

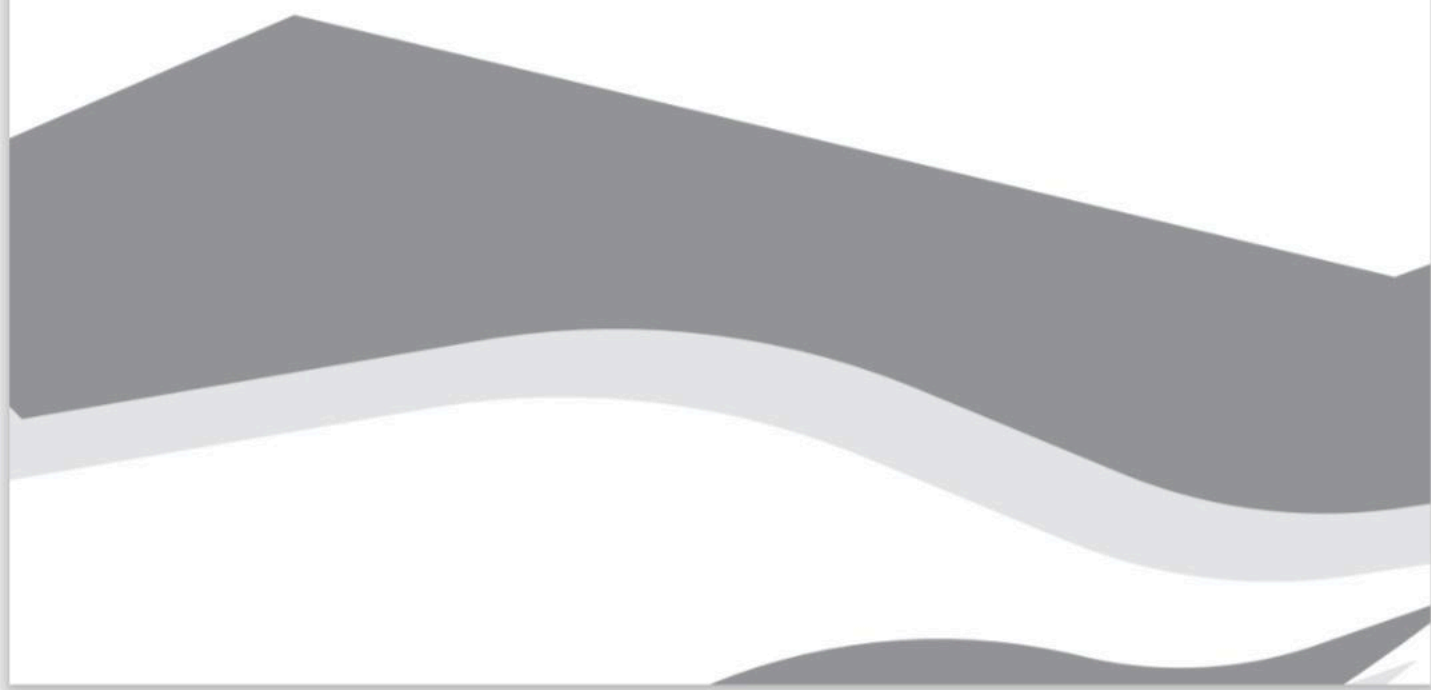


ALBUQUERQUE
PUBLIC SCHOOLS

Handbook for Student Success

2026-27

(English)



Albuquerque Public Schools is committed to supporting parents and families with language facilitation in all languages at no cost to parents. If you require assistance with this handbook document in a language other than English, please contact 505-855-9040 or email servicecenter@aps.edu

Arabic:

أو 505-855-9040 إذا كنت بحاجة إلى مساعدة بخصوص هذا الكتيب بلغة أخرى غير الإنجليزية، فيرجى الاتصال بالرقم إرسال رسالة عبر البريد الإلكتروني servicecenter@aps.edu.

Chinese:

如果您需要本手册文件非英语版本相关协助，请致电 505-855-9040 或发送电子邮件至 servicecenter@aps.edu。

Dari:

اگر برای ترجمان این سند رهنما به لسانی غیر از انگلیسی به مساعدت ضرورت دارید، لطفاً با 505-855-9040 یا ایمیل servicecenter@aps.edu در تماس شوید

Farsi:

اگر برای این کتابچه راهنما به زبانی غیر از انگلیسی کمک احتیاج دارید، لطفاً با شماره تلفن 505-855-9040 یا ایمیل servicecenter@aps.edu تماس حاصل کنید.

Kinyarwanda:

Uramutse ukeneye ubufasha bujyanye n'aka gatabo mu rundi rurimi rutari icyongereza waduhamagara kuri 505-855-9040 cyangwa ukatwoherereza imeyili kuri servicecenter@aps.edu

Pashto:

که تاسو د دغه لاسي کتاب (لنډ حواله يي کتاب چې د کومې موضوع يا موقعيت په اړه ځانگړي معلومات وړاندې کوي) سند سره پرته د انگليسي نه کومه بله ژبه کې مرستې ته اړتيا لرئ، مهرباني وکړئ 505-855-9040 سره اړيکه ونيسئ يا servicecenter@aps.edu ته برېښنالیک واستوئ.

Spanish:

Si necesita ayuda con este documento en un idioma que no sea inglés, por favor llame al 505-855-9040 o envíe un correo electrónico a servicecenter@aps.edu

Swahili:

Ikiwa unahitaji msaada wa kutumia kijitabu hiki kwa lugha nyingine kando na Kiingereza, tafadhali wasiliana nasi kwa kupiga simu 505-855-9040 au tuma barua pepe kwa servicecenter@aps.edu.

Vietnamese:

Nếu bạn cần hỗ trợ về tài liệu của sổ tay này bằng một ngôn ngữ không phải tiếng Anh, vui lòng liên hệ 505-855-9040 hoặc gửi email tới servicecenter@aps.edu



Dr. Gabriella Durán Blakey
Superintendent

Dear APS Families, Students, and Staff,

At Albuquerque Public Schools, we are committed to helping every student learn, grow, and prepare for a successful future. We want our students to feel safe, supported, connected, and challenged every day they come to school. Along with strong academics, we are focused on creating learning environments where students build confidence, discover their strengths, explore opportunities, and develop the skills they need for college, careers, and life.

This handbook serves as a guide for students, families, and staff by outlining district expectations, student rights and responsibilities, and the supports and resources available throughout the year. It is designed to help families better understand how APS schools operate and where to turn for information and support.

Inside, families and students will find information about academics, attendance, behavior expectations, safety procedures, transportation, activities, technology use, and student support services.

The handbook also includes information about academic opportunities, bilingual and language services, testing, homework, volunteering, field trips, graduation planning, and resources available to help students stay on track for success.

The handbook outlines expectations for student conduct and the possible consequences when expectations are not met. These expectations help us create welcoming school communities built on respect, responsibility, communication, accountability, and high expectations for all students.

Student success is strongest when schools and families work together. We encourage families to stay connected with their child's school and reach out whenever questions or concerns arise. School staff remain the best resource for information about academics, attendance, activities, and student support services.

The APS Student, Parent and Employee Service Center — our customer service center — is also available to answer questions, help resolve concerns, and connect families with support and resources through Let's Talk! at aps.edu/contact-us. Families can also call 505-855-9040 or email servicecenter@aps.edu.

Thank you for being part of Albuquerque Public Schools and for the trust you place in us each day. We look forward to working together to support every student's success.

Dr. Gabriella Durán Blakey, Superintendent
Albuquerque Public Schools

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Student Education Records
Student Insurance
Tobacco
Visitors and Guests on Campus

APS STUDENT CODE OF CONDUCT

Student violations are listed in order of seriousness, beginning with the least serious offenses and progressing to the most severe.

Student Discipline and Standards of Behavior
Suspension, Long-term Suspension, Expulsion and Due Process Procedures (Exclusionary Discipline)
Student Violation Definitions/Consequences/Disposition

- 1. Bus Disruption**
- 2. Dress Code Violation**
- 3. General Disruptive Conduct and/or Defiance**
- 4. Language, Profane and/or Abusive**
- 5. False Accusations**
- 6. Material/Image Obscene**
- 7. False Alarm/Fire Alarm**
- 8. Trespassing/Unauthorized Presence**
- 9. Theft**
- 10. Robbery**
- 11. Extortion**
- 12. Vandalism**
- 13. Arson**
- 14. Bullying**
- 15. Cyberbullying**
- 16. Audio/Video Recording or Photographs**
- 17. Harassment**
- 18. Hate Incident/Racialized Aggression**
- 19. Gang-Affiliated Activity**
- 20. Tobacco/Nicotine: Possession, Paraphernalia, Use**
- 21. Controlled Substance**
- 22. Assault/Intimidation**
- 23. Fighting/Public Affray**

24. Battery

25a. Aggravated Assault/Battery I

25b. Aggravated Assault/Battery II

26. Battery/Sexual

27. Threats of Violence Against the School or a Person

28. Weapon Possession

29. Weapon Use

30. Firearm Possession

31. Firearm Use

Student Searches

Restrictions Related to Controlled Substance, Alcohol, and Tobacco Use for Students Participating in Activities And Athletics

School Phone Numbers And Addresses

APS BOARD OF EDUCATION

Albuquerque Public Schools (APS) is governed by a seven-member elected school board that sets policy, approves the budget, and hires the Superintendent who oversees all operations of the district.

Board agendas are posted on the APS website at www.aps.edu. To determine which board district you live in or to learn more about the APS Board of Education, visit <https://www.aps.edu/about-us/board>

APS Board of Education		District
Ronalda Tome-Warito	President	2
Rebecca Betzen	Vice-President	3
Heather Benavidez	Secretary	4
Janelle Astorga	Member	1
Joshua Martinez	Member	5
Dr. Warigia Bowman	Member	6
Courtney Jackson	Member	7

The Board of Education is committed to providing a safe, respectful, and nurturing environment for all members of the school community including students, staff, parents/guardians, community partners, and visitors.

This handbook is a reflection of the vision and values of the Albuquerque Public School District . Students, parents/guardians, and staff should review and be familiar with this handbook, as well as the handbook from the student's school. The Handbook for Student Success will be shared with the Board of Education on an annual basis.

The student handbook is reviewed and updated each year to ensure it reflects current district policies, legal requirements, and best practices. We welcome suggestions from students, families, staff, and community members. If you have identified language that is unclear, are aware of a policy or legal change, have experienced an issue addressed by the handbook, or have ideas for improving its clarity or accuracy, we encourage you to share your feedback. Suggestions should relate to policies that affect students' rights and responsibilities across Albuquerque Public Schools and should not be specific to an individual school. Use the feedback form to submit your recommendation for consideration during the annual handbook review: [Provide Feedback on the APS Handbook for Student Success](#). You can also call the service center at 505-855-9040.

The Student Handbook is an administrative procedure, and as such, implements policies approved by the APS Board of Education.

BOARD POLICIES AND ADMINISTRATIVE PROCEDURES

Board policies are approved by the board of education and administrative procedures are approved by the Superintendent and their cabinet. Board policies are statements of the community's vision and values, also known as the board's goals. Administrative procedures provide a framework for implementation of the board's goals and guardrails. Board policies begin with letters that loosely align with the index code of the National School Board classification system. Administrative procedures are titled by topic. District policies and administrative procedures are also available on the district's website.

- [Board Policies](#)
- [Administrative Procedures](#)

APS GOALS AND GUARDRAILS

Goals

Goal 1: Early Literacy

The percentage of third-grade students identified in the Yazzie-Martinez decision plus African American students who demonstrate grade level proficiency or above on the state English Language Arts (ELA) summative assessment will increase from 27.3% in May 2023 to 37.3% in May 2028.

Goal 2: Math Proficiency

The percentage of eighth-grade students identified in the Yazzie-Martinez decision and African American students who demonstrate grade level proficiency or above on the state mathematics summative assessment will increase from 11.1% in May 2023 to 21.1% in May 2028.

Goal 3: Post-Secondary Readiness

The percentage of high school graduates who earn credit in two or more Advanced Placement, International Baccalaureate, or Dual Credit courses, or earn an industry certification or Bilingual Seal, will increase from 39.6% in September 2023 to 49.6% in September 2028.

Goal 4: Skills, Habits, & Mindsets for Life Success

Increase the percentage of students who demonstrate the skills, habits, and mindsets most aligned to life success: perseverance, self-regulation, self-efficacy, and social awareness as measured by an evidence-based and aligned tool from:

- Perseverance: 51% in 2023 to 61% in 2028
- Self-Regulation: 65% in 2023 to 75% in 2028
- Self-Efficacy from 44% in 2023 to 54% in 2028
- Social Awareness from 58% in 2023 to 68% in 2028

Guardrails

Guardrail 1: Wraparound Support Systems

|The Superintendent will not allow the district to operate with inequitable distribution of school and/or community-based wraparound and support systems.

Guardrail 2: Equitable Allocation of Resources

The Superintendent will not allow resources to be allocated inequitably.

Guardrail 3: High-Quality Curriculum and Instruction

The Superintendent will not allow curriculum and instruction that is not district and standards-aligned, challenging, culturally and linguistically responsive, and differentiated to meet the academic needs of all students.

Guardrail 4: Family and Community Engagement

The Superintendent will not exclude parent/legal guardian, student, and community voice and engagement in school and district operations.

Guardrail 5: Staff Voice and Support

The Superintendent will not implement programs or procedures in schools without staff voice, high-quality professional development, and essential material and human resources.

FERPA NOTICE

Student Record Requests

Albuquerque Public Schools recognizes the rights of parents/legal guardians to access their student's educational record in accordance with FERPA (Family Educational Rights and Privacy Act 1974). In addition, students who are at least 18 years old may access their own records. In brief, these rights include:

- Parents/legal guardians, or students who are emancipated or at least 18 years old
 - have the right to inspect and review the student's education records
 - have the right to request that a school correct records that they believe to be inaccurate
 - have a right to a formal hearing if a school decides not to change the record
 - have a right to place a statement with the record about his/her view of the contested information after the hearing, if the school decides not to change the record.

Students shall enroll with their full legal name to be displayed on official documents. The transcript is the only official record of high school coursework completion and graduation. Students may request that their names on transcripts be changed to match their legal name by providing a court order showing the name change.

Parents/legal guardians, or students who are emancipated or who are at least 18 years old must give written permission for a school to release a student's educational record to third parties not exempted by FERPA. FERPA also allows schools to disclose a student's information without consent, to the following parties or under the following circumstances. In addition, two federal laws require local educational agencies receiving assistance under the Elementary and Secondary Education Act of 1965, as amended (ESEA) to provide student directory information to the military unless parents/legal guardians have advised the LEA that they do not want their student's information disclosed without their prior written consent. Parties who may receive student information without parental/legal guardian consent include:

- School officials with a legitimate educational interest (For purposes of this exception to the consent requirement, "school official" includes a teacher, school principal, board member, counselor, nurses, admissions officer, attorney, accountant, human resources professional, information systems specialist, and support or clerical personnel. "Legitimate educational interest" means that the school official needs to review an education record in order to fulfill his or her professional responsibility.)
- Other educational institution where the student is enrolled or seeks to enroll
- Department of Education, state or local education authorities
- Appropriate parties connected to financial aid for the student
- Certain state or local officials
- Accrediting organizations
- Organizations conducting studies for or on behalf of the school
- Judicial order or subpoena
- Appropriate officials in cases of health or safety emergencies

School sites shall direct all questions about fulfilling these requests for student information to the Custodian of Records. APS will redact students' personally identifiable information from responses to requests for records from third parties.

Student Directory Information

If a parent/legal guardian, or student who is emancipated or who is at least 18 years old does not want to disclose any or all of the types of information designated below as directory information from a student's education records without their prior written consent, the parent/legal guardian, or student who is emancipated or who is at least 18 years old must choose opt out options through the online registration process. Albuquerque Public Schools recognizes the following types of information as student directory information:

1. Name
2. Address
3. Telephone number
4. Name of school
5. Current grade

6. Graduation year
7. Eligibility and participation in officially recognized activities
8. Height and weight of athletic team members
9. Honors and awards received
10. Yearbooks
11. Identification in visual media, including photographs, videotapes, and visual images, depicting school programs or activities
12. A student ID number, user ID, or other unique personal identifier used by the student for purposes of accessing or communicating in electronic systems, but only if the identifier cannot be used to gain access to educational records except when used in conjunction with one or more factors that authenticate the user's identity, such as a personal identification number (PIN), password, or other factors known or possessed by the authorized user.

A primary purpose of directory information is to allow APS to include the type of information from student education records in certain school and district publications. Examples include:

- A playbill, showing a student's role in a drama production
- The annual yearbook
- Honor roll or other recognition lists
- School and district websites and newsletters
- Graduation programs and
- Sports activity sheets, such as for wrestling, showing team members' height and weight

Directory information is available to anyone who asks for it; its use is not limited by APS, however, APS has an expectation that all information be used ethically. Where a parent/legal guardian opts out, information will not be released.

Through the annual registration process, the district shall notify students and parents/legal guardians of the option to withhold directory information. Parents/legal guardians or students who are at least 18 years old may refuse to allow APS to designate any or all of those types of information about their student as directory information, provided the notice of such refusal is given to APS upon annual registration. Parents/legal guardians, or students who are emancipated or who are at least 18 years old may also designate in writing all or any of those items that they do not wish to be designated as directory information. If the parent/legal guardian, or student who is emancipated or who is at least 18 years old, desires to opt out after the annual registration process, should contact the executive director of the Student, Parent/Legal Guardian and Employee Service Center.

Parent/legal guardians opt out for student directory requests from military recruiters or recruiters from institutions of higher education.

The Elementary and Secondary Education Act mandates that, upon request by a military recruiter or recruiter for an institution of higher education, school districts must provide access to all currently enrolled secondary school students' directory information, specifically name, addresses and telephone listing, except in instances when the parents/legal guardians have "opted out" of release of directory information about their student without their consent. A secondary school student who is emancipated or who is at least 18 years old or the parent/legal guardian of the student may request that the student's directory information not be released to any military or post-secondary recruiter by submitting an online opt out request. The district shall notify students and parents/legal guardians, and students of this option to withhold directory information. The district shall comply with these "opt-out" requests regarding the release of student directory information.

Opt out for third party requests

Directory information for students whose parents/legal guardians have blocked release of their directory information under FERPA will be excluded from any third-party data requests. APS will give notice to parents/legal guardians of the matters considered to be directory information and the time period for opting out at least annually through the registration process or other reasonable forms of parental/legal guardians notification.

When a third party submits a request for student directory information, the Custodian of Records may inform the requester that pursuant to NMSA 22-21-2(A), it is against the law to sell or use student, faculty or staff lists with personal identifying information obtained from a public school or a local school district for the purpose of marketing goods or services directly to students, faculty or staff or their families by means of telephone or mail.

Inquiries Regarding Student information or Student Records

Opt out is part of the Parent Vue registration process.

CONTACT INFORMATION

APS uses an online communications tool called “Let's Talk” for submitting questions, concerns, and compliments:

Contact APS — Albuquerque Public Schools

[Provide feedback on the APS Handbook for Student Success](#)

Student, Family and Employee Service Center, Albuquerque Public Schools

Do you have a question or concern?

We are here to assist! <https://www.aps.edu/service-center>

6400 Uptown Blvd, NE, Suite 100W, Albuquerque, NM

servicecenter@aps.edu, (505)855-9040 or (505)855-9050

National Human Trafficking Hotline

1-888-373-7888 OR TEXT “BEFREE” (233733)

Toll free/Confidential – Assistance, safety, planning, emotional support and connections to local resources to victims in crisis

Children Youth and Families Department (CYFD)

Reporting Child Abuse, Neglect or Educational Neglect

Ethical Misconduct Reporting Requirements and Ethical Misconduct/Work History Check

State Of New Mexico Anti-Racism, Anti-Oppression Portal

The portal was established as a requirement of the Black Education Act, passed in the 2021 New Mexico General Session of the Legislature. It is for students, families and community members to report school-based incidents of racism, injustice or discrimination against anyone.

For more information or to report an incident: <https://www.aps.edu/equal-opportunity-services>

Stop Sexual Assault in Schools

Educating students, families, and schools about the right to an equal education free from sexual harassment

Website: <https://stopsexualassaultinschools.org/>

Non-Discrimination, Title VI, VII and Title IX

Non-Discrimination, Title VI, VII and Title IX complaints by students/parents/legal guardians/employees filing an internal complaint can be filed with:

Equal Opportunity Services and Title IX

Director

APS, 6400 Uptown Blvd, NE, Suite 550E, Albuquerque, NM

Complaint Form, eosoffice@aps.edu, (505)855-9831

Report a Concern — Albuquerque Public Schools

New Mexico Crisis and Access Line 1-855-NMCRISIS (662-7474)

If you or a loved one is experiencing any kind of emotional crisis, mental health or substance use concern, you can find help 24 hours a day, seven days a week, by calling the New Mexico Crisis and Access Line or Peer-to-Peer phone line.

National Suicide Prevention Lifeline - 988

988 is the new three-digit number to call (multiple languages), text or chat (English only) that connects people to the existing National Suicide Prevention Lifeline

2027 CALENDARS

School Year at a Glance
Grading Periods
Bell Schedules

Find My School:

[Search by Home Address](#)
[School Attendance Areas](#)

ACADEMIC

ENROLLMENT, REGISTRATION and WITHDRAWAL

Enrollment is generally based on your neighborhood address. Students can also utilize the school transfer process or consider a Magnet School. Below are the policies and procedures governing elements of the enrollment process.

[Enrollment: Kindergarten and First Grade](#)

[Immunization: Registration and Enrollment](#)

[Proof of Residency for Annual School Registration](#)

[Enrollment of Students Affected by Boundary Changes](#)

[Kindergarten Screening](#)

[Student Placement](#)

[Twenty Day Counts](#)

[Enrolling Students Who have Completed a GED or Who Have Graduated from High School in a Foreign Country](#)

ATHLETIC ELIGIBILITY

Eligibility for student participation in extracurricular activities is determined by the New Mexico Activities Association's by-laws that are developed to create a level playing field for all student athletes. Changes to enrollment, home residence, academic standing, and family status are some of the factors that determine student eligibility. Parents/ guardians are strongly encouraged to familiarize themselves with the rules and regulations associated with student eligibility PRIOR to making changes to their student's status. Transferring schools may impact a student's opportunity to participate in extracurricular activities. New Mexico Activities Association By-Laws: [NMAA Handbook](#)

Other Registration Forms

These forms, available at the school, are used in cases when students live within a school's attendance area but not in a traditional setting. Along with the appropriate form, there should be verification of residency. The school may make home visits to verify residency.

These forms are not to be used for purposes of avoiding the transfer policy or rules.

If it is determined that the residency situation as described by the parent/legal guardian is not accurate, the student may be sent back to their neighborhood school, usually at the next academic break or the end of the year.

• **Educational Responsibility Form:** In cases where only the student is living with a non-guardian family. The school communicates with the adult assuming educational responsibility as its primary contact on matters of attendance, academic achievement, conduct, etc. *The adult assuming educational responsibility must provide proof of residency in the school's attendance area.* The form must be notarized or signed by both parties in the presence of the school personnel as they present their photo IDs.

• **Caregiver's Authorization Form:** Somewhat like the Educational Responsibility but used when a parent/legal guardian is not available (i.e., out of the picture, incarcerated, deceased, military deployment) and resides with someone other than a legal guardian. It is sometimes used in cases of runaway students. *The adult assuming educational responsibility must provide proof of residency in the school's attendance area.* This form does not require the signature of the parent/legal guardian, but it must be notarized.

Immunizations

Immunization: Registration and Enrollment

School Assignments and Transfer Process -

Whether you're looking for a different learning environment, a specialized program, or a school closer to work, APS offers families school choice options across the district. Most APS schools have space available, and many families are able to enroll in the school that best fits their child's interests and needs. We will begin accepting transfers for the 2027-2028 school year in October 2026. Transfer applications for the current school year can be submitted all school year. Transfer Applications

Students Attending a School Outside their Attendance Boundaries

Military Children

School Choice

At Albuquerque Public Schools, students have choices. Whether your child is drawn to the arts, STEM, dual language, athletics, leadership, or still discovering what interests them, APS offers learning that connects to who they are and who they are becoming. There's a place for every student. Find your child's spark at APS—and ignite their journey. aps.edu/spark.

Policy and procedures related to school choice in the district.

Home Schooling

Magnet Schools and Programs

Charter Schools (Board Policy KC)

Charter Schools Procedure

eCademy

APS Charter schools

APS Magnet schools

INSTRUCTION

Academic Excellence and Expectations

Albuquerque Public Schools shall implement an academic plan aimed at improving achievement for all students with an intense focus on closing the achievement gap.

Vision for a Learning Community (Board Policy AB)

Equity and Diversity (Board Policy AF)

Equity and Diversity

Academic Program Requirements

Instructional Program (Board Policy IH)

High School Course Guidelines

Transcript Evaluation

Transcript Evaluation Matrix

Basis for Offering Credit

Alternative Methods of Earning Credit

Exemptions from Health or Physical Education Curriculum

High School Elective Credit

Final Course and Student Grade Changes

Graduation (and Graduation Requirements)

Grade Reporting and Recording

Awarding of Graduation — Albuquerque Public Schools Credit or Extra Credit for Non-Academic Activities

Academic Opportunities

Field Trips

Honors and Advanced Placement Programs

Algebra 1 in Grade 8

Placement of Modern and Classical Language Students

Middle School Curriculum Guidelines

High School Credit Earned by Middle School Students

Guidelines for Subject Related Contests and Competitions

School Schedule Guidelines

Course Proposal Planning and Review

Admission Charge for Student Programs

Academic Interventions and Support

Student Intervention Guidelines: Multi-Layered System of Supports (MLSS) and Student Assistance Teams (SAT)

Identification of Students Needing Remediation and Academic Improvement Plans

Online Content Accessibility

Exemptions from Health or Physical Education Curriculum

Remediation of Student Learning

Student Grade Retention Process

Double Promotion

Alternative Language Services

Alternative Language services are programs designed to meet the educational needs of all language minority students to enable them to participate effectively in the regular school program, thus ensuring equal access to a quality education. For more information view the Language and Cultural Equity Department website

<https://www.aps.edu/language-and-cultural-equity/> or call (505) 881-9429.

Placement of Modern and Classical Language Students

Attendance

NM Attendance for Success Act

Chaptered Law

NM PED Attendance for Success Act

Attendance

Student Withdrawal Before the School Year's End

Delays and Closings

School Delays and Asynchronous Learning Days

Abbreviated Day Schedule

Early Checkout -

Release of Students during the Instructional Day

Emergency School Closings

Emergency Dismissal

Abbreviated Day Schedule**Excused/Unexcused Absences and Tardies****Attendance****Make-up work****Attendance****Release of Students****Release of Students During the Instructional Day****Bilingual Seal**

Students have the opportunity to acquire a district and State of New Mexico Bilingualism and Biliteracy Seal in Spanish, Native American languages (i.e. Navajo and Zuni) and foreign languages (i.e. French, German, Chinese, etc.). These seals of bilingualism and biliteracy serve as formal recognitions of students who have studied and attained a high level of proficiency in English and another language by high school graduation. Bilingual Seals are available in elementary and middle school and on a student's high school diploma. For more information see the APS website at [Bilingual Seal](#)

Controversial Issues

Students shall have the right to encounter diverse points of view. Students shall have opportunities to hear speakers, view presentations, and engage in civil discourse representing a wide range of views in classes, clubs, and assemblies under guidelines established by the school district. Below are policies and procedures to explain the process for controversial issues for schools and families.

Controversial Issues and Outside Speakers**Parental/Legal Guardians Concerns about Instructional Print and Non-Print Materials****Human Sexuality and AIDS Instructional Material****Religious Issues and Holiday Practices****Flag Display and Pledge of Allegiance****Distributing or Posting Informational, Promotional and Instructional Materials and Campaign Solicitations****Use of Videos and Other Instructional Audiovisual Media — Albuquerque Public Schools****Field Trips and Activity Trips****Field Trips****Education Travel (Alternative Methods of Earning Credit)****PD9 Fund Raising****Guest Speakers****Controversial Issues and Outside Speakers****Community Sponsored Instructional Program****Homeschool****Homeschooling****Homework****Homework****Indian Education****Indian Education (Board Policy IH9)**

Indian Education Policies and Procedures**Instructional Council**Labor Relations - Albuquerque Teachers Federation**Next-Step Plans**

Per state law, The Next Step Plan is a personal, written plan that is developed by each student at the end of grades 8–11 and during the senior year (grade 12). The purpose of the plan is to target the student's postsecondary interests, and set forth the studies they will complete during high school in order to be on track for graduation. ADDITIONS such as Advanced Placement, International Baccalaureate, honors, dual credit, Distance learning, career technical education, work-based learning courses, or pre-apprenticeship programs should be included.

The student reviews and updates their NSP annually, and each year's plan must explain any differences from the previous year's NSP (State Law: 22-13-1.1 NMSA 1978).

NMPED ManualNMPED Template**Student Drop off and Pick up**School Schedule Guidelines**Testing and Examinations**Tests and ExaminationsEnd-of-Semester Testing Schedule and Activities**Volunteering**Volunteer ProgramsBackground Checks and Fingerprinting**PARENT AND STUDENT RESOURCES AND SUPPORTS****Clothing Assistance**

All students at APS schools (including charter and alternative schools) are eligible to receive services from the APS Community Clothing Bank. For information or questions, please contact clothing.bank@aps.edu

Co-Curricular, Extracurricular Activities, Clubs, and OrganizationsField TripPrograms and ActivitiesInterscholastic Activity EligibilityStudent Clubs & Activities — Albuquerque Public SchoolsAthletics — Albuquerque Public SchoolsNMAA HandbookAPS Athletic Handbook**Communications**

Albuquerque Public Schools may allow distribution through schools of informational and promotional materials that support district goals and initiatives; enhance educational outcomes for students; benefit students and families; and encourage activities and interests. The APS communication system for flyers is called Peachjar. School Messenger is the communication system linked to your student information system.

Distributing or Posting Informational, Promotional and Instructional Materials and Campaign Solicitations

Community Schools

Community Schools (Board Policy IH8)

Community Schools

Counseling

Student Suicide: Prevention, Intervention, and Postvention

Dress and Appearance

Student Dress

Drug, Alcohol, and Tobacco Support

Tobacco Free Schools (Board Policy AD)

Student Smoking and/or Tobacco Use

Flag Display and Pledge of Allegiance

Flag Display and Pledge of Allegiance

Foreign Exchange Students

Foreign Exchange and Non-Immigrant Foreign Students

GED

GED Testing

Food and Nutrition

APS Food and Nutrition Services will make modifications and substitutions to the regular school meals for a student with restrictions in their diet, including making a vegetarian meal available to any student who desires it. The Special Diet Authorization Form must be completed and signed by a licensed healthcare provider for a student with a disability before the school cafeteria can provide any modifications or substitutions. The completed form must be provided to the Food and Nutrition Services Department, including the school cafeteria manager and the Dietitian. The school cafeteria staff will prepare the meal along with the other meals being served that day. Dietary Needs Form

Allergens - Check with your school administrator and/or nurse regarding the school's procedure for food allergies.

Food and Nutrition Services

Free or Reduced School Meals

Competitive Food Sales

Graduation Ceremonies

Graduation

Class Rings and Graduation Announcements

APS Graduation Schedule

Student Dress

Health Services

Counseling and Consultant Services by Non APS Persons

School-Linked and School-Based Health Services

Student and Staff Wellness: Coordinated School Health Approach

Relations with Non-Albuquerque Public Schools Affiliated Service Providers Requested by Parents/Legal Guardians

Homeless - McKinney Vento

APS offers services and support to children, youth and their families who are experiencing homelessness through the Title I McKinney-Vento Program. Homeless children and youth are defined as “individuals who lack a fixed, regular, and adequate nighttime residence.” A description of services, resources and student referral form can be found on the [McKinney-Vento Program — Albuquerque Public Schools](#)

Instructional Materials and Textbooks

Provision of [Instructional Resources and Materials](#) (Board Policy IJ)
[Curriculum Development, Adoption and Review](#) (Board Policy IG)
[Copyright Compliance](#)
[Instructional Materials Adoption Selection Process](#)
[Library-Media: Disposition of Outdated or Damaged Materials](#)
[Selection of Library-Media Print/Non-Print Materials](#)
[Textbook Disposal](#)

Medical Cannabis

[Administration of Medical Cannabis for Students in Schools](#)

Medical Care and Emergency Medical Services

[Medical Care of Students: General and Emergency](#)
[Educational Support for Students with Long-Term Medical Absences](#)
[Communicable Diseases: Education of Students Who Are Infected or Are Carriers](#)
[Do Not Resuscitate Orders \(DNR\)](#)

Medicine at School

[Administration of Medications at School](#)
[Administration of Naloxone in Schools](#)

Military

[Military Children](#)

Parent/Legal Guardian Organizations

[Parent/Legal Guardian Organizations and Booster Clubs](#)

Preparedness Drills

[Emergency Drills and Fire Marshal Inspections](#)

Refugee and Newcomer Support

[Immigrant Student Regardless of Documented Status](#)

School, Community, and Home Relations

[Relations with Community to Enhance Albuquerque Public Schools](#) (Board Policy KA)
[Family and Community Engagement](#)
[Citizen Committees](#)
[APS Inspection of Public Records \(IPRA\) Procedures](#)
[Advertising, Gifts, Grants and Donations](#)
[Direct Legislative Appropriations Procedure](#)
[Federal Census: School Assistance in Federally-Affected Areas](#)

School Parties, Celebrations, and Religious Topics

Released Time for Religious Instruction

Religious Issues and Holiday Practices

Religious, Political, and Advocacy Student Clubs (non-curriculum related)

Section 504

NMPED 504 Resources

Section 504/ADA: Physical Access for Students, Parents/Legal Guardians, and Employees with Disabilities

Student Fines and Fees

Student Fees, Fines, and Charges

School Safety

Albuquerque Public Schools has a plan in place to keep students and staff safe. Safety training emphasizes an active response, teaching students and staff to evacuate and run from danger when possible.

- APS Police train teachers and staff to proactively handle the threat of an aggressive intruder or active shooter event.
- Police follow a protocol called ALICE supported by local law enforcement.
- Through ALICE training, staff and students are empowered to make decisions that include using building infrastructure, movement, noise, and distance to help survive an active life-threatening event.
- Students will be trained through age-appropriate drills and, at the secondary levels, class meetings.
- Additional information Student & Parent /Legal Guardians Resources — Albuquerque Public Schools

SAFE GUN STORAGE: Secure firearm storage is an essential part of home safety. If a decision has been made to bring a gun into your home, parents/legal guardians can make the home safer by storing any firearms unloaded and locked, with ammunition kept in a separate place. Research has proven that this simple practice can help prevent unintentional shootings, gun suicides, and other tragedies that can result when children and teens gain access to guns. For more information, see BeSMARTforkids.org

School Safety

Animals in School

Alcoholic Beverages at APS Sponsored Student Activities

Student Technology

Security of Digital Information

Student Acceptable Use of Technology

Student Use of District Issued Educational Technology

School Facilities

Albuquerque Public School facilities may be used by the public. Below are the policy and procedure to explain the process of community access to APS facilities. Facilities can be rented through an online account on the APS website at: How to Rent an APS Facility — Albuquerque Public Schools. Below are the policies and procedure for the use of school and district facilities.

Use of Community Resources (Board Policy KG)

Buildings and Grounds: Non-School Use of Albuquerque Public Schools

Special Education

APS Manual of Special Education Administrative Procedures

Transportation

Transportation

Work PermitsWork Permits**PARENT/LEGAL GUARDIAN AND STUDENT RIGHTS AND RESPONSIBILITIES****Student and Parent/Legal Guardian Rights and Responsibilities**Student and Parent/Legal Guardian Rights and Responsibilities (Board Policy KB1)**Complaints/Concerns of Parents/Legal Guardians or Students**

When a parent/legal guardian encounters a non-threatening conflict or concern, they should work to resolve that issue at the most direct, local level, which means, a parent/legal guardian should communicate first with the classroom teacher. If communication with the teacher does not resolve the concern, the parent/legal guardian should call the school principal. If the school principal does not resolve the concern, the parent/legal guardian should call the Student, Family, and Employee Service Center.

Emergency, discrimination, harassment, and other complaints as outlined in the links below may be immediately addressed or elevated directly through specific mechanisms or to specific people and departments. Please also reference the “numbers to know” at the front of the handbook.

Gender Discrimination and Sexual Harassment (Title IX)

<https://www.aps.edu/about-us/policies-and-procedures/procedural-directives/j.-students/discrimination-and-harassment-students>

Whistleblower Complaints (Board Policy GB7)PG22 Whistleblower Complaints – Anonymous ReportingCommunity Complaints and Inquiries**Foster Care**Child Custody IssuesFoster Care (see “Exceptions” section in Students Attending a School Outside their Attendance Boundaries)NMPED Foster Care Guidelines

The Every Student Succeeds Act (ESSA), which reauthorized the Elementary and Secondary Education Act of 1965 (ESEA), includes key provisions for supporting the educational stability of students who are in foster care. These provisions are intended to assist students in succeeding in school and extra-curricular activities by reducing the number of educational disruptions while increasing school stability.

Non-Discrimination, Harassment, Equal Opportunity, and Title IXNondiscrimination (Board Policy AC)Discrimination and Harassment: StudentsDisability Discrimination: StudentsGender Discrimination and Sexual Harassment (Title IX): StudentsNon-discrimination for Students: Gender Identity and ExpressionSection 504/ADA Compliance: Students**School Climate**Bullying and Cyberbullying PreventionHazing**Parental/Legal Guardian Consent**Child Custody IssuesRelease of Students during the Instructional Day

Parents of Students with Disabilities

Administrative Procedure for Special Education
Section 504/ADA Compliance: Students

Police Investigations

Safe Schools and Relations with Law Enforcement
School Police
Student Searches
Ethical Misconduct Involving Children or Students: Reporting and Investigation Requirements

Research and Survey Proposals

Research and Survey Proposals

Restraint

Reasonable Restraint and Seclusion
Detailed Report for Crisis Intervention

Student Education Records

Inquiries Regarding Student Information or Student Records
Records Retention and Disposition Schedule
School Photographs and Yearbooks
Yearbooks and Student Annuals: Confidentiality Issues

Student Insurance

Student Insurance

Teacher and Student Teacher

Student Teacher and Preservice Teacher Placement in School
Teacher and Staff Qualifications and Training

Tobacco

Tobacco Free Schools (Board Policy AD)
Student Smoking and/or Tobacco Use

Visitors and Guests on Campus

Visitors to Schools
School Campus Visits by Recruiters
Banning Individuals from School Campuses

APS STUDENT CODE OF CONDUCT for 2026-2027

The Albuquerque Public Schools will strive to provide and maintain a safe, fair, affirmative, and appropriately challenging environment that promotes learning and positive personal growth. Students are free to engage learning in a respectful and caring environment. Compromising the learning environment inflicts harm to students, teachers, administrators, parents/legal guardians, the school, and the community. District staff will work with students, families, and communities to understand and address the root causes of behavior, address harm done and seek a path to repair harm. The District approach to student discipline uses progressive discipline, social-emotional learning, and restorative practices in all school settings. Serious infractions may merit the use of a disciplinary action, such as suspension, but reentry into the school should include restorative practices to repair harm to parties involved. Albuquerque Public Schools will establish the expected conduct of students in school and at all district sponsored activities. Students shall be responsible for knowing, understanding and aligning their behavior with expected conduct. Students shall be responsible for attending school and participating in the educational process.

Student Discipline and Standards of Behavior

Suspension, Long-Term Suspension, Expulsion and Due Process Procedures (Exclusionary Discipline) Attendance

Student Discipline and Standards of Behavior

Definitions

“Social-emotional learning” is defined by the Collaborative for Academic, Social, and Emotional Learning (CASEL) as: “the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.”

“Restorative practices” is defined as: a set of guiding principles for the school community, which sees relationships as central to learning, growth and an inclusive, respectful school culture. Restorative practices focus on building, maintaining, and when necessary, repairing relationships among all members of a school community. Restorative practices are based on relationships, respect, responsibility, repair and reintegration.

“Intervention Strategies” may also include restorative practices.

"In-school suspension" means suspending a student from physical presence in one or more regular classes while requiring the student to spend the time in a designated area at the same school or elsewhere. In-school suspension may include restorative practices and/or instruction. In-school suspensions will not be counted toward absences from school.

“Out-of-school suspension” means a temporary suspension of a student from one or more regular classes, for no more than five (5) days and requiring the student to spend time outside of school. Out-of-school suspension includes all school-related activities. Out-of-school suspensions count toward a student’s absenteeism totals.

"Cultural or religious headdresses" include hijabs, head wraps or other headdresses used as part of an individual's personal cultural or religious beliefs (Section 22-5-4.3 NMSA 1978).

"Protective hairstyles" includes hairstyles such as, but is not limited to braids, locs, twists, tight coils or curls, cornrows, bantu knots, afros, weaves, wigs or head wraps (Section 22-5-4.3 NMSA 1978).

“Racialized aggression” is defined as any aggressive act that can be characterized, categorized or that appears as such to be racial in nature, is prohibited. A link to a statewide hotline for reporting such incidents is provided on the district website.

“Student discipline” is defined as strategies and supports to teach children to develop safe, socially responsible behavior that promotes self-respect and respect for the feelings and property of others. Discipline and punishment are not the same. Discipline is guidance and teaching that promotes positive behavior.

“Progressive discipline” aligns with the definition in NMSA 1978 Section 22-35-2(G), and means disciplinary action other than suspension or expulsion from school that is designed to correct and address the basic causes of a student's specific misbehavior while retaining the student in class or in school, or restorative school practices to repair the harm done to relationships and other students from the student's misbehavior, and may include,

- meeting with the student and the student's parents
- reflective activities, such as requiring the student to write an essay about the student's misbehavior
- counseling
- anger management
- health counseling or intervention
- mental health counseling
- participation in skill-building and resolution activities, such as social-emotional cognitive skills building, resolution circles and restorative conferencing
- community service
- in-school detention or suspension, which may take place during lunchtime, after school or during weekends

Suspension, Long-term Suspension, Expulsion and Due Process Procedures (Exclusionary Discipline)

Definitions

According to the American Psychological Association, “exclusionary discipline encompasses any type of school disciplinary action that removes or excludes a student from his or her usual educational setting” (American Psychological Association Services).

“Restorative practices” may include restorative inquiry that addresses the root cause of behavioral issues, reflective activities, and/or restorative circles that involve students, staff, families, and sometimes community members. Restorative practices should be part of the re-entry for all exclusionary discipline.

“In-school suspension” means suspending a student from physical presence in one or more regular classes while requiring the student to spend the time in a designated area at the same school or elsewhere. In-school suspension may include restorative practices and/or instruction. In-school suspensions will not be counted toward absences from school.

“Out-of-school suspension” means a temporary suspension of a student from one or more regular classes, for no more than five (5) days and requiring the student to spend time outside of school. Out-of-school suspension also includes suspension of all school-related activities. Out-of-school suspensions count toward a student’s chronic absenteeism totals.

“Long-term suspension” means the removal of a student from school and all school-related activities for ten (10) days or more, the remainder of the semester or longer as determined by the hearing officer in cases that are near the end of a given semester.

“Short-term suspension” can be in-school or out-of-school and means removing a student from school and all school-related activities for no more than five (5) days per disciplinary student.

School Authority and Student Discipline Practices

Student code of conduct informs students of unacceptable behavior and possible consequences. Schools can use levels of intervention and consequence categories to redirect student behavior, before moving to a long-term suspension or expulsion. The discipline matrix in the APS Handbook for Student Success provides

definitions/specific examples of student behavior that may lead to disciplinary practices such as the removal from class, suspension from school, or removal of school activities and extracurricular participation. When students are suspended, schools will make parent/legal guardian contact and send documentation home with students clarifying the breach of the student code of conduct and consequences. APS recognizes the importance of successful reintegration of students following suspension.

IDEA and Section 504 of the Rehabilitation Act include specific provisions to address situations in which the behavior of a child with a disability impedes the child's learning, the learning of others, or violates a school's code of student conduct. Importantly, as part of the obligation to provide FAPE, in the case of a child whose behavior impedes the child's learning or that of others, the IEP Team must consider – and include in the IEP – the use of positive behavioral interventions and supports, and other strategies, to address that behavior.

Students with a disability or suspected disability, have more protections when facing discipline at school; these protections are intended to ensure students are not being disciplined due to their disability. A manifestation determination review is required for any student with a disability or a suspected disability before any removal from school that exceeds ten days, whether consecutive or not.

School District Authority and Jurisdiction

- During regular school hours and/or on any school property
- During bus transportation of students to and from school
- At times and places where appropriate school administrators and staff have jurisdiction including, but not limited to, school-sponsored events, field trips, athletic functions, and other school-related activities
- On the way to or from school or a school-related event

Student Behavior Contracts – School Level

- Student commits to more positive behavior in the form of a written contract
- Terms of the contract will be determined by the principal or designee
- Parent/Legal Guardian must be included in the school-level contract process
- Refusal by a student or parent/legal guardian to sign a contract does not remove the student's obligation to follow APS' expectations.
- Student may be assigned school site community service

Short-term Removal from Class/School Activities

- Students may be removed from class or activity but remain at school pending a conference with appropriate school personnel.
- Students may be placed in an alternative educational setting until a satisfactory resolution is reached. Parents/guardians must be informed of the alternative educational setting by phone (voicemail is acceptable if there is no answer).

Short-Term Suspension

Short-term suspension is an exclusionary discipline practice that can be used for in or out of school suspension for five days or less for a disciplinary infraction. Refer to the consequences chart in the APS Student Handbook for Success for definitions of behaviors and consequences.

Removal of Extra-Curricular Privileges

Students may be removed from any, part, or all extra-curricular privileges for the time period equal to suspension.

- Participation in extracurricular activities is a privilege offered to and earned by students
- Since participants are serving as representatives of their school and community, they are expected to exemplify high standards at all times

- Participants are expected to adhere to higher academic and conduct standards than established for the general school population in order to maintain their extra-curricular privileges
- Only a principal or designee can remove extra-curricular privileges and such removal must be documented on the discipline referral form in the student information system. A copy must be printed and provided to the Parent/Legal Guardian.
- Participation in extracurricular activities is not a student right and suspension of privileges can be a result of conduct infractions.

Long-Term Suspension

The APS Handbook for Student Success consequences charts provides specific examples of applicable student behavior that may lead to recommendations for long-term suspension or expulsion.

All students have due process procedures available to them under the APS Handbook for Student Success. Any student for whom the school is requesting long-term suspension will have the right to a suspension hearing held before an Albuquerque Public Schools hearing officer, or the Superintendent's designee. Students or their parents/legal guardians may waive the right to a hearing by signing a waiver. School officials may NOT encourage the signing of waivers by saying or implying that hearing officers are likely to impose more severe discipline than school-based administrators.

Please refer to Albuquerque Public Schools procedure regarding special education students for additional information on discipline and suspension of special education students.

The burden of proving that the student violated a provision of the APS Handbook for Student Success to the degree a student must be suspended will be the responsibility of school personnel.

Procedure for Long-Term Suspension Hearing

The parent/legal guardian and student will be advised of all the charges both orally and in writing a minimum of five (5) days prior to the scheduled hearing. The written notice will be on the Notice of Discipline Hearing form.

Hearings will be scheduled through the Hearing Office. Hearings will be scheduled no sooner than five (5) nor later than ten (10) school days from parent/legal guardian's receipt of the Notice of Discipline Hearing form by the parents/legal guardians. Only a parent or legal guardian may accompany a student to a discipline hearing.

If the hearing requires the services of an interpreter, including sign language, the school will notify the Hearing Office at the time of scheduling the hearing.

The school will present copies of the following information to the hearing officer during the hearing:

- A copy of the Notice of Discipline Hearing form
- Report of current grades, current attendance, and class progress reports
- Written witness reports, incident reports, and school police reports
- Current Manifestation Determination Review/Individualized Educational Program/Student Assistance Team report for students with a disability or suspected disability, students with a 504 plan or students in the Student Assistance Team process

The school will make available to the parent/legal guardian all reports/documentary evidence, with the exception of police reports and videos, at least forty-eight (48) hours prior to the hearing. Videos must be shown to parent/legal guardian if used as evidence in the hearing, but copies will not be made available. Failure to make these documents available may result in rescheduling the hearing with the student returning to school until the hearing can be rescheduled. In cases where police reports are part of the documentary evidence, parents/legal guardians may contact the APS Police Department at (505)243-7712 to obtain a copy. All reports/documentary evidence will become part of the official hearing record.

The parent/legal guardian (student if emancipated or over the age of 18) may, at their own expense, choose to be represented by an attorney during any due process hearing. The parent/legal guardian must notify the hearing office that an attorney will represent the student as soon as possible but no later than seventy-two (72) hours prior to the hearing to enable the school to also seek representation if it so chooses.

- A student receiving a long-term suspension may lose credit for the semester unless placed in an alternative school setting
- Transfer students, other than students who have been placed at a school outside of their assigned school based on address in accordance with their IEP, will have their transfer revoked for the transfer school they are attending at the time of their long-term suspension. Upon completion of a LTS, a student may return to their assigned neighborhood school, request a transfer for the next school year, or explore alternative ADDITIONS. The transfer revocation date for students receiving special education services assigned to an Alternative Educational Setting (AES), through a LTS hearing, will be determined at the end of the suspension period by the IEP team in consultation with school and district administration.

The school principal, assistant principal or their delegate can act officially in matters involving school discipline. A school administrator and/or an Associate Superintendent approved administrative designee will attend all discipline hearings. The school principal and/or and Associate Superintendent approved administrative designee will attend expulsion hearings and those with legal representation. All hearing documents must be reviewed and signed by an acting, licensed school administrator or district level credentialed administrator.

Time Limits for Scheduling a Hearing

Subject to applicable rules and upon agreement of the parent/legal guardian and hearing authority, the hearing authority will have the option to extend the time limits after a showing of good cause.

Hearing Authority and Record

- The hearing authority is the appointed hearing officer or designee of the district
- A record of the proceeding, including an audio recording, will be kept at the District Hearing Office for a period of one year, after which the recording and documentation will be destroyed, except in cases of expulsion hearings where records will be kept for two (2) years.

Burden of Proof

- The hearing is an administrative proceeding for the purpose of deciding issues of fact or law. Though formal rules of evidence will not direct the proceeding, evidence will be admitted and considered by the hearing officer.
- The burden of proving that the student violated a provision of this handbook is on the school authorities.
- The student or their counsel will have the right to call witnesses on their behalf and to question witnesses against them.
- If witnesses are requested, the Hearing Office must be notified seventy-two (72) hours before the hearing to ensure witnesses are available and adequate time for the hearing has been scheduled.
- The student will remain in suspended status pending the hearing even if the timeline is extended to support the request for witnesses.
- The school authorities will have the right to call witnesses and to question any witnesses who testify.
- The school must notify the Hearing Office regarding witnesses to ensure additional time is scheduled. (See guidelines above)

Decision of the Hearing Officer

- The hearing authority will decide first if the alleged behavior violations are substantiated and second, will decide upon disciplinary action, if any, that should be taken
- The hearing authority may request additional evidence from the parties
- The student will have the right to comment upon the evidence orally and/or in writing
- The hearing authority will provide its written decision to the parties, stating its findings, conclusions, and implementations within five (5) school days after hearing the evidence

- The hearing authority's decision will take effect immediately upon notification to the parent/legal guardian and will continue in force during any subsequent review

Procedures for Long-Term Suspension When Parents/Legal Guardians Waive the Right to Hearing

- The principal or acting licensed school administrator will advise parents/legal guardians and the student of the charges orally and in writing (Notice of Hearing).
- School personnel will advise parents/legal guardians of their right to a hearing. They will explain the hearing procedure, and they will not state or imply that requesting a hearing will increase the likelihood of a more severe penalty.
- School personnel must explain to the parents/legal guardians that the student will not be permitted to attend any traditional Albuquerque Public School while he/she is suspended.
- School personnel will advise parents/legal guardians of students with an identified disability of the availability of alternative continuation services during the term of the suspension as outlined in the student's IEP.
- Parents/legal guardians will be required to sign the request to waive the due process hearing for the request to be active.
- School personnel will advise parents/legal guardians and the student regarding possible education alternatives during the term of the suspension.
- School personnel will attach documentation of parent/legal guardian contacts and intervention to a copy of the Notice of Discipline Hearing form.
- Schools will provide to the Hearing Office the long-term suspension waiver and long-term suspension hearing packet for hearing officer review.
- Failure to follow this administrative procedure may result in reinstatement of the student.
- Expulsion hearings cannot be waived

Student Expulsion

An expulsion is a disciplinary exclusion (suspension) from the school district that is greater than one (1) semester in length. It may be longer or even permanent. The APS Handbook for Student Success consequences charts provides specific examples of student behavior that may lead to recommendations for expulsion.

Generally, the district wishes to limit exclusion from school to no longer than the end of the current semester. In some cases, there is a need to implement an expulsion as an extreme last resort for disciplining students who exhibit unacceptable behaviors such as drug possession, drug sales, acts of extreme violence, vandalism, weapons possession, weapons use, and other felonies. A school may also recommend expulsion for any student who has been suspended long-term two or more times.

The District will deny enrollment to any student who has been expelled from any public or private school in New Mexico or any other state within the preceding 12 months of the student's application or if the student has exhibited behaviors in the previous school (within the preceding 12 months) that are considered detrimental to the safety or welfare of APS students or personnel. Prior to any denial of enrollment, the school administrator must consult with the Associate Superintendent and Chief of Schools.

Procedures for an Expulsion Hearing

Schools will follow the same due process procedures outlined for long-term suspension. In addition, school personnel will be prepared to justify to the hearing officer the request for the most severe disciplinary action, expulsion. The following special requirements will apply when the hearing officer elects to uphold the school's recommendation for expulsion.

- Unlike long-term suspension actions, the due process hearing for an "expulsion" cannot be waived. Even if the student and parents/legal guardians do not appear, the school will present its case to the hearing officer.
- Any student who has been expelled may enroll in Albuquerque Public Schools after the expulsion has been completed.

Appeal to the Superintendent

Appeals of the hearing officer determination, will be submitted to the Superintendent or his/her designee in writing within ten (10) days of the hearing.

The Superintendent or his/her designee's determination will be the final administrative action to which a student is entitled.

- The student/parent/legal guardian may appeal the decision of the hearing officer by providing a written notice to the Superintendent's designee at the Student, Parent/Legal Guardian, Employee Service Center within ten (10) school days after the decision has been made
- The Superintendent designee will, within fifteen (15) working days after receipt of the appeal, review the record of the hearing and the decision in the case
- The designee will have discretion over whether to permit the student/parent/legal guardian and school authorities to submit additional written materials and/or to present their respective views in person at a conference or hearing
- The designee will then provide the parties, within ten (10) working days after the review is concluded, their decision affirming, overruling, or modifying the decision of the hearing officer
- The severity of any sanction may not be increased through the appeal review

Student Violation Definitions/Consequences/Disposition

School is a place to learn and to be part of a community where students, staff, and families are respectful, responsible and safe. If a student is behaving in a way that does not allow other students to learn and/or feel safe, school staff will need to intervene. Students, whether receiving general or special education services, may need to receive interventions for disruptive behavior.

Administrators may impose consequences to maintain the safety and security of the school population. The definitions and charts in the consequences section are meant to guide administrators in the decision-making process when determining consequences.

Each section has a range of enrolled students. In addition to the grade ranges, administrators also take into consideration the varying degrees of actions or the severity of the actions within any single definition when making a determination. A student violation could have actions that fall into multiple areas. Required actions are indicated, while other actions are determined by the administrator.

- Disciplinary and restorative consequences will be appropriate for a student's age, ability level, and severity of behavior.
- Class grades will not be reduced because of unacceptable conduct or disciplinary action.
- Grades will not be reduced as a direct penalty for inappropriate behavior.

Consequences/Disposition for any infraction listed in the Code of Conduct will be documented in Synergy and a copy of the referral given to the parent/legal guardian.

Asterisk (*) Indicates Additional Required action for any Consequence to ensure Student Due Process

Required actions for ALL infractions Listed Below:

- **Staff/Student Contact in Student Information System**
- **Administrative/Parent/Legal Guardian Contact/Conference in the family's home language (Schools can only discuss your child in accordance with FERPA Guidelines.)**
- **Copy of the Referral provided to Parent/Legal Guardian printed from the Student Information System**

Non-Discrimination, Title VI, VII and Title IX complaints can be made by students/parents/legal guardian/employees.

An internal complaint can be filed with:

Equal Opportunity Services and Title IX, APS, 6400 Uptown Blvd, NE, Suite 550E

Formal Complaint Form; eosoffice@aps.edu, (505)855-9831

Report a Concern — Albuquerque Public Schools

Student violations are listed in order of seriousness, beginning with the least serious offenses and progressing to the most severe.

1. Bus Disruption

Appropriate behavior is expected whenever a student is on the bus. Suspension from riding the bus does not mean suspension from school. Instead, the parent/legal guardian will be responsible for transporting the student to and from school. The bus driver or bus assistant will submit a referral to the school administrator to manage the consequence. 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.

**Bus incidents follow the Consequences/Disposition chart below
Not a Stand-Alone Long-Term Suspension Infraction**

Consequences/Disposition - Elementary/Middle/High

1st Violation - Written Warning
2nd Violation - Up to 5 days Suspension from the bus
3rd Violation - Up to 10 days Suspension from the bus
4th Violation - Suspension from the bus Up to End of the Semester
5th Violation - Suspension from the bus Up to the Remainder of the Year

Severe Disruption

- Physical harm to other students or staff
- Physical damage to the bus (restitution may be required)

1st Violation - Up to 10 days Suspension from the bus
2nd Violation - Suspension from the bus Up to End of the Semester
3rd Violation - Suspension from the bus Up to the Remainder of the Year

Refer for a Police Report*

Special Education

For students receiving special education services for a disability that includes behavior needs:

- The IEP team will provide relevant information to the bus company
- 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.

2. Dress Code Violation

Students are expected to follow the district and school dress code. The school dress code guidelines are outlined in the school handbook.

Student Dress Code (Board Policy JI1)

Student Dress

3. 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:

- Ditching (Should not result in removal from class)
- Disruption to Education Process
- Pushing, shoving, and “horse play”
- Misuse of cell phones and other forms of technology
- Failure to provide school identification upon request
- Inappropriate display of affection
- Any consensual sexual act committed on campus

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.

Not a Stand-Alone Long-Term Suspension Infraction

Consequences/Disposition - Elementary	Consequences/Disposition - Middle/High
Kindergarten to 3rd Utilize intervention strategies Do not exceed maximum consequences for 4 th -5 th Grade. General practice for K-3 is a suspension of no more than 3 days for a single incident and no referral to hearing. Additional consequences allowed with Associate approval 4th-5th Utilize intervention strategies 1st Violation - Up to 1 day Suspension 2nd Violation - Up to 2 day Suspension 3rd Violation - Up to 3 days Suspension	Utilize intervention strategies 1st Violation - Up to 1 day Suspension 2nd Violation - Up to 2 day Suspension 3rd Violation - Up to 3 days Suspension

4. Language, Profane and/or Abusive

Using language that is crude, offensive, insulting, or irreverent; use of coarse words to show contempt or disrespect; swearing. The words are used towards another individual in an offensive or insulting manner.

Refer to #17 Harassment if the inappropriate language is based on actual or perceived characteristics, such as disability, race, ethnicity, color, sex, sexual orientation, gender identity, national origin or ancestry, religion, age, veteran status, HIV status, pregnancy and/or any other protected status as defined by law.

Not a Stand-Alone Long-Term Suspension Infraction

Consequences/Disposition - Elementary	Consequences/Disposition - Middle/High
Kindergarten to 3rd Utilize intervention strategies Do not exceed maximum consequences for 4 th -5 th Grade. General practice for K-3 is a suspension of no more than 3 days for a single incident and no referral to hearing. Additional consequences allowed with Associate approval	Utilize intervention strategies 1st Violation - Up to 1 day Suspension 2nd Violation - Up to 2 day Suspension 3rd Violation - Up to 3 day Suspension

4th-5th Utilize intervention strategies 1st Violation - Up to 1 day Suspension 2nd Violation - Up to 2 day Suspension 3rd Violation - Up to 3 day Suspension	
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5. False Accusations

Falsely reporting an incident or purposely and knowingly giving false information to a school administrator or other investigator during the process of an investigation. This includes making false accusations regarding staff or students.

Not a Stand-Alone Long-Term Suspension Infraction

Consequences/Disposition - Elementary	Consequences/Disposition - Middle/High
Kindergarten to 3rd Utilize intervention strategies Do not exceed maximum consequences for 4 th -5 th Grade. General practice for K-3 is a suspension of no more than 3 days for a single incident and no referral to hearing. Additional consequences allowed with Associate approval 4th-5th Utilize intervention strategies 1st Violation - Up to 1 day Suspension 2nd Violation - Up to 3 day Suspension 3rd Violation - Up to 5 days Suspension & School Contract	Utilize intervention strategies 1st Violation - Up to 1 day Suspension 2nd Violation - Up to 3 day Suspension 3rd Violation - Up to 5 days Suspension & School Contract

6. Material/Image Obscene

Displaying material or images that are indecent (i.e. sexual in nature and/or pornography, drugs, violence, guns, alcohol, profanity) and has the potential of being disruptive. This includes images on self, property, and personal or school devices.

The use of the word pornography is a higher level infraction and requires a police report with the appropriate charge.*

Consequences/Disposition - Elementary	Consequences/Disposition - Middle/High
Kindergarten to 3rd Utilize intervention strategies Do not exceed maximum consequences for 4 th -5 th Grade. General practice for K-3 is a suspension of no more than 3 days for a single incident and no referral to hearing. Additional consequences allowed with Associate approval 4th-5th Utilize intervention strategies 1st Violation - Up to 1 day Suspension 2nd Violation - Up to 3 day Suspension 3rd Violation - Up to 5 days Suspension & School Contract 4th Violation - Up to Long-term Suspension Hearing	Utilize intervention strategies 1st Violation - Up to 1 day Suspension 2nd Violation - Up to 3 day Suspension 3rd Violation - Up to 5 days Suspension & School Contract 4th Violation - Up to Long-term Suspension Hearing

7. 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. This violation includes calling 911 or falsely notifying of an emergency situation.

Consequences/Disposition - Elementary	Consequences/Disposition - Middle/High
Kindergarten to 3rd Utilize intervention strategies Do not exceed maximum consequences for 4th-5th Grade. General practice for K-3 is a suspension of no more than 3 days for a single incident and no referral to hearing. Additional consequences allowed with Associate approval 4th-5th Utilize intervention strategies 1st Violation - Up to 1 day Suspension 2nd Violation - Up to 3 day Suspension 3rd Violation - Up to 5 days Suspension & School Contract 4th Violation - Up to Long-term Suspension Hearing	Utilize intervention strategies 1st Violation - Up to 3 day Suspension 2nd Violation - Up to 5 days Suspension & School Contract 3rd Violation - Up to Long-term Suspension Hearing

8. Trespassing/Unauthorized Presence

Entering the school building or being on school grounds without authorization.

Not a Stand-Alone Long-Term Suspension Infraction

Consequences/Disposition - Elementary	Consequences/Disposition - Middle/High
Kindergarten to 3rd Utilize intervention strategies Do not exceed maximum consequences for 4th-5th Grade. General practice for K-3 is a suspension of no more than 3 days for a single incident and no referral to hearing. Additional consequences allowed with Associate approval 4th-5th Utilize intervention strategies 1st Violation - Up to 1 day Suspension 2nd Violation - Up to 3 day Suspension 3rd Violation - Up to 5 days Suspension	Utilize intervention strategies 1st Violation - Up to 1 day Suspension 2nd Violation - Up to 3 day Suspension 3rd Violation - Up to 5 days Suspension

9. Theft

Unauthorized possession and/or sale of property of another without consent of the owner.

When determining Consequences/Disposition, the cost or worth of the item will be considered.

Seek Restitution

This infraction requires a police report with the charge of "Larceny" to be considered for a hearing or upon the request of the victim/parent/legal guardian.*

Consequences/Disposition - Elementary	Consequences/Disposition - Middle/High
Kindergarten to 3rd Utilize intervention strategies Do not exceed maximum consequences for 4th-5th Grade. General practice for K-3 is a suspension of no more than 3 days for a single incident and no referral to hearing. Additional consequences allowed with Associate approval 4th-5th Utilize intervention strategies 1st Violation - Up to 3 day Suspension 2nd Violation - Up to 5 days Suspension & Contract 3rd Violation - Up to Long-term Suspension Hearing	Utilize intervention strategies 1st Violation - Up to 3 day Suspension 2nd Violation - Up to 5 days Suspension & School Contract 3rd Violation - Up to Long-term Suspension Hearing

10. Robbery

Taking of property through means of force or fear. Refer to #9 Theft if the police report does not support the charge of robbery. Seek Restitution This infraction requires a police report with the charge of “Robbery” or “Armed Robbery”.*	
Consequences/Disposition - Elementary	Consequences/Disposition - Middle/High
Kindergarten to 3rd Utilize intervention strategies Do not exceed maximum consequences for 4th-5th Grade. General practice for K-3 is a suspension of no more than 3 days for a single incident and no referral to hearing. Additional consequences allowed with Associate approval 4th-5th Utilize intervention strategies 1st Violation - Up to 5 days Suspension & School Contract 2nd Violation - Up to Long-term Suspension Hearing	Utilize intervention strategies 1st Violation - Up to 5 days Suspension & School Contract 2nd Violation - Up to Long-term Suspension Hearing

11. Extortion

Using intimidation or the threat of violence to obtain money, information, or anything else of value from another person. Refer to #9 Theft if the police report does not support the charge of extortion. Seek Restitution This infraction requires a police report with the charge of “Extortion”.*	
Consequences/Disposition - Elementary	Consequences/Disposition - Middle/High
Kindergarten to 3rd Utilize intervention strategies	Utilize intervention strategies 1st Violation - Up to 5 days Suspension & School Contract

Do not exceed maximum consequences for 4th-5th Grade. General practice for K-3 is a suspension of no more than 3 days for a single incident and no referral to hearing. Additional consequences allowed with Associate approval 4th-5th Utilize intervention strategies 1st Violation - Up to 5 days Suspension & School Contract 2nd Violation - Up to Long-term Suspension Hearing	Contract 2nd Violation - Up to Long-term Suspension Hearing
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12. 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.	
Vandalism I: less than \$200 damage	
Consequences/Disposition - Elementary	Consequences/Disposition - Middle/High
Kindergarten to 3rd Utilize intervention strategies Do not exceed maximum consequences for 4th-5th Grade. General practice for K-3 is a suspension of no more than 3 days for a single incident and no referral to hearing. Additional consequences allowed with Associate approval 4th-5th Utilize intervention strategies 1st Violation - Up to 1 day Suspension 2nd Violation - Up to 3 day Suspension 3rd Violation - Up to 5 days Suspension & School Contract 4th Violation - Up to Long-term Suspension Hearing	Utilize intervention strategies 1st Violation - Up to 1 day Suspension 2nd Violation - Up to 3 day Suspension 3rd Violation - Up to 5 days Suspension & School Contract 4th Violation - Up to Long-term Suspension Hearing
Vandalism II: \$200 - \$999 damage Seek Restitution This infraction would have an informational police report for property damage. APS Police will determine if the situation leads to a charge of "Criminal Damage to Property".*	
Consequences/Disposition - Elementary	Consequences/Disposition - Middle/High
Kindergarten to 3rd Utilize intervention strategies Do not exceed maximum consequences for 4th-5th Grade. General practice for K-3 is a suspension of no more than 3 days for a single incident and no referral to hearing. Additional consequences allowed with Associate approval 4th-5th Utilize intervention strategies 1st Violation - Up to 3 day Suspension	Utilize intervention strategies 1st Violation - Up to 3 day Suspension 2nd Violation - Up to 5 days Suspension & School Contract 3rd Violation - Up to Long-term Suspension Hearing

2nd Violation - Up to 5 days Suspension & School Contract 3rd Violation - Up to Long-term Suspension Hearing	
Vandalism III: \$1000 damage up to \$9,999 Seek Restitution This infraction would have an informational police report for property damage. APS Police will determine if the situation leads to a charge of "Criminal Damage to Property".*	
Consequences/Disposition - Elementary	Consequences/Disposition - Middle/High
Kindergarten to 3rd Utilize intervention strategies Do not exceed maximum consequences for 4 th -5 th Grade. General practice for K-3 is a suspension of no more than 3 days for a single incident and no referral to hearing. Additional consequences allowed with Associate approval 4th-5th Utilize intervention strategies 1st Violation - Up to 5 days Suspension & School Contract 2nd Violation - Up to Long-term Suspension Hearing	1st Violation - Up to 5 days Suspension & School Contract 2nd Violation - Up to Long-term Suspension Hearing
Damage of \$10,000 or more Seek Restitution This infraction requires a police report with the charge of "Criminal Damage to Property".*	
1st Violation - Up to Expulsion Hearing	1st Violation - Up to Expulsion Hearing

13. 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. (Invoices for replacement costs, repair and police reports must be part of final referral when seeking long-term suspension or expulsion.)	
Arson I: less than \$200 damage	
Consequences/Disposition – Elementary	Consequences/Disposition - Middle/High
Kindergarten to 3rd Utilize intervention strategies Do not exceed maximum consequences for 4 th -5 th Grade. General practice for K-3 is a suspension of no more than 3 days for a single incident and no referral to hearing. Additional consequences allowed with Associate approval 4th-5th Utilize intervention strategies. 1st Violation - Up to 1 day Suspension 2nd Violation - Up to 3 days Suspension 3rd Violation - Up to 5 days Suspension	Utilize intervention strategies 1st Violation - Up to 1 day Suspension 2nd Violation - Up to 3 days Suspension 3rd Violation - Up to 5 days Suspension 4th Violation - Up to Long-term Suspension Hearing

4th Violation - Up to Long-term Suspension Hearing	
Arson II: \$200 to \$999 damage Seek Restitution This infraction would have an informational police report for property damage. APS Police will determine if the situation leads to a charge of "Arson."*	
Consequences/Disposition - Elementary	Consequences/Disposition - Middle/High
Kindergarten to 3rd Utilize intervention strategies Do not exceed maximum consequences for 4 th -5 th Grade. General practice for K-3 is a suspension of no more than 3 days for a single incident and no referral to hearing. Additional consequences allowed with Associate approval 4th-5th Utilize intervention strategies. 1st Violation - Up to 1 day Suspension 2nd Violation - Up to 3 days Suspension 3rd Violation - Up to 5 days Suspension 4th Violation - Up to Long-term Suspension Hearing	Utilize intervention strategies 1st Violation Up to 3 days Suspension 2nd Violation Up to 5 days Suspension 3rd Violation - Up to Long-term Suspension 4th Violation - Up to Long-term Suspension Hearing
Arson III: \$1000 damage up to \$9,999 Seek Restitution This infraction would have an informational police report for property damage. APS Police will determine if the situation leads to a charge of "Arson."*	
Consequences/Disposition - Elementary	Consequences/Disposition - Middle/High
Kindergarten to 3rd Utilize intervention strategies Do not exceed maximum consequences for 4 th -5 th Grade. General practice for K-3 is a suspension of no more than 3 days for a single incident and no referral to hearing. Additional consequences allowed with Associate approval 4th-5th Utilize intervention strategies 1st Violation - Up to 5 day Suspension 2nd Violation - Up to Long-term Suspension Hearing	Utilize intervention strategies 1st Violation - Up to 5 day Suspension 2nd Violation - Up to Long-term Suspension Hearing
Damage of \$10,000 or more Seek Restitution This infraction requires a police report with the charge of Arson.*	
Consequences/Disposition - Elementary	Consequences/Disposition - Middle/High
Kindergarten to 3rd Utilize intervention strategies Do not exceed maximum consequences for 4 th -5 th Grade. General practice for K-3 is a suspension of no more than 3	1st Violation - Up to Expulsion Hearing

days for a single incident and no referral to hearing. Additional consequences allowed with Associate approval 4th-5th Utilize intervention strategies. 1st Violation - Up to Expulsion Hearing	
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14. 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. Hazing is included in this violation. Bullying may be motivated by actual or perceived characteristics such as race, color, religion, ancestry, national origin, gender, gender identity, gender expression, sexual orientation, mental, physical, or academic disability. Additional characteristics may be the actual or perceived basis for bullying, please see APS Policy [AC Nondiscrimination](#). Bullying often takes place in a social context. (If seeking long-term suspension, documentation of intervention and training for the aggressor must be included with referral.)

[Bullying Prevention](#) (Board Policy JI6)
[Bullying and Cyberbullying Prevention](#)

Administrator **Referral to EOS if based on Protected Category***

Non-Discrimination, Title VI, VII and Title IX Non-Discrimination, Title VI, VII and Title IX complaints by students/parents/employees filing an internal complaint can be filed with:
Office of Equal Opportunity Services, Title IX Director, APS, 6400 Uptown Blvd, NE, Suite 510W
Formal Complaint Form; eosoffice@aps.edu, (505)855-9831
[Report a Concern — Albuquerque Public Schools](#)

Consequences/Disposition - Elementary	Consequences/Disposition - Middle/High
Kindergarten to 3rd Utilize intervention strategies Do not exceed maximum consequences for 4th-5th Grade. General practice for K-3 is a suspension of no more than 3 days for a single incident and no referral to hearing. Additional consequences allowed with Associate approval 4th-5th Utilize intervention strategies. 1st Violation - Up to 1 day Suspension 2nd Violation - Up to 3 days Suspension 3rd Violation - Up to 5 days Suspension & School Contract 4th Violation - Up to Long-term Suspension Hearing	Utilize intervention strategies 1st Violation - Up to 1 day Suspension 2nd Violation - Up to 3 day Suspension 3rd Violation - Up to 5 days Suspension & School Contract 4th Violation - Up to Long-term Suspension Hearing

15. Cyberbullying

“Cyberbullying” means any bullying that takes place through electronic communication. “Electronic communication” means a communication transmitted by means of an electronic device, including a telephone, cellular phone, computer, electronic tablet, pager or video or audio recording. This also pertains to cyberbullying on personal devices during school or communication that happens on campus or affects the school campus even if outside of the school

day (This includes communication or actions on social media platforms.). (If seeking long-term suspension, documentation of intervention and training for the aggressor must be included with referral.)

Bullying and Cyberbullying Prevention

Administrator Referral to EOS if based on Protected Category*

**Non-Discrimination, Title VI, VII and Title IX Non-Discrimination, Title VI, VII and Title IX complaints by students/parents/legal guardian/employees filing an internal complaint can be filed with:
Office of Equal Opportunity Services, Title IX Director, APS, 6400 Uptown Blvd, NE, Suite 510W
Formal Complaint Form; eosoffice@aps.edu, (505)855-9831
Report a Concern — Albuquerque Public Schools**

Consequences/Disposition - Elementary	Consequences/Disposition - Middle/High
Kindergarten to 3rd Utilize intervention strategies Do not exceed maximum consequences for 4th-5th Grade. General practice for K-3 is a suspension of no more than 3 days for a single incident and no referral to hearing. Additional consequences allowed with Associate approval 4th-5th Utilize intervention strategies. 1st Violation - Up to 1 day Suspension 2nd Violation - Up to 3 day Suspension 3rd Violation - Up to 5 days Suspension & Contract 4th Violation - Up to Long-term Suspension Hearing	Utilize intervention strategies 1st Violation - Up to 1 day Suspension 2nd Violation - Up to 3 day Suspension 3rd Violation - Up to 5 days Suspension & Contract 4th Violation - Up to Long-term Suspension Hearing

16. Audio/Video Recording or Photographs

Students will not use audio or visual recording devices to video, photograph or record handbook violations or to violate the privacy of others. This includes posting of inappropriate material on websites, including video, photographs or audio recording of activities violating school violations, such as fights, hazing, or other misconduct that occur on the school campus, during the school day or school sponsored activity. Any violation may result in the device being confiscated and may also result in the student's loss of the privilege of possessing a mobile telephone or personal electronic device on school property.

Consequences/Disposition - Elementary	Consequences/Disposition - Middle/High
Kindergarten to 3rd Utilize intervention strategies Do not exceed maximum consequences for 4th-5th Grade. General practice for K-3 is a suspension of no more than 3 days for a single incident and no referral to hearing. Additional consequences allowed with Associate approval 4th-5th Utilize intervention strategies 1st Violation - Up to 1 day Suspension 2nd Violation - Up to 3 day Suspension 3rd Violation - Up to 5 days Suspension & School Contract	Utilize intervention strategies 1st Violation - Up to 3 day Suspension 2nd Violation - Up to 5 days Suspension & School Contract 3rd Violation - Up to Long-term Suspension Hearing

4th Violation - Up to Long-term Suspension Hearing

17. Harassment

Harassment is considered to have occurred when conduct: has the intent or effect of creating an intimidating, hostile or offensive educational environment, has the intent or effect of substantially or unreasonably interfering with a student's academic performance, or otherwise adversely affects a student's opportunities.

Any gesture or written, verbal, or physical act 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. Harassment includes hate speech and inciting or encouraging others to commit such acts..

The prohibition includes but is not limited to, harassment, intimidation or abuse of students or others based on actual or perceived characteristics, such as disability, race, ethnicity, color, sex, sexual orientation, gender identity, national origin or ancestry, religion, age, veteran status, HIV status, pregnancy and/or any other protected status as defined by law. Harassment of any protected class must be referred to the APS Office of Equal Opportunity Services (OEOS) immediately.

Refer to the Administrative Procedures For Definitions:

Discrimination and Harassment: Students

Gender Discrimination and Sexual Harassment (Title IX)

The appropriate type of harassment will be documented in synergy based on definitions in the administrative procedures.

Administrator **Referral to EOS Required before Consequences/Disposition***

A police report would be written upon request of the parent/legal guardian/victim.

Non-Discrimination, Title VI, VII and Title IX Non-Discrimination, Title VI, VII and Title IX complaints by students/parents/legal guardians/employees filing an internal complaint can be filed with:

Office of Equal Opportunity Services, Title IX Director, APS, 6400 Uptown Blvd, NE, Suite 510W

Formal Complaint Form; eosoffice@aps.edu, (505)855-9831

Report a Concern — Albuquerque Public Schools

Consequences/Disposition - Elementary

Kindergarten to 3rd
Utilize intervention strategies
Do not exceed maximum consequences for 4th-5th Grade.
General practice for K-3 is a suspension of no more than 3 days for a single incident and no referral to hearing.
Additional consequences allowed with Associate approval

4th-5th
Utilize intervention strategies
1st Violation - Up to 1 day Suspension
2nd Violation - Up to 3 day Suspension
3rd Violation - Up to 5 days Suspension & School Contract
4th Violation - Up to Long-term Suspension Hearing

Consequences/Disposition - Middle/High

Utilize intervention strategies
1st Violation - Up to 1 day Suspension
2nd Violation - Up to 3 day Suspension
3rd Violation - Up to 5 days Suspension & School Contract
4th Violation - Up to Long-term Suspension Hearing

18. Hate Incident/Racialized Aggression

Aggressive act that reflects hatred or bigotry based on real or perceived disability, race, ethnicity, color, sex, sexual orientation, gender identity, national origin or ancestry, religion, age, veteran status, HIV status, pregnancy and/or any other protected status as defined by law.

Refer to #17 Harassment if the police report does not support the charge of Hate Crime.

Any aggressive act that can be characterized, categorized or that appears as such to be racial in nature. State of New Mexico Anti-Racism, Anti-Oppression Portal: Online form: <https://bit.ly/BEA hotline>

The school principal/designee MUST report incidents to the APS Office of Equal Opportunity Services (EOS).

Administrator Referral to EOS Required before Consequences/Disposition*

This infraction requires a police report with the charge of “Hate Crimes” to use this violation.*

Consequences/Disposition are pending the Outcome of the Investigation by APS Police/EOS*

Non-Discrimination, Title VI, VII and Title IX Non-Discrimination, Title VI, VII and Title IX complaints by students/parents/employees filing an internal complaint can be filed with:

Office of Equal Opportunity Services, Title IX Director, APS, 6400 Uptown Blvd, NE, Suite 510W

Formal Complaint Form; eosoffice@aps.edu, (505)855-9831

Report a Concern — Albuquerque Public Schools

Consequences/Disposition - Elementary	Consequences/Disposition - Middle/High
Kindergarten to 3rd Utilize intervention strategies Do not exceed maximum consequences for 4th-5th Grade. General practice for K-3 is a suspension of no more than 3 days for a single incident and no referral to hearing. Additional consequences allowed with Associate approval 4th-5th Utilize intervention strategies Consequences/Disposition are pending the Outcome of the Investigation) 1st Violation - Up to Long-term Suspension Hearing	Utilize intervention strategies Consequences/Disposition are pending the Outcome of the Investigation 1st Violation - Up to Long-term Suspension Hearing

19. Gang-Affiliated Activity

Engaging in acts that reflect affiliation in a gang. A “gang” is defined as any group of three or more people with a common name or common identifying signs, symbols, tattoos, graffiti, attire, or other distinguishing characteristics which engage in illegal activity. Gang-related activity can be intimidating to students, parents/legal guardians 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, gang fights and/or initiation rituals, and criminal acts.

Long-term Suspension as a stand-alone disposition requires a police report that indicates gang-related activity.*

Consequences/Disposition - Elementary	Consequences/Disposition - Middle/High
Kindergarten to 3rd Utilize intervention strategies Do not exceed maximum consequences for 4th-5th Grade.	Utilize intervention strategies 1st Violation - Up to 3 day Suspension 2nd Violation - Up to 5 day Suspension & School

General practice for K-3 is a suspension of no more than 3 days for a single incident and no referral to hearing. Additional consequences allowed with Associate approval 4th-5th Utilize intervention strategies 1st Violation - Up to 1 day Suspension 2nd Violation - Up to 3 days Suspension 3rd Violation - Up to 5 days Suspension & School Contract 4th Violation - Up to Long-term Suspension Hearing	Contract 3th Violation - Up to Long-term Suspension Hearing
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20. Tobacco/Nicotine: Possession, Paraphernalia, Use

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 Tobacco Policy.

This violation pertains to 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 Intervention and support resources may be available. Contact the school counselor or the Health and Wellness Teams for more information. (Schools must document resources provided and referrals made.)

[Tobacco Free Schools](#) (Board Policy AD)

[Student Smoking and/or Tobacco Use](#)

Tobacco/Nicotine are NOT a Hearing Violation

Consequences/Disposition - Elementary	Consequences/Disposition - Middle/High
Kindergarten to 3rd Utilize intervention strategies Do not exceed maximum consequences for 4th-5th Grade. General practice for K-3 is a suspension of no more than 3 days for a single incident and no referral to hearing. Additional consequences allowed with Associate approval 4th-5th Utilize intervention strategies 1st Violation - refer for tobacco intervention* 2nd & On-going Violation - Up to 1 day Suspension	Utilize intervention strategies 1st Violation - Refer for Tobacco Intervention* 2nd & On-going Violation - Up to 1 day Suspension

21. 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, narcotics, amphetamine, barbiturate, hallucinogens, prescription drugs, over the counter drugs, synthetic drugs or intoxicants of any kind. This

does not include tobacco or tobacco products. Possession, distribution, and/or use of a controlled substance, including alcohol, presents a health concern for students and is a potential disruption to the educational process.

A higher-level Controlled Substance must be substantiated with a police report*: i.e. Cocaine, Crack Cocaine, Fentanyl, Oxy, Hydrocodone/Vicodin, Methamphetamine, Heroin, PCP, and Percocet

Parent Involvement Program (PIP) Referral Form*

Signs of Under the Influence/Nurse Report*

Suspension of Extracurricular*

If the student has completed or is actively participating in or is waiting for PIP, continue short-term suspension, with the exception of 21d. Controlled Substance, Sale or Distribution.

Parent Involvement Program (PIP) is a program to support students and families. As an alternative to suspension, when a student has a controlled substance infraction, the administrator will offer optional participation in PIP, a psycho-educational intervention provided by an APS Crossroads Counselor (school counselors with specialized training in the area of substance use/misuse). PIP creates a non-judgmental and supportive environment where the student and their parent/legal guardian are connected to information that will increase their knowledge and understanding of why people use substances, the impact of use on developing brains and life, refusal skills and alternatives to use. The Crossroads Counselor will share community resources and make outside referrals when appropriate along with being an ongoing resource and support themselves for the student and their family. The goal of PIP and Crossroads involvement is to equip the student to make better choices and decrease the likelihood of re-offense.

“Possession” as used herein, includes not only possession on one’s physical person, but also custody and control on APS property or at an APS event. 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 and control.

21a. Controlled Substance, Use or Under the Influence

Alcohol/Illegal Drugs/Inhalants: No student will be under any degree of influence of alcoholic beverages (including related products such as "near" beer, non-alcoholic beer, and non-alcoholic wine coolers), inhalants, and/or illegal drugs, narcotics, hallucinogens, amphetamines, barbiturates, marijuana, marijuana oils, synthetic Cannabinoids. Legal intoxication is not required for violation of this Code of Conduct.

Consequences/Disposition - Elementary	Consequences/Disposition - Middle/High
Kindergarten to 3rd Utilize intervention strategies Do not exceed maximum consequences for 4th-5th Grade. General practice for K-3 is a suspension of no more than 3 days for a single incident and no referral to hearing. Additional consequences allowed with Associate approval 4th-5th Utilize intervention strategies 1st Violation - Up to 1 day Suspension 2nd Violation - Up to 3 day Suspension 3rd Violation - Up to 5 days Suspension & School Contract 4th Violation - Up to Long-term Suspension Hearing	1st Violation - Up to 1 day Suspension with PIP referral* & Up to 3 days with PIP Refusal 2nd Violation - Up 3 days Suspension with referral to PIP, Up to 5 days if refusal or has completed PIP, School Contract & PIP referral if did not attend on first violation 3rd Violation - Up to Long-term Suspension Hearing Lesser Consequences/Disposition will be considered for Violation 3 if the student/family are registered for PIP.*

21b. Controlled Substance, Paraphernalia Possession

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

Consequences/Disposition - Elementary	Consequences/Disposition - Middle/High
Kindergarten to 3rd Utilize intervention strategies Do not exceed maximum consequences for 4 th -5 th Grade. General practice for K-3 is a suspension of no more than 3 days for a single incident and no referral to hearing. Additional consequences allowed with Associate approval 4th-5th Utilize intervention strategies 1st Violation - Up to 1 day Suspension 2nd Violation - Up to 3 day Suspension 3rd Violation - Up to 5 days Suspension & Contract 4th Violation - Up to Long-term Suspension Hearing	1st Violation - Up to 3 day suspension or up to 1 day Suspension with PIP referral* & Up to 3 days with PIP Refusal 2nd Violation - Up 3 days Suspension with referral to PIP, Up to 5 days if refusal or has completed PIP, School Contract & PIP referral if did not attend on first violation 3rd Violation - Up to Long-term Suspension Hearing Lesser Consequences/Disposition will be considered for Violation 3 if the student/family are registered for PIP.*
21c. Controlled Substance, Possession Possessing any substance capable of producing a change in behavior or altering a state of mind or feeling.	
Consequences/Disposition - Elementary	Consequences/Disposition - Middle/High
Kindergarten to 3rd Utilize intervention strategies General practice is K-3 is not suspended more than 3 days for a single incident and is not brought to hearing. Additional consequences allowed with Associate approval 4th-5th Utilize intervention strategies 1st Violation - Up to 1 days Suspension 2nd Violation - Up to 3 day Suspension 3rd Violation - Up to 5 days Suspension & School Contract 4th Violation - Up to Long-term Suspension Hearing	1st Violation - Up to 3 day suspension or up to 1 day Suspension with PIP referral* & Up to 3 days with PIP Refusal 2nd Violation - Up 3 days Suspension with referral to PIP, Up to 5 days if refusal or has completed PIP, School Contract & PIP referral if did not attend on first violation 3rd Violation - Up to Long-term Suspension Hearing Lesser Consequences/Disposition will be considered for Violation 3 if the student/family are registered for PIP.* 1st Violation - Up to Long-term Suspension Hearing* if Higher Level Controlled Substance
21d. 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 or an item sold as a controlled substance. Distribution is not "sharing". Distribution requires a quantity of product that has been broken into sale portion(s) and quantities of money, cash applications/digital pay, or any other means indicating possible purchase. Distribution and sale require evidence to include photos and a police report to support the charge. Suspension of Extracurricular* This infraction requires a police report with the charge of Distribution of a Controlled Substance.*	
Consequences/Disposition - Elementary	Consequences/Disposition - Middle/High
Kindergarten to 3rd Utilize intervention strategies	1st Violation Long-term Suspension Hearing 2nd Violation Same School Year - Up to Expulsion

Do not exceed maximum consequences for 4th-5th Grade. General practice for K-3 is a suspension of no more than 3 days for a single incident and no referral to hearing. Additional consequences allowed with Associate approval 4th-5th Utilize intervention strategies 1st Violation - Up to Long-term Suspension Hearing	Hearing 1st Violation - Up to Expulsion Hearing* if Higher Level Controlled Substance
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22. Assault/Intimidation

A verbal or written statement or threat of physical or bodily harm. This would include photos, social media posts, email, text or phone threats, etc. No physical contact is made in a verbal assault/intimidation. Simple Assault on staff members is included in this definition, when the police report does not indicate higher charges.

A police report would be written upon request of the parent/legal guardian/victim.

Consequences/Disposition - Elementary	Consequences/Disposition - Middle/High
Kindergarten to 3rd Utilize intervention strategies Do not exceed maximum consequences for 4th-5th Grade. General practice for K-3 is a suspension of no more than 3 days for a single incident and no referral to hearing. Additional consequences allowed with Associate approval 4th-5th Utilize intervention strategies 1st Violation - Up to 1 day Suspension 2nd Violation - Up to 3 day Suspension 3rd Violation - Up to 5 days Suspension & School Contract 4th Violation - Up to Long-term Suspension Hearing	Utilize intervention strategies 1st Violation - Up to 3 day Suspension 2nd Violation - Up to 5 days Suspension & School Contract 3rd Violation - Up to Long-term Suspension Hearing

23. Fighting/Public Affray

Unlawful, intentional touching or application of force to another person, when done in a rude, disrespectful, or angry manner. Two individuals mutually participating in a physical altercation, this may include fighting back. A total of 3 violations combining fighting and battery can also lead to a long term suspension hearing.

A police report would be written upon request of the parent/victim. Report would charge "Public Affray".

Consequences/Disposition - Elementary	Consequences/Disposition - Middle/High
Kindergarten to 3rd Utilize intervention strategies Do not exceed maximum consequences for 4th-5th Grade. General practice for K-3 is a suspension of no more than 3 days for a single incident and no referral to hearing. Additional consequences allowed with Associate approval 4th-5th	Utilize intervention strategies 1st Violation - Up to 3 day Suspension 2nd Violation - Up to 5 days Suspension & School Contract 3rd Violation - Up to Long-term Suspension Hearing

Utilize intervention strategies 1st Violation - Up to 1 day Suspension 2nd Violation - Up to 3 day Suspension 3rd Violation - Up to 5 days Suspension & School Contract 4th Violation - Up to Long-term Suspension Hearing	
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24. Battery

One or more individuals that work together in unlawful, intentional touching or application of force to another person, when done in a rude, insolent, or angry manner. This is also one student attacking another student that is not fighting back. If the initial victim becomes the overwhelming aggressor, that is also battery. Refer to #3 General Disruptive Conduct for pushing, shoving and “horse play”.

Simple Battery on staff members is included in this definition, when the police report does not indicate higher charges. A total of 3 violations of assault and/or battery can also lead to a long term suspension hearing.

A police report would be written upon request of the parent/legal guardian/victim. Report would charge “Battery”.

Consequences/Disposition - Elementary	Consequences/Disposition - Middle/High
Kindergarten to 3rd Utilize intervention strategies Do not exceed maximum consequences for 4 th -5 th Grade. General practice for K-3 is a suspension of no more than 3 days for a single incident and no referral to hearing. Additional consequences allowed with Associate approval 4th-5th Utilize intervention strategies 1st Violation - Up to 3 days Suspension, 2nd Violation - Up to 5 days Suspension 3rd Violation - Up to Long-term Suspension Hearing	Utilize intervention strategies 1st Violation - Up to 3 days Suspension, 2nd Violation - Up to 5 days Suspension 3rd Violation - Up to Long-term Suspension Hearing

25a. Aggravated Assault/Battery I

Unlawfully assaulting or committing a battery on another person with the use of a weapon, instrument, or any means of force with the use of a weapon or object causing bodily harm to an individual

Refer to #24 Battery or #22 Assault/Intimidation if the police report does not support the aggravated charge. A total of 3 violations of assault and/or battery can also lead to a long term suspension hearing.

This infraction requires a police report with the charge of “Aggravated Assault/Battery”.*

Consequences/Disposition - Elementary	Consequences/Disposition - Middle/High
Kindergarten to 3rd Utilize intervention strategies Do not exceed maximum consequences for 4 th -5 th Grade. General practice for K-3 is a suspension of no more than 3 days for a single incident and no referral to hearing. Additional consequences allowed with Associate approval 4th-5th Utilize intervention strategies	1st Violation Up to Long-term Suspension Hearing

1st Violation Up to 5 days Suspension & Contract 2nd Violation Up to Long-term Suspension Hearing	
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25b. Aggravated Assault/Battery II

Unlawfully assaulting or committing a battery on another person with the use of a weapon, instrument, or any means of force that leads to serious bodily injury (requires medical attention that will likely cause permanent disfigurement. Assault/Battery on staff members are included in this definition.

Refer to #24 Battery or #22 Assault/Intimidation if the police report does not support the aggravated charge.

(When seeking long-term suspension, police reports and evidence will be included: witness statements, video, etc.) .

A total of 3 violations combining fighting and battery can also lead to a long term suspension hearing.

This infraction requires a police report with the charge of “Aggravated Assault/Battery” for students or “Aggravated Assault/Battery on School Personnel” for Staff Members.*

Consequences/Disposition - Elementary	Consequences/Disposition - Middle/High
Kindergarten to 3rd Utilize intervention strategies Do not exceed maximum consequences for 4th-5th Grade. General practice for K-3 is a suspension of no more than 3 days for a single incident and no referral to hearing. Additional consequences allowed with Associate approval 4th-5th Utilize intervention strategies 1st Violation Up to Expulsion Hearing	1st Violation Up to Expulsion Hearing

26. Battery/Sexual

Sexual battery is defined as a student intentionally making physical contact with the intimate parts of the body of another person without the consent of that person. Intimate body parts include the primary genital area, anus, groin, inner thighs, buttocks or breasts. No student will commit any act of sexual battery on school property, school buses, or at school-sponsored events. Behaviors that implicate Title IX regulations will be referred to the Office of Equal Opportunity Services (EOS)

Refer to #17 Harassment, Sexual if the police report does not support the violation.

Administrator Referral to APS Police and then Referral to EOS*

This infraction requires a police report with the appropriate charge.*

Non-Discrimination, Title VI, VII and Title IX Non-Discrimination, Title VI, VII and Title IX complaints by students/parents/employees filing an internal complaint can be filed with:

Office of Equal Opportunity Services, Title IX Director, APS, 6400 Uptown Blvd, NE, Suite 510W

Formal Complaint Form; eosoffice@aps.edu, (505)855-9831

Report a Concern — Albuquerque Public Schools

Consequences/Disposition - Elementary/Middle/High
Consequences determined after outcome of investigation If charges substantiated - Up to Expulsion Hearing

27. Threats of Violence Against the School or a Person

Substantiated (by police investigation and report) shooting threat or bomb scare against the school or person in any form, verbal, written, or via social media. This violation would include making or falsely reporting a shooting, bomb or gun threat.

Refer to #22 Assault/Intimidation if the police report does not support the violation with a charge of shooting threat or bomb scare.

Threat Assessment*

This infraction requires a police report with the charge of Bomb Scares and Shooting Threat Unlawful.*

Consequences/Disposition - Elementary	Consequences/Disposition - Middle/High
Kindergarten to 3rd Utilize intervention strategies Do not exceed maximum consequences for 4 th -5 th Grade. General practice for K-3 is a suspension of no more than 3 days for a single incident and no referral to hearing. Additional consequences allowed with Associate approval 4th-5th Utilize intervention strategies 1st Violation - Up to Expulsion Hearing	1st Violation - Up to Expulsion Hearing

28. Weapon Possession

Possessing a weapon such as but not limited to a firearm (also see firearm), any type of gun, knife, club, firecracker, explosive, spoked 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.)

“Possession” 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 and control. Ammunition is considered a weapon.

This infraction requires a police report with the appropriate charge, if it is a criminal act.*

Consequences/Disposition - Elementary	Consequences/Disposition - Middle/High
Kindergarten to 3rd Utilize intervention strategies Do not exceed maximum consequences for 4 th -5 th Grade. General practice for K-3 is a suspension of no more than 3 days for a single incident and no referral to hearing. Additional consequences allowed with Associate approval 4th-5th Utilize intervention strategies 1st Violation - Up to 5 day Suspension & School Contract 2nd Violation - Up to Long-term Suspension Hearing	1st Violation - Up to 5 day Suspension & School Contract 2nd Violation - Up to Long-term Suspension Hearing

29. Weapon Use

Use of any weapon to threaten, intimidate, attack, injure, or kill any person. Must be actual use of the weapon.

This infraction requires a police report with the appropriate charge.*

Consequences/Disposition - Elementary	Consequences/Disposition - Middle/High
1st Violation - Up to Expulsion Hearing	1st Violation - Up to Expulsion Hearing

30. Firearm Possession

Possession 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).

“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 that is on APS property or at an APS sponsored activity, if subject to the student’s custody and control.

- 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 not less than one-year expulsion requirement on a case-by-case basis. All school related incidents of firearm possession must be reported to the APS 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 will immediately report the child’s actions to a law enforcement agency and the Children, Youth, and Families Department.
- SAFE GUN STORAGE: Secure firearm storage is an essential part of home safety. If a decision has been made to bring a gun into your home, parents/legal guardians can make the home safer by storing any firearms unloaded and locked, with ammunition kept in a separate place. Research has proven that this simple practice can help prevent unintentional shootings, gun suicides, and other tragedies that can result when children and teens gain access to guns. For more information, see BeSMARTforkids.org

Student Possession of a Firearm (Board Policy JI3)

Firearms Prohibited (Board Policy AD1)

This infraction requires a police report with the charge of Unlawful Carrying of a Deadly Weapon on School Premises.*

Consequences/Disposition - Elementary	Consequences/Disposition - Middle/High
Expulsion Hearing with mandatory expulsion of a period of not less than one year	Expulsion Hearing with mandatory expulsion of a period of not less than one year

31. Firearm Use

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 not less than one-year expulsion requirement on a case-by-case basis. All school related incidents of firearm possession must be reported to the APS 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 will immediately report the child's actions to a law enforcement agency and the Children, Youth, and Families Department.
- SAFE GUN STORAGE: Secure firearm storage is an essential part of home safety. If a decision has been made to bring a gun into your home, parents/guardians can make the home safer by storing any firearms unloaded and locked, with ammunition kept in a separate place. Research has proven that this simple practice can help prevent unintentional shootings, gun suicides, and other tragedies that can result when children and teens gain access to guns. For more information, see BeSMARTforkids.org

This infraction requires a police report with the appropriate charge.*

Consequences/Disposition - Elementary	Consequences/Disposition - Middle/High
Expulsion Hearing with mandatory expulsion of a period of not less than one year and up to permanent expulsion	Expulsion Hearing with mandatory expulsion of a period of not less than one year and up to permanent expulsion

Student Searches

This handbook is considered notice of search policy.

Student Searches

School Police

Safe Schools and Relations with Law Enforcement Authorities

To ensure the safety of the school population, school personnel may conduct searches of students. The district acknowledges both state and federal constitutional rights which are applicable to personal searches of students, searches of their possessions (e.g., pocket contents, backpacks, handbags, etc.) and vehicle searches. School administrators need only have individualized reasonable suspicion that a particular search will reveal evidence that a crime or breach of the disciplinary code is being committed by the student or that a safety or security issue may exist. Individualized reasonable suspicion is established when the observation of specific and describable behavior or information from a credible informant leads one to reasonably believe that a particular student is engaging in or has engaged in prohibited conduct. The reasonableness of the search will depend upon:

1. The value and reliability of information used as justification for the search;
2. The prevalence and seriousness of the problem to which the search is directed;
3. The urgency requiring an immediate search.

Even if individualized reasonable suspicion exists, the scope of the search will be such that the measures used are reasonably related to the purpose of the search and not excessively intrusive.

Law enforcement officers not specifically assigned to the school will be required to have probable cause to perform a search of a student.

Types of Searches

Vehicle Searches

Search of a student's vehicle, while parked on school property, may be conducted by any school administrator or designee, if there is reasonable suspicion that a crime or breach of the disciplinary code is being committed by the student. Search of a student's vehicle while parked on school property may be conducted only if a school employee has reasonable suspicion that a crime or breach of the disciplinary code is being committed by the student.

If school personnel has reasonable suspicion that a crime may have been committed, APS Police must be notified before beginning the investigation.

Physical Searches

Search of a student's person or property may be conducted only where there is individualized reasonable suspicion that the student being searched has committed a crime or a breach of the disciplinary code. Searches may be conducted by a school administrator or designee.

- Minimally Intrusive Searches - Searches such as emptying of pockets, searches of student backpacks and purses, removal of hats, socks and shoes may be conducted by any school administrator or designee.
- More Intrusive Searches - Searches such as pat downs and frisks may only be conducted by an authorized person. Administrators may conduct more intrusive searches when they have reason to believe that a student may be in possession of a firearm, a weapon, or a dangerous drug.

A student search would be documented in the body of the Student Information System referral. Student desks, school lockers, storage spaces and school computers are not the private property of a student but the property of the school district and may be opened and subject to inspection without student consent.

Restrictions Related to Controlled Substance, Alcohol, and Tobacco Use for Students

Participating in Activities and Athletics

Extracurricular activities are integral to the educational process, providing students with opportunities to develop their unique capabilities, interests further, and needs beyond the classroom. Participation in an extracurricular activity 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 rules and expectations outlined in this procedure are in effect 24 hours a day, seven days a week, at all locations from the first day of fall sports practices to the end of the school year. They apply to students who are active participants and student spectators.

For the purposes of this procedure, “controlled substances” 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, narcotics, amphetamines, barbiturates, hallucinogens, prescription drugs, over-the-counter drugs, synthetic drugs, or intoxicants of any kind. This does not include tobacco or tobacco products.

Criteria for Application of Sanctions

Circumstances when students may become subject to sanctions include, but are not limited to:

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

Suspension of Extracurricular 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 activities required by co-curricular classes
- A student serving a suspension cannot participate in “tryouts during that suspension; however, a coach will provide a tryout opportunity to a student once the suspension is complete. This extension does not guarantee membership in the team or activity.
- 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)

Use and/or Possession of Controlled or Illegal Substances and Alcohol: First Violation

Student's loss of all NMAA-sanctioned extracurricular privileges and eligibility for 10 school days from the date determined by a site administrator and referral to the Parent Involvement Program. The loss of privileges includes practice and competition.

After five school days out of the program, the student can return to the program but may not compete in games or activities. On the 11th school day, the individual can compete in games and activities. Summer school days are not considered school days for this policy.

Second Violation (if Parent Involvement Program completed)

Student's loss of all NMAA-sanctioned extracurricular privileges and eligibility for 30 calendar days from the date determined by a site administrator. The loss of privileges includes practice and competition. After ten school days out of the program, the student can return to the program but not compete in games or activities. On the 31st calendar day, the individual can compete in games and activities. Summer school days are not considered school days for this procedure.

Second Violation (if Parent Involvement Program not completed)

The student is ineligible to participate in NMAA-sanctioned extracurricular activities for the remainder of the academic year or longer under special circumstances.

Third Violation

The student is ineligible to participate in NMAA-sanctioned extracurricular activities for the remainder of the academic year or longer under special circumstance

Parent Involvement Program

The Parent Involvement Program is a program to support students and families. As an alternative to suspension, when a student has a controlled substance infraction, the administrator will offer optional participation in PIP, a psycho-educational intervention provided by an APS Crossroads counselor (school counselors with specialized training in the area of substance use and misuse). PIP creates a non-judgmental and supportive environment where the student and their parent/guardian are connected to information that will increase their knowledge and understanding of why people use substances, the impact of use on developing brains and life, refusal skills, and alternatives to use. The Crossroads counselor will share community resources and make outside referrals when appropriate along with being an ongoing resource and supporting themselves for the student and their family. The goal of PIP and Crossroads involvement is to equip the student to make better choices and decrease the likelihood of re-offense.

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, or 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 Violation

Student's loss of NMAA-sanctioned extracurricular privileges and eligibility for five school days from the date of the infraction. The student may still participate in practices during this time. Summer school days are not considered school days for this procedure. 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 and Subsequent Violations

The student is ineligible to participate in NMAA-sanctioned extracurricular activities for ten school days. The student may participate in practices during this time.

School Consequences and Disposition

Students may also be subject to school-level consequences in addition to restrictions placed on their participation in athletics or activities. School-level consequences may include suspension of extracurricular activities, including, but not limited to, attendance and 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 procedure during the last quarter of the school year may be assigned community service to be served before they can participate in privileged events such as graduation activities or commencement exercises. The site administrator will assign the community service.

Sale or Distribution of Controlled/Illegal Substances

- Student is ineligible to participate in NMAA-sanctioned extracurricular 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 rules and expectations outlined in this procedure are in effect 24 hours a day, seven days a week, at all locations from the first day of fall sports practices to the end of the school year.
- Additional sanctions may apply beyond this procedure for violations that occur during the school day, at any school function, or on school property.

ALBUQUERQUE PUBLIC SCHOOLS
SCHOOL PHONE NUMBERS AND ADDRESSES
ALL TELEPHONE NUMBERS ARE IN AREA CODE 505 UNLESS INDICATED OTHERWISE

Online Directory of Schools

ELEMENTARY SCHOOLS

SCHOOL	ADDRESS	TELEPHONE
A. Montoya	24 Public School Road, Tijeras, 87059	281-0880
Adobe Acres	1724 Camino Del Valle SW, 87105	877-4799
Alameda	412 Alameda Blvd NW, 87114	898-0070
Alamosa	6500 Sunset Gardens Road SW, 87121	836-0288
Alvarado	1100 Solar Road NW, 87107	344-4412
Apache	12800 Copper Street NE, 87123	292-7735
Armijo	1440 Gatewood Road SW, 87105	877-2920
Arroyo del Oso	6504 Harper Drive NE, 87109	821-9393
Atrisco	1201 Atrisco Road SW, 87105	877-2772
Bandelier	3309 Pershing Street SE, 87106	255-8744
Barcelona	2311 Barcelona Road SW, 87105	877-0400
Bel-Air	4725 Candelaria Road NE, 87110	888-4033
Bellhaven	8701 Princess Jeanne Street NE, 87112	298-7489
Carlos Rey	1215 Cerrillos Road SW, 87121	836-7738
Chamiza	5401 Homestead Circle NW, 87120	897-5174
Chaparral	6325 Milne Road NW, 87120	831-3301
Chelwood	12701 Constitution Ave NE, 87112	296-5655
Cochiti	3100 San Isidro Road NW, 87107	345-1432
Collet Park	2100 Morris Street NE, 87112	298-3010
Comanche	3505 Pennsylvania Street NE, 87110	884-5275
Coronado Dual Language Magnet	601 4th Street SW, 87102	843-8283
Dennis Chavez	7500 Barstow Street NE, 87109	821-1810
Dolores Gonzales	900 Atlantic Street SW, 87102	764-2020
Double Eagle	8901 Lowell Drive NE, 87122	857-0187
East San Jose	415 Thaxton Ave SE, 87102	764-2005
E.G. Ross	6700 Palomas Ave NE, 87109	821-0185
Edward Gonzales	554 90th Street SW, 87121	831-6214
Emerson	620 Georgia Street SE, 87108	255-9091
Eugene Field	700 Edith Blvd SE, 87102	764-2014
Georgia O'Keefe	11701 San Victorio Ave NE, 87111	293-4259
Governor Bent	5700 Hendrix Road NE, 87110	881-9797
Griegos	4040 San Isidro Street NW, 87107	345-3661
Hawthorne	420 General Somervell Street NE, 87123-1150	299-4424
Helen Cordero	8800 Eucariz Ave SW, 87121	833-5830
Hodgin	3801 Morningside Drive NE, 87110	881-9855
Hubert Humphrey	9801 Academy Hills Drive NE, 87111	821-4981
Inez Science and Technology Magnet	1700 Pennsylvania Street NE, 87110	299-9010
John Baker	12015-B Tivoli Ave NE, 87111	298-7486
Kirtland	3530 Gibson Blvd SE, 87118	255-3131
Kit Carson	1921 Byron Ave SW, 87105	877-2724
La Mesa	7500 Copper Ave NE, 87108	262-1581
Lavaland	501 57th Street NW, 87105	836-4911

Lew Wallace	513 6th Street NW, 87102	848-9409
Longfellow Dual Language Magnet	400 Edith Blvd NE, 87102	764-2024
Los Padillas	2525 Los Padillas Road SW, 87105	877-0108
Los Ranchos	7609 Fourth Street NW, 87107	898-0794
Lowell	1700 Sunshine Terrace SE, 87106	764-2011
Macarthur	1100 MacArthur Road NW, 87107	344-1482
Manzano Mesa	801 Elizabeth Street SE, 87123	292-6707
Marie Hughes	5701 Mojave NW, 87120	897-3080
Mark Twain	6316 Constitution Ave NE, 87110	255-8337
Mary Ann Binford	1400 Corriz SW, 87121	836-0623
Matheson Park	10809 Lexington Street NE, 87112	291-6837
McCollum	10900 San Jacinto NE, 87112	298-5009
Mission Avenue STEM Magnet	725 Mission Ave NE, 87107	344-5145
Mitchell	10121 Comanche Road NE, 87111	299-1937
Monte Vista	3211 Monte Vista Blvd NE, 87106	268-3520
Montezuma	3100 Indian School NE, 87106	260-2040
Mountain View	5317 Second Street SW, 87105	877-3080
Navajo	2936 Hughes Road SW, 87105	873-8512
North Star	9301 Ventura NE, 87122	856-6578
Ocate	12415 Brentwood Hills Blvd NE, 87112	291-6819
Osuna	4715 Moon Street NE, 87111	296-4811
Painted Sky	8101 Gavin Drive NW, 87120	836-7763
Pajarito	2701 Don Felipe Road W, 87105	877-9718
Petroglyph	5100 Marna Lynn Ave NW, 87114	898-0923
Reginald Chavez	2700 Mountain Road NW, 87104	764-2008
Rudolpho Anaya	2800 Vermejo Park Drive SW, 87121	452-3137
S.R. Marmon	1800 72nd Street NW, 87120	831-5400
S.Y. Jackson	4720 Cairo Drive NE, 87111	296-9536
San Antonito STEM Magnet	12555 North Hwy 14, Sandia Park 87047	281-3931
Sandia Base	21001 Wyoming SE, KAFB East, 87116	268-4356
Seven Bar	4501 Seven Bar Loop NW, 87114	899-2797
Sierra Vista	10220 Paseo Del Norte NW, 87114	898-0272
Sombra del Monte	9110 Shoshone Road NE, 87111	291-6842
Sunset View	6121 Paradise Blvd NW, 87114	792-3254
Tierra Antigua	8121 Rainbow Blvd NW, 87114	792-3262
Tomasita	701 Tomasita Street NE, 87123	291-6444
Valle Vista	1700 Mae Ave SW, 87105	836-7739
Ventana Ranch	6801 Ventana Village Road, 87114	890-7375
Wherry	Bldg. 25000 - KAFB East, 87116	268-2434
Whittier	1110 Quincy Street SE, 87108	255-2008
Zia	440 Jefferson Street NE, 87108	260-2020
Zuni Technology and Communication Magnet	6300 Claremont Ave NE, 87110	881-8313

K-8 SCHOOLS

SCHOOL	ADDRESS	TELEPHONE
Coronado K-8 Dual Language Magnet School	620 Schulte Rd NW 87107	761-8440
Corrales K-8	200 Target Road, Corrales 87048	792-7400
Coyote Willow Family Magnet	7125 Irving Blvd NW, 87114	253-0050
Desert Willow Family Magnet	3303 Monroe NE, 87110	888-1647
eAcademy K8 Online Magnet	5300 Cutler Ave NE, 87110	816-9550

George I. Sanchez Collaborative Community	4050 118th Street SW, 87121	253-0300
Janet Kahn School of Integrated Arts Magnet	9717 Indian School Road NE, 87112	299-4483
Tres Volcanes Community Collaborative	9601 Tierra Pintada NW, 87120	253-0200

MIDDLE SCHOOLS

SCHOOL	ADDRESS	TELEPHONE
Cleveland	6910 Natalie Street NE, 87110	881-9227
Desert Ridge	8400 Barstow NE, 87122	857-9282
Eisenhower	11001 Camero Road NE, 87111	292-2530
Ernie Pyle	1820 Valdora Road SW, 87105	877-3770
Garfield STEM Magnet	3501 Sixth Street NW, 87107	344-1647
Grant	1111 Easterday NE, 87112	299-2113
Harrison	3912 Isleta Blvd SW, 87105	877-1279
Hayes Dual Language Magnet	1100 Texas Street NE, 87110	265-7741
Hoover	12015 Tivoli NE, 87111	298-6896
Jackson	10600 Indian School Road NE, 87112	299-7377
James Monroe	6100 Paradise Blvd NW, 87114	897-0101
Jefferson	712 Girard Blvd NE, 87106	255-8691
Jimmy Carter	8901 Bluewater NW, 87121	833-7540
John Adams	5401 Glenrio Road NW, 87105	831-0400
Kennedy	721 Tomasita NE, 87123	298-6701
L.B. Johnson	6811 Taylor Ranch Drive NW, 87120	898-1492
Madison	3501 Moon Street NE, 87111	299-4735
McKinley	4500 Comanche Road NE, 87110	881-9390
Polk	2220 Raymac Road SW, 87105	877-6444
Roosevelt	11799 South Highway 14, Tijeras 87059	281-3316
Taylor	8200 Guadalupe Trail NW, 87114	898-3666
Tony Hillerman	8101 Rainbow Blvd NW, 87114	793-0698
Truman	9400 Benavides Road SW, 87121	836-3030
Van Buren	700 Louisiana Blvd SE, 87108	268-3833
Washington	1101 Park Ave SW, 87102	764-2000
Wilson	1138 Cardenas Drive SE, 87108	268-3961

HIGH SCHOOLS

SCHOOL	ADDRESS	TELEPHONE
Albuquerque	800 Odelia Road NE, 87102	843-6400
Atrisco Heritage Academy	10800 Dennis Chavez Blvd SW, 87121	243-1458
Career Enrichment Center & Early College Academy Magnet	807 Mountain Road NE, 87102	247-3658
Cibola	1510 Ellison Drive NW, 87114	897-0110
College and Career Magnet	940 University Blvd SE, 87106	224-4880
Del Norte	5323 Montgomery Blvd NE, 87110	883-7222
eAcademy Magnet	Eastside & Westside Campuses	247-4209
Eldorado	11300 Montgomery Blvd NE, 87111	296-4871
Freedom Magnet	5200 Cutler Ave NE, 87110	884-6012
Highland	4700 Coal Ave SE, 87108	265-3711
La Cueva	7801 Wilshire Ave, 87122	873-2327
Manzano	12200 Lomas Blvd NE, 87112	559-2200
New Futures	5400 Cutler Ave NE, 87110	883-5680
Nex+Gen Academy Magnet	5325 Montgomery Blvd NE, 87109	878-6400

Rio Grande	2300 Arenal Road SW, 87105	873-0220
Sandia	7801 Candelaria Road NE, 87110	294-1511
School on Wheels Magnet	129 Hartline Road SW, 87105	243-2395
Valley	1505 Candelaria Road NW, 87107	345-9021
Volcano Vista	8100 Rainbow Road NW, 87114	890-0343
West Mesa	6701 Fortuna Road NW, 87121	831-6993

SPECIALTY PROGRAMS

SCHOOL	ADDRESS	TELEPHONE
Vision Quest Alternative (6-8)	5401 Glenrio Road NW, 87105	352-0343
Continuation Alternative (9-12)	5100 2nd Street NW, 87107	468-7284
Juvenile Detention Center Educational Unit (6-12)	5100 2nd Street NW, 87107	468-7223
Stephen Moody Complex (K -Age 22)	2611 Eubank NE, 87112	298-6752
Highland North Complex (K - Age 22)	4700 Coal Ave SE, 87108	266-6869
Helen Fox Educational Complex - Community Based Transition Services (19-22)	1730 University Blvd SE, 87106	872-6800
Duranes Early Childcare Center	2436 Zickert Rd NW 87104	764-2747

