



Behavioral Learning Matrix

The Raton Public Schools' Behavioral Learning Matrix contains student misbehaviors and the progressive disciplinary steps assigned to each behavior.

Progressive discipline is the process of responding to student behavior with a set of steps that build in severity and intensity, both in consequence and support, with each step. For most behaviors, Restorative Practices are used to help students learn the process for restoring the harm caused as a result of their actions. Students will be guided through the following questions for reflection and growth:

- What happened?
- What are the effects?
- Who is responsible for what?
- How will it be repaired?

In-school Disciplinary Consequences (e.g., detention, loss of privileges, and in-school suspension) are used before out-of-school consequences (e.g., out-of-school suspension or expulsion). If a student's behavior does not change with the lowest levels of Disciplinary Consequences and Interventions, the teacher or administrator should use the next level of Disciplinary Consequence and Intervention.

Out-of-school suspension and expulsion are reserved for the most severe behaviors and as a last resort for repeated behaviors.

Special Education: For students with behavior modifications and/or accommodations through Individualized Education Plans (IEPs) or Behavior Intervention Plans (BIPs), consultation with Special Education Coordinator and School Social Worker is required. Refer to IEPs and BIPs.

Type of Action	Definition	Examples
<i>Response Strategy</i>	These are the steps that a school employee takes to end a student's misbehavior or defuse a student conflict. These do not replace Disciplinary Consequences or Interventions.	<ul style="list-style-type: none"> • Redirection • Letting a student take a break to calm down • De-escalation techniques such as avoiding power struggles • Restorative and/or relational practices
<i>Interventions</i>	These are the supports that are used to help struggling students. These supports can be designed to help a student with academics, attendance, or behavior. Interventions work best when they are customized for the student's needs.	<ul style="list-style-type: none"> • Reteaching of positive behaviors • Guidance from counselor, teacher, and/or peer mentor • Positive reinforcements • Parent/Guardian/Student conferences • Alternatives to Suspension classes • Repairing the harm through Restorative / relational practices • Self-Reflection: Think Sheet Elementary Think Sheet
<i>Disciplinary Consequences</i>	These are the consequences for a student's misbehavior. Suspensions and expulsions must also be paired with an Intervention.	<ul style="list-style-type: none"> • Detention • Loss of privileges • Temporary confiscation • parent/guardian / Student conferences • Repairing the harm through Restorative / relational practices • Suspension • Expulsion

Student Discipline and Intervention Matrix

Level 1: Minor Infractions

Level 1 infractions typically require low-level interventions and will generally be addressed by the staff member supervising the student when the violation occurs. The staff member's response should teach or re-teach the correct, alternative behavior so that the student can learn from his or her mistake and demonstrate safe and respectful behaviors in the future. Staff members are expected to use a variety of teaching and management strategies and incorporate PBIS incentives and Restorative Practices

Teachers and staff are expected to complete and document at least 3 pre-referral MLSS Interventions before initiating an office referral.

*See [PBIS World](#) for intervention ideas.

	Level 1 Infractions: include, but are not limited to:	1st Offense Recommended Interventions	2nd and 3rd Offenses Recommended Interventions	Ongoing Offenses Recommended Interventions
1A	Dress Code Violation (K-12) J-2361	<ul style="list-style-type: none"> ● Teacher/student conference ● Verbal warning ● Review dress code ● Parent/guardian consultation ● Change of apparel 	<ul style="list-style-type: none"> ● Teacher/student conference ● Verbal warning ● Review dress code policy ● Parent/guardian consultation ● Change of apparel ● Think About It Sheet (age appropriate) 	<ul style="list-style-type: none"> ● Teacher Lunch Detention 3-5 days (K-6) ● Parent/guardian consultation ● Change of apparel ● Detention (7-12)
1B	General Disruptive Conduct <i>- rudeness, horseplay, throwing objects, excessive disturbance in classroom, hallway or outside</i> (K-12) J-2300	<ul style="list-style-type: none"> ● Teacher/student conference ● Verbal warning ● Parent/guardian consultation ● Reteach behaviors ● Acknowledging positive behavior ● Logical consequences (loss of free time, clean up mess, apology letter, seat change, etc) 	<ul style="list-style-type: none"> ● Teacher/student conference ● Parent/guardian consultation ● Think About It Sheet (age appropriate) ● Lunch detention ● Loss of privileges ● Logical consequences (loss of free time, clean up mess, apology letter, seat change, etc) ● Restorative practices/ circles 	<ul style="list-style-type: none"> ● Teacher Detention/ISS 3 - 5 Days ● Parent/guardian consultation ● Counselor and/or Administrative consultation ● Logical consequences (loss of free time, clean up mess, apology letter, seat change, etc) ● Restorative practices/ circles
1C	Use of cell phones or other electronic devices at unauthorized times including air pods, headphones etc. (K - 6) (For 7-12 See Below at 3A)	<ul style="list-style-type: none"> ● Teacher student conference ● Incident documented by teacher ● Electronics confiscated ● Electronics returned to student at the end of the day ● Parent/guardian consultation 	<ul style="list-style-type: none"> ● Teacher/ student conference ● Electronics confiscated ● Electronics placed in main office ● Electronics returned at the end of the day ● Parent/guardian consultation 	<ul style="list-style-type: none"> ● Teacher/student conference ● Electronics confiscated ● Electronics placed in the main office ● Electronics returned at the end of the day ● Parent/guardian consultation

1D	<p>Disrespect, Defiance, & Non-Compliance (K - 12)</p> <p><i>ie: Defiance toward school rule and/or staff member; failure to follow directions</i></p>	<ul style="list-style-type: none"> • Student/ teacher conference • Verbal warning • Corrective Re-Do • Temporary loss of privilege • Use of recovery area/safe space in classroom • Supportive interventions • Logical consequences (loss of free time, clean up mess, apology letter, seat change, etc) 	<ul style="list-style-type: none"> • Teacher, student, parent/guardian, counselor consultation • Think About It Sheet (age appropriate) • Detention/ISS 1–3 days • Logical consequences (loss of free time, clean up mess, apology letter, seat change, etc) • Restorative practices/circles for all parties impacted 	<ul style="list-style-type: none"> • Administrator, counselor, parent/guardian consultation • Teacher Detention/ISS 3 - 5 Days • Logical consequences (loss of free time, clean up mess, apology letter, seat change, etc) • Restorative practices/circles for all parties impacted
1E	Absenteeism & Tardiness	<ul style="list-style-type: none"> • Record in PowerSchool Attendance • Student, teacher, and/or attendance officer conference • Review attendance/tardy policy • Provide parent and student copy of attendance intervention tiers 	<ul style="list-style-type: none"> • Record in PowerSchool Attendance • Conference with student, parent/guardian, teacher, and attendance officer • Guidance by counselor and peer mentor (7-12) • Provide parent and student copy of attendance intervention tiers 	<ul style="list-style-type: none"> • Record in PowerSchool Attendance • Attendance consultation with administration, parent/guardian, student, and attendance officer. • Attendance contract • Provide parent and student copy of attendance intervention tiers • Guidance by counselor and peer mentor (7-12) • CYFD referral for more than 10 unexcused absences <i>Report to state infraction code 70</i>
1F	<p>Cheating and or Plagiarism (<i>See specific grade for consequences</i>)</p> <p>J4611</p>	<ul style="list-style-type: none"> • Teacher/student conference • Reteach appropriate behavior 	<ul style="list-style-type: none"> • Teacher, student, parent/guardian consultation (K-12) • Reteach appropriate behavior (K-6) • Assignment grade points deducted based on teacher discretion (7-12) 	<ul style="list-style-type: none"> • Administrator, student, parent/guardian consultation • Reteach appropriate behavior (K-6) • Receive a “0” for assignment (7-12) • Guidance with peer mentor (7-12) • Age appropriate consequence (i.e. RHS think sheet, impact letter, etc.) (7-12)

1G	<p>Unsafe behavior not resulting in injury <i>- physical contact, horseplay, inappropriate touching, misusing equipment, playground violations, running in the hall, etc.</i></p>	<ul style="list-style-type: none"> ● Teacher increased proximity ● Corrective re-do ● Teacher/student conference ● Parent/guardian consultation ● Possible loss of privilege (loss of recess, specials, seat choice, use of playground equipment, assemblies, games, athletic activities, etc.) 	<ul style="list-style-type: none"> ● Parent/guardian consultation ● Think About It Sheet (age appropriate) ● Loss of privilege (loss of recess, specials, seat choice, use of playground equipment, assemblies, games, athletic activities etc.) ● Guidance with peer mentor (7-12) ● Teacher Detention ISS 1 – 3-days (K-6) ● Detention (7-12) 	<ul style="list-style-type: none"> ● Administrator, parent/guardian, student consultation ● Teacher Detention /ISS 3 - 5 Days (K-6) ● Detention (7-12) ● Counselor consultation ● Guidance with peer mentor (7-12) ● Logical consequences (loss of free time, clean up mess, apology letter, etc)
1H	<p>Inappropriate Language</p>	<ul style="list-style-type: none"> ● Parent/guardian consultation ● Verbal warning ● Restorative practices/circles ● Re-teach positive behaviors ● Logical consequences (loss of free time, clean up mess, apology letter, etc) 	<ul style="list-style-type: none"> ● Parent/guardian consultation ● Lunch detention ● Loss of privileges ● Logical consequences (loss of free time, clean up mess, apology letter, etc) ● Guidance with peer mentor. (7-12) ● Restorative practices/circles 	<ul style="list-style-type: none"> ● Administrator, counselor, parent/guardian, student consultation ● Teacher Detention/ISS 3 - 5 Days ● Detention (7-12) ● Logical consequences ● Restorative practices/circles ● Guidance with peer mentor. (7-12)
II	<p>Off campus without permission / leaving class without permission</p>	<ul style="list-style-type: none"> ● Teacher, attendance officer, and student conference (7-12) ● parent/guardian consultation (K-12) 	<ul style="list-style-type: none"> ● Administration, counselor, parent/guardian, student, and/or attendance officer conference ● Guidance with peer mentor (7-12) ● Restorative justice practices/circles 	<ul style="list-style-type: none"> ● Administration, counselor, parent/guardian, student, and/or attendance officer conference ● Guidance with peer mentor (7-12) ● ISS for 3-days (7-12) ● Loss of privileges to make up for lost instruction time (7-12) ● Restorative justice practices/circles
1J	<p>Cafeteria Violations <i>- throwing food, making messes with their food, disruptions, etc.</i> (K-12)</p>	<ul style="list-style-type: none"> ● Staff/student conference ● School community service 	<ul style="list-style-type: none"> ● Staff/student conference ● School community service ● Parent/guardian consultation ● Think About It sheet (age appropriate) ● Lunch detention (K-6) ● Restorative practices/circle 	<ul style="list-style-type: none"> ● Staff/student conference ● School community service ● Parent/guardian consultation ● Loss of cafeteria privileges ● Detention ● Restorative practices/circle

Level 2: Moderate Infractions

Level 2 infractions will generally result in interventions or disciplinary responses that involve the school administration, counselor, and/or Dean of Students. These actions aim to correct behavior by stressing the seriousness of the behavior while keeping the student in school.

- Refer to administration, counselor, and/or Dean of Students
- Conference with student
- Removal from class
- Parent communication

	Level 2 Infractions	1st Offense <i>Recommended Interventions</i>	2nd and 3rd Offense <i>Recommended Interventions</i>	Ongoing Offenses <i>Recommended Interventions</i>
2A	Verbal Abuse of/ or toward staff members (profanity). Includes all adult staff members. (K-12)	<ul style="list-style-type: none"> • Teacher/student conference • Restorative practices/circle for all parties impacted 	<ul style="list-style-type: none"> • Parent/guardian conference • Restorative practices/circle with all parties impacted (consequences will be determined based on circle outcomes) 	<ul style="list-style-type: none"> • Parent/guardian conference • Restorative practices/circle with all parties impacted (consequences will be determined based on circle outcomes)
2B	Trespassing / Unauthorized Presence (K-12)	<ul style="list-style-type: none"> • Escort off property • Parent/guardian consultation 	<ul style="list-style-type: none"> • Law Enforcement consultation • Parent/guardian conference 	<ul style="list-style-type: none"> • Law Enforcement consultation • Parent/guardian conference • Possible legal charges filed
2C	Possession of firecrackers/ fireworks (K-12)	<ul style="list-style-type: none"> • Restorative practices/circle with all parties impacted 	<ul style="list-style-type: none"> • Parent/guardian conference • Restorative practices/circles with all parties impacted • 1-day ISS with Think About It Sheet Reflection 	Refer to Level 3 (3C)
2D	False Alarm - Bomb threats, false 911 calls, false activation of fire alarm (K-12) E-0161 <i>Report to state</i>	<ul style="list-style-type: none"> • Restorative practices/circles with all parties impacted • Law Enforcement consultation 	Refer to Level 4 (4A)	Refer to Level 4 (4A)
2E	Bus Conduct Violations (K-12) E-2011	<ul style="list-style-type: none"> • Bus Driver referral sent to school Administrator • Reteach correct behavior • Verbal warning given directly to student by driver concerning inappropriate behavior 	<ul style="list-style-type: none"> • Bus Driver written referral sent to school Administrator • Administrator, parent/guardian, student conference • Guidance with peer mentor (7-12) • Restorative practices/circles with all 	<ul style="list-style-type: none"> • Bus suspensions based on level of offense • Restorative practices/circles with all parties impacted

			parties impacted	
2F	Damage to any school electronic property - i.e. chromebooks, Ipads, laptop, etc (K-12) I-6411	<ul style="list-style-type: none"> • Teacher/student conference • School community service • Parent/guardian conference • Refer to Technology Use Agreement 	<ul style="list-style-type: none"> • Parent/guardian conference • School community service • Refer to Technology Use Agreement • Loss of Technology Privilege 	<ul style="list-style-type: none"> • Parent/guardian conference • Refer to Technology Use Agreement • Loss of Technology Privilege • Restorative justice practices/circle
2G	Instigating a fight, recording of fight, and/or posting fight on social media (K-12)	<ul style="list-style-type: none"> • Conference with teacher, student, parent/guardian, Behavior Team, and/or Administrator • Detention 1-5 days • Restorative practices/circle with all parties impacted 	<ul style="list-style-type: none"> • Conference with Behavior Team, parent/guardian, student, counselor, and/or Administrator • ISS 1-3-days • Restorative practices/circle with all parties impacted 	<ul style="list-style-type: none"> • Conference with Behavior Team, parent/guardian, student, counselor, and/or administrator • ISS for 3-5 days • Restorative practices/circle with all parties impacted
2H	Aiding, supporting, or encouraging the infliction of physical injury to another person (K-12)	<ul style="list-style-type: none"> • Conference with teacher, student, parent/guardian, counselor, Behavior Team, and/or Administrator • Detention 1-5 days • Restorative practices / circle with all parties impacted 	<ul style="list-style-type: none"> • Conference with teacher, student, parent/guardian, counselor, Behavior Team, and/or Administrator • ISS 1-3-days • Restorative practices / circle with all parties impacted 	<ul style="list-style-type: none"> • Conference with Behavior Team, parent/guardian, counselor, student, and/or Administrator • ISS for 3-5 days • Restorative practices / circle with all parties impacted
2I	False accusations (K-12)	<ul style="list-style-type: none"> • Teacher/student conference • Restorative practices/circle with all parties impacted 	<ul style="list-style-type: none"> • Counselor, student, parent/guardian, Behavior Team, and/or Administrator conference • Detention 1-5 days • Restorative practices/circle with all parties impacted 	<ul style="list-style-type: none"> • Counselor, student, parent/guardian, Behavior Team, and/or Administrator conference • ISS for 3-5 days • Restorative practices/circle with all parties impacted
2J	Public Display of Affection (K-12)	<ul style="list-style-type: none"> • Teacher/student conference • Restorative practices/circle with all parties impacted 	<ul style="list-style-type: none"> • Parent/guardian consultation • Detention 1-5 days • Restorative practices/circle with all parties impacted 	<ul style="list-style-type: none"> • Parent/guardian consultation • ISS for 3-5 days • Restorative practices/circle with all parties impacted

Level 3: Major Infractions

Type 3 infractions will generally result in interventions or disciplinary responses that involve the school administration, counselor, and/or Dean of Students. These actions aim to correct behavior by stressing the seriousness of the behavior and may result in removal (half-day up to 365 days) from the school environment, education opportunities around the behavior and/or district level behavior interventions. Due process hearings may occur if referring a student for expulsion. Expulsions can range from one day to 365 days.

	Level 3 Infractions	1st Offense <i>Recommended Interventions</i>	2nd and 3rd Offense <i>Recommended Interventions</i>	Ongoing Offenses <i>Recommended Interventions</i>
3A	Use of cell phones or other electronic devices at unauthorized times including air pods, headphones etc. (7-12)	<ul style="list-style-type: none"> Teacher/student conference Incident documented by teacher in <i>Discipline Form</i> Parent/guardian notified to retrieve electronics from main office 	<ul style="list-style-type: none"> Student conference with Dean of Students or designated Administrator Electronics confiscated Technology Behavior Contract Incident documented by teacher in <i>Discipline Form</i> Parent/guardian notified to retrieve electronics from main office 	<ul style="list-style-type: none"> Student and parent/guardian conference with Dean of Students or designated Administrator Electronics confiscated Incident documented by teacher in <i>Discipline Form</i> Loss of specified electronics during school hours
3B	Possession of firecrackers/fireworks (K-12)	<ul style="list-style-type: none"> Restorative practices/circle with all parties impacted 	<ul style="list-style-type: none"> Parent/guardian consultation 1-day ISS with Think About It Sheet Reflection Restorative practices/circle with all parties involved 	<ul style="list-style-type: none"> Parent/guardian consultation 3-day ISS with Think About It Sheet Reflection Restorative practices/circle with all parties impacted
3C	Failure to follow directions when it causes an unsafe situation (4-12) (Suspension based on severity for K-3)	<ul style="list-style-type: none"> Teacher/student conference Review and reteach safety procedures 	<ul style="list-style-type: none"> Student, teacher, parent/guardian consultation Review and reteach safety procedures Loss of privileges related to safety infraction 	<ul style="list-style-type: none"> Student, teacher, parent, guardian, and/or designated Administrator consultation Loss of privileges related to safety infraction Instruction modifications at teacher discretion
3D	Attempt to intentionally injure another	<ul style="list-style-type: none"> Teacher/student conference Restorative practices/circle with all parties impacted 	<ul style="list-style-type: none"> Student, teacher, parent/guardian consultation Restorative practices/circle with all parties impacted Law Enforcement consultation 3-days ISS 	<ul style="list-style-type: none"> Student, teacher, parent/guardian consultation Restorative practices/circle with all parties impacted Law Enforcement consultation 3-5 days OSS If continued: due process hearing
3E	Physical altercation - <i>involved in a fight resulting in minor injuries</i>	<ul style="list-style-type: none"> Behavior Team, counselor, parent/guardian, student, 	<ul style="list-style-type: none"> Behavior Team, counselor, parent/guardian, student, 	<ul style="list-style-type: none"> Law Enforcement consultation Due Process Hearing

	<p><i>such as cuts, scrapes or instigating a physical altercation</i></p> <p>Mandatory Behavior Team Involvement (7-12)</p>	<p>and/or designated Administrator conference</p> <ul style="list-style-type: none"> ● Behavior contract ● Restorative practices/circle with all parties impacted ● Law Enforcement consultation ● Alternatives to Suspension Classes (Saturday School for RHS) 	<p>and/or designated Administrator conference</p> <ul style="list-style-type: none"> ● Law Enforcement consultation ● Referral to outside agency ● Due Process Hearing: Outcomes determined through due process 	
3F	<p>Hate Crime - <i>attempting or engaging in an act of hate violence, including hate speech/langauge based on race, ethnicty, age, disability and/or or sexual identity</i></p> <p><i>Report to state</i></p>	<ul style="list-style-type: none"> ● Administration, counselor, parent/guardian and student conference ● Restorative practices/circle with all parties impacted ● Law Enforcement consultation 	<ul style="list-style-type: none"> ● Administration, counselor, parent/guardian and student conference ● Restorative practices/circle with all parties impacted ● Law Enforcement consultation ● Due Process Hearing 	<ul style="list-style-type: none"> ● Law Enforcement consultation ● Due Process Hearing
3G	<p>Harassment - <i>verbal or physical harassment towards another student or teacher</i></p> <p>J-2550</p>	<ul style="list-style-type: none"> ● Administrator, counselor, parent/guardian, and student conference ● Restorative practices/circle with all parties impacted ● Law Enforcement consultation ● Alternatives to Suspension classes (Saturday School for RHS) 	<ul style="list-style-type: none"> ● Administration, counselor, parent/guardian, and student conference ● Restorative practices/circle with all parties impacted ● Law Enforcement consultation ● Due Process Hearing 	<ul style="list-style-type: none"> ● Law Enforcement consultation ● Due Process Hearing
3H	<p>Spitting - <i>Intentionally to inflict physical or emotional harm)</i></p>	<ul style="list-style-type: none"> ● Teacher/student conference ● Restorative practices/circle with all parties impacted ● Nurse consultation 	<ul style="list-style-type: none"> ● Student, teacher, parent consultation ● Restorative practices/circle with all parties impacted ● Nurse consultation ● 3-5 Days ISS 	<ul style="list-style-type: none"> ● Administrator, counselor, parent/guardian, and student consultation ● Restorative practices/circle with all parties impacted ● Nurse consultation ● 3-5 Days OSS
3I	<p>Bullying and Hazing - <i>cyberbullying, harassment, bullying, hazing</i></p> <p>J-2550</p> <p><i>Report to state</i></p>	<ul style="list-style-type: none"> ● Administrator, counselor, parent/guardian and student consultation ● Restorative practices/circle with all parties impacted ● Alternatives to Suspension Classes (Saturday School for RHS) 	<ul style="list-style-type: none"> ● Refer to Level 4 (4D) 	<ul style="list-style-type: none"> ● Refer to Level 4 (4D)
3K	<p>Extortion</p>	<ul style="list-style-type: none"> ● Administrator, counselor, 	<ul style="list-style-type: none"> ● Refer to Level 4 	<ul style="list-style-type: none"> ● Refer to Level 4

	- to obtain anything of value by violence, treat, or abuse	parent/guardian, and student consultation <ul style="list-style-type: none"> ● Restorative practices/circle with all parties impacted ● 3-5 Days OSS 	(4C)	(4C)
3M	Possesses or brandishes an imitation gun (i.e water gun, splat gun, etc.) <u>J-3100</u> <i>Report to state</i>	<ul style="list-style-type: none"> ● Due Process Hearing 	<ul style="list-style-type: none"> ● Due Process Hearing 	<ul style="list-style-type: none"> ● Due Process Hearing
3N	Possession or use of tobacco, Vape or E-cigarettes products at schools or school sponsored activities <u>J-3000</u> <i>Report to state</i>	<ul style="list-style-type: none"> ● Administrator and/or Behavior Team, counselor, parent/guardian, and student consultation ● Restorative practices/circle with all parties impacted ● Alternatives to Suspension Classes (Saturday School for RHS) 	<ul style="list-style-type: none"> ● Administrator, counselor, parent/guardian, and student consultation ● Restorative practices/circle with all parties impacted ● Due Process Hearing 	<ul style="list-style-type: none"> ● Due Process Hearing
3O	Possession, use of or selling of drug paraphernalia, a controlled substance or alcoholic beverage or intoxicant including any narcotic, hallucinogenic, amphetamine, marijuana, barbiturate or alcoholic beverage or anything capable of altering behavior / feelings / state of mind including THC Vape or E-cigarettes pens <u>J-3050</u> <i>Report to state</i>	<ul style="list-style-type: none"> ● Administrator and/or Behavior Team, parent/guardian, and student consultation ● Law enforcement consultation ● Due Process Hearing 	<ul style="list-style-type: none"> ● Due Process Hearing 	<ul style="list-style-type: none"> ● Due Process Hearing
3P	Engaging in sexual behavior on campus	<ul style="list-style-type: none"> ● Administrator and/or Behavior Team, counselor, parent/guardian and student consultation ● Law enforcement consultation ● Nurse consultation ● Alternative To Suspension Classes (Saturday School for RHS) 	<ul style="list-style-type: none"> ● Behavior Team, parent/guardian, and student consultation ● Law enforcement consultation ● Counselor consultation ● Nurse consultation ● Restorative justice practice/circle ● 1-3 Days ISS 	<ul style="list-style-type: none"> ● Behavior Team, parent/guardian, and student consultation ● Law enforcement consultation ● Counselor consultation ● Nurse consultation ● 1-3 Days OSS

3Q	<p>Stealing or attempted to steal school or private property, theft</p> <p><i>Report to state</i></p>	<ul style="list-style-type: none"> ● Administration and/or Behavior Team, parent/guardian, and student conference ● Law enforcement consultation ● Restorative practices/circle with all parties impacted ● School community service 	<ul style="list-style-type: none"> ● Administrator, Behavior Team, parent/guardian, and student conference ● Law enforcement consultation ● Restorative practices/circle with all parties impacted ● School community service ● 1-3 Days ISS 	<ul style="list-style-type: none"> ● Law enforcement consultation ● Due Process Hearing
3R	<p>Weapons / Sharp Objects / Explosives</p> <p><i>- Possession of weapons, including firearms, knives, clubs, explosives, firecrackers, spiked wristbands, brass knuckles, and any other items with their primary use as weapons without intent to harm others.</i></p> <p><u>J-3100</u></p> <p><i>Report to state</i></p>	<ul style="list-style-type: none"> ● Administrator and/or Behavior Team, parent/guardian, and student conference ● Law enforcement consultation ● Restorative practices/circles ● Due Process Hearing 	<ul style="list-style-type: none"> ● Law enforcement consultation ● Due Process Hearing 	<ul style="list-style-type: none"> ● Law enforcement consultation ● Due Process Hearing

Level 4: Severe Infractions

Level 4 infractions are serious infractions that are entered into PowerSchool for NMPED reporting and will likely result in suspension, due process hearings and/or expulsion. These infractions will also likely require involvement of law enforcement professionals.

	Level 4 Infractions	1st Offense <i>Recommended Interventions</i>	2nd and 3rd Offense <i>Recommended Interventions</i>	Ongoing Offenses <i>Recommended Interventions</i>
4A	<p>False Alarm - <i>bomb threats, false 911 calls, false activation of fire alarm</i></p> <p><i>Report to state</i></p> <p>E-0161</p>	<ul style="list-style-type: none"> • Administration and/or Behavior Team, parent/guardian and student conference • Law enforcement consultation • Restorative Practices/circles • Due Process Hearing 	<ul style="list-style-type: none"> • Law enforcement consultation • Due Process Hearing 	<ul style="list-style-type: none"> • Law enforcement consultation • Due Process Hearing
4B	<p>Committed or attempted sexual assault or battery</p> <p>Committing or attempting to commit a sexual assault as defined in subdivision (n) of EC 48900 or committing sexual battery as defined in subdivision (n) of 48900</p>	<ul style="list-style-type: none"> • Law enforcement consultation • Due Process Hearing 	<ul style="list-style-type: none"> • Law enforcement consultation • Due Process Hearing 	<ul style="list-style-type: none"> • Law enforcement consultation • Due Process Hearing
4C	<p>Extortion - <i>to obtain anything of value by violence, treat, or abuse</i></p>	<ul style="list-style-type: none"> • Administration and/or Behavior Team, parent/guardian and student conference • Restorative practices/circle with all parties impacted • 3-5 Days OSS 	<ul style="list-style-type: none"> • Law enforcement consultation • Due Process Hearing 	<ul style="list-style-type: none"> • Law enforcement consultation • Due Process Hearing
4D	<p>Bullying, Hazing, Threats & Intimidation not based on sex, race, color, national origin, or disability or Bullying and/or Harassment on the basis of sex, race, color, national origin, or disability</p> <p>- <i>cyberbullying, harassment, bullying, hazing</i> - <i>threatening physical harm, harassment, intimidations toward school personnel, students or other</i></p>	<ul style="list-style-type: none"> • Administration and/or Behavior Team, Counselor, parent/guardian and student conference • Restorative practices/circle with all parties impacted • Referral to outside agency • Alternatives to Suspension Classes (Saturday School for RHS) 	<ul style="list-style-type: none"> • Law enforcement consultation • Due Process Hearing • Referral to outside agency 	<ul style="list-style-type: none"> • Law enforcement consultation • Due Process Hearing • Referral to outside agency

	<p><i>person on the school property or at any school activity, including school facilities</i> <i>- severe or pervasive conduct, including online conduct, that has a substantially detrimental effect on physical or mental health</i></p> <p><u>J-2550</u></p> <p><i>Report to state</i></p>			
4E	<p>Intentional destruction of school property including graffiti or tagging / Vandalism</p> <p><u>J-2400</u></p> <p><i>Report to state</i></p>	<ul style="list-style-type: none"> ● Administration and/or Behavior Team, Counselor, parent/guardian and student conference ● Restorative practices/circle with all parties impacted ● Law enforcement consultation ● School community service ● Due Process Hearing 	<ul style="list-style-type: none"> ● Law enforcement consultation ● Due Process Hearing 	<ul style="list-style-type: none"> ● Law enforcement consultation ● Due Process Hearing
4F	<p>Selling a controlled substance or alcoholic beverage or intoxicant including any narcotic, hallucinogenic, amphetamine, marijuana, barbiturate or alcoholic beverage or anything capable of altering behavior / feelings / state of mind including THC Vape or E-cigarettes pens</p> <p>Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053 et. seq.</p> <p><i>Report to state</i></p>	<ul style="list-style-type: none"> ● Law enforcement consultation ● Due Process Hearing ● Referral to outside agency 	<ul style="list-style-type: none"> ● Law enforcement consultation ● Due Process Hearing ● Referral to outside agency 	<ul style="list-style-type: none"> ● Law enforcement consultation ● Due Process Hearing ● Referral to outside agency
4G	<p>Possessing a firearm</p> <p>Selling or otherwise furnishing a firearm.</p>	<ul style="list-style-type: none"> ● Law enforcement consultation ● Due Process Hearing 	<ul style="list-style-type: none"> ● Law enforcement consultation ● Due Process Hearing 	<ul style="list-style-type: none"> ● Law enforcement consultation ● Due Process Hearing
4H	<p>Brandishing a knife at another person / cutting</p>	<ul style="list-style-type: none"> ● Law enforcement consultation ● Due Process Hearing 	<ul style="list-style-type: none"> ● Law enforcement consultation ● Due Process Hearing 	<ul style="list-style-type: none"> ● Law enforcement consultation ● Due Process Hearing

4I	Possession of an explosive	<ul style="list-style-type: none"> ● Law enforcement consultation ● Due Process Hearing ● Referral outside agency 	<ul style="list-style-type: none"> ● Law enforcement consultation ● Due Process Hearing ● Referral to outside agency 	<ul style="list-style-type: none"> ● Law enforcement consultation ● Due Process Hearing ● Referral to outside agency
4J	<p>Assault / Battery - <i>with a firearm, with a knife / cutting object, with other dangerous weapons</i></p> <p>Assault / Battery - Aggravated - with hands, feet, fist</p> <p>Assault / Battery - Simple / Verbal Assault</p>	<ul style="list-style-type: none"> ● Administration and/or Behavior Team, Counselor, parent/guardian and student conference ● Restorative practices/circle with all parties impacted ● Law enforcement consultation ● Referral to outside agency ● Due Process Hearing 	<ul style="list-style-type: none"> ● Law enforcement consultation ● Referral to outside agency ● Due Process Hearing 	<ul style="list-style-type: none"> ● Law enforcement consultation ● Referral to outside agency ● Due Process Hearing
4K	Homicide	<ul style="list-style-type: none"> ● Law enforcement consultation ● Due Process Hearing 	<ul style="list-style-type: none"> ● Law enforcement consultation ● Due Process Hearing 	<ul style="list-style-type: none"> ● Law enforcement consultation ● Due Process Hearing
4L	Kidnapping	<ul style="list-style-type: none"> ● Law enforcement consultation ● Due Process Hearing 	<ul style="list-style-type: none"> ● Law enforcement consultation ● Due Process Hearing 	<ul style="list-style-type: none"> ● Law enforcement consultation ● Due Process Hearing
4M	Robbery / Theft using force	<ul style="list-style-type: none"> ● Law enforcement consultation ● Referral to outside agency ● Restorative justice practices/circles ● Due Process Hearing 	<ul style="list-style-type: none"> ● Law enforcement consultation ● Referral to outside agency ● Due Process Hearing 	<ul style="list-style-type: none"> ● Law enforcement consultation ● Referral to outside agency ● Due Process Hearing
4N	Disorderly Conduct	<ul style="list-style-type: none"> ● Law enforcement consultation ● Restorative justice practices/circles ● Referral to outside agency ● Due Process Hearing 	<ul style="list-style-type: none"> ● Law enforcement consultation ● Restorative justice practices/circles ● Referral to outside agency ● Due Process Hearing 	<ul style="list-style-type: none"> ● Law enforcement consultation ● Restorative justice practices/circles ● Referral to outside agency ● Due Process Hearing
4O	Criminal Damage	<ul style="list-style-type: none"> ● Law enforcement consultation ● Restorative justice practices/circles ● Referral to outside agency ● Due Process Hearing 	<ul style="list-style-type: none"> ● Law enforcement consultation ● Restorative justice practices/circles ● Referral to outside agency ● Due Process Hearing 	<ul style="list-style-type: none"> ● Law enforcement consultation ● Restorative justice practices/circles ● Referral to outside agency ● Due Process Hearing
4P	Breaking entering/ Larceny	<ul style="list-style-type: none"> ● Law enforcement consultation ● Restorative justice practices/circles ● Referral to outside agency 	<ul style="list-style-type: none"> ● Law enforcement consultation ● Restorative justice practices/circles ● Referral to outside agency 	<ul style="list-style-type: none"> ● Law enforcement consultation ● Restorative justice practices/circles ● Referral to outside agency

		<ul style="list-style-type: none"> • Due Process Hearing 	<ul style="list-style-type: none"> • Due Process Hearing 	<ul style="list-style-type: none"> • Due Process Hearing
4Q	Arson	<ul style="list-style-type: none"> • Law enforcement consultation • Restorative justice practices/circles • Referral to outside agency • Due Process Hearing 	<ul style="list-style-type: none"> • Law enforcement consultation • Restorative justice practices/circles • Referral to outside agency • Due Process Hearing 	<ul style="list-style-type: none"> • Law enforcement consultation • Restorative justice practices/circles • Referral to outside agency • Due Process Hearing
4R	Weapons Possession Other	<ul style="list-style-type: none"> • Law enforcement consultation • Restorative justice practices/circles • Referral to outside agency • Due Process Hearing 	<ul style="list-style-type: none"> • Law enforcement consultation • Restorative justice practices/circles • Referral to outside agency • Due Process Hearing 	<ul style="list-style-type: none"> • Law enforcement consultation • Restorative justice practices/circles • Referral to outside agency • Due Process Hearing
4S	Gang Related Activity	<ul style="list-style-type: none"> • Law enforcement consultation • Restorative justice practices/circles • Referral to outside agency • Due Process Hearing 	<ul style="list-style-type: none"> • Law enforcement consultation • Restorative justice practices/circles • Referral to outside agency • Due Process Hearing 	<ul style="list-style-type: none"> • Law enforcement consultation • Restorative justice practices/circles • Referral to outside agency • Due Process Hearing

DEFINITIONS/ CLARIFICATIONS

Arson: Maliciously, willfully and/or neglectfully starting, by any means, a fire or causing an explosion on school property or at any school-related activity. Arson I: less than \$200 damage, Arson II: \$200 to \$999 damage, Arson III: \$1000 damage or more.

Assault, Simple: A verbal threat or physical attempt of bodily harm

Assault, Aggravated: Unlawfully assaulting or attempting to strike at another person with a weapon, instrument, or any means of force likely to produce bodily injury. Assaults on staff members are included in this definition.

Battery, Aggravated: An actual and intentional touching or striking of another person against his or her will with the use of a weapon or intentionally causing bodily harm to an individual

Battery/Fighting: Unlawful, intentional touching or application of force to another person, when done in a rude, disrespectful, or angry manner

Bullying: Bullying is a way of using power aggressively in which a person is subjected to intentional, unwanted, and unprovoked hurtful verbal and/or physical actions. An act of bullying results in the targeted student feeling oppressed, fearful, distressed, injured, or uncomfortable. The aggression is repeated on more than one occasion and can include physical, verbal, emotional, racial, sexual, written, electronic, damage to property, social exclusion, and intimidation. Bullying may be motivated by actual or perceived characteristics such as race, color, religion, ancestry, national origin, gender, sexual orientation or identity, mental, physical, or academic disability. Bullying often takes place in a social context. Cyber bullying means any bullying that takes place through electronic communication.

To determine if an incident qualifies as bullying:

- The incident must involve an imbalance of power between the target and the student who acts aggressively
- Bullying usually involves multiple incidences, aggressor and the target have drastically different reactions to the incident, and target feels powerless to self-advocate Guidelines for reporting an incident of bullying
- Students may bring the incident to the attention of a teacher, counselor, administrator, or any school personnel.
- Students will also be able to complete a report on the STOP IT App.
- Parents are encouraged to report any incidents of bullying to a school administrator

NORMAL CONFLICT vs BULLYING

- Equal power vs Imbalance of power
- Happens occasionally vs Repeated negative interactions
- Accidental vs Purposeful
- Equal emotional reaction vs Strong emotional reaction from the target
- Not seeking power or attention vs Seeking power and control
- Not trying to get something vs Trying to gain material things or power
- Remorse – takes responsibility vs No remorse – blames target
- Effort to solve problem vs No remorse – blames target

Reporting Incidents of Bullying:

- Anyone who sees or hears of a bullying incident must report the incident
- All referrals should be submitted to an administrator within one day of the incident or report of incident
- If it is an immediate safety concern, the staff member will contact the office to escort the student who is acting aggressively to the office to ensure student safety.
- Responding to an Incident of Bullying:

Teachers or other school staff who witness or receive reports of acts of bullying will appropriately intervene

- An investigation will take place where all parties involved, including bystanders, are interviewed separately ensuring the confidentiality of reporters, bystanders, and students. Findings of the investigation will be documented.
- If bullying is indicated mediation is not appropriate
- Teachers and other staff who are party to the students involved will be notified to help monitor and

The bus assistant, driver, or administrator have discretion in handling day to day minor infractions.

- For circumstances in which suspension of privileges for more than ten (10) days, the matter will be reported and referred to the student's IEP team.

Controlled Substance: A controlled substance is defined as any substance capable of producing a change in behavior or altering a state of mind or feeling. Controlled substances include but are not limited to alcohol, marijuana, "look-alikes", narcotics, hallucinogens, prescription drugs, over the counter drugs, and synthetic drugs.

Possession and/or use of a controlled substance, including alcohol presents a health concern for students and is a potential disruption to the educational process. The district believes that students caught possessing/using controlled substances need consequences and support. Therefore, consequences for a first infraction will be short-term suspension and Prevent further bullying incidents:

- If it is deemed a bullying situation, parents of all students involved will be notified of the incident and of outcomes, which pertain to their student. Confidentiality in regard to other students will be maintained.
- Schools shall develop a student safety plan for students who are determined to be targets of bullying
- An appeal process is available for a student accused of bullying or a student who is the target of bullying who is not satisfied with the outcome of the steps taken

Bus Disruption: Appropriate behavior is expected whenever a student is on the bus. Suspension from the bus does not mean suspension from school. Instead, the parent/guardian will be responsible for transporting the student to and from school. Driver, bus assistant or administrator may select a different consequence in handling an incident. This depends on the seriousness of the infraction. Bus disruption occurs anytime a student deliberately or inadvertently interferes with the safe operation of a school bus, which is stopped, or moving; behaves in a manner adversely affecting an individual or property on or near the bus itself, at bus stops or at pick-up areas.

- First Offense – A warning to the student with a report to the parent/guardian will be issued. It is expected that the parent/guardian will discuss the incident with the student to help prevent a recurrence.
- Second Offense – Depending on the seriousness of the behavior, disciplinary action will be taken at the discretion of the school administrator. It is recommended that the student be placed on probation and receive written documentation of the offense to take to their parent/guardian.
- Third Offense – Suspension of riding privileges may result. The length of suspension will depend on the seriousness of the infraction. A parent/guardian conference is required.
- Severe Disruption – The following inappropriate and dangerous behavior will result in automatic suspension of transportation privileges:
 - Physical harm to other students or staff
 - Physical damage to the bus (restitution may be required)
- For students receiving special education services for a disability that includes behavior needs:
 - The IEP team shall provide relevant information to the bus company

participation in the Parent Involvement Program (PIP). Failure to complete PIP will result in further suspension days.

Controlled Substance and Tobacco Policy for Activities and Athletics: Extracurricular activities are an integral part of the educational process, providing students with opportunities to further develop their unique capabilities, interests, and needs beyond the classroom. Participation in extracurricular activities is a privilege offered to and earned by students. Because participants are representatives of their school and community, their conduct is expected to exemplify high standards at all times. The Extra-curricular Substance Abuse and Tobacco Policy is in effect twenty-four hours a day, seven days a week, at all times/locations from the first day of fall sports practices to the end of the school year. The policy applies to students who are active participants and students who are spectators at an event. The definition of alcohol/illegal substance possession is extended to include circumstances where substances covered under the policy are nearby and available (i.e., parties, gatherings, etc.).

Criteria for application of sanctions would include, but not be limited to:

- Any Minor in Possession (MIP) or Offense by a Minor Citation
- Written documentation from legitimate law enforcement/school/security reports
- Personal acknowledgment by the student in question or their parent/guardian

The following bullets apply to a Suspension of Extra-Curricular Privileges:

- The suspension applies to all NMAA sanctioned athletic and non-athletic events and may include other school events (i.e. plays, concerts) at the discretion of the principal

- Student will not be withdrawn from classes co-curricular with activities
- A student serving a suspension cannot participate in a “try-out” during that suspension
- Suspensions can carry over from one school year to the next for underclassmen
- Participation in summer programs for students on suspension will be interpreted in the same way as scholastic eligibility for athletics in the summer (i.e. students may participate in on-campus/intramural activities only)

Controlled/Illegal Substances, Use and/or Possession of:

- First Offense – Student’s loss of all NMAA sanctioned extra-curricular privileges and eligibility for 45 school days from the date determined by a site administrator. The loss of privileges includes practice and competition. Summer school is not considered as school days for this policy. Students will be required to complete the Parent Involvement Program or other appropriate intervention program approved by the site administrator.
- Second Offense – Student is ineligible to participate in NMAA sanctioned extra-curricular activities for the remainder of the academic year or longer under special circumstance

Use/Possession and/or Distribution of Tobacco Products, E-cigarettes and/or Nicotine Liquid Containers

- The term “tobacco product” means any product made or derived from tobacco that is intended for human consumption, including any component, part, accessory of a tobacco product. This includes, among other products, cigars, cigarettes, cigarette tobacco, roll-your-own tobacco, smokeless tobacco, e-cigarettes, and nicotine liquid containers.
- First Offense – Student’s loss of all NMAA sanctioned extra-curricular privileges and eligibility for ten (10) school days from the date determined by a site administrator. The loss of privileges includes practice and competition. Summer school is not considered as school days for this policy. Students will be required to complete the Tobacco Intervention Program (if available at that school) or other appropriate intervention program approved by the site administrator.
- Second Offense – Students are ineligible to participate in NMAA sanctioned extra-curricular activities for 45 school days.

If any student is in violation of this policy at a time in which the handbook is in force other disciplinary consequences may apply. This may include suspensions of extra-curricular activities, including but not limited to attendance/participation in school activities such as athletic events, open campus privileges, dances, clubs, and other privileged events (including graduation activities and commencement exercises), as determined by the site administrator.

Senior students who receive consequences under this policy during the last quarter of the school year may be assigned community service, to be served prior to participation in privileged events such as graduation activities or commencement exercises. The site administrator will assign the community service.

Sale or Distribution of Controlled/Illegal Substance

- Students are ineligible to participate in NMAA sanctioned extra-curricular events for the remainder of the academic year or longer under special circumstances.
- Participation in extracurricular activities is not a student right, and suspension of such privilege does not require a due process hearing or appeal process.
- The Extra-curricular Substance Abuse and Tobacco Policy is in effect twenty-four hours a day, seven days a week, at all times/locations from the first day of fall sports practices to the end of the school year.
- Additional sanctions may apply beyond this policy for violations that occur when this handbook is in force (i.e. on school property, during school time, or at school events).

Controlled Substance*, Paraphernalia Possession*:** Possessing any paraphernalia, such as but not limited to rolling paper, pipes, bongos or vape pens

Controlled Substance*, Possession*:** Possessing any substance capable of producing a change in behavior or altering a state of mind or feeling; having a “look-alike”**, a substance that looks like a controlled substance

Controlled Substance*, Sale or Distribution: Selling or distributing a substance capable of producing a change of behavior or altering a state of mind or feeling; including a “look-alike”**, or an item sold as a controlled substance

Controlled Substance*, Use: Absorbing a substance capable of producing a change of behavior or altering a state of mind or feeling, including a “look-alike”**, or an item sold as a controlled substance

Damage to Electronics: Mishandling electronics and causing destruction by excess temperature, excess current or voltage, ionizing radiation, mechanical shock, stress or impact, and many other causes.

Dress Code Violation: Non-compliance with specific school dress codes

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

Disorderly Conduct: Unruly behavior constituting a minor offense such as: disruption, disturbance of the peace, and insubordination.

Disrespect: Lack of regard, respect, treat with contempt and/or rudeness

Defiance: Daring or bold resistance to authority or to any opposing force. Open disregard

False Accusations: Falsely reporting crimes or purposely giving false information to a school administrator or other investigator during the process of an investigation, in accordance with the NM Criminal Code Statute

False Alarm/Fire Alarm: Interfering with the proper functioning of a fire alarm system or pulling the fire alarm intentionally when no fire or other danger exists

Firearm, Possession*/Use:** Possession or use of any weapon, which will propel a projectile by the action of an explosive, and other weapons as defined in the United States Code: Title 18, Section 921. This definition does not apply to items such as toy guns, bb guns, or pellet guns, but does include bombs, grenades, and some explosives (also, see weapon possession).

- The Gun Free Schools Act provides for a mandatory expulsion of a period of not less than one year for a student who is determined to have brought or to have possessed a firearm at school or any setting that is under the control and supervision of school officials. Only the superintendent may modify in writing the one-year expulsion requirement on a case-by-case basis. All school related incidents of firearm possession must be reported to the Raton Police Department.
- New Mexico requires that, if any school employee has reasonable cause to believe that a child is or has been in possession of a firearm on school premises, the employee shall immediately report the child's actions to a law enforcement agency and the Children, Youth, and Families Department.

Gang-Related Activity: Gang-related activity can be intimidating to students, parents and staff and is disruptive to the educational process. Although this list is not all inclusive, examples of inappropriate and unacceptable behaviors are such things as gang graffiti on school property, intimidation of others, gang fights and/or initiation rituals, wearing gang attire or "colors". A "gang" can be any group of students and/or non-students whose group behavior is threatening, delinquent, or criminal. Since gang behavior, markers, and colors are variable and subject to rapid change, school administrators and staff must exercise judgment and their individual discretion based upon current circumstances in their neighborhood schools when evaluating gang-related activity.

Gang-related indicators that will be considered should include:

- The student associating with admitted or known gang members
- The student wearing attire consistent with gang dress
- The student displaying gang logos, graffiti and/or symbols on personal possessions
- The student displaying gang hand signs or signals to others
- The student talking about gang activities with others
- Hostile contact with others in which two or more students have contributed to a situation causing bodily harm to another

General Disruptive Conduct and/or Defiance: Any behavior or conduct that disrupts or interferes with the operation of the public schools, including individual classes. This can also be behavior that leads a school authority to reasonably forecast that such an interruption or interference is likely to occur unless preventive action is taken. Refusing to comply with any reasonable demand or request by any school official or sponsor or lying to or intentionally misleading any school official at places and times where school personnel have jurisdiction is included in this definition.

For example: use of cell phones during instructional time; misuse of cell phones and other forms of technology; failure to provide school identification upon request; dress code violation; inappropriate display of affection; making false accusations regarding staff or students; and so forth.

Note: It is the responsibility of the parent/legal guardian of the student to retrieve confiscated cell phones or other electronic devices according to the individual school's procedures. The school may keep items for extended periods of time for repeat offenses.

Harassment: Any gesture or written, verbal, or physical act that is reasonably perceived as being motivated by any actual or perceived characteristic, such as race, religion, national origin, sex, gender identity, sexual orientation or disability; which has the effect of harming another individual/group, damaging their property; placing the individual/group in

reasonable fear; or has the effect of causing a disruption to the educational process. Inciting or encouraging others to commit such acts is also considered harassment.

Disability: Conduct including but not limited to the following: mocking, taunting, intimidating, criticizing, or punishing a student/group with a disability because of their disability. (See Section 504 and the Americans with Disabilities Act).

- Repeatedly placing classroom furniture or other objects in the path of students who use wheelchairs or walking devices, impeding their mobility
- Repeatedly belittling and criticizing a student for using accommodations in class
- Taunting or belittling a student with disabilities by mocking and intimidation
- Making remarks out loud during class that a student with a disability is “retarded” or “deaf and dumb” and does not belong in the class
- Habitually subjecting a student to inappropriate physical restraint because of conduct related to their disability
- Repeatedly denying a student with a disability access to lunch, recess, field trips, assemblies, or extra-curricular activities as punishment for taking time off from school for requires services related to the student’s disability

Racial: Conduct including but not limited to the following: racial slurs, racial jokes, offensive or derogatory remarks, display of racially offensive material or symbols, or exclusion from normal school activities.

Sexual: Gender discrimination as defined in Title IX of the Education Amendments of 1972. Examples include but are not limited to the following: sexual assault, unwanted touching, inappropriate comments or conversation, certain non-verbal behaviors, and gestures, which threaten or belittle others on the basis of gender.

Raton Public Schools does not discriminate nor condone discrimination by students, employees, or third parties on the basis of ethnic identity, religion, race, color, national origin, sex, gender identity, sexual orientation, genetic information, HIV status, mental or physical disability or serious medical condition, age, veteran status, spousal affiliation or pregnancy, and/or any other protected status as defined by law in any program or activity for, or sponsored by, the school district.

Hate Incident: Conduct that reflects hatred or bigotry based on real or perceived race, nationality, color, religion, sex, gender, sexual orientation, disability, or other protected class

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

Larceny: Unlawful taking or theft of the personal property

Physical Injury: Any damage to a person's physical condition including pain or illness. Also known as bodily harm.

Public Display of Affection: Displays of affection or acts of physical intimacy in the view of others, (i.e. holding hands, hugging, and kissing)

Robbery: Taking of property through means of force or fear

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

Threats or Intimidation: Threats of violence against any individual or school facilities in any form, verbal, written, or via social media

Tobacco: Any tobacco products made or derived from tobacco that are intended for human consumption, including any component, part, or accessory of a tobacco product. This includes among other products, cigarettes, cigars, pipe tobacco, roll-your-own tobacco, dissolvable or smokeless tobacco. E-cigarette means any electronic oral devices, or any part of it, whether manufactured, distributed, marketed, or sold as an e-cigarette, e-cigar, e-pipe, or any other product, name or descriptor; but does not include any product regulated as a drug or device by the US Food and Drug Administration.

Nicotine liquid container means a bottle or other container of any substance containing nicotine where the substance is sold, marketed, or intended for use in an e-cigarette.

Tobacco Possession*, Use, and/or Distribution:** Possession, use, and/or distribution of tobacco, including all tobacco products, e-cigarettes, and nicotine liquid containers anywhere on a school campus or at a school related event is prohibited. In addition, students found in possession, distributing, or using tobacco are subject to the provisions of the Substance Abuse and Tobacco Policy. Tobacco Intervention and support resources are available and referral to intervention programs and/or Parent Involvement Program (PIP). Contact Health and Wellness Teams for more information.

Trespassing/Unauthorized Presence: Entering or being on school grounds or in a school building without authorization

Vandalism: Deliberately or maliciously destroying, damaging, and/or defacing school property or the property of another individual. Vandalism I: less than \$200 damage, Vandalism II: \$200 - \$999 damage, Vandalism III: \$1000 damage or more.

Verbal Abuse: See Language

Weapon Possession*:** Possessing a weapon such as but not limited to a firearm, any type of gun, knife, club, firecracker, explosive, spiked wristband, chains, or other item that may cause or is intended to cause injury or death. This specifically includes “look-alike” guns and knives, such as toys. (Weapons covered by the Gun-Free Schools Act are defined under Firearm, Possession/Use.)

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

- Any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, or intoxicant of any kind.
- ** ”Look-alikes” are specifically included whether or not they are capable of producing a change in behavior or altering a state of mind.
- *** “Possession” as used herein, includes not only possession on one’s physical person, but also custody and control. Thus, a student may be found in possession of any item if the item is in the student’s backpack, locker, car, or elsewhere, if subject to the student’s custody.

Please Sign and Return this Page

Statement of Conduct and Discipline Expectations Student Acknowledgement Form

Name: _____

Address: _____

Telephone: _____ Grade: _____

Raton High School aspires to be a community of learners that support and celebrate a passion for excellence.

Student rights and responsibilities are part of the life of every high school. In the educational setting, rights provide individuals with the basic framework for making sustained progress toward worthy goals. Individual responsibilities make those rights possible. Therefore, all those who are a part of the RHS community must adhere to certain guidelines in the daily activities of this campus.

The faculty and administration of RHS have chosen to redefine the school discipline code in order to meet the changing needs of this high school. The rules and standards outlined in this handbook have been developed to protect the rights of everyone, to ensure that all students and staff are treated with respect, and to assure that our school operates in a safe and orderly manner.

Please read this document carefully and note particularly the changes in policy from the past school year. Your signature at the bottom of this page acknowledges that you have read the Discipline Code, understand your responsibilities as a student, and agree to follow all of the guidelines listed within this handbook.

Student Name (please print)

Student Signature

Parent/Guardian Signature

Date of Receipt

Please Detach This Page and Return to Your Advisory Teacher