



CORRALES
INTERNATIONAL SCHOOL

Family Handbook

Table of Contents

HOURS OF OPERATION, DAILY SCHEDULE, CALENDAR	4
EDUCATIONAL PHILOSOPHY	5
Our Mission Statement.....	5
INTERNATIONAL BACCALAUREATE PROGRAM	6
LANGUAGE STUDY	6
Core Values.....	8
School Lunch	9
School Visitors.....	9
Transportation and Location	9
Parent Drop-off/Pick-up.....	9
Picking-up Students Early.....	9
Student Attendance	11
Excused Absences	11
Unexcused Absences.....	11
Family Trips and Vacations	12
Absence Notification.....	12
Truancy	12
Procedures for Excessive Absences	12
Arriving Late to School or Class (Tardy).....	13
Student Sign-in.....	13
MEDICAL RECORDS AND HEALTH SERVICES	13
Over-The-Counter Medication	15
Protection of Students	15
First Aid Provision and Medical Emergencies	15
Dress Code.....	16
ACADEMICS	17
Grading Scale and Evaluation	17
ACADEMIC SUPPORT	17
Communication of Academic Progress	17
PROGRESS REPORTING DATES	18
Minimum Academic Expectations	18
Communication Procedure and Timeline	18
Support Conference.....	19
Retention and Promotion of Students.....	19
Proficiency Based Promotion.....	20
Student Fees.....	20
Student Supplies.....	20
PRACTICE (homework).....	21

STUDENT CODE OF RIGHTS AND RESPONSIBILITIES	21
STUDENT DISCIPLINE POLICIES AND PROCEDURES	21
School-Wide Behavior	21
General Disruptive Conduct.....	22
Tobacco Possession.....	22
Misconduct Resulting in Expulsion	23
Student Conduct.....	23
WEAPON POSSESSION	23
ASSAULT OR THREAT OF ASSAULT.....	23
FIGHTING.....	24
EXTORTION.....	24
GRAFFITI	24
VANDALISM AND PROPERTY DAMAGE.....	24
THEFT	24
GANG ACTIVITY	24
HARASSMENT.....	25
BULLYING	26
ARSON.....	26
BOMB THREAT AND/OR FALSE ALARM.....	26
BUS DISRUPTION	27
Controlled Substance, Paraphernalia Possession.....	27
Defiance of School Personnel	27
Dress Code Violation.....	27
Extortion	27
ACADEMIC DISHONESTY, CHEATING OR PLAGIARISM.....	27
Description of Disciplinary Consequences	28
Removal/Suspension/Expulsion.....	29
Due Process.....	30
Parent Complaint Procedures.....	30
Appeal of Short Term	30
Long-Term Suspension/Expulsion Procedure.....	31
DISCIPLINARY CONSIDERATIONS FOR STUDENTS WITH DISABILITIES	35
Appeals for Students with Disabilities	36
Internet and Electronic	37
Mail Usage.....	37
PARENT SUPERVISION OF TECHNOLOGY USE AT HOME	39
DIRECTORY INFORMATION	40
Student Records.....	40
Family Educational Rights and Privacy Act (FERPA).....	41
STATEMENT OF UNDERSTANDING (Parent Signature Required).....	45

HOURS OF OPERATION, DAILY SCHEDULE, CALENDAR

Facility Hours

The school will be open from 7:45 AM to 4:30 PM (M-F) unless otherwise stated or announced.

Closed Campus

Corrales International School is a closed campus. Hours of operation are between 7:45 AM to 4:30 PM, during which all students must remain on campus, unless supervised by a Corrales International School staff member.

School Hours

PYP grades K-5

Mon, Tue, Thurs, Fri ----- 8:15am to 3:00pm

Wed early release ----- 8:15am to 12:30pm

MYP GRADES 6-10

Mon, Tue, Thurs, Fri ----- 8:00am to 3:10pm

Wed early release ----- 8:00am to 12:45m

Students may be dropped off 15 minutes before school starts.

EDUCATIONAL PHILOSOPHY

The purpose of this document is to assist students, parents/guardians, teachers, staff and school administrators in understanding that the school community exists to help all students develop their potential for learning and to develop the necessary self-discipline to enable them to become productive, responsible members of a democratic society.

The quality of the school community, both socially and academically, depends significantly on the choices made by the students of Corrales International School (CIS). Upon entering school, students assume much of the responsibility for creating an inspiring academic and social environment. The right to a public education is not absolute; it may be taken away, temporarily or permanently, for violations of school rules.

Students may exercise their constitutional rights of free speech, press, assembly and privacy. The exercise of such rights, however, must be conducted in a manner that does not disrupt the rights of others or the learning of others in the educational process. Parents/guardians are an integral part of the educational process and must foster appropriate behavior in their children and assist the school in holding students accountable for inappropriate behavior.

Maintaining a school climate free of disruptions enables all participants to

learn and grow. Students, teachers, parents and administrators working together create a common willingness to learn.

Philosophy

The CIS Student Discipline procedures are in compliance with the state regulations promulgated by the New Mexico Public Education Department ("PED"), Section 6.11.1 NMAC, Student Rights and Responsibilities-Rights and Responsibilities of the Public Schools and Public School Students. CIS has high expectations of all its students. We expect all students to display respectful behavior towards other students, teachers, adults, guests, and visitors in the school and during school-related trips. This includes the time period when the student is: on school grounds, at a school sponsored activity, traveling to and from school, and waiting for transportation to or from school. Our goal is a safe school environment for everyone.

OUR MISSION STATEMENT

The mission of Corrales International School is to achieve, within the framework of the International Baccalaureate curriculum, excellence in bilingual education, to promote international understanding and to live and model its core values of respect, responsibility, connection with nature, and the joy of learning.

INTERNATIONAL BACCALAUREATE PROGRAM

Corrales International School (CIS) provides its students with an integrated and standards-based global curriculum founded on educational principles established by the International Baccalaureate Organization (IBO). The IBO, headquartered in Geneva, Switzerland, provides three international education programs: 1) The Primary Years Program for students aged 3-12 (grades K-6)

The Middle School Years Program for students aged 12-16 (grades 7 -10); and the High School Diploma Program for students 16-19 years old (11th and 12th grade) . CIS will offer students the Primary and Middle School Years Programs to students in grades K-10th. Both programs require students to engage in a rigorous global curriculum as well as the study of a second language.

LANGUAGE STUDY

CIS offers students the opportunity to engage in second language study. In K-5 classrooms, students will study English and Spanish every day. The following chart illustrates the language study program offered to students as they progress through the grade levels.

For the 2011-2012 school year students in grades K-3 will study Spanish in a one-way immersion instructional environment. In immersion classrooms instruction is conducted in Spanish, approximately 90 percent of the day in kindergarten, 80 percent in first grade, 70 percent in second grade, and 60

percent in third grade. Students in fourth and fifth grade are in classrooms where they will receive one hour or more hours of Spanish per day.

In the Middle Years Program (MYP) students in grades 6th – 10th are provided Spanish classes one- hour per day. The goal is to engage students in a rigorous Spanish program so that they will be ready to take the Advanced Placement Spanish assessment when they enter high school. Students in the MYP grades will also be offered Chinese instruction for approximately 2 hours per week

Sch. Yr.	K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th
2010-2011	Dual Language 90/10	Dual Language 90/10	Dual Language 80 % Span. 20 % Eng.	Dual Language 60 % Span. 40 % Eng.	Enrichment 1 hr. Span./Day	Enrichment 1 hr. Span./Day	Enrichment 1 hr. Span./Day 2 hrs. Chinese/wk	Enrichment 1 hr. Span./Day 2 hrs. Chinese/wk	Enrichment 1 hr. Span./Day 2 hrs. Chinese/wk
2011-2012	Dual Language 90/10	Dual Language 90/10	Dual Language 80/20	Dual Language 70/30	Dual Language 50 % Span. 50 % Eng.	Enrichment 1 hr. Span./Day	Enrichment 1 hr. Span./Day 2 hrs. Chinese/wk	Enrichment 1 hr. Span./Day 2 hrs. Chinese/wk	Enrichment 1 hr. Span./Day 2 hrs. Chinese/wk
2012-2013	Dual Language 90/10	Dual Language 90/10	Dual Language 80/20	Dual Language 70/30	Dual Language 60 % Span. 40 % Eng.	Dual Language 50 % Span. 50 % Eng.	Enrichment 1 hr. Span./Day 2 hrs. Chinese/wk	Enrichment 1 hr. Span./Day 2 hrs. Chinese/wk	Enrichment 1 hr. Span./Day 2 hrs. Chinese/wk
2013-2014	Dual Language 90/10	Dual Language 90/10	Dual Language 80/20	Dual Language 70/30	Dual Language 60/40	Dual Language 50/50	Dual Language Span. Lang. Arts & 2-Content Areas 2 hrs. Chinese/wk	Enrichment 1 hr. Span./Day 2 hrs. Chinese/wk	Enrichment 1 hr. Span./Day 2 hrs. Chinese/wk
2014-2015	Dual Language 90/10	Dual Language 90/10	Dual Language 80/20	Dual Language 70/30	Dual Language 60/40	Dual Language 50/50	Dual Language Span. Lang. Arts & 2-Content Areas 2 hrs. Chinese/wk	Dual Language Span. Lang. Arts & 2-Content Areas 2 hrs. Chinese/wk	Enrichment 1 hr. Span./Day 2 hrs. Chinese/wk
2015-2016	Dual Language 90/10	Dual Language 90/10	Dual Language 80/20	Dual Language 70/30	Dual Language 60/40	Dual Language 50/50	Dual Language Span. Lang. Arts & Content Areas 2 hrs. Chinese/wk	Dual Language Span. Lang. Arts & 2-Content Areas	Dual Language Span. Lang. Arts & 2-Content Areas 2 hrs. Chinese/wk

CORE VALUES

International Education

Corrales International School introduces students to the world's cultural heritage through a rigorous curriculum, international in its approach to people, values, and skills. Commitment to intensive language learning is fundamental to the program.

Global Citizenship

CIS believes that global citizenship requires engagement with diverse cultural perspectives. The school strives to instill in students a commitment to active service and a sense of responsibility for local, national, and world communities.

Respect

Every human being is valuable and deserves respect. We believe that understanding others promotes respect and that the best way to understand others is by listening and learning to see the world from another's point of view. Since each language reflects the values, history, and way of thinking for those who speak it, learning new languages is a particularly effective means of understanding others, and speaking their language is a powerful statement of respect for them.

Joy of Learning

We strive to create an environment ideally suited to promote the growth of the mind; rich in intellectual stimulation and promoting a sense of wonder, curiosity, and motivation for exploration that will prepare the students as life-long learners.

Connection with Nature

We are a part of nature. We believe that caring for ourselves means caring for nature. Corrales International School empowers students to create a future with respect for the earth and all beings.

SCHOOL LUNCH

Students are required to bring their lunch and snack daily.

SCHOOL VISITORS

All visitors to the school must sign-in at the front desk.

TRANSPORTATION AND LOCATION

Families who drive students to and from the school are instructed to drop off and pick up students at the entrance to the school that is located off of Midway Park Blvd. (see map below). Drop off begins at 7:45 a.m.. Students report directly to their classrooms. If students arrive before 7:45 a.m., they will be asked to report to the before-school care. There is a charge for this serassistant. Pick-up begins at 3:00 PM for PYP students (M, T, Th, F) and 12:30 PM on Wednesdays for PYP students. Parents pick-up students on the west side of the school (see map below). PYP students who have not been picked up by 3:10 will walk to the after-care classroom. There is a fee for the before/after school care.

PARENT DROP-OFF/PICK-UP

Some things to keep in mind are:

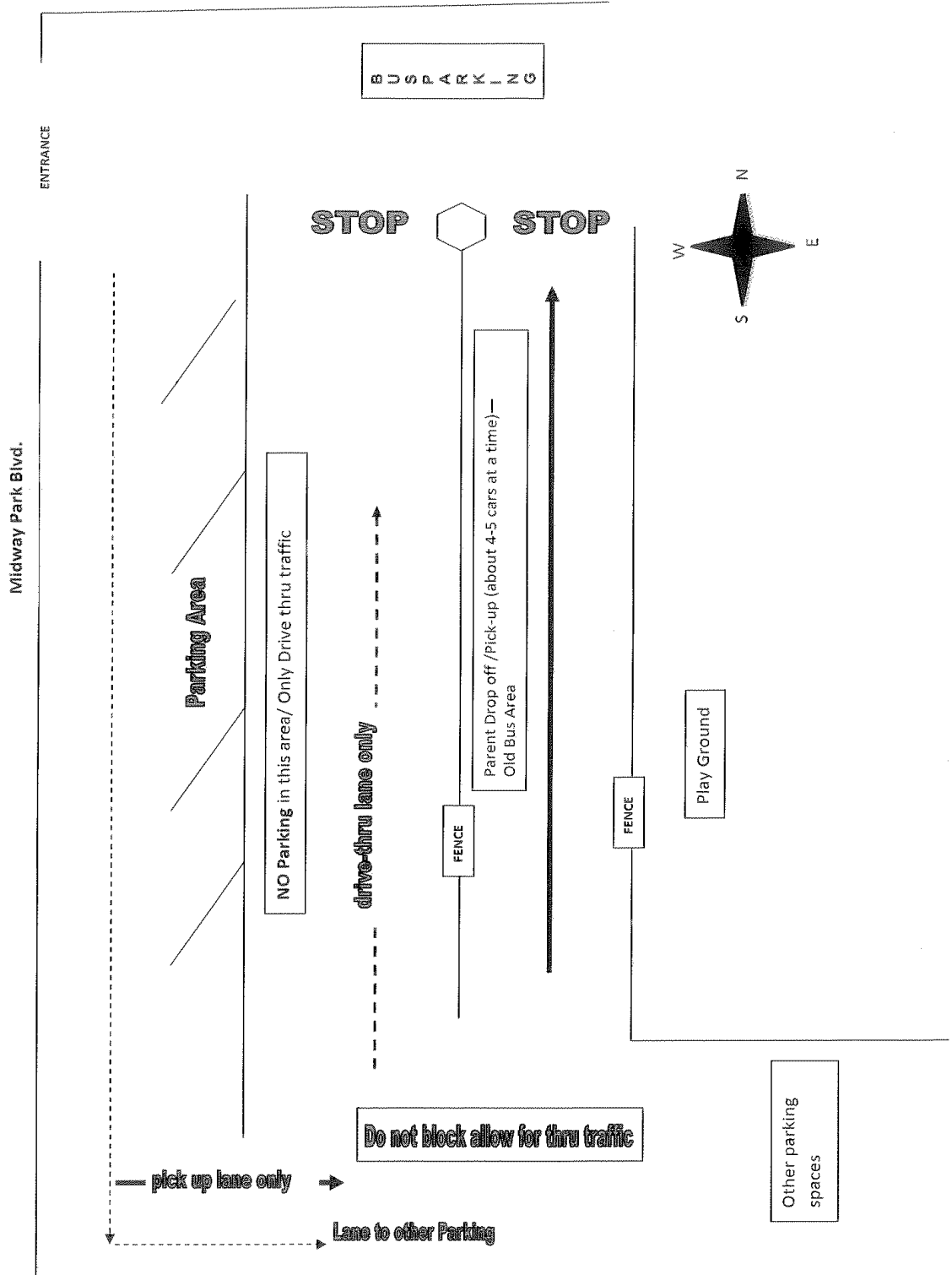
- 1) These procedures were developed to keep all our students safe.
- 2) Students may be dropped off or picked-up only in the designated lane
- 3) Once you choose to use the drop-off/pick-up area you cannot back out or drive around.

- 4) If you use the drop-off/pick-up area you must stay in your car.
- 5) If you prefer you can park in the designated areas and walk your child.
- 6) If you are not within the drop-off/pick-up area you will need to wait.
- 7) Only cars within the drop-off/pick-up area will be able to pick-up or drop-off students.
- 8) If you have students needing assistance with their booster seats, you may want to park and walk your child. **The drop-off/pick-up lane needs to maintain a continuous flow.**
- 9) You cannot drop/pick up your student(s) in the front of the school, during the times of 8:00-8:30 a.m. or 3:00-3:30 p.m. Please use the back parking lot.

PICKING-UP STUDENTS EARLY

Parents or guardians must check-in with the school office before removing a student from school grounds. If someone other than the parent or guardian is picking up the student during school hours, that individual's name must appear in the school registration documents and he/she must provide a photo ID.

Parents are encouraged to schedule doctor/dentist appointments after the school day. The head administrator will contact parents if a student is consistently (more the 7 times during a semester) picked up early.



STUDENT ATTENDANCE

The unit-based nature of the CIS program makes attendance extremely important. Significant unexcused absences will lead to academic and/or disciplinary consequences, as will repeated tardiness. Significant excused absences will lead to academic consequences.

The Federal No Child Left Behind Act (NCLB) requires that states, school districts and schools be held accountable for ensuring that all students meet high academic standards. On time, daily attendance is a critical component of this educational process. New Mexico law dictates that:

- **Students between the ages of five (5) and eighteen (18) years of age are mandated to attend public school, private school, home school or at state institution.**
- The Corrales International School reports habitual truants to the Children's Court Liaison Office and to the State of New Mexico.
- CIS students are allowed **no more than 5 unexcused absences per semester, and no more than 10 unexcused absences per school year.**
- The parent/guardian must notify the school each day that the student will be absent.

Excused Absences

An excused absence is the absence from school or class for reasons such as illness, death in the immediate family (parent or step-parent, sibling

or step-sibling, child or step-child, husband, aunt, uncle, first cousin, niece, nephew, grandparent), court summons, short and long-term suspensions, family emergencies, religious activities, or doctor appointments that cannot be scheduled outside of school hours. For illnesses of three days or less, a written statement from the student's parent or guardian will be acceptable for purposes of determining whether the time missed will be designated an excused absence. If the student is absent for more than three days, a note from a medical care provider will be required to document an excused absence for illness.

ALL absences must be documented. Students returning from a health care appointment, court appointment, religious commitment, or diagnostic testing must have a written excuse from the health care provider, pastor or a legal authority in reference to the circumstance, which must be received within 48 hours of return to school or the absence will be deemed to be unexcused. **Regardless of what reason is used for an absence, a maximum of ten (10) excused absences per year will be allowed. Absences above ten 10 will be deemed —unexcused, except in extraordinary circumstances at the sole discretion of the Head Administrator.**

Unexcused Absences

An unexcused absence is any absence not meeting the definition of an excused absence stated above. **Students will not be allowed to make up work for unexcused absences.**

Family Trips and Vacations

CIS requests that families schedule vacations or special programs so as not to conflict with school. In particular, the final two weeks of any semester are critical, as they culminate in the student exhibitions and presentations upon which teachers base their final assessments. Absences for family vacations will be unexcused. Students will not be allowed to make up work.

Absence Notification

In the event of a necessary absence, the attendance staff needs your assistance in providing us with the following information:

1. Please call CIS by 8:30 a.m. the same day your child is absent. Student absences may be verified by a call home.
2. We encourage you to schedule appointments before or after school. However, we understand that sometimes missing school cannot be helped.
3. If your child needs to be excused early due to a doctor or dental appointment, let the attendance office know before the appointment, either by a call or a note.
4. Your child will be given an early dismissal slip to be excused from class. You must come in to the office and sign your child out of school at the front desk.

Truancy

A student who has accumulated five unexcused absences in any twenty (20) day period will be identified as a student in need of early intervention. A student who has accumulated the equivalent of ten (10) or more unexcused absences within a school year is considered a habitual truant. State law requires a school to withdraw a student after ten (10) consecutive days of absence, provided that withdrawals do not include truants and habitual truants.

Procedures for Excessive Absences

Regardless of what reason is used for an absence, a maximum of ten (10) excused absences per year will be allowed. Absences above ten 10 will be deemed —unexcused, except in extraordinary circumstances at the sole discretion of the Head Administrator.

The following actions will be taken to ensure that parent(s)/guardian(s) are aware of student absenteeism and school attendance policies:

First (1st) unexcused absence, the school will contact the student's parents and or guardians.

Third (3rd) unexcused absence, a letter will be mailed via certified mail to the parent/guardian explaining New Mexico's Compulsory Attendance law.

Fifth (5th) If five unexcused absences occur within any twenty (20)-day period, upon the fifth absence notice of truancy will be sent via certified mail to the parent(s)/guardian. A conference shall be held to discuss possible interventions.

Upon the **tenth** (10th) unexcused absence, a certified letter will be mailed to the parent/guardian notifying the parent/guardian and the student of the student's habitual truancy.

The letter will also include the date, time and place for a meeting with school officials to develop intervention strategies that focus on keeping the student in an educational setting.

If the parent/guardian fail to attend this meeting or if the unexcused absences continue, the school is required to report the matter to the probation services office of the judicial district in which the student resides for an investigation as to whether the student shall be considered to be a neglected child or a child in need of services because of habitual truancy.

After CIS has exhausted the above described efforts to keep the student in the educational setting, without a meaningful attempt on the part of the parent to ensure student attends school, the student will be dropped from the school's roll after ten consecutive days of unexcused absences.

Arriving Late to School or Class (Tardy)

Students who arrive late to class not only disrupt the education of others but also fall behind in their school work. As a result, academic achievement suffers. When students are late, parents/guardians must sign the student in at the front desk. When your child will be late for school, a call is preferred but not required.

Student Sign-in

Students must be signed-in by parent/guardian or someone designated by the parent/guardian at the front desk any time the student returns from a mid-day appointment.

Students with more than 3 tardies per quarter will receive after school detention.

MEDICAL RECORDS AND HEALTH SERVICES

Students must have the following forms (Please call the school Health Assistant for further information regarding the documents below if you have any questions regarding these matters).

- *New Mexico School Health Record.* Please submit an up-to-date immunization form that is on record with the NM Immunization Program or a notarized state approved immunization exemption form. *No student will be allowed to enter school without having this form on file.*
- *Parent Authorization for Over-the-Counter Medications or Short Term Prescription Medication.* If a student needs to receive medication during the school day for a period of **less than two weeks**, then this form will need to be filled out and submitted along with a parent signature to be kept in the students health file.
- *Provider Order and Medication Authorization Form.* If a student needs to receive medication for a period of **longer than two weeks**, then this form will need to be filled out and signed by the student's physician along with a parent

signature to be kept in the students health file.

- *Office/Health Emergency Contact Information.* This form provides important information about a student's emergency contacts, health care providers, and insurance. *No student will be allowed to enter school without having this form on file.*

Illness

The school requests that students do not come to school if they are ill. Please keep your child home if they have experienced a fever of greater than 100°F or higher within the past 24 hours, has experienced vomiting, diarrhea, and/or has an illness that prevents the child from participating in daily school activities.

Health Services

If a student requires medication while in school, the school must have a Provider Order and Medication Authorization Form or a Parent Authorization for Over-the-Counter Medications or Short Term Prescription Medication Form. This form is available from the school health assistant. No student is allowed to bring a medication to the school without full knowledge of the school's Head Administrator.

PRESCRIPTION DRUGS - For occasions when it is necessary for a student to receive a prescription drug during the school day, the following procedure has been established to ensure the protection of the school and the student to assure compliance with existing rules and regulations:

1. Administration by school personnel

- The medication must be prescribed by a physician.
 - The parent or guardian must provide a written permission form for the student to be assisted with self-administration of medicine. Appropriate forms are available from the school health office.
 - The medication must come to the school health office in the original prescription container. Written directions from the physician or pharmacist must state the name of the patient, the name of the medicine, the dosage, and the time it is to be administered.
 - An administrator may designate a school employee to assist with self administration of medicine.
 - Each dose of the prescription drug will be documented in the student's health record.
 - Prescription drugs must be kept in their original containers in a locked medicine cabinet.
2. Asthma medication and emergency anaphylaxis self administration.
 - When the physician feels it is necessary for the student to carry and self-administer either of these medications, the physician shall provide written orders, to be attached to the signed permission form, including a written treatment plan for managing asthma or anaphylaxis episodes; and extra dosages of medication may be provided by the parent as back up. In the case of an asthma inhaler, the parent must provide the school with a second inhaler that will be kept securely in the school's health office.

Over-The-Counter Medication

An over-the-counter medication is defined as any non-prescription medication that is to be administered for a period of less than 14 days. When it is necessary for a student to receive any over-the counter medication, the following procedure has been established to ensure the protection of the school and the student:

Administration by school personnel:

- Any over-the-counter drug or medicine sent by the parent to be administered to a student must come to the school office in the original manufacturer's packaging with all directions, dosages, compound contents, and proportions clearly marked.
- The parent or guardian must provide written permission to administer the medication to the student. Appropriate forms are available from the school health office.
- An administrator may designate a school employee to assist with self administration of medicine.
- Each dose of the over-the-counter medication will be documented in the student's health record.
- Students may only carry a single dose of an over-the-counter medication provided the appropriate form has been completed and it is kept on file in the health office in the student's health record.
- Over-the-counter drugs must be kept in their original containers in a locked medicine cabinet.

Protection of Students

Use or administration of medication on school premises may be disallowed or

strictly limited if it is determined by the Head Administrator, in consultation with medical personnel, that a threat of abuse or misuse of the medication may pose a risk of harm to a member of the student population. Parents/students shall take extraordinary precautions to keep secure any medication or drug, and under no circumstances shall make available, provide, or give the item to another person. Students shall immediately report the loss or theft of any medication brought onto the school campus. Violation of these regulations may subject the student to disciplinary action and/or a requirement that the parent come to the school to administer all medication to the student in the future.

First Aid Provision and Medical Emergencies

Minor accidents, cuts, scrapes, and bruises will generally be treated by school personnel who are certified in Standard First Aid and CPR. The school is not equipped to handle medical services beyond basic first aid. Injuries requiring extensive treatment will be referred to a nearby medical facility. In the event that a child requires emergency medical care, a parent or guardian will be notified immediately. If a parent or guardian cannot be reached, the school may need to initiate medical treatment. Thus it is essential that each student's Emergency Card provide up-to-date contact information for parents and guardians and gives the school permission to initiate emergency medical treatment if a parent or guardian cannot be reached.

DRESS CODE

The Dress Code will be in effect at all times on campus and during all school related activities unless otherwise specified by the school administration. Administration may change the dress code when circumstances warrant.

The "School Logo" features a green apple and blue text. "School colors" refers to the specific blue, green, and white in the school logo. "Uniform Section" refers to the area in the given store dedicated to school uniforms.

Following is a list of acceptable clothing for each type listed.

SHIRTS--Shirts must be in the school colors with the school logo. Permitted shirt styles are as follows:

Polo (short- or long-sleeved) with buttons at the top

Oxford (short- or long-sleeved) this shirt is required, **6th - 10th grade students**.

The shirt is optional for all other grade levels.

School SPIRIT T-Shirt (boys/girls cut) available in white, grey and light blue. The shirt is optional for all grade levels.

The T-shirt can only be worn on FRIDAYS by all grade levels with jeans. MYP students may change into the T-shirt for PE only.

SWEATSHIRTS/SWEATERS

Sweater and sweatshirts may be in the following solid colors only: the school colors, navy blue, and khaki (tan).

Sweatshirts/sweaters with hoods are not allowed. They can be purchased from the school or a uniform section of

a store. Logos are not required on these articles of clothing.

COATS/JACKETS

There are no restrictions on weather appropriate clothing.

PANTS/SHORTS/SKORTS

Pants, shorts, and skorts must be khaki (tan) or navy blue in color from the uniform section with either pleats or a flat front. They must be no shorter than fingertip length. **STUDENTS may not wear their pants below their hips and undergarments must never be seen.**

Pants that are full-length, capri or cropped must be from the uniform section.

Shorts that are bermuda or cargo style are acceptable as long as they come from the uniform section.

Jumpers, dresses, denim jeans or corduroy material are not acceptable.

FOOTWEAR

Shoes must be worn at all times and fully enclose the foot. **ABSOLUTELY NO SANDALS.** The heel of a shoe can be no more than one inch in height.

Flip flops, backless shoes, open toe, platforms, high heels and sandals are not permissible.

"Heelys" (shoes or sneakers with wheels or in line skating mechanisms) or rubber slip- on shoes are not allowed on campus.

OTHER

Spikes, and/or chains and/or jewelry/accessories that pose a hazard or distraction to self or others are not permitted at Corrales International School. Tattoos must be covered up at all times.

ACADEMICS

GRADING SCALE AND EVALUATION

Corrales International School will continually refine its grading/evaluation practices to reflect the mission of the school, to monitor student progress, and to serve as an excellent communication tool for parents. Parents/guardians are always welcome to inquire about the progress of their child and may request conferences with the teacher, to be scheduled at a mutually convenient time. Our evaluation of student academic performance is based on proficiency levels (i.e., above grade level, at grade level, below grade level) within each academic discipline as outlined in the New Mexico Content Standards. Report Cards will be available at the end of each 12 week trimester.

ACADEMIC SUPPORT

Remediation

The remediation procedures are implemented for students who are exhibiting poor performance in any curricular area. The CIS Remediation Plan is based upon the 3-Tier Response to Intervention (RTI) model for intervention developed by the New Mexico Public Education Department.

1. *Identification* - The classroom teacher/administration identifies when a student is performing poorly, despite adequate instruction, based on one or more of the following criteria:

- Failure to meet teacher expectation for student mastery of

specific skills

- Low test scores on standardized tests including classroom assessments
- Inaccurate work
- Inaccurate classroom assignments
- Parent concern
- Newly enrolled students who have not received instruction to the same level as the existing grade-level students.

2. *Remediation* - The teacher/administration will determine instructional procedures that will support the student's growth with the identified skills.

- Teacher provides the opportunity for individualized instruction by the teacher or educational assistant during school, or prior to/after school.
- Additional skill practice may be assigned.
- Alternative instructional strategies and tools will be implemented, if needed.
- Parents will be asked to assist with the additional practice and instruction.

3. *Communication* - The above procedures will be accompanied by communication with the student, parent, and head administrator/designee through the following methods.

COMMUNICATION OF ACADEMIC PROGRESS

The educational program of the school functions most effectively when parents and teachers work together to promote student learning.

The purpose of the Progress Report is to communicate with the parents and keep them informed. The reports will be taken home by the student, signed by the parent, and returned to the teacher.

The progress report will include:

1. Skills checklist and/or percentage grade
2. Class behavior
3. Use of class time
4. Completion of homework assignments

Recommendations will be made as needed regarding:

1. More effort at home
2. After-school help
3. Tutoring
4. Conference with the teacher
5. Other suggestions

PROGRESS REPORTING DATES

5 weeks: Progress Report (All Students)

9 weeks: One Report Card

14 weeks: Progress Report (Only for students not meeting minimum academic expectations)

18 weeks: Semester One Report Card

23 weeks: Progress Report (Only for students not meeting minimum academic expectations)

27 weeks: Quarter Three Report Card

32 weeks: Progress Report (Only for students not meeting minimum academic expectations)

36 weeks: Semester Two Report Card

Parental/Guardian Notification Regarding Student's Failure to Meet Academic Expectations

If a student is not meeting minimum academic expectations, it is the teacher's responsibility to

communicate with the parent/guardian in a timely manner.

Minimum Academic Expectations

Minimum academic expectations in the **PYP** is defined as an average of a 3 (Meeting expectations) or higher. If a student is in danger of receiving below a 3 on their report card (quarter or semester), teachers must make contact with the student's parent or guardian through an interim progress report. In addition to classroom assessment, SBA, MAPs and other data should be included in your consideration.

Minimum academic expectations in the **MYP** (including 5th grade) is defined as a C or higher. If a student is in danger of receiving a C- or lower on their report card, teachers must make contact with the student's parent or guardian. In addition to classroom assessment, SBA, MAPs and other data should be included in your consideration.

Communication Procedure and Timeline

All teachers are required to adhere to the regular reporting expectations. These regular reporting expectations are defined under CIS Reporting Dates. If a student fails to meet the minimum academic expectation between these dates, teachers will provide parents with a progress report 4 weeks prior to the quarter or semester report card.

This progress report will include specific information on the strengths and weaknesses of the students. Teachers should document written communication with the parent or

guardian. If there is no response to written communication, teachers will make verbal contact with the parent and document this contact. If teacher is unable to make contact with the parent or guardian, teacher will notify the head administrator or assistant principal. PYP teachers will contact the Head Administrator and MYP teachers will contact the Assistant Principal.

Any interim progress report must be reported to the Head Administrator/assistant principal.

Support Conference

A support conference will be held for all students who continue to struggle to meet the minimum expectations in the areas of academics, behavior, attendance, etc.

This is not an official Student Assistance Team (SAT) meeting, but will inform a SAT meeting in the future if one is held. A minimum of one support meeting should be held before a student is referred to the SAT team.

A support conference must consist of a minimum of 2 staff members, a parent, and the student. Notes/minutes of the conference must be kept and copies of these notes or minutes must be made available to the parents.

Semester Failure

Before a student can be failed for a semester, 2 support meetings must have been conducted. Teachers must document all the intervention strategies and their attempts to arrange these meetings. A meeting with the Head

Administrator or the Assistant Principal must be held to provide this documentation and recommendation.

Potential Retention

Before a student can be retained, all of the above steps and a SAT referral must have been undertaken. Any potential retention recommendation must be completed at least 6 weeks prior to the end of school.

Retention and Promotion of Students

Decisions regarding retention and promotion of students are the responsibility of the Corrales International School Administration and parent/guardians.

When considering retention of a student, the school will involve the parent(s), teacher(s), and Head Administrator. Whenever a teacher or teachers recommend retention, the parent or guardian, if dissatisfied with the recommendation, may appeal the decision by complying with the school's appeal process.

The appeal process will begin with a written appeal to the Head Administrator.

The Head Administrator will convene a committee consisting of teachers. This committee will consider grades, attendance, achievement, effort, parental input, and other factors relevant to the decision.

The Head Administrator will provide a written response indicating the committee's decision to the parent.

If the parent disagrees with this committee's recommendation, the parent can appeal directly to the Governing Council who will hear the appeal at its next regularly scheduled meeting or at a special meeting at the discretion of the GC.

The decision of the Governing Council shall be final. IF the parent disagrees with the GC decision, the parent may prepare a written statement to be placed in and become a part of the permanent record of the student stating the reason(s) for disagreeing with the decision of the Council.

Proficiency Based Promotion

The parent of any student enrolled at Corrales International School may request proficiency-based promotion by submitting a request to the Head Administrator.

Before a student is double promoted from one grade to another at the elementary and middle school levels, the following process is to be pursued by the school personnel and parents:

- a) A written rationale for considering double promotion must be prepared which takes into consideration the following
 - i) Maturity level/age
 - ii) High achievement
 - iii) Attendance
 - iv) Student program needs
- b) The teachers, head administrator/assistant principal, and parents will meet to assure that the promotion of the student is the best alternative for the student.

- c) All available alternatives at the school will be considered prior to double promotion and could include:
 - i) Individualized instruction
 - ii) Enriched programs
 - iii) Gifted programs
- d) If double promotion is felt to be educationally appropriate for the student, a case conference involving the parents and school personnel listed above must be held. The school must send written notification about the conference to the parents.
- e) Double promotion forms will be completed at this conference and inserted into the student's cumulative folder.
- f) If a parent or guardian requests promotion/acceleration contrary to the recommendation of school personnel, the parent or guardian shall sign a written statement to that effect, and the statement will be included in the permanent file of the student.

STUDENT FEES

New Mexico statute states that no fees can be charged to the student except replacement costs of lost texts. All texts will be provided by the school with operating funds or through fund raising efforts.

STUDENT SUPPLIES

Teachers will post on the CIS website: www.corralesinternationalschool.org and CIS Facebook page the required supply lists for students at each grade level. The supply lists will be posted




by the first week in August of every school year.

PRACTICE (HOMEWORK)

Corrales International School has a “no mandatory homework” policy. While homework has been shown to have a minimal effect on student performance, quite the opposite is true of practice. Research has shown that mastering academic skills requires a fair amount of focused practice. CIS feels that sufficient practice will be offered to students during school hours for them to master academic skills. When needed, teachers will assign additional optional practice to be completed at home or after school.

STUDENT CODE OF RIGHTS AND RESPONSIBILITIES

We Are CIS Students:

-  WE MAKE GOOD DECISIONS
-  WE SOLVE PROBLEMS
-  WE SHOW RESPECT

STUDENT DISCIPLINE POLICIES AND PROCEDURES

Corrales International School is unequivocally committed to providing a safe and orderly environment in which students can focus on and improve their academic achievement. Students whose behavior does not meet the school community's clearly defined standards for reasonable and acceptable behavior will not be permitted to disrupt the education of others. Students who pose an immediate danger to the school community will be removed from class or the school, depending on the severity

of the infraction. Without a consistent discipline code, none of what we envision for the school can take place.

SCHOOL-WIDE BEHAVIOR

Upon entering the school, all students must follow certain rules and procedures. Students should understand that these rules/procedures must be in place in order to establish an effective learning environment. Teachers will communicate these rules to the children as part of their beginning-of-the-year activities. School-wide rules include the following:

- Students may not run in the hallways.
- There will be no hitting or fighting in the school. Students are directed to contact the teacher or school administrator if someone hits them.
- Cyber bullying
- No toys or electronic devices (e.g. iPods, mp3's, electronic games, iPads etc.) are to be brought to school. If such devices are brought to school for whatever reason, it must remain in the student's backpack the entire day in the 'off' position. **Violation of this rule will result in confiscation of the item.** Parents may retrieve the item from the teacher, administration or office staff after school. The school is not responsible for personal items brought to school.
- Cell phones are permissible as long as the ringer is turned off, and cell phone is stored in the student's backpack. Cell phones may be used after school to contact parents. If a child needs to use the phone during instructional hours, the student is required to obtain permission from a staff member to use one of the school phones. In case of emergency the

- legal guardians may reach students through the school's main phone line.
- There is no gum chewing or eating in the school, except when eating in classrooms during the lunch period/recess, during designated snack times, or during a special event.
- No student should leave his or her class until permission has been given by the classroom instructor.

Zero Tolerance

Corrales International School is unequivocally committed to providing a safe and orderly environment in which students can focus on and improve their academic achievement. Students whose behavior does not meet the school community's clearly defined standards for reasonable and acceptable behavior will not be permitted to disrupt the education of others. **Students who pose an immediate danger to others /themselves will be removed from class or the school, depending on the severity of the infraction.** Without a firm and consistent discipline code, none of what we envision for the school can take place. Therefore, we cannot overemphasize the importance of providing firm and consistent discipline.

GENERAL DISRUPTIVE CONDUCT

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

For example:

- Knowingly and deliberately failing to comply with any legal and/or official rule or regulation designed by or provided by a teacher, principal, or CIS staff member at any time, whether the rule is designed for the classroom, the school in general or any other location or facility involving a school-related activity.
- Being dressed in a manner which is disruptive to the educational process.
- Inappropriate display of affection, i.e. a display of affection which has the potential to disrupt the educational process.
- Cheating.
- Gambling.
- Use of pagers and/or cell phones during instructional time or at a time that would be disruptive to the educational process.
- Misuse of cell phones and other forms of technology that could include, but not be limited to the unauthorized taking of pictures, cheating, invading privacy, etc.

Language, Profane and/or Abusive

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

Obscene Materials

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

TOBACCO POSSESSION

Possession of tobacco anywhere on a school campus or at a school related

event is prohibited. In addition, students found in possession of tobacco products are subject to the provisions of the Substance Abuse and Tobacco Policy.

Tobacco Use

Using any form of tobacco is prohibited. In addition, students using any form of tobacco are subject to the provisions of the Substance Abuse and Tobacco Policy.

Trespassing/Unauthorized Presence

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

MISCONDUCT RESULTING IN EXPULSION

When the safety of the school community is threatened by a student's serious misconduct, the student may be expelled. Other offenses for which expulsion shall be sought include, but are not limited to:

- Selling, giving or transferring drugs or alcohol
- Arson
- Assault and Battery

STUDENT CONDUCT

Students who engage in conduct that is in conflict with school policies or directives, who engage in behavior which disrupts or has the potential to disrupt the educational process, who engage in conduct prohibited by law or regulation, who refuse to cooperate with school personnel, and/or who engage 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. Any student found to have committed any of these acts, or the acts listed below, will be subject to a full investigation and, if applicable, all appropriate disciplinary actions. The following acts are not permitted:

WEAPON POSSESSION

"Weapon" means: (1) any firearm that is designed to, may readily be converted to or will expel a projectile by the action of an explosion; and (2) any destructive device that is an explosive or incendiary device. (2) any type of knife including and not limited to a pocket knife or butter knife.

Using or Possessing a Weapon

Students who bring weapons or "look-a-likes" of any sort to school, use weapons at any time, or have weapons on them or their property are required by law to be expelled for a minimum of one year. The School Administration will report possession of firearms on school premises to law enforcement and to the Children, Youth & Families Department. NMSA 1978, 32A-2-33.

ASSAULT OR THREAT OF ASSAULT

A threatened assault is any willful attempt or threat to inflict injury, coupled with an apparent present ability to do so, such as would give the victim reason to fear or expect bodily harm. A physical assault is the willful use of actual force or physical violence against a teacher, school employee, visitor or other student.

FIGHTING

Students who are involved in fighting during school hours regardless of location may be suspended from school immediately. Students who instigate or promote the start or continuation of a fight by spreading rumors, carrying messages, crowding around, cheering, or other means are also subject to disciplinary action.

Battery, Aggravated

Employing hostile contact with any kind of weapon or causing great bodily harm.

Battery/Fighting

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

EXTORTION

Extortion is defined as intimidation or the threat of violence by a person to obtain money, information, or anything else of value from another person.

GRAFFITI

Gang, drug, weapon symbols or vulgar pictures in writing or other markings in student possession including notebooks, clothing, and other items can result in disciplinary action. If school property such as desks or books is defaced, students should notify their teachers immediately.

VANDALISM AND PROPERTY DAMAGE

Students who destroy or vandalize school property will be required to pay for losses or damages.

Parent(s)/guardian(s) will be held

responsible for losses. In addition, students' who willfully destroy school property will be subjected to disciplinary action. Students should report to a teacher or the office if something is damaged by accidently.

THEFT

Students will respect the property rights of others. Those students who take property belonging to others without owner(s) permission are subject to disciplinary action.

GANG ACTIVITY

Organizing or participating in gang-like behavior such as collective frequent and deliberate involvement in illegal activities and/or violations of school policies and procedures. Some gang identifiers *may* include:

- **Graffiti:** Unusual signs, symbols, or writing on walls, notebooks, etc.
 - **"Colors":** Obvious or subtle colors of clothing, a particular clothing brand, jewelry, or haircuts (But not necessarily the traditional perception of colors as only bandannas)
 - **Tattoos:** Gang related symbols on arms, chest, or elsewhere on the body
 - **"Lit" (gang literature):** Gang signs, symbols, poems, prayers, procedures, etc. in notebooks or other documents
 - **Initiations:** Suspicious bruises, wounds, or injuries resulting from a "jumping in" type initiation
 - **Handsigns:** Unusual hand signals or handshakes

- **Behavior:** Sudden changes in behavior or secret meetings

HARASSMENT

Harassment is defined as unwelcome comments (written or spoken) or conduct which:

- Violates an individual's dignity, and/or
- Creates an intimidating, hostile, degrading, humiliating or offensive environment.

It should be noted that racial harassment and harassment relating to disability are now considered to be examples of direct discrimination.

Responsibility of all staff and students

All staff and students can help to:

1. prevent harassment by being sensitive to the reactions and needs of others, and ensuring that their conduct does not cause offense;
2. discourage harassment by others through making it clear that such conduct is unacceptable, and supporting colleagues and peers who are taking steps to stop the harassment.

The School is responsible for:

1. providing an environment where it is clear that harassment is not acceptable;
2. taking action when it is aware that harassment may be or is taking place;
3. ensuring that all staff is aware of their responsibility for trying to prevent and, in the first instance, resolve problems in the classroom.

Examples of Harassment

The examples given below, which include unacceptable physical and verbal conduct, are not exhaustive.

Sex-related harassment

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

Examples include displaying power over a man or a woman because of gender through disparaging gender-related remarks and threatening behavior.

Sexual harassment

Examples include unnecessary touching, unwelcome jokes of a sexual nature, inappropriate use of suggestive visual display unit material, intimidating behavior such as asking for, or offering, sexual favors in return for gifts including monetary gain.

Harassment on grounds of sexual orientation

Examples include homophobic remarks or unwelcome jokes, threats to disclose sexuality and intimate questions about sexual activity.

Racial harassment

Examples include inappropriate questioning and/or jokes about racial or ethnic origin, offensive graffiti and intimidating behavior, including threatening gestures.

Personal harassment

Examples include making fun of personal circumstances or appearance.

BULLYING

This can be physical or psychological. Examples of psychological bullying include unmerited criticism, isolation, gossip, essential information withheld, or behavior that is intimidating or demeaning. Educational Diagnostician

Cyber-bullying

Cyber-bullying is the use of information technology to support deliberate and repeated hostile behavior intended to harm others. Because of the nature of cyber bullying, it is often difficult to identify those involved. While it is difficult to identify those doing the bullying, the victims are painfully obvious.

Parents are encouraged to speak with your children about this topic. Supervision of your child's use of technology is essential. This will help keep your children safe and prevent them from participating in cyber-bullying.

1. Please talk with your children about how they use technology and ask them if they have experienced cyber-bullying.
2. Ask to see their facebook or myspace accounts, monitor their email use and familiarize yourself with their online and technology habits.
3. Keeping computers in a common space in the home such as the living room promotes safe and appropriate use of the internet.
4. Please visit one of these websites for more helpful tips. Helpful links: www.stopbullying.gov/

www.cyberbullying.us/
www.kidshealth.org/parent/positive/talk/cyberbullying.html

Harassment of disabled people

Examples include discussion of the effects of a disability on an individual's personal life, uninvited touching or staring, and inappropriate questioning about the impact of someone's disability.

Age harassment

Examples include derogatory age-related remarks and unjustifiable dismissal of suggestions on the grounds of the age of the person.

Stalking

This can be physical or psychological. Examples include leaving repeated or alarming messages on voice mail or e-mail, following people home, or approaching others to ask for personal information.

ARSON

Maliciously, willfully and/or neglectfully starting, by any means, a fire or causing an explosion on school property or at any school-related activity.

BOMB THREAT AND/OR FALSE ALARM

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

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

BUS DISRUPTION

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

CONTROLLED SUBSTANCE, PARAPHERNALIA POSSESSION

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

Controlled Substance, Possession

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

Controlled Substance, Sale or Distribution

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

Use of Controlled Substance

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

DEFIANCE OF SCHOOL PERSONNEL

Refusing to comply with any reasonable demand or request by any school official or sponsor at places and times where school personnel have jurisdiction.

DRESS CODE VIOLATION

Non-compliance with specific school dress code.

EXTORTION

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

ACADEMIC DISHONESTY, CHEATING OR PLAGIARISM

Students shall receive a zero (0) for the work on which they were found cheating or plagiarizing. Teachers shall notify the student's parent(s)/guardian(s). Academic dishonesty, cheating or plagiarism can be cause for further disciplinary action.

Plagiarism shall not be tolerated. Any of the following, without full acknowledgment of the debt to the original source, counts as plagiarism:

- direct duplication, by copying (or allowing to be copied) another's work, whether from a book, article, website, another student's assignment, etc.;
- duplication in any manner of another's work during an exam;
- paraphrasing of another's work closely, with minor changes but with the essential meaning, form and/or progression of ideas maintained;
- piecing together sections of the work of others into a new whole;
- submitting one's own work which has already been submitted for assessment purposes in another subject; producing assignments in conjunction with other people (e.g.

another student, a tutor) which should be one's own independent work.

Note: Students are responsible for clarifying expectations and following the code with all assignments and in all disciplines. This page gives examples of acceptable and unacceptable uses of sources in writing.

www.oregonstate.edu/admin/stucon/plag.htm

This brief guide from the Paul Robeson Library provides an excellent overview.

http://www.libraries.rutgers.edu/rul/lib/robeson/lib/flash/presents/text_plag.html

DESCRIPTION OF DISCIPLINARY CONSEQUENCES

The purpose of disciplinary action at CIS is to ensure that both individual students and the CIS community stay Focused on growth and learning. Prompt resolution of the problem or issues is expected.

CIS will impose discipline in accordance with state regulations. *Corporal punishment is prohibited at Corrales International School.*

Administrative response to misconduct/unacceptable behavior may vary, depending upon the circumstances; however, every effort shall be made to respond consistently and appropriately to each infraction.

CIS will make a good faith effort to notify the parents or legal guardian of

the student in any circumstances where the school's disciplinary response will exceed administrator/student contact, e.g. when making a report to the authorities.

At the discretion of CIS administration the following sanctions may be imposed: confiscation of prohibited item(s), parent notification/conference, conduct contracts, verbal reprimand, verbal warning, detention, loss of privileges, suspension of privileges, police notification, legal action (referral to city/district attorney).

In addition, depending on the nature of the infraction and the student's past performance, any or all of the following consequences may be appropriate:

- **Academic Consequences:** Infractions that are primarily academic in nature, such as non-participation in class or turning in an assignment late, may result in students receiving a lower grade.
- **School Learning Opportunity (SLO) or In-School Detention:** A student may be assigned a detention time, such as an in-school detention to be served during lunch whereby the student performs a service to the school (cleaning desks or other such duty).
- **Immediate Removal:** Students whose presence poses a continuing danger to persons or property or an ongoing threat of interfering with the educational process may be immediately removed from school.

- A conference with parents/guardian and the Head Administrator shall follow within one day, to inform the parent/guardian of the charges against the student. After which the student shall either be reinstated or short-term suspended.
- **Short-term Suspension:** A student may be suspended from school for up to ten (10) days, if deemed necessary and appropriate by school administration. Academic make-up work is required. At the end of the short-term suspension period, the student shall submit a written essay addressing the issue at hand and stating how the student intends to move forward.
- **Long-Term Suspension.** Long-term suspension is defined as the removal of a student from instruction and all school-related activities for more than ten (10) days and up to the balance of the semester or longer in cases which are near the end of a given semester.
 - A student may be given the opportunity for a due process hearing prior to suspension. See Due Process, section in this handbook.
 - At the Head Administrator's discretion, students for whom long-term suspension is recommended, students may be suspended pending a due process hearing for up to 10 days.

Suspension from Extracurricular Privileges

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

- Participation in extra-curricular activities is a privilege offered to and earned by students.
- Student conduct is expected to exemplify high standards at all times.
- Participation in extra-curricular activities is not a student right, and suspension of such privileges for one semester or less does not require a hearing or review procedure. Removals for longer than one semester are subject to the long-term suspension procedure and review process described below.

Removal/Suspension/Expulsion

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

- The school administration will provide written notification to each of a student's teachers and to the student's parents/legal guardians within one (1) school day of imposing any form of suspension.
- The school administration will keep on file a copy of the notification for any suspension occurring during a school year.

- The school administrator is responsible for notification, compliance and documentation.
- Any student suspended from school shall be released by a school official to the student's parent/guardian or an adult designated by the parent/guardian, or kept on school grounds until the usual end of the school day if a parent/guardian cannot be reached.

Referral for Legal Action

Any illegal action by a student taking place at school or a school-sponsored or school-related activity will be referred to the appropriate authorities or law enforcement agency.

DUE PROCESS

The right to a public education is not absolute; it may be taken away, temporarily or permanently, for violations of school rules. The procedures that follow apply only to disciplinary detentions, suspensions and expulsions. (They do not apply to dis-enrollment of students who fail to meet immunization, age, residence or other requirements for valid enrollment, nor to the removal from school membership reports of students who have been absent from school for ten (10) consecutive school days in accordance with Subsection B of Section 22-8-2 NMSA 1978.)

Students with Disabilities:

This section does not apply to long-term suspension or expulsion of students who are disabled pursuant to the IDEA or Section 504, except as

provided for in Subsection C, Paragraph (1) of Section 6.11.2.11 NMAC. The procedures for long-term suspension or expulsion of disabled students are explained under the procedures for long-term suspension or expulsion of students with disabilities.

Parent Complaint Procedures

Any parent or guardian with a complaint must follow these procedures:

- 1) Contact the person with whom there is a complaint.
- 2) If the complaint cannot be resolved with the aggrieved person or the parent/guardian is uncomfortable addressing the person in question, the parent/guardian can make an appointment with the Head Administrator to discuss the complaint.
- 3) **Appeal to GC:** If the parent/guardian is not satisfied with the Head Administrator's decision, the parent/guardian may make written application to the CIS Governing Council (GC), for a GC review at its next regularly scheduled meeting.
 - a) The GC may consider written evidence and may investigate the matter(s) raised.
 - b) The parent/guardian will be notified in writing of the GC's decision. The GC's decision is final.

APPEAL OF SHORT TERM

Decisions to impose a short-term suspension may be appealed to the

Governing Council by the student and/or his/her parent, pursuant to the informal "Complaint" procedures described above.

LONG-TERM SUSPENSION/EXPULSION PROCEDURE

A student recommended for long-term suspension (more than ten (10) days) suspension or expulsion shall be scheduled by the school for a hearing before a third-party Hearing Officer designated by the Governing Council.

The Hearing Officer hears the matter and makes binding factual findings, and, if appropriate, recommends sanctions to the Head Administrator.

The Head Administrator may accept or reject any sanction recommended by the Hearing Officer.

- 1) Waiver of Formal Hearing: A student may waive his or her right to a long-term suspension hearing, or the parent/guardian may choose to waive the student's right to a hearing before the Hearing Officer, and comply voluntarily with the proposed penalty, or they may waive the hearing and review and negotiate a mutually acceptable penalty with the Head Administrator. Such a waiver and compliance agreement shall be made voluntarily, with knowledge of the rights being relinquished, and shall be in writing signed by the student, the parent/guardian and the Head Administrator. ***Expulsion hearings are required and cannot be waived.***

- 2) Hearing Officer.

- a. The Hearing Officer is the person designated by the school Governing Council to hear recommendations for long-term suspensions and expulsions. No person shall act as Hearing Officer or reviewing authority in cases where he/she was directly involved or witnessed the incident(s) in question, or if he/she has prejudged disputed facts or is biased for or against any person who will actively participate in the hearing.

- b. **Transcript.** A tape recording or transcript of the proceedings before the Hearing Officer shall be recorded and kept at the school for a period of one year, after which the recording/transcript will be destroyed, except in cases of expulsion where records are kept for longer periods.

- 3) Hearing Officer Procedure.

- a) **Notice.** School authorities shall prepare and serve the student and his/her parents or legal guardian with a written notice of the long-term suspension or expulsion, and the date, time, and place of the hearing thereon, hand-delivered or by certified mail, return receipt requested.
- b) The notice shall contain notice of the school rule(s) alleged to have been violated,
 - i) a concise statement of the alleged acts of the student,

- ii) a statement of the possible penalty,
 - iii) the date/ time/ place of the hearing,
 - iv) a statement that both student and parent are entitled and/or urged to be present,
 - v) a clear statement that the hearing will take place as scheduled unless the Hearing Officer grants a delay,
 - vi) 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,
 - vii) a statement that the student has the right to be represented at the hearing by legal counsel, a parent or some other representative designated in a written notice filed at least 72 hours before the hearing,
 - viii) a description of the procedures governing the hearing,
 - ix) the name/business address/telephone number of a contact person through whom the student/ parent/ representative may request a delay or seek further information, and any other information/ materials/ instruction deemed appropriate by the administrative authority preparing the notice.
- c) The school shall provide copies of documents supporting its actions and a list of its witnesses to the student and his/her parents/legal guardians at least two (2) working days in advance of the hearing.
- d) **Scheduling.** The hearing shall be scheduled no sooner than five (5) days and no later than ten (10) school days from the date of receipt of notice by the parents or legal guardians.
 - i) The Hearing Officer shall have discretion to grant or deny a request by the student or the school to postpone the hearing for valid reasons given.
 - ii) Where a decision following the required formal hearing for long-term suspension or expulsion is delayed beyond ten (10) school days, the student must be returned to school pending the final outcome unless the student and his/ her parent have waived the student's right to return to school pending the outcome of the hearing or have waived a hearing.
 - e) **Burden of Proof.** The hearing is an administrative hearing, not a trial, and formal rules of evidence shall not govern the conduct of the hearing.
 - i) The burden of proof of misconduct is on the school authorities.
 - f) **Witness and Time Limits.** The student may, at his/her own expense, choose to be represented by legal counsel or other designated representative during the hearing.

- i) The student or his/her counsel may present evidence and shall have the right to call witnesses on his/her behalf and to question witnesses against him/her, subject to exclusion of evidence/testimony deemed irrelevant or redundant by the Hearing Officer.
 - ii) The school authorities including legal counsel shall have the right to call witnesses and to question any witnesses who testify.
 - iii) The Hearing Officer must schedule adequate time to hear the matter but may impose reasonable time limits on the parties' presentations.
- g) **Failure to Appear.** If no one has appeared on the student's behalf within a reasonable time after the announced time for the hearing, the Hearing Officer shall determine whether the student, through the parent, received notice of the hearing. If so, the Hearing Officer shall review the school's evidence to determine whether it is sufficient to support the charge(s) of misconduct.
- i) The school's Head Administrator may observe but may not participate in the proceedings at a formal hearing.
- h) **Decision of Hearing Officer.** The Hearing Officer shall determine first whether the alleged act(s) of misconduct have been proved by a preponderance of the evidence presented at the hearing.
- i) If the misconduct is so proved, the Hearing Officer then shall decide upon the appropriateness of the disciplinary action taken or proposed, or in the case of a proposed expulsion, whether expulsion is appropriate.
 - ii) The decision shall be based solely on the evidence presented at the hearing and the applicable legal rules, including school policies and the family handbook.
 - iii) The Hearing Officer shall report findings, together with any recommended sanction, to the Head Administrator promptly after the hearing. The Hearing Officer may announce a decision on the question of whether the allegations of misconduct have been proved at the close of the hearing.
 - iv) The Hearing Officer shall serve its written decision on the parties stating a summary of the evidence upon which the Hearing Officer based its factual findings, and its findings, conclusions and recommended sanctions, by certified mail, return receipt request and/ or by hand-delivery, within five (5) school days after the hearing.

- i) Upon receipt of the Hearing Officer's written decision, the Head Administrator shall prepare a written decision, including the penalty imposed and the reasons therefore, and send via certified mail or hand deliver it to the student, through the parent/guardian, within five (5) working days of receipt of the Hearing Officer's decision.
 - j) If the Hearing Officer decides that no allegations of misconduct have been proved, or if the Head Administrator declines to impose a penalty despite a finding that an act or acts of misconduct have been proved, the matter shall be closed.
 - k) The Head Administrator's decision regarding the penalty imposed shall take effect immediately upon notification of the student and his/her parent/guardian and shall continue in force during any subsequent appeal.
 - i) If the notification is by mail, the parent/guardian shall be presumed to have received the notice on the fifth calendar day after the date of mailing, unless a receipt for certified mail indicates an earlier date of receipt.
- 4) Appeal to the Governing Council Due Process Committee.
- a) The student, parent or guardian may appeal the decision of the Hearing Officer to the school Governing Council Due Process Committee by serving a written Notice of Appeal to the Council President or designee within five (5) days after the Hearing Officer's decision has been served.
 - b) The Governing Council Due Process Committee shall be a three-member committee composed of and appointed by the members of the Governing Council to hear due process appeals.
 - c) The Due Process Committee shall then review the record of proceedings before the Hearing Officer, the decisions of the Hearing Officer, and a summary of the transcript, within ten (10) calendar days of receipt of the Notice of Appeal.
 - d) No new information shall be considered in the appeal, and the Due Process Committee shall be bound by the Hearing Officer's Findings of Fact, unless the student persuades the Governing Council Due Process Committee that a finding of fact was arbitrary, capricious or unsupported by substantial evidence, or that new evidence which has come to light since the hearing and which would not with reasonable diligence have been discovered in time for the hearing would manifestly change the factual determination. Upon any such finding, the Due Process Committee shall have the discretion to receive new evidence, reconsider evidence introduced at the hearing or conduct a de novo hearing. In the absence of such finding, the

review shall be limited to an inquiry into the appropriateness of the sanction(s) imposed.

- e) After reviewing the record and all materials presented at the hearing before the Hearing Officer, the Due Process Committee shall render a decision within fifteen (15) school days after a student's written request for review is received, which affirms, overrules, or modifies the decision of the Hearing Officer.
- f) The Due Process Committee shall prepare a written decision, including concise reasons, and mail or deliver it to the Head Administrator, the Hearing Officer, and the student through the parent/guardian, within ten (10) working days after the review is concluded.
- g) The Due Process Committee may modify or overrule the Hearing Officer's decision, but may not impose a harsher punishment.
- h) The Due Process Committee decision is the final administrative review to which a student is entitled.

DISCIPLINARY CONSIDERATIONS FOR STUDENTS WITH DISABILITIES

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

Immediate removal. Students whose presence poses a continuing danger to persons or property or an ongoing threat of interfering with the educational process may be

immediately removed from school pursuant to the process outlined above.

Short-term suspension. Students with disabilities may have short term suspension imposed in accordance with the "Suspension/Expulsion" section herein, provided that the student is returned to the same educational placement after the short-term suspension, and unless a short-term suspension is prohibited pursuant to the student's IEP. Students may be suspended or removed to an appropriate interim alternative educational setting or another setting for not more than 10 consecutive school days. Additional removals may occur in the same school year for separate incidents of misconduct, as long as those removals do not constitute a change in placement pursuant to 34 CFR Sec. 300.536 and 6.11.2.11(G) NMAC.

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

- **Manifestation Determination:** when considering long-term suspension or expulsion or disciplinary changes of placement as specified in 34 CFR 300.530 through 300.536, an Individualized Education Program (IEP) Team must first determine whether the behavior that gave rise to the

violation is a manifestation of the student's disability, or whether the conduct in question was the direct result of the school's failure to implement the IEP.

- If the IEP Team determines that the behavior is related to the student's disability or was the direct result of the school's failure to implement the IEP, then no further disciplinary proceeding shall occur. Any deficiencies in IEP implementation shall immediately be remedied and the IEP Team shall comply with 34 CFR 300.530(f).
- If the IEP Team determines that the behavior is not a manifestation of the student's disability, disciplinary actions may be taken in accordance with the procedures above in the same manner and for the same duration as the procedures would be applied to students without disabilities, provided that a student with a disability who is removed from the student's current placement continues to receive special education and related services pursuant to the provisions of 34 CFR Sec. 300.530(d).
- The decision to change a student from his/her current placement must be made on an individual basis. Changes in placement occur if the student is removed from the student's current placement for more than ten consecutive days, if the student is removed from current placement for more than ten school days in a school year, or other reason specified in 34 CFR 300.536.

- On the date on which the decision is made to make a removal that constitutes a change of placement of a student with a disability because of a violation of a code of student conduct, the school shall notify the parents of that decision, and provide the parents the procedural safeguards notice described in 34 CFR Sec. 300.504.

Removal to Interim Alternative Educational Setting Without Manifestation Determination.

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

Appeals for Students with Disabilities

The parent/guardian of a student with a disability who disagrees with any decision regarding a disciplinary-related placement or the manifestation determination, or an administrative authority that believes that maintaining the current placement of a student is substantially likely to result in injury to the student

or others, may appeal the decision by requesting a hearing pursuant to the procedures specified in 6.31.2.13 NMAC.

When an appeal has been filed by either the parent/guardian or the administrative authority, the student must remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the disciplinary time period, whichever occurs first, unless the parent/guardian and administrative authority agree otherwise.

Disciplinary Considerations for Students under Section 504

Students with 504 accommodations are not immune from the school's disciplinary process once identification and placement procedures are properly followed. Students with Section 504 accommodations being considered for removal from school for 10 or more days must also receive a manifestation determination review prior to action. The committee must determine if the conduct in question was caused by or had a direct and substantial relationship to the student's disability, and whether the conduct in question the direct result of the school's failure to implement the student's 504 Plan.

If the behavior is a manifestation of the disability, any disciplinary recommendation for a change of placement should be withdrawn. If the behavior is not a manifestation of the disability, the student may be disciplined in the same manner as

non-disabled students.

INTERNET AND ELECTRONIC MAIL USAGE

CIS is pleased to offer students access to the school's computer network. Access to the Internet will enable students to explore thousands of libraries, databases, and bulletin boards while exchanging messages with Internet users throughout the world.

Families should be warned that some material accessible via the Internet may contain items that are illegal, defamatory, inaccurate or potentially offensive to some people.

For the children's protection we have both hardware and software installations which limit the availability of such material. While our intent is to make Internet access available to further educational goals and objectives, students may find ways to access other materials as well.

We believe that the benefits to students from access to the Internet, in the form of information resources and opportunities for collaboration, exceed any disadvantages.

Ultimately, however, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information resources. To that end, CIS supports and respects each family's right to decide if their child should be allowed to have Internet access at school and relies on the

family to inform us of that choice.

Internet and E-Mail Rules

The Internet is an electronic network connecting millions of computers and individuals all over the world. It is coordinated through a complex association of government agencies and regional and state networks. The smooth operation of a network that provides both in-school and worldwide access depends upon proper conduct of each end-user.

All users must adhere to the guidelines of the procedures described herein to acquire and maintain network access.

Violation of any of the provisions will result in the following:

- Termination of access
- Denial of future access
- Possible disciplinary action

Students are responsible for good behavior on school computer networks just as they are everywhere in the school environment.

Communications on the network are often public in nature. General school rules for behavior and communications apply.

Corrales International School's local area network (LAN) and Internet system is to be used for educational activities only. Activities that are acceptable include classroom activities, career development and limited, high-quality self-discoveries. Individuals may not use the system for entertainment or non-school-related purposes.

The school believes that the valuable information and interaction on the Internet far outweighs the possibility that users may access content that is not consistent with the educational goals of the school. The use of the network and the Internet at Corrales International School is a privilege, not a right, and must be treated as such by all users. Inappropriate use will result in cancellation of this privilege.

The following activities are expressly prohibited:

- Cyber-bullying
- Use of the Internet for or in support of an illegal or obscene activity, and/or inappropriate use.
- Use of the Internet for any non-school related business, commercial purpose or product advertising.
- For support of any political or lobbying activity.
- Vandalism.
- Stalking or harassing behavior.
- Pornographic activity.
- Malicious attempt to harm, destroy, or alter data on the Internet, including introduction of any computer virus. Any attempt to access restricted data or disrupt the use of the Internet for other users.
- Use of profanities or language that is generally offensive, defamatory, harassing, or threatening to any other individual or group.
- Creating or accessing dangerous information.
- Violation of copyrights or interference with license agreements. This includes but is not limited to, software, unaccredited use of text, graphics,

photographs, electronic data, or interference with the privacy rights of individuals or entities without their authorization.

- Plagiarism of any information gathered via the Internet is also prohibited. Refer to the section on plagiarism in this handbook.
- Sharing login passwords, leaving passwords available in obvious locations, or leaving “signed-on” computers unattended.
- Compromising personal safety.
- Posting personal information about yourself or others. Personal information includes your full name, address, telephone number, school address, etc.
- Accessing or attempting to access another person’s account.
- Agreeing to meet someone you have met online without your parent’s approval.
- Failing to tell your teachers or any other school employee about any message you receive that is inappropriate or makes you feel uncomfortable.

PARENT SUPERVISION OF TECHNOLOGY USE AT HOME

Supervision of your child's use of technology is essential. This will help keep your children safe and prevent them from participating in cyber-bullying. Please talk with your children about how they use technology and ask them if they have experienced cyber-bullying.

Ask to see their facebook or myspace accounts, monitor their email use and familiarize yourself with their online and technology habits.

Keeping computers in a common space in the home such as the living room promotes safe and appropriate use of the internet.

Please visit one of the websites below for more helpful tips.

We ask that you support us in our efforts to make our school a more caring place.

Helpful links:

www.stopbullying.gov/

www.cyberbullying.us/

www.kidshealth.org/parent/positive/talk/cyberbullying.html

PRIVACY ON THE INTERNET

Communication conducted over the Internet is not private and any staff may, in conducting supervision and maintenance, review and inspect directories or messages. The school reserves the right and will access stored records with or without reasonable cause to assure compliance. The school makes no warranties that the functions of the Internet will meet any specific requirements. Nor will the school be responsible for any damages suffered through use of the Internet.

This includes loss of data, non-deliveries, missed-deliveries, or service interruption. Use of any information obtained through the Internet is at each user’s risk.

The school specifically denies any responsibility for the accuracy or quality of information obtained through the Internet.

Also, the school cannot guarantee that your child will not access inappropriate material, though the school utilizes monitoring/ filtering systems in an attempt to minimize the potential for this to occur.

DIRECTORY INFORMATION

Directory information is routine information maintained by CIS regarding students. This special category of student record information does not require the same level of confidential treatment as educational record information. Under the law, the school may identify certain categories of information as directory information and may publish directory information to certain individuals, officials and organizations without consent.

Parents and/or adult students have the right to limit or deny the release of any portion of directory information. Any and all of the following items of directory information relating to a pupil may be released, unless a written request is on file to withhold its release.

- Name
- Address
- Telephone listing
- Participation in officially recognized activities and sport
- Weight and height, if a member of an athletic team
- Dates of attendance
- Class rosters

Questions regarding educational records should be directed to the Head Administrator.

STUDENT RECORDS

Corrales International School maintains the following education records directly related to students:

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

The federal Family Educational Rights and Privacy Act ("FERPA") affords parents/guardians and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. The privacy of school records is protected by federal and state laws which cover nearly every type of pupil record maintained by local schools or school district central offices. The law generally prohibits the release of pupil records information without written consent of the parent, or adult students (18 years or older).

Records or information maintained by school officials exclusively for personal reference or use are not considered pupil records and are not subject to federal and state privacy laws. Unless otherwise prohibited by law, legal guardians may have access to and review the educational records of their child.

School employees and New Mexico Public Education officials, who have a legitimate educational interest, have the right to access pupil record information without the consent of the

parent or student. A "legitimate educational interest" is defined as a need for the employee/official to access pupil record information in order to perform his/her job duties. In general, other individuals or agencies may be authorized to access, review and /or obtain pupil records by court order, parent/guardian consent, or by statute.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S.

Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school.
- Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading.
- If the school decides not to amend the record, the parent or eligible

student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
 - a) School officials with legitimate educational interest;
 - b) Other schools to which a student is transferring;
 - c) Specified officials for audit or evaluation purposes;
 - d) Appropriate parties in connection with financial aid to a student;
 - e) Organizations conducting certain studies for or on behalf of the school;
 - f) Accrediting organizations;
 - g) To comply with a judicial order or lawfully issued subpoena;
 - h) Appropriate officials in cases of health and safety emergencies; and
 - i) State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone

number, date and place of birth, honors and awards, and dates of attendance.

However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them.

Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.




For additional information, you may call 1-800-USA-LEARN (1-800-872-5327) (voice). Individuals who use TDD may call 1-800-437-0833.

Or you may contact us at the following address:

**Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-8520**

STUDENT CODE OF RIGHTS AND RESPONSIBILITIES

We Are CIS Students:

-  WE MAKE GOOD DECISIONS
-  WE SOLVE PROBLEMS
-  WE SHOW RESPECT

We have the right...

- to be safe
- to be respected
- to be at school
- to have our property and the property of other respected
- to succeed

We have the responsibility...

- to behave safely
- to respect ourselves and others
- to be where we are supposed to be
- to take of our property
- to complete my class work
- to learn

Zero Tolerance

Corrales International School is unequivocally committed to providing a safe and orderly environment in which students can focus on and improve their academic achievement. Students whose behavior does not meet the school community's clearly defined standards for reasonable and acceptable behavior will not be permitted to disrupt the education of others. **Students who pose an immediate danger to others /themselves will be removed from class or the school, depending on the severity of the infraction.** Without a firm and consistent discipline code, none of what we envision for the school can take place. Therefore, we cannot overemphasize the importance of providing firm and consistent discipline.

Behavior Management System

Should your child fail to live up to the Corrales International Student Code of Rights and Responsibilities, the following process will be used:

For disruptive behavior during instructional time:

For disruptive behavior during instructional time:

1st Rule Violation = **Teacher issues a verbal warning.**

2nd – 5th Rule Violations =

1. **Teacher uses interventions as cited in his/her classroom discipline plan and documents dates + interventions using Infraction Form to contact parents.**
2. **Teacher may issue timeout in class or during recess and, at the teacher's discretion, the student may work on class work, read, in class/or in another classroom as well as assist with campus beautification.**
3. **Infraction slip is issued and sent home for parent signature. Teacher sends an infraction slip home for parent signature.**

5th Rule Violation = **Teacher also calls parent and issues After-School Detention.**

6th Rule Violation = **Teacher refers student to the principal (Discipline Referral Form)**

For disruptive behavior during non-instructional time (before/after school, recess, lunch) or when student being supervised by someone other than his/her teacher:

1st Rule Violation = **Staff member issues a verbal warning**

2nd – 4th Rule Violation = **Timeout is issued (student not able to participate in recess) and, at the staff member’s discretion, the student may sit, work on class work, read, or assist with campus beautification. Infraction slip is issued and sent home for parent signature.**

4th Rule Violation = **Staff member also calls parent.**

5th Rule Violation = **Student is referred to the principal (Discipline Referral Form)**

Disciplinary action can range from a verbal warning to long-term suspension or expulsion depending on the situation. See the CIS Family Handbook on our website <http://www.corralesinternationalschool.org/> for a more detailed explanation of consequences.

Behaviors that warrant disciplinary action:

<ul style="list-style-type: none"> ▪ Arguments leading to pushing, kicking, shoving ▪ Arson* ▪ Bad language ▪ Being disrespectful ▪ Bringing non-playground toys for play ▪ Bullying ▪ Climbing on fences, walls or bridge ▪ Cultural/Ethnic intolerance/Racism ▪ Destruction of property* ▪ Ditching ▪ Dress code violation ▪ Extortion* ▪ False Fire Alarm/Bomb Threat* ▪ Fighting/Assault* ▪ Gang-Related Activity* ▪ General disruptive conduct ▪ Harassment/Sexual Harassment ▪ Improper use of computers ▪ Leaving campus boundaries ▪ Littering 	<ul style="list-style-type: none"> ▪ Misuse of playground equipment ▪ Not cleaning up after oneself ▪ Obscene materials possession* ▪ Playing/Hanging out in the restrooms ▪ Playing out of approved bounds ▪ Possession/Use of cell phones ▪ Rock/stick throwing ▪ Rough play ▪ Stealing ▪ Substance abuse/possession* ▪ Tantrum/ Raging ▪ Throwing food ▪ Unsafe acts that endanger self/others* ▪ Unfair play ▪ Unkindness/Exclusion from play ▪ Vandalism/Graffiti ▪ Voice volume when inside ▪ Weapons use/possession* ▪ Other behavior as determined by administration <p><u>*This denotes behaviors for which students will be immediately suspended from school.</u></p>
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STATEMENT OF UNDERSTANDING (PARENT SIGNATURE REQUIRED)

We have received and read a copy of Corrales International School’s Family Handbook and understand the rules, regulations, and procedures of the school. We understand that if we ever have any questions regarding the school policies, we can always ask a member of the school community for further explanation.

Parent/guardian Name: _____ Signature: _____

Parent/guardian Name: _____ Signature: _____

Student Name: _____ Signature: _____