

Pecos High School
Faculty Handbook
2019-2020

Vision: We prepare confident, life-long learners to be globally competitive.

Mission: We work collaboratively to ensure that our students learn to become resourceful adults who are able to achieve their best in the global market.

Core Values:

- **Respect for Differences**
- **Innovation for Continuous Improvement**
- **Professional Learning**
- **Responsible Student Learning**
- **Sustainable Systems**
- **Visionary Leadership**
- **Life-Long Learning**
- **Data Driven Decisions**
- **Ethical Practice**

I've come to the frightening conclusion that I am the decisive element in the classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or dehumanized.

--Hiam Ginott

Pecos Independent School District

North Hwy 63
P.O. box 368
Pecos, NM 87552

BOARD OF EDUCATION

| | |
|----------------------|---------------------|
| Harold Garcia | President |
| Victor Ortiz..... | Vice President |
| Michael Flores. | Secretary/Treasurer |
| David Ortiz..... | Board Member |
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SUPERINTENDENT OF SCHOOLS

Fred Trujillo

The Pecos Independent School District does not discriminate on the basis of disability, race, color, religion, sex, national origin, homelessness, or age in access to, employment in, or in the provision of any of Pecos Independent School programs, benefits, or activities. Inquiries regarding Pecos Independent Schools' compliance with Title IX, Section 504, Title VI, Title VII, Americans with Disabilities Act – 1990, and Affirmative Action may be referred to the Equal Employment Opportunity/Affirmative Action Compliance Officer for Pecos Independent Schools, North Hwy 63 Pecos, NM 87552 505-757-4700.

Si hay preguntas sobre esta informacion, por favor de llamar la escuela de su niños.

Notice: Video security recording devices are present and in operation 24 hours per day throughout this facility in accordance with School District Board Policy, Use of Electronic Recording Equipment.

OFFICE PERSONNEL

ADMINISTRATOR

Mr. Jessica Gutierrez..... 757-4721

COUNSELOR

Ms. Kristen Encinias 757-4737

SECRETARIES/ATTENDANCE CLERK

Ms. Liz Rougemont, Secretary.....757-4720

Ms. Susan Ortega, Special Education Secretary..... 757-4644

Ms. Inez Aragon, ISSD Truancy Liaison and Attendance Officer..... 757-4634

SPECIFIC SERVICES:

CAFETERIA – 757-4636

In compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, Pecos Secondary Schools do not unlawfully discriminate on the basis of sex, race, color, homelessness, national origin or handicap in admissions, access to, or employment in, educational programs of activities which it operates. Grievance procedures have been established for students, their parents and employees who feel discrimination has been shown. Specific complaints of alleged discrimination should be referred to the assistant principals or principal.

PECOS HIGH SCHOOL – FINAL EXAMINATIONS:

Final examinations must be given in every class at the end of each semester. Students should take note of the following dates and requirements: In accordance with New Mexico state law, all teachers will give a final EACH semester. The final exam will be work 20% of the semester grade. It will be at the discretion of the teacher as to the type of test to be given (examples: course ending, latest material, comprehensive, etc.). Teachers are required to inform students of the type of exam prior to the final so they may be properly prepared. All students have a right to take the final.

Ideas to Incorporate During the Final Exams:

Please recall that teachers are responsible for holding students for the full testing time.

For teachers who wish to give their students an added opportunity to improve their grades, a portion of the time slot could be used for review before administering an exam.

Use the first portion for:

- Review for exam with teacher directed review

- Assigned quiet study for exam

- An easy graded classroom activity (oral/participation discussion questions)

- Makeup of missed assignments

Use the second portion for:

- The final examination

- Check-in of textbooks and other materials

Topics stemming from course content could be used to ask the students to complete:

- Power Writing assignments – teacher provides topic sentence

- Extemporaneous speeches – have topics prepared in advance for students to choose easy grading

- Writing “advice” to next year’s class regarding this particular class.

- Write a thank you letter or memorandum to a teacher highlighting a valuable skill(s) or knowledge learned this year.

INTERIM ASSESSMENTS AND MIDTERMS

All teachers will give a midterm or interim assessment every 6-8 weeks. Exams will be aligned with Common Core and State Standards. Teachers will use these exams to help guide instruction for the quarter. Teachers will do an item analysis of each question after the exam is given to determine mastery and comprehension of each student.

EVALUATION OF INSTRUCTIONAL STAFF

In keeping with New Mexico Statute, the Board shall establish and maintain a performance evaluation system, which shall serve as a basis for the improvement of instruction and enhance the implementation of curricular programs. Also, it shall serve as a measure professional growth and development and level of performance of licensed/certificated personnel and serve as the measurement of satisfactory performance and documentation for dismissal for unsatisfactory performance. The evaluation process shall contain the criteria and methods of evaluation including direct observations by an evaluator and a method of systematic data gathering. The evaluation process also shall provide for:

1. Cooperative planning of job performance objectives by teacher and evaluator.
2. Evaluation in relation to job performance and objective accomplishments.
3. Means for self-evaluation

1. The Board shall require regular evaluation of all full-time and part-time non-probationary and probationary teachers by properly qualified and certificated administrators/supervisors who have administrative certification and educations as well as education and training in evaluation skills. Every evaluator shall be evaluated on the ability to make credible, fair, and professional quality evaluations of the personnel for whom that evaluator is responsible for evaluating.
2. Standards for satisfactory performance of teachers and criteria, which are used to determine whether performance meets such standards shall be developed and make a part of the evaluation system.
3. The system shall include a process, which will be followed when a teacher's performance is deemed unsatisfactory.
4. Evaluations shall be conducted in a fair manner and shall be based on written objectives, which pertain to meeting NM Teacher competencies as defined by the New Mexico Public Education Department and the staff member's particular position.
5. An evaluation document shall be prepared in writing. The staff member concerned shall have an opportunity to review the document with the supervisor who makes the evaluation and both shall sign it. The evaluation document shall be reviewed by a supervisor of the evaluator whose signature shall also appear on it.
6. The system shall identify the various methods that will be used for information collection during the evaluation process such as direct and informal observation and peer, parent or student input obtained through standardized surveys. All data on which an evaluation judgment is based will be documented to the extent possible and available for the teachers' review. All teachers will be evaluated using the appropriate Licensure Level (I, II, III) competencies in accordance with NM certified personnel.
7. The evaluation document shall contain a written improvement plan (Professional Development Plan), be specific as to performance strengths and weaknesses, specifically identify when a direct observations were made and identify data sources.
8. If the evaluatee disagrees with any of the conclusions or recommendations made in the evaluation report, he or she may attach any written explanation or other relevant documentation.
9. Target walk-throughs will be conducted on a regular basis to help instructors and students to receive the best instruction possible. Feedback forms will be given to the instructors after walk-throughs are completed. It is requested that instructors keep all walk-through forms in a binder to utilize in a productive manner in development and satisfactory completion of yearly PDP's.
10. Teachers not meeting teaching expectations will be placed on a Professional Growth Plan. Individuals not demonstrating satisfactory growth on the PGP may be recommended for termination or non-renewal.

CONTROVERSIAL INSTRUCTIONAL MATERIAL

Faculty is hereby advised to get principal approval for any controversial material. Please submit your request in writing to the principal at least one week prior to the lesson(s). Approval must be granted by the principal prior to using the material.

CONTROVERSIAL FILM USAGE

Teachers who use controversial materials in a responsible manner guide their students to an educational understanding of these materials. Lesson plans utilizing controversial materials should reflect not only defensible pedagogy, but also awareness of the legal tests for appropriate material use. Please notify the Principal as to what controversial materials you will be using and when you will use this material. You must prepare a lesson plan using the following procedure and submit it to your building principal.

ESSENTIAL ELEMENTS OF INSTRUCTION

1. Materials are used at a time when they address the current course curriculum.
2. Students are prepared for the materials in terms of the context in which the materials are presented.
3. Meaningful and instructionally appropriate activities are to be the outcome of the use of the materials.
4. Students are made aware of the teacher's instructional plan and purpose for using these materials.
5. Students are given opportunities to discuss and/or otherwise to clarify and reflect upon their understanding and reactions to the material.
6. Utilize the parent notification form.

The following items have been used by the courts to determine issue of academic freedom:

1. Was the subject matter relevant to the subject being taught?
2. What was the method or purpose of what was done?
3. Was what was done appropriate to the age and maturity of the students?
4. What was the quality of the material being used?
5. What was the effect of the incident on students?
6. Does the material have the general support of the teaching profession?
7. Does the use of the material have the support of the curriculum guide, written expectations of the district, etc.? American Public School Law, Alexander & Alexander, 2nd Edition, 1985.

SAMPLE:

PARENTAL NOTIFICATION FORM

DEAR PARENT OF _____:
I plan to use the controversial material

in my course on the following dates:

_____.

The material will be used in order to accomplish the following objectives:

_____.

The material deemed controversial concerns:

_____.

If you choose for your son or daughter to be given an alternate assignment, please notify

PROFESSIONAL BOUNDARIES FOR PHS STAFF

Teachers must act professionally at all times in their relationships with students.

The teacher-student relationship is not equal. Teachers are in a unique position of trust, care, authority and influence with their students, which means there is always an inherent power imbalance between teachers and students.

Professional boundaries are breached when a teacher misuses the power imbalance in such a way that the student's welfare is compromised.

As most teachers will recognize, some conduct will clearly breach those boundaries. While there may be some 'grey areas', teachers must take responsibility for establishing and maintaining professional boundaries with their students.

Guidelines for teachers in maintaining professional boundaries with students:

- Use only appropriate authority and power in dealings with students.
- Keep dealings with students open and available to scrutiny from appropriate authorities.
- Treat students fairly, without treating any students as 'favorites'.
- Use only employer-authorized means of communicating with students such as school email.
- Actively avoid situations which could be regarded as private or personal between the teacher and student.
- Where practical, ensure that you are not working alone with a student. If you do have to meet with a student for one on one instruction it is important that you are in an open and visible location.
- Keep good records of meetings with students, including the reasons for the meetings.

Finally, teachers are not, in any circumstances, to engage in any act or conduct directed towards a student of a romantic or sexual nature including, but not limited to, the following:

- Kissing and/or caressing;
- Obscene language or gestures of a sexual nature;
- Suggestive remarks or actions; Jokes or humor of a sexual nature;
- Unwarranted and inappropriate touching;
- Indecent exposure;

- Inappropriate verbal compliments by a teacher to a student;
- Communicating or corresponding with students about sexual or personal feelings for the student

Failure to comply with the regulations listed above will result in termination of employment and a report to the proper authorities. If allegations are brought against a staff member in regards to misconduct with a student, that staff member will be put on administrative leave during the time of the investigation.

STUDENT DISCIPLINE

I. Type I offenses. Type I behaviors include, but are not limited to:

1. Leaving school without proper checkout
2. Tardiness
3. Absenteeism
4. Cheating
5. Minor Theft
6. Forgery
7. Insubordination
8. Littering
9. Profanity
10. Verbal Abuse
11. Class Disruption
12. Bullying
13. Lack of Class Participation
14. Refusal to identify self to school officials
15. Refusal to comply with directions of staff
16. Other

II. Protocol: Type I offenses in the hallway

1. First Offense: Actions taken by teacher
 - A. Call the student over by name and redirect using Capturing Kids Hearts techniques.
 - B. Talk to student about infraction and e-mail principal.
 - C. Call Parents/Guardians Log behavior into PowerSchool and Parent Contact Log.
 - D. Principal will meet with student. Consequence will depend on offense.
2. Second Offense
 - A. Principal Contacts Parents. Consequence will depend on offense.
3. Third Offense
 - A. Full day of ISS
 - B. Parent conference with Administration

III. Protocol: Type I offense in the classroom

1. First Offense: Actions taken by teacher
 - A. Warning and log incident in Parent Contact Log.
2. Second Offense
 - A. Teacher appointed consequence
 - B. Contact Parents
 - C. Log incident in PowerSchool and Parent Communication Log

3. Third Offense
 - A. Parent/Teacher Conference
 - B. Teacher appointed consequence
 - C. Log incident in PowerSchool and Parent Communication Log
4. Forth Offense
 - A. Conference with principal, parents and teacher.
 - B. Principal appointed consequence
 - C. Student contract developed

ANTI-BULLYING POLICY

Bullying is one or more of the following behaviors that occurs to the point of interfering with a student's educational opportunities:

When a person is the target of repeated negative actions.

When one person has more power, so the person being victimized feels that he/she cannot defend him/herself.

When a person who is a target, may feel embarrassed, hurt, scared, and/or angry.

Bullying will not be tolerated. Unacceptable behaviors that interfere with the respect, responsibility, and safety of students include all aspects of bullying:

Physical Aggression: pushing, grabbing, hitting, shoving, pinching, spitting, tripping, etc.

Social Alienation: gossiping, embarrassing others, ethnic slurs, excluding from a group, comments made towards a person regarding their practice of an alternative lifestyle, etc.

Verbal Aggression: mocking, put-downs using profanity at others, etc.

Intimidation: threatening others to do something, threatening with a weapon, hazing, etc.

Reporting, receiving and the consequences of bullying incidents will follow the same procedures and guidelines as the district's anti-harassment policies. Any person, student, adult, school personnel and school visitor will follow the anti-harassment policies set forth by the school board. The school district will act to investigate all complaints of bullying either formal or informal, verbal or written, and to discipline or take action against any member of the school community who is found to have violated this policy. Appropriate corrective action includes taking necessary steps to end the behavior, to prevent bullying from reoccurring, and to prevent retaliation against anyone reporting the bullying or participating in bullying investigation.

Any student(s) reported in engaging in bullying behavior will have to meet with the principal to create and sign a behavior agreement to map out future actions and consequences.

Harassment, intimidation, and bullying activities cause a substantial disruption to school instruction and activities. Pecos Independent School District is committed to providing a safe, positive, and productive learning and working environment. Harassment, including intimidation or bullying acts of cyberbullying, and sexual harassment are strictly prohibited and shall not be tolerated.

EXPECTATIONS: Words, looks, gestures and actions must be respectful of all members' feelings, bodies, and things. No student on or about school property or at any school activity shall behave in the following activities: • Threatening, insulting, spreading and starting rumors of any kind • Starting or creating a hostile environment: gossiping, name calling, and excluding others from activities • Cyberbullying: creating or writing blogs, emails, text messages, etc. that demean other students • Placing a student in fear of physical or emotional harm or damage to the student's property • Physically or emotionally harming a student or damaging a student's property • Retaliation of students who have reported harassment or bullying behavior by others

CONSEQUENCES: Violations of the above expectations may result in disciplinary action which may include suspension and/or expulsion

AGREEMENT: 1. I have read the above statement and understand that failure to follow it may lead to severe consequences, including suspension and/or expulsion from school. 2. I understand that it is the responsibility of all students to report any harassment, bullying, and/or intimidation to a trusted adult at school. 3. Other conditions:

SUSPENSION/EXPULSION OF STUDENTS

A. Procedure for suspension of 10 days or less

Through written policy the Board of Education has delegated to any school principal the power to suspend a student for not more than five or 10 days, depending upon the type of infraction. The superintendent has been delegated the power to suspend a student for additional periods of time.

The following procedures will be followed in any suspension/expulsion/exclusion, unless the student is suspended pending an expulsion/exclusion proceeding, in which case the expulsion procedures will apply. When the term "student or parent/guardian" is used, this will mean student if the student is 18 years of age or older; otherwise it will mean parent/guardian. All references to parent/guardian are intended to legal custodian, as well.

1. Notice: The principal designee or the superintendent at the time of contemplated action will give the student or parent/guardian notice of the contemplated action. Such notice may be oral or in writing.
2. Contents of Notice: The notice will contain the following basic information:
 - a. A statement of charges against the student.
 - b. A statement of the Code of Conduct violation.
 - c. A statement of the basis of the allegation including, if any, the names of potential witnesses whose testimony will be used to present the case.

This information need not be set out formally but should sufficiently inform the student or parent/guardian of the basis for the contemplated action and should be written in the primary home language if appropriate to the student or parent/guardian.
3. Informal Hearing: The student will be given an opportunity to admit or deny the accusation and to give his or her version of the events. The administrator may go further in allowing the student to present witnesses or may personally call the accuser and hold a more extensive hearing in order to make a proper decision on the contemplated action.
4. Timing: The notice and informal hearing shall precede removal of the student from school unless an emergency requires immediate removal from the school, in which case, an informal hearing will be held as soon as practicable after student's removal. There need be no delay between the time notice is given and the time of the hearing.
5. If the Student's Presence in School Presents a Danger: Notice and an informal hearing need not be given prior to removal from school where a student's presence poses a continuing danger to persons or property or an ongoing threat of disrupting the academic

process. In this case, an informal hearing will follow as soon after the student's removal as practicable.

6. Notification Following Suspension: If a student is suspended, the administrator delegated the authority to suspend will immediately notify the parent/guardian that the student has been suspended, the grounds for such suspension and the period of such suspension. The notification will include the time and place for the parent/guardian to meet with the administrator to review the suspension.
7. Removal from School Grounds: A suspended student must leave the school building and the school grounds immediately following the meeting with the parent/guardian at which time the best way to transfer custody of the student to the parent/guardian will be determined.
8. Re-admittance: No student will be readmitted to school until the meeting with the parent/guardian has taken place or until, in the opinion of the administrator, the parent/guardian has substantially agreed to review the suspension with the administrator. However, if the administrator cannot contact the parent/guardian or if the parent/guardian repeatedly fails to appear for scheduled meetings, the administrator may readmit the student. The meeting will address whether there is a need to develop a remedial discipline plan for the student in an effort to prevent further disciplinary action.
9. Make-up Work: Suspended students will be provided an opportunity to make up schoolwork during the period of suspension, so the student is able to reintegrate into the educational program of the district following the period of suspension.

B. Procedure for expulsion/exclusion for crimes of violence and unlawful sexual behavior.

The following procedures will apply when the district receives notification that a student 12 to 17 has been charged in juvenile or district court with a crime of violence as defined by state law and crimes that would constitute unlawful sexual behavior as defined by state law. The principal will initiate suspension/exclusion proceedings. The district designee will consult with legal counsel to ascertain whether the alleged act falls within the scope of a crime of violence or a crime that would constitute unlawful sexual behavior.

1. The principal will make a preliminary determination whether it will proceed with an expulsion/exclusion hearing, based on the following factors:
 - a. The student's behavior was detrimental to the safety or welfare of other students, teachers or school personnel.
 - b. Educating the student in school would disrupt the learning environment, provide a negative example for other students or create a dangerous and unsafe environment for students, teachers or other school personnel.
 - c. Grounds for expulsion/exclusion of the student exist.

Discussion of the merits of the expulsion/exclusion **may** be held in executive session to the extent allowed by state law.
2. If it is determined that the student should not be educated in the schools of the district and that grounds for expulsion/exclusion exist, the District will proceed with the expulsion/exclusion of the student, in accordance with the procedures set forth above.
3. Alternatively, expulsion/exclusion proceedings may be postponed pending the outcome of the court proceedings. If the expulsion/exclusion proceedings are postponed, the student will not be permitted to return to school during that period. An appropriate alternative educational program, including but not limited to, an on-line program authorized by state law or a home-based education program will be established for the student during the period pending the resolution of the juvenile proceedings. The time that a student spends in an alternative education program will not be considered a period of expulsion/exclusion.
4. If the student pleads guilty to the charge, is found guilty or is adjudicated a delinquent juvenile, the Board or designee may proceed to expel/exclude the student following the

procedures set forth in these regulations.

5. If a crime of violence is committed by a student with disabilities, the student will not be expelled/excluded or removed from school unless a qualified committee has determined that the student's conduct was not a manifestation of the student's disability. Discipline procedures for any student with a disability will be in accordance with state and federal law and Board policy.
6. Information regarding the details of the alleged crime of violence will be used by the superintendent or designee for the purposes set forth in the regulation, but will remain confidential unless the information is otherwise available to the public by law.

II. Goal Statement

The purpose of Pecos High's Building Discipline Plan is to create a safe, orderly environment within which a quality education can be obtained and students receive training, which will prepare them to be responsible, contributing members of their communities.

III. Expectations

A. Students

Students will be held responsible and accountable for their behaviors, and are expected to become familiar with and to follow guidelines established in the district and campus codes of conduct.

B. Staff

Staff members are to familiarize themselves with the district and campus codes of conduct. Teachers are responsible for maintaining discipline in their classrooms and to intervene in situations outside their classrooms as merited. In addition, all teachers are to establish a code of acceptable conduct for his/her classroom. This code must include behavior interventions, which will be used in the classroom, as well as consequences given when the student interventions are not successful. These written rules, included in your class syllabus, are to be given to each student who enrolls in classroom and to be explained to all students. A system for documenting that students have received such information and instruction is required.

C. Administration

The administration is responsible for the support of undistracted and meaningful learning experiences in the classroom. Administration will consistently enforce the policies and procedures outlined in the school and district codes of conduct as applicable to student behavior problems. Both teachers and students shall have opportunity to express their perceptions regarding events leading to disciplinary action.

D. Parents

Parents and/or guardians are encouraged to become familiar with the policies and procedures outlined in the district and school Codes of Conduct. Parents are also encouraged to be advocates for their children, at the same time allowing students to responsibly learn and grow from their mistakes.

V. Referral Procedures

A. CONSEQUENCES

1. Teacher Level

- a. Each teacher shall have a classroom discipline policy that outlines expectations for behavior and consequences for misbehavior. This policy should include but not limited to, Student/teacher conference, parent contact, and teacher detention and office referral. Incidents involving more serious misbehavior should be referred to the office immediately.

2. Administrative Level

- a. Administrators shall follow guidelines established in the District Student Code of Conduct

and Discipline Code, along with building level policies.

VI. Intervention Efforts/Rtl

A. Parent Contact

1. The support of parents will be solicited at all times and every effort shall be made to contact them with a disciplinary situation involving their student arises. Teacher will call parents with any infraction or failing grades. Teachers will log every attempt to contact parents. If warranted, parents will be requested to attend conferences at school to address concerns of teachers and/or administrators.

B. Class Syllabus

1. All teachers will distribute a classroom syllabus outlining grading standards, classroom policies and procedures, tardy policy, and consequences for inappropriate behaviors.

C. Annual Discipline Assembly

1. Administrators shall schedule a meeting with each of the four grade classifications no later than the second full week of school. At the meeting, administrators will review discipline guidelines and focus student attention on areas of particular importance.

D. Student Contracts

1. As the situation warrants, a student may be placed on a behavioral/attendance contract, which will detail expectations for the student and list consequences for violation of the contract.

E. Interest Inventory Surveys

1. Students would be referred to the guidance counselor to complete an interest inventory that would pinpoint areas of interest and possible employment for the student. This is intended, in turn, to show the students the importance of doing well in classes in order to become a qualified employee at some future date.

Continued Non-Compliance

For students who demonstrate that continual non-compliance will be an issue, the following strategies are recommended:

1. Detention- Lunch detention or ISS

2. Parent Conference- Student contract is developed.

2. Suspension or Consequence discussed at Parent Conference

Open – Ended Suspension – a student may be suspended for a short-term basis pending a parent conference with the assistant principal or the executive director for pupil personnel.

The student will be allowed to return to school once the conference has taken place and conditions established for return.

3. Set Term (One to five days: ten days w/principal/assistant principal approval.)

STANDARD OPERATING PROCEDURES

Standard operating procedures (SOPs) are a non-negotiable. Teachers must follow all school Standard Operating Procedures. It is agreed that as a staff, certain classroom management techniques should be adopted schoolwide, the goal of which is, in part, to provide consistent feedback to the student from class to class concerning what are the acceptable standards for conduct and deportment within the school.

A. Objectives and standards posted on board

B. Formative assessments within class

C. Do Now and Exit Tickets

D. Bell to Bell lesson

E. Parent Contact will be made within the 24 hours for any student incident. Parents will be notified if a student is failing a class every two weeks.

MONITORING HALL BEHAVIOR

Each faculty member will be expected to assume this duty during passing time from one class to another. Stand at your door as your class enters or is excused. Correct all improper behavior. Do not allow students to line up at the door before the bell rings. Provide learning experiences for the full class period.

FORGERY

Forgery is when a student knowingly forges signature or changes information on a school form or note. Upon the first violation, parent contact can be made and student will be given detention. Any further violations will result in a parent conference and ISS.

CELL PHONES

Cell phones are disruptive. Any student who is caught using a cell phone **during class time** will have the cell phone confiscated. This practice will be enforced during class time. A parent or guardian will be required to come in to the office before the item will be returned. Teachers can give permission to use technology during specific periods of class time.

SMOKING POLICY

No smoking or use of tobacco or use of E-Cigarettes is allowed.

1. At any time while on district campus.
2. At any time while in a district-owned vehicle.

STUDENT DRESS REGULATIONS

Unacceptable Items – the following items are not acceptable in school buildings, on school grounds, or at school activities:

1. Shorts, dresses, skirts or other similar clothing shorter than mid-thigh length.
2. Sunglasses worn inside the building. School principal must approve prescribed corrective eyewear that resembles sunglasses.
3. Inappropriate sheer, tight or low-cut clothing (e.g., midriffs, halter tops, backless clothing, tube tops, garments made of fishnet, mesh or similar material, spaghetti strap blouses, muscle tops, etc.) that bare or expose traditionally private parts of the body including, but not limited to, the stomach, buttocks, back, and breast.
4. Jewelry that creates a safety hazard, such as jewelry with sharp edges, large hoop earrings, chains, leashes, studs, and safety pins.
5. Any clothing, paraphernalia, grooming, jewelry, hair coloring, accessories, or body adornments that are or contain any advertisement, symbols, words, slogans, patches, or pictures that
 - Refer to drugs, alcohol, or weapons
 - Are of a sexual nature

- By virtue of color, arrangement, trademark, or other attributes which denote membership in gangs, which advocate drug use, violence, or disruptive behavior
- Are obscene, profane, vulgar, lewd, or legally libelous
- Display satanic graphics
- Threaten the safety or welfare of any person
- Promote any activity prohibited by the student Code of Conduct
- Otherwise disrupt the teaching-learning process

Exceptions

A safety dress code prescribed for classes, which as shop, home economics, physical education, and chemistry shall be followed. Footwear shall be worn at all times. Clothing normally worn when participating in school-sponsored extra-curricular or sports activities (such as cheerleading uniforms and the like) may be worn to school when approved by the sponsor or coach.

CONCERNING STUDENT CONDUCT IN THE PUBLIC SCHOOLS

State Law provides "...Due process of law to all persons involved, for mandatory procedures to be used following instances of assault upon, disorderly conduct toward, harassment of, or any alleged offense under the "New Mexico Criminal Code" directed toward a school teacher or school employee or instances of damage occurring on the premises to the personal property of a school teacher or school employee by a "student."

STUDENT INTERROGATIONS, SEARCHES AND ARRESTS

The Board of Education seeks to maintain a climate in the schools, which is conducive to learning and protective of the safety and welfare of staff and students. To achieve this goal, it may be necessary for school personnel to search the person and/or the personal property of the student and to seize any property deemed to be contraband and/or injurious or detrimental to the safety and welfare of students and staff.

SEARCHES CONDUCTED BY SCHOOL PERSONNEL

Searches shall be conducted by the principal or designee when the principal or designee has **reasonable suspicion**/reasonable grounds for suspecting that a search will turn up evidence that the student has violated either the law or Board policy. When reasonable suspicion/reasonable grounds for a search exist, the principal or designee shall search a student and/or the student's property, including backpack, while on school premises or during a school activity under the circumstances outlined in this practice and shall seize any illegal, unauthorized or contraband materials.

Any search conducted by the principal or designee shall respect the privacy of the student and not be any more intrusive than necessary, considering the age and sex of the student and the nature of the suspected infraction. The parent or legal guardian of the student should be notified as soon as possible prior to the search and shall be given the opportunity to be present while the search is being conducted. After a concerted effort to do so, if the parents or legal guardian are not located, and further delay would be disruptive to the process, the search may proceed. If the parents or legal guardian are not notified prior to the search, the person performing the search shall document such and the reasons therefore. Whenever possible, the student shall be informed of the reason(s) for conducting the search and the student's permission to perform the search shall be requested. A student's failure to cooperate with school officials conducting a search shall be considered ground for disciplinary action. Immediately after a search, an administrative report shall be prepared by the school official conducting a search explaining the reasons for the search, the results and the names of any witnesses to the search. Whenever possible, another person shall be available to witness the search. If the search produces evidence to be used as the basis for disciplinary action, the report shall be filed in the student's cumulative folder.

Definitions

1. “Reasonable suspicion”/”Reasonable grounds” is the standard for a search on school property or at school activities carried out by school authorities. Reasonable suspicion/reasonable grounds should be based on facts provided by a reliable informant or personal observation which cause the school official to believe, based on personal experience, that search of a particular person, place or thing would lead to the discovery of evidence of a violation of Board policy or state or federal laws. Reasonable suspicion/reasonable grounds requires more than a mere hunch.
2. “Contraband” consists of all substances or materials prohibited by Board policy or state law including but not limited to drugs, alcoholic beverages, guns, knives, other weapons and incendiary devices.

Search of School Property by School Personnel

School lockers, desks and other storage areas are school property and remain at all times under the control of the school. School property provided for the use of students is subject to inspection, clean-outs, access for maintenance and search pursuant to this policy. Students shall assume full responsibility for the security of their lockers and/or other storage areas in the manner approved by the administration. Students shall be responsible for whatever is contained in desks and lockers assigned to them by the school. The principal or designee may search a desk, locker, or any other storage area and its contents when there are reasonable suspicion/reasonable grounds for a search. Whenever possible, another person shall be available to witness the search.

Search of the Student’s Person by School Personnel

The principal or designee may search the person of a student if the school official has reasonable suspicion/reasonable grounds to believe that the student is in possession of contraband. Search of the person shall be limited to the student’s pockets, any object in the student’s possession such as a purse, shoes, sock, briefcase or backpack, and/or a “pat down” (systematic touching from shoulder to ankle) of the exterior of the student’s clothing. Searches of the person shall be conducted out of the presence of other students and as privately as possible. At least one but not more than three additional persons of the same sex as the student being searched shall witness but not participate in the search. The parent/guardian of any student searched shall be notified of the search as soon as reasonably possible. Searches of the person, which require removal of clothing other than a coat or jacket, shall be referred to a law enforcement officer. No strip search shall be carried out by any school employee.

Seizure of Items

Anything found in the course of a search conducted by school officials which is evidence of a violation of law or Board policy or school rules or which by its presence presents an immediate danger of physical harm may be:

1. Seized and offered as evidence in any suspension or expulsion proceeding if it is tagged for identification at the time it is seized. Such material shall be kept in a secure place by the principal until it is presented to appropriate law enforcement officials at the hearing.
2. Turned over to any law enforcement officer in accordance with this policy.

Appeals

Within 10 school days after a search, the student may appeal the search decision to the superintendent who shall investigate the reason(s) and circumstances of the search. The superintendent shall issue written findings within five school days after receiving the appeal. The

appeal can go to the Board of Education if there is still disagreement. It must be placed on the agenda for action.

LAW ENFORCEMENT INVOLVEMENT

Search and Seizure

The principal or designee may request a search on school premises, be conducted by a law enforcement officer. When law enforcement authorities are involved in the search, the search will be conducted under criminal law standards rather than under the provisions of this policy. When law enforcement officers respond to such a request, no school employee shall assist or otherwise participate in the search unless under the direct order of the law enforcement officer. If law enforcement personnel seek permission from school authorities to search a student, the student's personal property or school property to obtain evidence related to criminal activities, school officials shall require the police to produce a valid search warrant before the search is conducted unless:

1. There is voluntary consent by the student.
2. Law enforcement advises there is probable cause and circumstances exist such that taking the time to obtain a search warrant would frustrate the purpose of the search.
3. The search is incident to an arrest and is limited to the person immediate surroundings.

Interrogation

When law enforcement officials request permission to question/interrogate student-suspects, when the students are in school or participating in school activities, a parent, guardian, legal or physical custodian shall be present unless the student is over 18 or emancipated as that term is defined in state law. Every effort shall be made not to draw any attention to the student being questioned by conducting the interrogation in private and with as little disruption to the schedule as possible. If the subject of the interview is school-related, the law enforcement officer may interview the student witness/victim.

Custody and/or Arrest

When custody and/or arrest by the police is involved, all procedural safeguards as prescribed by law shall be observed by the law enforcement officers. This includes all due process procedures including but not limited to obtaining proper arrest warrants where required. Parents/legal guardians shall be notified immediately when custody and/or arrest by the police is involved.

PECOS HIGH SCHOOL ATTENDANCE/TARDY POLICY

Regular, daily attendance in class is of prime importance in the educational process. All students are expected to attend school for all days of the established school calendar as approved annually the Board of Education and in compliance with the New Mexico School attendance law. New Mexico Public Education Department recommends a loss of credit if a student misses more than 10% of their school year in a particular class. This comes out to 18 days. If a student misses more than 18 days of school or a class, they will be reviewed by the attendance committee to determine loss of credit.

Parent's Commitment to Attendance

Oversleeping is not an excused tardy or absence. There are no school-sponsored "ditch" days.

Students will not be excused from one class to work on assignments for another course. Students may not miss or be late to another teacher's class for any reason (testing, errands, assembly set-up, etc.) without receiving permission in advance from the teacher who class the student will be

late to or will miss. Pecos High School will continue to honor field trips and other school-related excused activities. The crux of this rule is to deal with situations where there is a consistent disregard for this process. As always, certain situations warrant flexibility.

STUDENT REQUESTS FOR ABSENCE (Refer to Attendance Policy)

When, on occasion, students know in advance of a forthcoming necessary absence of over a period of two or more days, they are expected to notify the office and get work from teacher before absence.

CHECK OUT PROCEDURE DURING THE SCHOOL DAY

When it becomes necessary for a student to leave school, the following procedure must be followed:

A note or phone call from a parent must be received by the Main Office. On this note, a phone number of a contact person shall be listed.

The school will call one or both parents or legal guardian to verify a phone call or note received to release a student from school.

The school must contact only the individuals listed on the emergency contact list filled out by student's parents. A student may be released to or visited only by the individuals listed on the emergency call card. If an emergency call card is missing on a student it shall be the responsibility of the student and parent to complete a card and return it to the school.

Parents listed on the emergency call card must come into the school building to sign out their son or daughter in person. If a student drives to school, a written permission form must be on file before a student will be allowed to leave school without a parent. The school shall call parents to inform them that their son or daughter is being released from school.

In the event a parent (listed on the emergency call card) cannot be reached, a student shall not be released from school. A student leaving on his or her own accord shall be considered to be truant.

Students must sign out in the Main Office before leaving campus, even if they have received a pass excusing them from class. Failure to sign out is cause for disciplinary action.

Student Absences and Excuses/Tardiness

Regular and punctual attendance is a significant factor in a student's ability to succeed in school. Frequent absences may lead to poor academic work, lack of social development and possible academic failure. Procedure to address unexcused absence and excused absence attendance issues: The schools shall monitor all student absences and keep separate daily breakdowns of unexcused absences, unexcused tardies, excused absences and excused tardies.

Excused Absences:

a. **Illness/Injury**

Absences by a student who is temporarily ill or injured are excused if such illness/injury is documented by the student's parent/guardian.

b. **Appointments/Serious Circumstances:**

Absences shall be excused if a student has an appointment or a circumstance of a serious nature, which cannot be resolved before or after school hours on a case-by-case basis. The parent/guardian must obtain pre-authorization for said appointment or serious circumstances from the school principal in order for the absences to be excused.

c. **School approval for Extracurricular Educational Experiences:**

A student's request to participate in extracurricular educational experiences outside of the school building may be approved for up to five days under certain circumstances and on a case-by-case basis. Any absences beyond the five days shall be treated as unexcused. Approval shall be left to the discretion of the school's principal. The principal shall use the following criteria in determining whether a student is permitted to engage in said extracurricular educational experiences.

1. The student is in good academic standing (2.0 GPA with no more than 1 F);

2. The student has no unexcused absences and no unexcused tardies;
 3. The student has 5 or fewer excused absences in a semester or 9 or fewer excused absences for the school year.
 4. The student who is pursuing a work-study program under the supervision of the school;
 5. The student who is attending any school-sponsored activity or activities of an educational nature with advance approval by the administration.
- d. School Approval for “Family Business” Days:
 A student’s parent/guardian may request approval for an excused absence to attend to “Family Business” (i.e. funeral, wedding, etc.) excused absence not to exceed three (3) days per year if the following conditions are met:
1. Student is in good academic standing (2.0 GPA with no more than 1 F);
 2. Student has no unexcused absences and no unexcused tardies;

To excuse a student, a parent shall notify the school on the day of the absence via telephone, written notification or through other verifiable documentation as required by the school administration.

The district may require suitable proof regarding the above exceptions, including written statements from medical sources.

Unexcused Absences:

An unexcused absence is defined as an absence that is not covered by one of the above exceptions. Each unexcused absence shall be entered on the student’s record. The parents or guardian of the student receiving an unexcused absence shall be notified orally or in writing by the district of each unexcused absence. For unexcused tardies and/or unexcused hourly absences shall equal one unexcused daily absence. In accordance with the law, the district may impose academic penalties, which relate directly to classes missed while unexcused. The administration shall develop regulations to implement appropriate penalties. Students and parents or guardians may petition the Board of Education for exceptions to this policy or the accompanying regulations provided that no exception shall be sustained if the student fails to abide by all requirements imposed by the Board as conditions for granting any such exception.

PECOS HIGH SCHOOL ATTENDANCE INTERVENTION PLAN:

Regular attendance and punctuality are essential to success in school. Therefore, in accordance with district and state laws, Pecos Middle and High School have established the following:

Excused absences – The school may require suitable proof regarding an excused absence for:

- Personal Illness (a doctor’s note may be required)
- Death in the family
- Required court appearance
- Religious holiday
- Family emergency (as determined by an administrator)
- Approved school-related function

Unexcused Absence –

- Absences not addressed above are unexcused.
- Students and parents have one school day to clear an unexcused absence.

Attendance Intervention Plan

Intervention Procedure for unexcused absences

3 absences in class- Teacher call home to notify parent
5 absences in class- Meeting held with parent, teacher, administration and truancy liaison at school.
7 absences in class- Parent meeting with truancy team and put on contract.
10 absences in class- Home visit by administrator and truancy liaison. Letter sent to probation officer.
14 absences in class- Parent meeting with Administration and Truancy Liaison.
18 absences- Student will be reviewed by attendance committee at end of year to determine if student will receive credit for class.

*** All Parent Contacts must be documented with date, time, parent name, and phone number. Every phone call will be documented in PowerSchool**

TARDY PROCEDURE

Tardiness is defined as the appearance of a student without proper excuse after the scheduled time that a class begins. Because of the disruptive nature of tardiness and the detrimental effect upon the rights of the non-tardy student to uninterrupted learning, penalties shall be imposed for excessive tardiness.

Tardy Policy

1 Tardy: Warning

2 Tardies: Lunch Detention and phone call home by Truancy Officer.

3 Tardies: 2 days of lunch detention and phone call home by Truancy Officer.

4+Tardies: Truancy Officer contacts parent; Issue is transferred to school administration; Attendance Contract developed and parent/student meeting. Students will attend Saturday School for any further infractions. If a student misses an assigned Saturday school, they will be assigned to ISS for a day.

If a student comes in after 8 am, they have a slip from the office to be admitted into class. No exceptions.

PARENTAL NOTIFICATION OF STUDENT PROGRESS

Progress reports will be sent home with students every 4½ weeks. Grades earned at semester will become part of the permanent transcript. Teachers must inform the counselor of any **senior** in danger of failing. The purpose of this process is to continue to protect the policy of allowing only graduates who have earned the correct amount of credits to participate in graduation ceremony. By having a tight notification policy, fewer students will be surprised at the close of school. By having a tight notification policy, fewer students will be surprised at the close of school.

MAKE-UP WORK

All students shall have the opportunity to strive for excellence, both inside the classroom as well as outside the classroom environment, while engaged in school-related activities. In keeping with our focus on academic achievement, the following policy is in Pecos High School regarding make-up work: Make-up work shall be provided for any class in which a student has an excused absence unless otherwise determined by the building administrator. It is the responsibility of the student to pick up any make-up assignments permitted on the day he or she returns to class. A student has one week to turn in any late work. 10% will be deducted for every class period that it is not turned in to the teacher. Below is an example:

Monday- Due Date

Wednesday- 90%

Friday- 80% (Phone call to parent)

Monday- 70% (Last day accepted by teacher)

REPORTING CHILD ABUSE/CHILD PROTECTION

It is the policy of the Board of Education that this school district, comply with the Child Protection Act. To that end, any school official or employee who has reasonable cause to know or suspect that a child has been subjected to abuse or neglect or who has observed the child being subjected to circumstances or conditions which would reasonably result in abuse or neglect, as defined by statute, shall immediately report or cause a report to be made to the appropriate county department of social services or local law enforcement agency. Reports of child abuse or neglect, the name and address of the child, family or informant or any other identifying information in the report shall be confidential and shall not be public information. The Board shall provide periodic in-service programs for all teachers in order to provide them with information about the Child Protection Act, to assist them in recognizing and reporting instances of child abuse and to instruct them on how to assist victims and their families. School employees and officials shall not contact the child's family or any other persons to determine the cause of the suspected abuse or neglect. It is not the responsibility of the school official or employee to prove that the child has been abused or neglected. The superintendent/vice president shall submit such procedures as are necessary to the Board for approval to accomplish the intent of this policy.

Note: The fourth section of the law cited above grants school employees and other persons who report or facilitate investigation of instances of child abuse immunity from any liability that might otherwise be incurred, except for making maliciously false statements.

Reporting Child Abuse/Child Protection

1. Definition of Abuse or Neglect: Child abuse or neglect is defined in law as an act or omission, which seriously threatens the health or welfare of a child. Specifically, this refers to:

Evidence of skin bruising, bleeding, malnutrition, failure to thrive, burns, fracture of any bone, subdural hematoma, soft tissue swelling or death and such condition or death which is not justifiably explained or where the history given concerning such condition or death is at variance with the condition or the circumstances indicate that the condition may not be the product of an accidental occurrence.

Any case in which a child is subject to sexual assault or molestation, sexual exploitation or prostitution.

Any case in which a child is in need of services because the child's parents, legal guardians or custodians fail to take the same actions to provide adequate food, clothing, shelter, medical care or supervision that a prudent parent would take.

2. Reporting Requirements: Any school employee who has reasonable cause to know or suspect that any child is subjected to abuse or to conditions that might result in abuse or neglect must report such fact to the San Miguel County Department of Social Services or law enforcement. The employee must follow any oral report with a written report sent to the appropriate agency. In cases where the suspected or known perpetrator is a school employee, the report should be made to the law enforcement agency. (Reports made to social services will be referred to law enforcement.) The employee reporting suspected abuse/neglect to social services or law enforcement officials must inform the school principal as soon as possible orally or with a written memo. The ultimate responsibility for seeing that the oral and written reports are made to social services or law enforcement agencies lies with the school official or employee who had the original concern.

3. Contents of the Report: The following information should be included to the extent possible in the initial report:

Name, age, address, sex and race of the child.

Name and address of the child's parents, guardians and/or persons with whom the child is living

Name and address of the person, if known, believed responsible for the suspected abuse or neglect.

The nature and extent of the child's injury or condition as well as any evidence of previous instances of known or suspected abuse or neglect of the child or the child's siblings all with date as appropriate.

The family composition, if known.

Any action taken by the person making the report.

Any other information that might be helpful in establishing the cause of the injuries or the condition observed. It is helpful if the person reporting suspected abuse/neglect is prepared to give documentation. Thus, noting details of observations is important. It is permissible for the school official or employee to conduct a preliminary non-investigative inquiry of any injury or injuries under the following circumstances:

School personnel may inquire of the child how an injury occurred. Leading and/or suggestive questions should be avoided. School personnel may not contact the child's family or any other person suspected of causing the injury or abuse to determine the cause of the suspected abuse or neglect.

A school employee's reasonable cause to suspect that the child has been subjected to abuse or neglect may arise from a child's vague or inconsistent response to such an inquiry or from an explanation, which does not fit the injury.

All efforts must be made to avoid duplicate or numerous interviews of the victim.

4. After Filing Reports: After the report is made to the agency, district and school staff members will cooperate with social services and law enforcement in the investigation of alleged abuse or neglect. The school will report any further incidents of abuse to the agency's representative. As the case is being investigated, the school will provide supportive aid and counseling services for the child. Once a report of child abuse is given to the agency, the responsibility for investigation and follow-up lies with the agency. It is not the responsibility of the school staff to investigate the case. Therefore, the school staff will not engage in the following activities:

Make home visits for investigative purposes.

Take the child for medical treatment. (This does not preclude taking action in an emergency situation.)

Convey messages between the agency and the parents/guardian. Authorized school and district personnel may make available to agency personnel assigned to investigate instances of child abuse the health or other records of a student for such investigative purposes.

5. Guidelines for Consideration:

If any school employee has questions about reasonable cause of child abuse and the need for making a report, the employee may consult with the building principal or designee. If that official is not available, a direct call to the San Miguel County Department of Social Services about concerns is advisable. Note that consultation with another school official or employee will not absolve the school official or employee of the responsibility for reporting child abuse.

In an emergency situation requiring retention of the child at the school building due to fear that if released the child's health or welfare might be in danger, it should be observed that only law enforcement officials have the legal authority to hold a child at school. Otherwise a court order must be obtained to legally withhold a child from his parent or guardian.

When any school official or employee has a question about the thorough investigation of suspected abuse/neglect following the filing of a report, the employee or official should contact the superintendent/vice-president.

While all school officials and employees are reminded of their legal responsibility to report suspected cases of abuse or neglect, they may be assured that reports will be investigated by trained professionals and that there are more supportive and therapeutic treatment alternatives available for parents and children than there have been in the past.

The confidential nature of information pertinent to child abuse or neglect cases is a matter to be emphasized both legally and humanely.

CLOSED CAMPUS STATUS

Lunch for Pecos Middle and High Schools is Closed Campus. From the time students arrive in the morning until they are free after their last class in the afternoon, they are to **REMAIN ON CAMPUS** in designated areas.

If students are excused to leave campus, they must sign out in the main office area. Students will be given a sign out slip, and must provide that slip when leaving campus. Failure to do this will result in truancy and consequences.

*Anyone found loitering in the building or on the grounds who is not a Pecos Middle or High School student and has not been given permission by an administrator **will be referred to local authorities.**

NO CREDIT, GRADING AND REPORTING

Following are some specific statements, which should guide our grading and reporting practices:

1. The value of letter grades shall not involve specific quantitative values, percentage or otherwise. **THE JUDGMENT OF THE TEACHER SHALL DETERMINE THE SPECIFIC DEFINITION OF THESE MARKS:**

A- Excellent

D – Below average but passing

B – Above Average

F – Failure

C – Average

2. A subject-matter grade should reflect achievement in the subject itself. Although bad conduct may have a natural bearing on the grade in some cases, no grade which has otherwise been legitimately earned should be lowered because of poor citizenship.

3. Marking should be individualized to the extent that the ability of the pupil becomes a significant factor affecting the judgment of the teacher.

4. Evaluation should be made in terms of the goals and objectives of the particular class and of the school as a whole.

5. Pupils who have been excused from classes to participate in activities are representatives of the school shall not be counted absent, and such absences shall not be included in any accounting of “days absent” for pupil records. In such cases students shall have the opportunity as well as the obligation to attempt make up of work, which has been missed.

6. **AT NO TIME SHALL TEACHERS GIVE ANY CREDENCE TO THE MAINTENANCE OF ANY SO-called “NORMAL DISTRIBUTION”** of letter grades. (The proper use of “curve” grading does not automatically imply a set number of A’s, B’s, C’s, D’s, and F’s, especially in a sample as small as that with which the individual teacher will be working).

7. Progress reports shall be a minimum of every 4½ weeks.

8. Semester grades shall be based on the entire continuum of semester work – one grade representing the teacher’s evaluation of the total semester of experience and work. Many parents are concerned about their student’s grades and expect teachers to justify the rationale for the grade given. This is not an unfair request. **PLEASE BE ABLE TO JUSTIFY YOUR GRADES**

WITH WRITTEN DOCUMENTATION. GRADING SCALE USED BY YOU MUST BE EXPLAINED AT THE FRONT OF YOUR GRADE BOOK FOR EACH CLASS YOU TEACH. ESTABLISH THE STANDARDS AND GRADING SYSTEM FOR YOUR CLASSROOM. LET THE STUDENTS KNOW EXACTLY WHAT IS EXPECTED. DO NOT LEAVE ANYTHING TO CHANCE. SEND HOME A COPY OF YOUR GRADING SYSTEM AND EXPECTATIONS WITH EACH STUDENT. GIVE A COPY TO THE PRINCIPAL.

CHANGE OF PROGRAM

Program changes will be prioritized using the following criteria:

1. Obvious errors
2. Student eligibility for a particular course
3. Teacher/counselor request
4. Parent/student request

Teachers are encouraged to initiate parental contact if an attendance or behavior problem is anticipated. Parental involvement is a teacher's ally. Research indicates that parental involvement tends to improve student achievement. All changes of program will involve the use of the "Add/Drop" form. (In rare cases, the Principal or one of the counselors may sign instead.) **IT IS VERY IMPORTANT** that the "take" teacher sign before the "drop" teacher in a given hour; otherwise, the student may "forget" about getting the "take" signed, and we lose track of him/her. Class rolls should be immediately adjusted as such changes take place. Whenever a student changes a class during the semester, the "DROP TEACHER" will record on the back of the "Change of Program" sheet the following:

1. Transfer or drop grade
2. Number of excused absences
3. Number of unexcused absences

The receiving teacher will note these items in Power School. **REMOVAL OF A STUDENT FROM A CLASS** New Mexico School Law requires a teacher to be responsible for a student during the time the student is enrolled in their class. The procedure for removal of a student from your enrollment in your class:

1. Document the reason for removal using the referral forms.
2. If a student is disruptive and you cannot control the behavior send a student for a security guard. You should never leave your class unattended.
3. Administration will review the request for removal.
4. The student will remain your responsibility until you sign the drop from class form.

A student should not be told they have been removed from your class until the above procedure has been followed.

PECOS HIGH SCHOOL'S FIELD TRIP PROCEDURES

Field Trip Request form (available in the Principal's (Main) Office) must be completed and signed by the principal twenty school days prior to your activity.

Name, phone number, and transportation needed

Signed parent permission forms for each student participating

Destination and pick-up/return time

A method for accounting for students must be clearly detailed

An emergency plan shall be on file for all field trips (includes knowing emergency card information on all students, what to do if a student does not return to pick-up spot, etc.).

At any time the field trip deviates from the submitted plan, the school shall be contacted at the earliest possible time with all necessary information so that accurate reports can be made to parents.

A list of students participating in the trip is to be submitted to the *MAIN Office the day before the activity.*

Final approval for all field trips rests with the principal and superintendent. Deviation from the above criterion shall be grounds for denial of future field trip requests from responsible parties.

CANCELLATION: Buses *must* be canceled the day before your scheduled trip

Helpful Suggestions:

- If you have a student that takes medication during the day, or uses an inhaler, you will need to contact the school nurse and have her come to the school (preferably 1 week prior to your trip) and designate you to administer medication. Check with your secretary for the proper procedures. Please be considerate and let the cafeteria lead person know what student count number you have that will be on a class trip and **not eating at the school.**

- Parent permission slips must be signed and returned to the teacher.

-

SUBSTITUTE FOLDER

A substitute folder is a requirement. This should be left in your room. The following items should be in your folder.

Expectations of substitute teacher

The name(s) of responsible student(s) and nearby teacher(s) who can be of assistance to the substitute.

Class schedule by day

Lunchroom procedure & time

Attendance procedure

Duty assignment

Fire Drill information

Restroom procedures

Media Center privileges

Student illness

Discipline procedures

Strategies to encourage good behavior

Back-up lesson plans should be left in case of an unexpected absence.

FACULTY MEETINGS

Meetings of the Pecos High School faculty will be scheduled every Tuesday and Thursday. **STAFF MEMBERS ARE REQUIRED TO ATTEND THESE MEETINGS.** We will strive to make our meetings purposeful, and every effort will be made to confine them to a reasonable time limit. Emergency meetings will be called as needed.

ACCIDENTS

All building employees are insured under the State Workmen's Compensation Law. All accidents should be reported to the Office of the Principal within two days in order that any subsequent compensation claim may be documented.

WORK DAY FOR TEACHERS

The formal workday for teachers shall be from 7:45 a.m. until 3:45 p.m. The building will be open from 7:00 a.m. to 4:30 p.m. Teachers will be provided a duty free 30 minute lunch period. Any staff member leaving campus for lunch must sign out in the *main office.*

FACULTY MAILROOM

Each teacher should check his/her mailbox before the start of each day. ***Students are not to be sent to pick up teacher mail,***

CONTACTS WITH NEWS MEDIA

All press releases and other contacts with news media which pertain to the school program or which identify the school or any member of its faculty or student body shall be processed through the Office of the Principal.

HALL PASSES

All students sent to the office, locker or to another classroom must have a **written** hall pass with name, date, time, destination and teacher's signature. Generic hall passes will not be used under any circumstances. Students are not allowed to leave the classroom during the first ten minutes of class.

LEAVING THE BUILDING

Teachers are required to check out any time you leave the building during the workday. There is a sign-out area in the main office. You must receive a verbal approval from an administrator to leave the building at any time except lunchtime.

GUIDANCE AND COUNSELING

Concerned classroom teachers offer the best guidance to their students. The most significant thing that can happen to a student is to be in the presence of an inspiring teacher. The foundation of our guidance program is our classroom teacher. With this in mind, our formal guidance process exists in large measure to carry out those functions which teachers are unable to perform because of the constraints of time and facilities. Counselors and teachers share information of all kinds, which will contribute to the growth, development, and well being of students. Share your own information and experiences with them. Urge your students to initiate conferences with their counselors when needed! The constant improvement of the guidance process is a permanent project at Pecos Middle and High School. The counselor and principal will eagerly accept teachers' suggestions for the betterment of techniques and procedures. Above all, let us all work together to provide guidance services, which will meet the needs of all students.

LOST/DAMAGED TEXTBOOKS -

In order to insure that all students readily have the necessary resources to improve their achievement level, The Pecos Independent School District hereby adopts the following practice with regards to the issuance and care of textbooks.

1. Any individual having the responsibility for a student or students to whom or for whom textbooks have been issued shall be held accountable for these books .
2. Textbooks distributed to students shall be merely loaned to the students. The books shall be returned at the direction of the principal or principal designee.'
3. Responsibility of teachers and principals:
 - a. Teachers and principals are ultimately responsible for the textbooks process. A written inventory shall be completed at the opening of school and at the end of the year.
 - b. Teachers and principals shall ensure that textbook reports are completed and submitted to the Assistant Superintendent.
 - c. Collections made for damaged or lost books:
 - (i) Students shall be assessed a fine when there is evidence of abnormal wear and tear. Students are required to pay for lost or damaged books. Students who lose or damage a book

shall notify the school. The name of the text cost of text replacement and a date by which the fine shall be paid will be determined by the site administration.

- (ii) If books issued to a teacher are lost (e.g., either by removal from a classroom without the teacher's knowledge or by student who borrow them and move away without returning the book(s), a written record shall be made accounting for the loss of such book(s).
- (iii) When books cannot be accounted for:
The book numbers and titles along with the names and last known addresses of the students to whom the lost books were issued shall be submitted to the building principal or designee. A report shall be completed for books, which have not been issued to students. The reason or cause for such loss must be included in the report.

2. To insure that successful efforts are made to collect monies for damaged or lost textbooks or other instructional materials, Pecos Independent Schools may withhold a student's diploma pursuant to New Mexico Statute.
3. The difference between the value of the book's cost, destroyed by students or others at a particular school, and the amount collected from the students or others responsible for the books, shall be deducted by the District from the amount of site-based funds otherwise due to the particular school.
4. It shall be the responsibility of the administrator or designee to collect from each pupil or his/her parent, the purchase price of any instructional material the pupil has lost, destroyed, or unnecessarily damaged in the first year of school use.
5. The Book Depository will be the designated area for textbook check out/in.

DEPARTMENT CHAIRPERSONS/LEADERSHIP TEAM

TO BE DETERMINED

Department Chairpersons/Leadership Team members are classroom teachers whose responsibilities are the fulfillment of assigned classroom duties.

1. Work for unity, harmony, and esprit de corps within the department and with the total school staff.
2. Assist in the identification of department personnel needs and aid the administration in assigning and scheduling of teacher and paraprofessionals with the department. (Shall not be required to be involved in reduction of staff.)
3. Orient new teachers to the department curriculum and department procedures.
4. Work with the administration in the assigning and scheduling of student teachers.
5. Maintain the established set of operational procedure for the department's function.
6. Preside over regularly scheduled department meetings.
7. Help substitute teachers in the department.
8. Prepare and disseminate departmental communication & information on community resources and facilities.
9. Help develop curriculum guides and select curriculum materials in cooperation with the principals.
10. Serve as a liaison between the administrative staff and the department.

11. Interpret the department program to the entire school, to the administration and to the community.
12. Focus attention on the ideas and developments relating to the department's subject matter.
13. Provide leadership in coordinating the department's program with the general curriculum program of the school.
14. Guide and encourage study, resource, and experimentation by members of the department.
15. Maintain department inventories of equipment and supplies and make recommendation for repair and replacement as needed.
16. Coordinate departmental orders for instructional materials, supplies and equipment.
17. Aid the administration in the evaluation of the activities of the department.
18. Assist placement of students with employers as opportunity presents itself.
19. Provide leadership in developing an appropriate degree of departmental awareness in various professional activities and organizations pertinent to the work of the department.
20. Perform other duties as are in accordance with Board of Education policies, state and federal guidelines.

STORM/EMERGENCY SCHEDULE

In the event school is cancelled for the day:

Pecos High School Staff:

The Superintendent will make inclement weather decision(s) based on student, parent and staff safety as early as possible.

Will collect data at the earliest appropriate time. The District will check with the following: the Weather Bureau, Highway Dept, and other sources.

Will make the decision as to whether schools will be open or closed and target the announcement no later than 6:00 a.m. by calling radio stations, TV stations and newspaper.

Will count students absent according to state rules and regulations, but not penalize students for classroom work missed if parents keep them home on questionable snowstorm days.

Will make the decision as to cancellation of all after-school, evening meetings, activities, community classes, etc.

If the decision is made to hold school, school will remain open until the regular scheduled time. The district will make every effort not to cancel school once the regular school day has begun. Only extraordinary conditions will be considered.

Parents are expected to:

Listen to the news broadcasts on stormy mornings.

Be responsible for custody of students.

Decide whether or not to send students to school on threatening, stormy days.