

POLICY MANUAL AND ADMINISTRATIVE REGULATIONS

**CENTRAL CONSOLIDATED SCHOOL DISTRICT
SHIPROCK, NEW MEXICO**

INTRODUCTION

This manual contains the policies of the Local Board and administrative regulations of the Superintendent. Policy and administrative regulation development in a modern, forward-looking school system is a dynamic, ongoing process. New problems, issues, and needs give rise to the continuing necessity to develop new policies and regulations or to revise existing ones. The loose leaf format of the printed manual has been selected to facilitate the print copy of the manual being kept up to date.

Each person to whom a printed copy of this manual is assigned is charged with keeping it up to date as new policies and regulations are distributed by the central office.

Please note: All copies of this manual are the property of the Central Consolidated School District.

How to Use This Manual

The Central Consolidated School District is operated in accordance with policies established by the Board and regulations developed by the Superintendent. The Board, which represents the state and local community, adopts policies after careful deliberation,

and the school administration implements the policies through specific regulations and procedures. The Board and administration evaluate the effects of the policies and procedures and revise them as necessary.

To promote harmony, efficiency, uniformity of interpretation, coordination of effort, and fairness to all concerned, the print copy of the manual will be accessible at the District office and at such other places as designated by the Superintendent.

How the manual is organized. The manual is organized according to the classification system of the National School Boards Association. The system provides an efficient means of coding, filing, and locating policies.

There are 12 major classifications, each identified by an alphabetical code:

- A FOUNDATIONS AND BASIC COMMITMENTS
- B SCHOOL BOARD GOVERNANCE AND OPERATIONS
- C GENERAL SCHOOL ADMINISTRATION
- D FISCAL MANAGEMENT
- E SUPPORT SERVICES
- F FACILITIES DEVELOPMENT
- G PERSONNEL
- H NEGOTIATIONS
- I INSTRUCTIONAL PROGRAM
- J STUDENTS
- K SCHOOL - COMMUNITY RELATIONS
- L EDUCATION AGENCY RELATIONS

Subclassification under each heading is based on logical sequence and alphabetical subcoding. For an example of the subcoding system, examine the page immediately following the tab for Section A: FOUNDATIONS AND BASIC COMMITMENTS.

The pages that follow the tabs for each major section present the classification system, section by section, and serve as the tables of contents for the sections or "chapters" of this manual. The table of contents is not specific to the District but contains national titles and codes.

How to find a policy. There are two ways to find a policy *in the printed manual*:

- Consider where the policy would be filed among the 12 major classifications. Turn to the table of contents for that section and glance down the listing until you find the term that most closely fits the topic you are seeking. Use the code letters given for the term to locate the sheet that appears in alphabetical order by code within the particular section. (All pages of the manual are coded in the upper right-hand corner.)

Or -

- Turn to the Code Finder Index at the end of the printed manual. The code finder is an alphabetical index of terms commonly used in education. Look up your topic as in any index, note its related code, and use the code to locate the sheet in the manual.

What if you can't find the term you are seeking? The code finder lists more than 1,800 terms, but no index of useful size could include every possibility. If the term you are seeking is not included, look up a synonym or another term, either more general or more specific, that you believe is related to the topic.

What if you can find the term and code, but there is no policy? This probably means that the school system has not adopted a written policy in the particular area. All terms used in the classification system appear in the sectional tables of contents and code finder to accommodate the coding, insertion, and location of policies that may be adopted later. But there is another possibility. A brief statement related to the policy you are seeking may be incorporated in a "superior" policy that covers the more general

area. This "superior" policy will be coded under the broader category. To find it, read up the classification system. For example, a policy statement that encompasses all meetings of the Board might be filed under "School Board Meetings" (BE) rather than the more restrictive heading "Regular Board Meetings" (BEA).

Using the signs and symbols. Various symbols are used in connection with the classification system. They are for your use in locating and/or recognizing the authority of the statements. Included are the following:

- R This symbol following a code indicates that the statement is a regulation, not a policy, and is generally the direction of the Superintendent to the staff for the implementation of a Policy. If there is more than one regulation, the "-R" will be followed by a letter; e.g., "-RA," "-RB," et cetera.

REGULATION

REGULATION

- E Exhibit. This symbol following a code indicates that the statement is a reference document. The exhibit is there to show the form to be used or for the purpose of information which may support the policy or regulation. If there is more than one reference document, the "-E" will be followed by a letter; e.g., "-EA," "-EB," et cetera.

EXHIBIT

EXHIBIT

Using References. Implementation of policies requires coordination with other policies and regulations. A policy does not usually stand alone, rather, there are other policies or regulations that may apply. For example the policy on Suspension is an integral part of the implementation of the policy on Weapons in the School. The Weapons policy specifies what weapons are and how extensive the discipline may be but does not contain the step by step due process procedure necessary to accomplish the suspension of the student. That is found in the policy on Student Suspension. To assist districts with this complexity of policy, there may be a side heading at the bottom of each policy (not regulation) identifying cross referenced material and/or legal references. When implementing policies,

these cross references and laws should be reviewed for applicability to the circumstances or fact pattern bringing about the use of the policy.

LEGAL REF.: Pertinent legal references are given to inform the reader where in law certain statutes that relate to a policy may be found. References direct the reader to the federal or state laws, pertinent regulatory pronouncements, important legal opinions and will occasionally cite case law. It is important to mention here that other laws and/or court decisions may also be applicable to a particular policy but not all can be cited. The following abbreviations are used in legal references:

| | |
|----------|---|
| C.F.R. | Code of Federal Regulation |
| N.M.A.C. | New Mexico Administrative Code |
| N.M.S.A. | New Mexico Statutes Annotated |
| P.L. | Public Law (federal law as it is identified by Congress). Such laws will at some time after passage be codified in the United States Code |
| U.S.C. | United States Code |

CROSS REF.: Certain policies are related to other policies. Cross references are provided following many statements to help the reader find the related information. This related information should be referenced for an in depth understanding of policy.

About Board Policies

Generally, the role of a Board is to set policy, and the role of the administration is to execute it. The basic distinction as set forth by the National School Boards Association is:

- *Policies* are principles adopted by the Board to chart a course of action. They tell what is wanted and may include also why and how much. They are broad enough to indicate a line of action to be taken by the administration in meeting a number of day-to-day problems; they need to be narrow enough to give the administration clear guidance.
- *Regulations* are the detailed directions developed by the administration to put policy into practice. They tell how, by whom, where, and when things are to be done.
- *Exhibits* are checklists, sample documents, forms, and other informational items to assist in implementing policies or procedures.

- The state and federal governments at times require governing boards to make detailed rules, or the Board may decide that such rules are necessary. In spite of the detailed nature of such rules, once adopted by the Board they become policy.

Therefore:

- Where the Board has voluntarily adopted statements of principle or written regulations required by law or has established a position in particularly sensitive areas, and one or more of them are incorporated into policy, the entire statement is presented as policy.
- Where the Board has adopted rules concerning its *own operations* (for instance, how it conducts meetings), these statements concerning operations of the Board also appear as policy.

As long as the administration operates within the guidelines of policy adopted by the Board, it may issue regulations without prior Board approval unless Board action is required by law or unless the Board has specifically directed that certain types of regulations be given Board approval. The Board, of course, is to be kept informed of all District regulations issued by the administration, and all are subject to Board review.

In keeping with the definitions and rules of thumb, the current policies of the Board are presented in this manual.

Is the Manual Complete?

No. The manual contains all of the current written policies of the Board. However, there is an almost continual need to draft and adopt new written policies and revise the existing ones. Additionally, changes in state law and Secretary of Public Education regulations may necessitate policy modifications. No matter how well a policy manual is conceived and developed, it can never be totally comprehensive and absolutely up to date. Therefore, as new policies are developed, they will be coded according to the classification system and issued for insertion into the manual.

Order of precedence. Board policies must be read and interpreted in conformance with the applicable state and federal statutes and regulations. Wherever inconsistencies of interpretation arise, the law and regulations prevail.

Terminology

Whenever the term *Superintendent* appears in this manual it is to be interpreted as "Superintendent or a person designated by the Superintendent."

Whenever the term *principal* appears in this manual it is to be interpreted as "principal or a person designated by the principal."

Whenever the term *District* appears in this manual it is to be interpreted as the "Central Consolidated School District."

Whenever the terms *Board* or *Local Board* appear in this manual they are to be interpreted as the "*Local Board* of the Central Consolidated School District."

Whenever the term *day* appears in this manual it is to be interpreted as any day in which the District or School Administrative Offices conduct business.

Whenever the term *school day* appears in this manual it is to be interpreted as any day in which the students are present for instruction.

Whenever the term *parent* appears in this manual it is to be interpreted as parent or legal guardian and the legal guardian is a person to whom custody of the child has been given by order of a court.

It is the expectation of the Board that this collection of policies provides a platform for harmony and efficiency in all areas of school operations. This enables the Board to focus on its primary duty: the development of long-range plans and policies for the future of the School District.

Local Board

Approved: April 19, 2016

Date of Manual Adoption: April 19, 2016

SECTION A

FOUNDATIONS AND BASIC COMMITMENTS

DISTRICT MISSION AND BELIEF STATEMENT

Mission Statement

Weaving Traditional Wisdom and Modern Knowledge.

The Board of Education of the Central Consolidated School District in collaboration with the Superintendent and District staff will work in partnership with students, families and the community to ensure that all students succeed. The Board of Education and the Central Consolidated School District strive to ensure that every student graduates fully prepared to be a participating citizen in our society.

The Superintendent shall establish procedures as needed to implement Board policies.

Adopted: April 19, 2016

A-0050

AA

SCHOOL DISTRICT LEGAL STATUS

The official name shall be Central Consolidated School District

Adopted: April 19, 2016

LEGAL REF.: 22-1-4 NMSA (1978)

SCHOOL DISTRICT LEGAL STATUS**(Legal Description)****CENTRAL CONSOLIDATED SCHOOL DISTRICT****SHIPROCK, NEW MEXICO**

The District is bounded on the north by the Colorado State Line, on the south by the San Juan County Line, on the west by the Arizona State Line and on the east by the Farmington Municipal School District Western Boundary.

COMMUNITY INVOLVEMENT IN EDUCATION

The Board recognizes that the public has substantial resources of training and experience that can be useful to schools. The strength of the local District is in large measure determined by the manner and degree to which these resources are utilized in an advisory capacity and to the degree that these resources are involved in supporting the improvement of the local educational program.

The advice of the public will be given careful consideration. In the evaluation of such contributions, the first concern will be for the educational program as it affects the students. The final decision may depart from this advice when in the judgment of the staff and the Board such advice is not consistent with goals adopted by the Board, consistent with current educational practice, or within the reach of the financial resources available.

Adopted: April 19, 2016

CROSS REFERENCE: IJ - Instructional Resources and Materials
KB - Parental Involvement in Education

PARENTAL INVOLVEMENT

Based on the philosophy of the District, it is the intent of the Board that parental involvement in the District, at both the District and site levels, be defined in the broadest possible terms.

Further, it is the intent of the Board, under such a definition that the Superintendent will, within the capabilities of the District staff and the financial limitations of the District at both the District and site levels, incorporate, to the maximum extent possible, a variety of activities, strategies, and mechanisms into the District and site structures that provide for the:

- active involvement of,
- active support to,
- effective interaction with, and
- development of

parents as active partners in a student support team effort that will enhance the capacity of all students to reach their optimum potential.

Adopted: April 19, 2016

CROSS REFERENCE: KB - Parental Involvement in Education

NONDISCRIMINATION / EQUAL OPPORTUNITY

The Board is committed to a policy of nondiscrimination in relation to race, color, religion, sex, sexual orientation, gender identity, age, national origin, and disability. This policy will prevail in all matters concerning staff members, students, the public, educational programs and services, and individuals with whom the Board does business.

Adopted: April 19, 2016

LEGAL REFERENCE: 20 U.S.C. 1400 et seq., Individuals with Disabilities Education
Act

20 U.S.C. 1681, Education Amendments of 1972, Title IX

20 U.S.C. 1703, Equal Employment Opportunity Act of 1972

29 U.S.C. 794, Rehabilitation Act of 1973, (Section 504)

42 U.S.C. 2000, Civil Rights Act of 1964, Titles VI and VII

42 U.S.C. 12101 et seq., Americans with Disabilities Act

28-1-2 NMSA et seq.

CROSS REFERENCE: KED - Public Concerns/Complaints about Facilities or Services

REGULATION**REGULATION****NONDISCRIMINATION / EQUAL OPPORTUNITY****Compliance Officer**

The Superintendent shall be the compliance officer. Any person who feels unlawfully discriminated against or to have been the victim of unlawful discrimination by an agent or employee of the District or who knows of such discrimination against another person should file a complaint with the Superintendent. If the Superintendent is the one alleged to have unlawfully discriminated, the complaint shall be filed with the President of the Board.

Complaint Procedure

The District is committed to investigating each complaint and to taking appropriate action on all confirmed violations of policy. The Superintendent shall investigate and document complaints filed pursuant to this regulation as soon as reasonable. In investigating the complaint, the Superintendent will maintain confidentiality to the extent reasonably possible. The Superintendent shall also investigate incidents of policy violation that are raised by the Board, even though no complaint has been made.

If after the initial investigation the Superintendent has reason to believe that a violation of policy has occurred, the Superintendent shall determine whether or not to hold an administrative hearing and/or to recommend bringing the matter before the Board.

If the person alleged to have violated policy is a teacher or an administrator, the due process provisions of the District's Policy GCQF shall apply, except that the supervising administrator may be assigned to conduct the hearing. In cases of serious misconduct, dismissal or suspension proceedings in accordance with policy may be initiated.

If the person alleged to have violated policy is a support staff employee, the Superintendent may follow due process and impose discipline under Policy GDQD if the evidence so warrants. The Superintendent also may recommend a suspension without pay, recommend dismissal, or impose other appropriate discipline.

If the person alleged to have violated policy is a student, the Superintendent may impose discipline in accordance with policies JK and JKD.

If the Superintendent's investigation reveals no reasonable cause to believe policy has been violated, the Superintendent shall so inform the complaining party in writing.

Timelines

The complaint must be filed within thirty (30) calendar days after the complaining party knew or should have known that there were grounds for a complaint/grievance.

Once the written complaint has been filed using the forms provided by the District, the Superintendent shall require the immediate supervisor or site administrator to investigate and respond in writing to the complaining party within five (5) working days.

If the immediate supervisor or site administrator does not respond, the Superintendent will have ten (10) additional working days to respond in writing to the complaining party.

If the Superintendent does not respond within the established time, then the complaining party may request in writing that the issue be brought before the Board. The Board will then review the record of the investigation and have thirty (30) days to respond to the complaining party in writing.

COMPLAINT FORM

(To be filed with the compliance officer as provided in AC-R)

Please print:

Name:

Date:

Address:

Telephone:

Secondary Phone:

Best time to be reached:

Email Address:

I wish to complain against:

Name of person, school (department), program, or activity:

Address:

Specify your complaint by stating the problem as you see it. Describe the incident, the participants, the background to the incident, and any attempts you have made to solve the problem. Be sure to note relevant dates, times, and places.

Date of the action against which you are complaining:

If there is anyone who could provide more information regarding this, please list name(s), address(es), and telephone number(s).

| <u>Name</u> | <u>Address</u> | <u>Telephone Number</u> |
|-------------|----------------|-------------------------|
|-------------|----------------|-------------------------|

The projected solution

Indicate what you think can and should be done to solve the problem. Be as specific as possible.

I certify that this information is correct to the best of my knowledge.

Signature of Complainant

The compliance officer, as designated in AC-R, shall give one (1) copy to the complainant and shall retain one (1) copy for the file.

SEXUAL HARASSMENT

All individuals associated with this District, including, but not necessarily limited to, the Board, the administration, the staff, and students, are expected to conduct themselves at all times so as to provide an atmosphere free from sexual harassment.

Sexual harassment includes unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when made by a member of the school staff to a student or to another staff member, or when made by a student to another student where:

- Submission to such conduct is either explicitly or implicitly made a term or condition of an individual's employment or education; or
- Submission to or rejection of such conduct is used as a basis for employment or education decisions affecting such individual; or
- Such conduct has the purpose or effect of substantially interfering with an individual's educational or work performance, or creating an intimidating, hostile, or offensive employment or education environment.

Sexual harassment may include, but is not limited to:

- Suggestive or obscene letters, notes, invitations, derogatory comments, slurs, jokes, epithets, assault, touching, impeding or blocking movement, leering, gestures, or display of sexually suggestive objects, pictures, or cartoons.
- Continuing to express sexual interest after being informed that the interest is unwelcome. (Reciprocal attraction between peers is not considered sexual harassment.)
- Implying or withholding support for an appointment, promotion, or change of assignment; suggesting that a poor performance report will be prepared; suggesting that probation will be failed; implying or actually withholding grades earned or deserved; or suggesting that a scholarship recommendation or college application will be denied.
- Coercive sexual behavior used to control, influence, or affect the career, salary, and/or work environment of another employee; or engaging in coercive sexual behavior to control, influence, or affect the educational opportunities, grades, and/or learning environment of a student.
- Offering or granting favors or educational or employment benefits, such as grades or promotions, favorable performance evaluations, favorable assignments, favorable duties or shifts, recommendations, reclassifications, etc., in exchange for sexual favors.

Anyone who is subject to sexual harassment, or who knows of the occurrence of such conduct, should inform the compliance officer, as provided in ACA-R.

A substantiated charge against a staff member in the District shall subject such staff member to disciplinary action.

A substantiated charge against a student in the District shall subject that student to disciplinary action, which may include suspension or expulsion.

All matters involving sexual harassment complaints will remain confidential to the extent possible.

Adopted: April 19, 2016

LEGAL REFERENCE: 20 U.S.C. 1681, Education Amendments of 1972, Title IX
20 U.S.C. 1703, Equal Employment Opportunity Act of 1972
42 U.S.C. 2000, Civil Rights Act of 1964 as amended, Title VII

CROSS REFERENCE: KED - Public Concerns/Complaints about Facilities or Services
KFA - Public Conduct on School Property

REGULATION**REGULATION****SEXUAL HARASSMENT****Compliance Officer**

The Superintendent shall be the compliance officer. Any person who feels unlawfully discriminated against or who has been the victim of unlawful discrimination by an agent or employee of the District or who knows of such discrimination against another person should file a complaint with the Superintendent. If the Superintendent is the one alleged to have unlawfully discriminated, the complaint shall be filed with the President of the Board.

Complaint Procedure

The District is committed to investigating each complaint and to taking appropriate action on all confirmed violations of policy. The Superintendent shall investigate and document complaints filed pursuant to this regulation as soon as reasonable. In investigating the complaint, the Superintendent will maintain confidentiality to the extent reasonably possible. The Superintendent shall also investigate incidents of policy violation that are raised by the Board, even though no complaint has been made.

If after the initial investigation the Superintendent has reason to believe that a violation of policy has occurred, the Superintendent shall determine whether or not to hold an administrative hearing and/or to recommend bringing the matter before the Board.

If the person alleged to have violated policy is a teacher or an administrator, the due process provisions of the District's Policy GCQF shall apply, except that the supervising administrator may be assigned to conduct the hearing. In cases of serious misconduct, dismissal or suspension proceedings in accordance with policy may be initiated.

If the person alleged to have violated policy is a support staff employee, the Superintendent may follow due process and impose discipline under Policy GDQD if the evidence so warrants. The Superintendent also may recommend a suspension without pay, recommend dismissal, or impose other appropriate discipline.

If the person alleged to have violated policy is a student, the Superintendent may impose discipline in accordance with policies JK and JKD.

If the Superintendent's investigation reveals no reasonable cause to believe policy has been violated, the Superintendent shall so inform the complaining party in writing.

Timelines

The complaint must be filed within thirty (30) calendar days after the complaining party knew or should have known that there were grounds for a complaint/grievance.

Once the written complaint has been filed using the forms provided by the District, the Superintendent shall require the immediate supervisor or site administrator to investigate and respond in writing to the complaining party within five (5) working days.

If the immediate supervisor or site administrator does not respond, the Superintendent will have ten (10) additional working days to respond in writing to the complaining party.

If the Superintendent does not respond within the established time, then the complaining party may request in writing that the issue be brought before the Board. The Board will then review the record of the investigation and have thirty (30) days to respond to the complaining party in writing.

EXHIBIT **EXHIBIT**

**SEXUAL HARASSMENT
COMPLAINT FORM**

(To be filed with the compliance officer as provided in ACA-R)

Please print:

Name:

Date:

Address:

Telephone:

Secondary Phone:

Best time to be reached:

Email address:

I wish to complain against:

Name of person, school (department), program, or activity :

Address:

Specify your complaint by stating the problem as you see it. Describe the incident, the participants, the background to the incident, and any attempts you have made to solve the problem. Be sure to note relevant dates, times, and places.

Date of the action against which you are complaining:

If there is anyone who could provide more information regarding this, please list name(s), address(es), and telephone number(s).

| <u>Name</u> | <u>Address</u> | <u>Telephone Number</u> |
|-------------|----------------|-------------------------|
|-------------|----------------|-------------------------|

The projected solution

Indicate what you think can and should be done to solve the problem. Be as specific as possible.

I certify that this information is correct to the best of my knowledge.

Signature of Complainant

The compliance officer, as designated in ACA-R, shall give one (1) copy to the complainant and shall retain one (1) copy for the file.

COMMITMENT TO RELIGIOUS NEUTRALITY

The Board recognizes that religion has played an undeniable role in the formation of the world's peoples, its civilizations, the foundation of our country, and the lives of its citizens. The place of religion in our society should be recognized as an important one.

At the same time, under the Constitution of the United States, our schools may neither actively sponsor nor interfere with religion.

The proper role of religion in the public schools is in its educational value in the study of subjects such as history, literature, and art, and in non-religious recognition of the place of religion in society. In that capacity, and when appropriate within the curriculum, the subject of religion can provide a basis for schools to teach our children about various belief systems, and their current and historical impact on human culture. The nonreligious study of religion also provides a basis for the schools to play a vital role in instilling understanding, tolerance and mutual respect among people of different backgrounds.

Adopted: April 19, 2016

LEGAL REF.: Article 1 US Constitution
28-1-2 NMSA *et seq.*

CROSS REF.: KED - Public Concerns/Complaints about Facilities or Services

EDUCATIONAL PHILOSOPHY / SCHOOL DISTRICT MISSION

The Superintendent will prepare a District Educational Plan for Student Success (EPSS). The EPSS will be developed from a needs assessment based on data.

Adopted: April 19, 2016

REGULATION**REGULATION****EDUCATIONAL PHILOSOPHY/
SCHOOL DISTRICT MISSION**

Building administrators and their staff will jointly determine their School Improvement Plans based on student data and aligned with the District EPSS, to be achieved during the school year.

Student achievement shall be monitored, and interventions for improvement shall be initiated.

Student motivation is of primary importance in the learning teaching process. Motivation emanates from the inner being, thus the student motivates him/herself. The educator, however, provides the appropriate atmosphere; in essence he/she sets the stage for the student's motivation and continuous educational growth. (Student involvement through active classroom participation is the key to motivation.)

It is every educator's responsibility to help maintain a smoothly functioning school operation. Educators shall respect each student's cultural heritage.

It is the responsibility of every staff member to contribute positively to high morale within the District. This morale can be developed and maintained through open communications and a cooperative spirit by individual staff members. The teaching profession is of ultimate importance to the democratic society and its preservation; therefore, it is an expectation that educators will work together in harmony and cooperation in order to afford the students of this District an adequate education.

Educators in the schools of the District shall maintain professional standards by carrying perceived problems through the appropriate administrative channels.

The Board recognizes that standardized testing measures student achievement. It is of primary importance that educators analyze the test data and use the results to structure educational programs to alleviate the performance gaps by prescriptive teaching, methodology and appropriate course content.

Every student in grades nine (9) through twelve (12) will have a written planned program of study to be used as a guide during the student's high school years. The plan will be determined in a cooperative manner involving the student, parents and school personnel.

All educational plans and programs will be conducted according to all applicable rules and regulations of the Department of Education, the Central Consolidated School Board and administrative directives. Appropriate input from community, tribe and parents will be utilized in the planning, implementation and evaluation of educational programs. This

process will utilize needs assessment data, public hearing data, review of published policies and/or other means of public input.

It is essential that parents, the communities, various agencies and interested patrons be properly advised of all educational plans, programs and policies in the District. Consequently, information concerning policies, programs and educational planning will be disseminated throughout the District as required. This may include the publishing of materials for public distribution, publicly posting relevant materials, conducting public hearings and/or making materials available upon request.

The District will mail an annual District accountability report to patrons who live within the District boundaries. The report will be in the form and contain such information as required by Statute.

DRUG / TOBACCO FREE SCHOOLS

See the following policies in reference to Tobacco, Alcohol and Drug Free Schools

Tobacco Use at Public Functions -KFA

Adopted: April 19, 2016

LEGAL REF.: 24-16-3 et seq. NMSA Dee Johnson Clean Air Act
6.12.4.8 NMAC
1994 Op. Att'y Gen. No. 94-03, 1994 N.M. AG LEXIS 4.
20 U.S.C. 6083 Pro-Children Act of 1994 (Environmental Tobacco
Smoke).
34 C.F.R. Part 85 Drug Free Workplace Act

RECOGNITION FOR ACCOMPLISHMENT

The Board will recognize outstanding accomplishments for students and staff who have earned honors, as noted by the following criteria.

General Criteria

All New Mexico Activity Association (NMAA) state-sponsored first place winners awarded trophies or medallions for athletics and activities

Valedictorians and Salutatorians of each Class

Top state or national awards for personal achievement or election that is sanctioned by the NMAA or National Association of Secondary Building Administrators.

Such honors that may be recommended by the Superintendent.

Criteria for Recognizing Excellence in Athletes

Plaque to:

- Coaches whose teams receive a first place trophy in a championship game or event.
- Individual students who place first in a state championship.

Medallion to students who are members of a team which receives a first place trophy in a state championship competition.

The New Mexico Athletic Activity Association provides plaques and medallions.

Criteria for Recognizing Excellence in Academics and Activities

Plaque to:

- Valedictorians and Salutatorians.
- Individual students who place first or receive the highest honor awarded in activities or performances at the state level.

Medallion to:

- National Merit Scholar finalist and semi-finalist.
- Students who receive a gold medal of honor designation in activities or performances at the state level.

When students achieve first place at state-level competitions, monetary donations to:

- Activity accounts.
- Booster clubs.

Plaques, medallions and monetary donations are provided by Central Consolidated School District (CCSD).

Criteria for Recognizing Others

Plaques or medallions also may be presented to parents, community members and employees as recommended by the Superintendent. The Board may recognize District employees who have earned awards or have brought recognition and honor to the District in other ways.

Building administrators may recommend to the Superintendent individuals from their schools that have made significant achievements at state level competition. The Superintendent will determine the type of award.

Adopted: April 19, 2016