other computers in different locations. It is a general policy that all computers and other technology equipment used at TIS are to be used in a responsible, efficient, ethical, and legal manner. Failure to adhere to this policy and the guidelines established below shall result in the revocation of access privileges and/or disciplinary actions involving school, local, county, state, or federal agencies. A student's use of a computer at TIS is not subject to privacy protections.

Internet, a network of networks, allows users to interact with millions of other people using computers that are also connected to the Internet. It is the belief of TIS that the educational benefits to students and teachers through access to various online services and the Internet far exceed any potential disadvantages. The majority of sites accessed can provide a wealth of educational opportunities. It is the intent of TIS to provide access to such services to further the educational goals and objectives of TIS and is in full compliance with the Students' Internet Protection Act. However, parents should be aware that students using telecommunications have the potential to access

unacceptable sources if they disobey or disregard school rules and guidelines. Even though the vast majority of Internet sites provide useful information, some sites may contain information that is offensive, defamatory, sexually oriented, or inaccurate. The intent of TIS is for technology resources to be used as a valuable educational tool.

User Responsibilities: As the user of technology resources provided by TIS, each student must review, understand, and accept the following rules. Failure to obey the following statements will result in loss of computer/technology of any kind privileges and/or disciplinary actions (With the only exception being to use computer technology to complete the NM Public Education Department required student assessments, e.g. PARCC, SBA, MAPs, EOC's, etc.).

| | |
|--|--|
| <ul style="list-style-type: none"> • I understand that all computer use must be for educational purposes as directed by my teacher. • I will not download or play any non-educational games on a school computer or other device. • I will not use any instant messaging or chat programs. • I will not download or play music or videos from the Internet, unless directed by my teacher. • I will not use any non-school email address while at school. • I will respect personal privacy for others and myself. • I will not give out any personal information about anyone else (home address, telephone number, etc.) • I will get permission from my teacher before giving out any personal information about myself. • I will not give my password(s) to any other users. • I will only use my computer account and won't use anyone else's login id and/or password. • I will not copy, change, read or use files that belong to another user. • I understand that copyright laws protect software and ideas of other people. • I will not copy information received from any source and say that it is my work. • I will list all sources of information that I use in my projects and work. • I will not make copies of any software found on TIS's equipment or on the Internet. | <ul style="list-style-type: none"> • I will not copy any personal software onto any computer at school. I understand that educational technology is available for the use of all students. • I will not deface, damage or destroy the equipment. • I will not waste or take supplies such as paper, printer supplies or storage devices provided by the school. • I will follow the school's computer use rules. • I will follow the rules of network etiquette, which include use of appropriate language and polite responses. • I understand that abusive language (including name calling and swearing) and bullying is prohibited. • I understand that I must follow state and federal rules when using technology. • I will not try to bypass the security measures of any computer equipment. • I will not knowingly create or introduce any virus to TIS's equipment. • I will not send or distribute unethical, illegal, immoral, inappropriate or unacceptable information of any type through electronic mail or telecommunications • I will follow the rules listed here or lose my computer privileges and face other consequences. • I understand that I have no expectation of privacy in connection with my use of school computers. |
|--|--|

Email and Communication Activities: When using TIS resources to access and use the Internet, students must realize they represent TIS. Whenever students state an affiliation to TIS, they must also clearly indicate that the opinions expressed are my own and not necessarily those of TIS. Questions may be addressed to the classroom teacher or TIS administration.

The following activities are strictly prohibited without exception:

- Sending unsolicited email messages, including the sending of junk mail or other advertising material to individuals who did not specifically request such material (email spam).
- Any form of harassment via email, telephone or texting, whether through language, frequency, or size of messages.
- Unauthorized use, or forging, of email header information.
- Solicitation of email for any other email address, other than that of the poster's account, with the intent to harass or to collect replies.
- Creating or forwarding chain letters or other schemes of any type.
- Use of unsolicited email originating from within TIS's networks of other Internet/Intranet/Extranet service providers on behalf of, or to advertise, any service hosted by TIS or connected via TIS's network.
- Posting the same or similar non-business-related messages to large numbers of Usenet newsgroups (newsgroup spam).



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Technology Use Policy Acknowledgement & Signature Form

Please return this signed copy back to TIS, while keeping the two pages of this Technology Use Policy for your records. Without a signed document, your student will not have access to technology equipment, the Internet, TISNM email system.

I have reviewed this form with my student and:

____ **Yes**, my child may use technology, the Internet, and the TISNM email system at school.

____ **No**, my child may not use technology, the Internet, and the TISNM email system at school (with the only exception being to use computer technology to complete the NM Public Education Department required student assessments, e.g. PARCC, SBA, MAPs, EOC's, etc.).

Notes from Parent/Guardian:

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Student Name: _____ Grade: _____

Student Signature: _____

Date: _____ Day Phone: _____

***Please note that without a signed document, your student will not have access to technology equipment, the Internet, TISNM email system.**

