

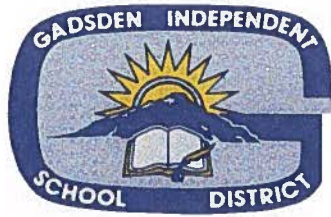
*"Gadsden schools are an  
example of what's possible  
for any student"*

**Efren Yturralde**  
Superintendent

2015 - 2016

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**Efren Yturralde**  
Superintendent

4950 McNutt Road  
Sunland Park, New Mexico

Dear Parent:

As part of our effort to provide a school which is effective in meeting the academic, emotional and social needs of your son/daughter, we have published the Student Handbook that can be found on the District website, [www.gisd.k12.nm.us](http://www.gisd.k12.nm.us). We are requesting that you read and discuss it with your son/daughter. As educators, we feel strongly that the success of students is dependent upon the cooperation of the school and family in establishing positive educational and behavioral goals for your children.

After you have read the handbook, please sign this letter below and return it to your child's teacher. We will keep it on file as documentation that you and your son/daughter understand what is expected of students when they are in attendance. If you do not have access to a computer you can come by the school and use one of our computers or request a copy of the Student Handbook from your son/daughter's school.

If you have questions, please call your child's school principal's office.

Respectfully,

**Efren Yturralde**  
Superintendent

.....  
\_\_\_\_ I have read and discussed the student handbook with my son/ daughter.

\_\_\_\_ I have read and understand my child's rights under (FERPA) Family Educational Rights and Privacy Act

\_\_\_\_ I have read and understand my child's rights under (PPRA) Protection of Pupil Rights Act

Grade\_\_\_\_\_

Student's Name (print) \_\_\_\_\_

Student's Signature \_\_\_\_\_ Date\_\_\_\_\_

Parent Signature \_\_\_\_\_ Date\_\_\_\_\_

## STUDENT HANDBOOK

The purpose of the *Student Handbook* is to give Gadsden Independent School District (GISD) students and their parents an understanding of the general rules and guidelines for attending and receiving an education in our schools. Students, parents, and staff need to be familiar with the *Discipline Policies*, which sets out the consequences for inappropriate behavior. The *Discipline Policies* are required by law and are intended to promote school safety and a positive atmosphere for learning.

This document was developed and reviewed with the assistance of administrators, teachers, students, and parents over multiple years. In case of conflict between Board Policy and the provisions of the *Student Handbook*, the Board Policy most recently adopted by the Board will prevail. Students and parents should be aware that this document is reviewed annually since policy adoption and revision is an ongoing process. These changes will generally supersede the provisions found in the *Handbook*, which will be obsolete by the newly adopted policy. The *Handbook* is not a contract between the school and parents or students. It can be amended at any time at the discretion of the District. If the District revises the *Handbook* during the school year, the administration will attempt to communicate those changes to parents and students.

The campus administration may impose rules in addition to those found in the *Student Handbook* that apply to their particular campus needs. These rules will be posted and given to students. This *Handbook* is intended to inform all stakeholders of appropriate expectations.

### MISSION STATEMENT

***The Gadsden Independent School District will ensure that all students will learn by putting education first. The district will provide quality educational opportunities conducive to learning that will facilitate students' individual goals.***

### VISION

***Excellence and equity in providing a positive, caring and academically stimulating environment for all students to achieve their full potential.***

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## **ACCELERATION POLICY IKEB-R**

### **Subject-based Acceleration in Middle School [See APPENDIX 1]**

In order to receive High School credit for courses taken in Middle School, the student must pass with a 60% or above in Algebra 1, English 1, Geometry (STMS), Spanish 1. *\*Note: A mid-term and a final exam will be administered for all high school credit courses.*

**STUDENTS MAY NOT TAKE THESE COURSES AGAIN AT THE HIGH SCHOOL LEVEL IF THEY HAVE ALREADY PASSED THEM AT THE MIDDLE SCHOOL LEVEL (As per NMAC 6.29.1.9 J (9), "A student cannot take the same course twice for credit.")**

**Notice of Credit for these courses** will be transmitted by an official letter/transcript from the middle school and sent to the Office of Superintendent, and the corresponding High School Principal and Counseling Department Chair.

## **ACCIDENTS**

Accidents should be reported **immediately** to the school nurse. If this is not possible at the time, students are to report **all** accidents to the school principal and/or assistant principal.

## **ALTA VISTA EARLY COLLEGE HIGH SCHOOL**

Alta Vista Early College High School is a blend of high school and college in a rigorous yet supportive program, compressing the time it takes to complete a high school diploma and the first two years of college. GISD students who enroll in Dual Credit courses have the opportunity to earn a high school diploma and an Associate's degree or up to two years of credit towards a Bachelor's degree upon completion of their high school careers. Students enrolled in Early College are subject to the rules, guidelines and calendars of both GISD and DACC.

## **ARTICULATED CREDIT (DACC)**

Articulation is a program for high school students that offers the opportunity to mesh courses and programs of study between institutions in order to ensure educational continuity, and to facilitate the orderly, unobstructed progress of students from one institution to another as the student pursues completion of a degree program. These courses are for college credit, High School Counselors have a list of articulated courses.

## **ASSEMBLIES AND SPECIAL EVENTS**

Assemblies will be held periodically for information and/or entertainment purposes. Students are to walk with their teacher to the assembly, sit in their designated location with the teacher, and exhibit appropriate behavior. Unnecessary talking, horse play, booing, throwing objects, and similar behavior is not allowed and may result in expulsion from the assembly and additional school consequences. Students are expected to show good spirit, sportsmanship, and school pride at all times. After the assembly, students are to walk back to class immediately. Do not stop for restroom or water at this time. Dismissal will be conducted by the administrator or teacher in charge.

## **ASSESSMENT**

### **Grades 3-12**

In addition to routine tests and other measures of achievement, students at certain grade levels will take state-mandated assessments, such as SBA and PARCC, in the following subjects:

- Reading, annually in grades 3-11

- Math, annually in grades 3-11
- Science, grades 4,7,11
- Writing, annually grades 3-11

### **SBA / HSGA Grades 4, 7 and 11**

Since the spring 2012 the **New Mexico Standards Based Assessment** test administration **NMSBA** has served a dual purpose as the accountability assessment (A–F School Rating System) and as the **High School Graduation Assessment (SBA/HSGA)**. Meeting proficiency on the SBA is required for high school graduation. Beginning with the spring 2015 administration, the SBA will only assess Science and Spanish Language Arts.

### **PARCC Grade 3 – 11**

The **Partnership for Assessment of Readiness for College and Careers** is a consortium of states working together to develop a set of assessments that measure whether students are on track to be successful in college and their careers. These computer-based K–12 assessments in Mathematics and English Language Arts give teachers, schools, students and parents better information on whether students are on track in their learning. These assessments serve as tools to help teachers customize teaching and learning to meet student needs.

### **NMAPA Grades 4, 7 and 11**

The **New Mexico Alternative Performance Assessment NMAPA** is an assessment for students with significant cognitive disabilities which recognize that although students start with different abilities all can learn. These tests measure learning over time and progress against standards (Expanded Grade Band Expectations). Beginning with the spring 2015 administration, the NMAPA will only assess Science and at the High School Level, Social Studies.

### **NCSC Grade 3 – 11**

The **National Center and State Collaborative (NCSC)** is a project led by five centers and 24 states to build an alternate assessment in Language Arts and Mathematics, based on alternate achievement standards (AA-AAS), that are directly linked to the Common Core. This assessment is for students with the most significant cognitive disabilities.

### **NMHSCE**

The last Cohort of students eligible to take the **New Mexico High School Competency Examination (NMHSCE)** was the cohort of 2011. At this time, the NMHSCE should be administered only to individuals who have not passed all subtests of the NMHSCE or have not taken the examination at all. Individuals who have fulfilled other course and credit requirements may return within five years of exiting the school system to take and pass the NMHSCE even though they are not enrolled. The last opportunity for this test will be in the school year (Fall) 2016-2017.

## **ACCESS for ELL's Grades K-12**

**Assessing Comprehension and Communication in English State-to-State** for English Language Learners. The goal of the ACCESS for ELLs<sup>®</sup> test is to allow students to demonstrate their level of proficiency through the performance indicators and to describe the spectrum of a learner's progression from knowing little to no English to acquiring the English skills necessary to be successful in an English-only mainstream classroom without extra support.

## **EOC**

The **End of Course Exams EOC's** used in Gadsden ISD are for the purpose of providing an **Alternative Demonstration of Competency (ADC)** in the academic content standards required for graduation (6.19.7.7 NMAC).

## **Interim Assessments**

Per NMSA 22-2C-4.1 high schools must administer interim assessments three times each year to 9<sup>th</sup> and 10<sup>th</sup> graders. Districts must administer approved interim assessments and can expand to other grade levels as appropriate.

## **ATTENDANCE/ABSENCES**

### **Compulsory Attendance**

According to the Compulsory School Attendance, 6.10.8.1 NMAC, the Gadsden Independent School District must set forth requirements for the implementation of the compulsory school attendance law. This rule establishes requirements for the identification, reduction, and reporting of truancy in all our schools. In addressing truancy the goal is to keep students in school until age eighteen and not to suspend, expel, drop, or outright punish them for being truant. [6.10.8.6 NMAC –N, 12-30-04; a,09-30-09]

### **ATTENDANCE POLICY**

Teachers will take attendance by class period for each instructional day. A parent/guardian must notify the school that the student will be absent in accordance with the notification procedure established by the school.

- The parent shall call, e-mail, send note, or report absences in person immediately after the return of the students.

Absences may be excused for the following reasons with appropriate documentation:

- Illness (including chronic illness documented on a health plan, IEP, 504 plan)
- Limited family emergencies; family deaths
- Medical, health or legal appointments
- Suspensions
- Religious commitment
- College visit
- Deployment of a military parent as defined in the "Military Children" procedural directive
- Limited extenuating circumstances as approved in advance by the school principal
- At least ten (10) days for students who provide documentation of the birth of the student's

child and parentage. Additional excused absences to the student after the birth of the child is deemed medically necessary by the student's physician.

- An additional four (4) days for the students who provide appropriate documentation of pregnancy or that the student is the parent of a child under the age of thirteen needing care.

All absences for other reasons are unexcused including

- Non-school sponsored activities or trips
- Family vacations outside of the normally scheduled school breaks.

In GISD, a student is considered "a student in need of early intervention" at five (5) unexcused absences and a habitual truant at ten (10) unexcused absences in a year.

School Staff will make an attempt to contact parent/ guardian if the school has not received notification of absences.

#### **Make-Up Work**

- Students may complete work for all excused absences.
- Once a student is identified as a habitual truant (10 unexcused full day absences) make-up work may be provided for the student unless the principal decides otherwise.
- On the first day back to class, students are responsible for requesting make-up assignments.
- Failure to complete make-up work in the time allowed may place students at risk of not earning class credit.
- Students will have the opportunity to complete the work in a period of time equal to the number of days absent unless other arrangements have been mutually agreed upon by the student and the teacher.
- Parents are strongly encouraged to notify the office of student absences, including suspensions, and pick up work during the absence.
- Teachers may need 24 hours from time of the request to compile assignments.
- It is expected that students will take semester finals on the days that they are scheduled.
- Students will be allowed to make up finals if they are missed due to an excused absence as listed in this handbook.

#### **Excessive Absences**

- Schools will identify and provide intervention strategies for students with unexcused absences.
- School-related activities taking students out of school are not included when evaluating excessive absences.
- State law requires schools to withdraw a student after ten (10) consecutive days of absence, but only after the school has exhausted its efforts to keep the student in an educational setting through a variety of interventions.
- Schools will require approval from the office of the Director of Information Systems prior to dropping a student approaching ten (10) consecutive days absent. Schools may not use out of school suspension or expulsion as punishment for truancy.

### **School Messenger**

- Parents will be notified of a student's absence by School Messenger at the end of school day.

### **School Sponsored Activities**

- School sponsored means any activity in which the sponsor is in attendance or transportation is paid by the school district. School sponsored activities are exempt from the attendance policy. Specific students are designated by the sponsor to be in attendance at the activity.

### **Official Daily Attendance**

The District must submit student attendance to STARS reflecting attendance for every instructional day prior to 40<sup>th</sup>, 80<sup>th</sup>, and 120<sup>th</sup> reporting periods.

### **Documentation after an Absence**

When a student is absent from school, the student - upon arrival or return to school- must bring a note signed by the parent that describes the reason for the absence. A phone call from the parent may be accepted, but the District reserves the right to require a written note.

### **Doctor's Note after an Absence for Illness**

Upon return to school, a student must bring a statement from a doctor or health clinic verifying the illness or condition that caused the student's extended absence from school. Should the student develop a questionable pattern of absences, the principal may require a statement from a doctor or health clinic verifying the illness or condition that caused the student's absence in order to determine whether the absence or absences will be excused or unexcused.

### **Pregnant Students**

A pregnant student may be permitted excused absences for the pregnancy and for limited purposes along with the opportunity to make-up work missed during the absence, provided the student communicates the pregnancy to school administration. [Board Policy: JIE, J-2300]

## **BELL SCHEDULE**

Each school will provide a separate bell schedule for their starting and ending times and class schedule.

## **BREAKFAST AND LUNCH**

All students eating breakfast in the school cafeteria or classroom must remain in the cafeteria or classroom until they have completed their meal. All students are entitled to have access to a lunch period. When students are dismissed for lunch, they are to proceed to the cafeteria in a quiet, orderly and polite manner. All students must eat their lunch in the cafeteria unless they brought their lunch to school. Students are not to loiter in the cafeteria after they have eaten, except for during bad weather. Each student must take care of his/her own trash, tray, plate, etc. and must follow all cafeteria regulations. No soft drinks will be allowed in the cafeteria during lunch. Upon leaving the

cafeteria, students must remain in designated areas and **may not leave campus**. All students are entitled to a free breakfast and lunch in the school cafeteria.

## **BULLYING [See APPENDIX 2]**

### **BUSES**

The District makes school bus transportation available to all students living two or more miles from school. This service is provided at no cost to students. Bus drivers are in charge of students while they are on school buses. Poor behavior may result in the loss of bus privileges and/or school sanctions.

Among State Department of Education school bus conduct regulations are the following:

- The driver is in charge of pupils when they are riding in the bus. The pupils must obey the drivers promptly. Pupils who do not obey rules and regulations may be reported to school officials. Transportation privileges may be revoked by school officials and/or bus contractor.
- Pupils should never stand in the traveled portion of the roadway while waiting for the school bus.
- Pupils who are compelled to walk a distance to meet the bus must walk on the side of the road to their left facing traffic, except on divided highways.
- Pupils are not to carry on unnecessary conversations with the driver while the bus is in motion.
- Use of tobacco or alcohol in any form shall not be permitted.
- Pupils shall not get on or off the bus or move about while the bus is in motion
- Pupils must occupy the seats assigned to them by school officials or the bus driver. Pupils in less desirable seats may move into more desirable ones when the pupils assigned to the seat are not in the bus, and such moving may be done only when the bus is stopped and with the driver's approval.
- Pupils shall not at any time ride on the outside of the school bus.
- Pupils must not open or close bus windows without permission of the driver.
- Pupils must not extend their hands, arms, heads, or bodies through the bus windows.
- Pupils will not be permitted to throw any items inside or outside the bus while riding the bus.
- Pupils engaging in misconduct at the bus stop on their way to school or from school will be subject to disciplinary measures by school administration.
- Balloons will not be allowed on bus to or from school.

### **CAMPUS CLEANLINESS**

Students are to keep the campus clean at all times and dispose of any trash in appropriate containers provided by the school.

### **CAREER AND TECHNICAL EDUCATION (CTE) PROGRAMS**

Career-Technical Education (CTE) programs, which combine challenging academic coursework with relevant, career-focused content, are uniquely positioned to respond to this challenge. Gadsden's CTE programs provide students with the academic and technical skills necessary to succeed in a dynamic, knowledge based economy. Students participating in these programs are held to industry based learning standards, which prepare learners for postsecondary education and high-wage, high-skill, and high-demand careers of their choice.

## CHILD FIND

The Gadsden Independent School District has an affirmative, ongoing, obligation to identify, locate and evaluate all children with disabilities residing within the jurisdiction of the district who either have or are suspected of having disabilities and need special education as a result of those disabilities. Child Find applies to all children of public school age regardless of severity of the disability, whether a child is in the custody or under the jurisdiction of any public or private agency or institution, or whether a child has never attended or will never attend public school. Child Find requirements also apply to highly mobile children such as migrant and homeless children, and children who are suspected of having a disability, even though they are advancing from grade to grade. School district personnel, a private or public agency or institution, or a parent may initiate a referral for a replacement evaluation by contacting the administrator of the child's home school, if the child is currently enrolled in the district, or by contacting the Special Education Department at 575-882-6221.

## CLASS RANK / HIGHEST RANKING STUDENT

In order to qualify for ranking in the top 10% of the graduating senior class, a student must complete their entire senior year (9 months) in the Gadsden Independent School District. To be eligible for such ranking, students who wish to graduate in less than four years or those transferring from another district must also complete their entire senior year in Gadsden ISD.

High schools shall compute class rank for the purpose of graduation after grades are stored, highest ranking students will also be selected after the grades are stored and GPA is calculated.

## CLASS SCHEDULES

All students are expected to attend school for the entire school day and maintain a class/course schedule to fulfill each period of the day. Exceptions may be made occasionally by campus principal for students in grades 9-12 who meet specific criteria and receive parental consent to enroll in less than a fill-day's schedule.

## CLOSED CAMPUS (LATE ARRIVAL & EARLY DEPARTURE)

Students are not allowed to leave the campus at any time during the school day without written parent permission and approval of the administration.

All people (parents, siblings, other family and non-district personnel) wishing to see an enrolled student must report to front office and follow school procedures.

- ***Anyone needing to see or sign out a student must present a valid picture ID, and must be listed on the contact information in PowerSchool.***

A sign-in and sign-out list will be placed in the main office for parents and must be used prior to students entering or leaving school during the day.

Students arriving late must sign in at the front office

- Students at the **elementary and middle school level** must be escorted in and signed in by a parent/guardian.
- Students at **high school level** may sign themselves in.

Students leaving early must be signed out at the front office

- All students must be signed out in person by parent/guardian in front office.
- Any student leaving campus is required to be signed out at the front office with permission of administration/parent.

- All students leaving campus will be issued a pass/permit by the attendance office to leave campus.

**Students may not bring visitors to school at any time.**

Any student not enrolled in school will be issued a trespass warning for first offense; second offense will be issued a citation by local authorities.

### **COLLEGE CREDIT COURSES**

Starting in 11<sup>th</sup> grade every Gadsden ISD high school student has the opportunity to enroll in postsecondary courses through the **Dual Credit (DC)** program [See pg. 21]. This program provides access to academic or career-technical course options that deliver simultaneous credit toward high school graduation and a postsecondary degree or certificate. Courses offered for DC stem from agreements between high schools and accredited community colleges. While most students take basic core courses such as English, history, math and social science, coursework may include areas such as culinary arts or criminal justice, depending on the student's Next Step Plan and the various degree plans offered by each community college.

Dual credit courses are accessible for students within a range of academic aptitude and are contributing to improvements in academic performance. Students who have taken courses for dual credit appear to perform adequately in their courses, graduate from high school at a higher rate than their peers, require less first-semester remediation in postsecondary education, and are likely to obtain a college degree within four years.

### **COMPLAINTS AND CONCERNS**

The District realizes that situations may arise when parents disagree with a decision that affects their child or believe that a policy has been improperly applied to their child. In general, parent complaints should go through the following steps:

- Initially, parent complaints should be brought to the teacher involved. (Often the problem can be resolved through an informal conference with the teacher.)
- A parent conference will be scheduled with the teacher who will provide a written or oral response as to the determination of the conference.
- When a conference does not resolve the complaint, the parent may make a written/verbal request to the appropriate principal/designee for them to consider the matter.
- When a conference does not resolve the complaint, the parent may make a written request to the appropriate District representative for the Superintendent for them to consider the matter.
- If the problem is not resolved at that level, the parent may make a written request to have the Superintendent consider the matter.
- If the problem is still not resolved, a written request should be submitted for the Board of Education to consider the matter at its next regular meeting.

Individual Board of Education members **cannot** respond to parent complaints beyond referring the matter to the administration. In order for the Board to take action on a complaint, the established process must be followed. (Board Policies BHD, BEDH)



## **CONDUCT**

The applicability of School rules apply to all school events. Students attending these events are expected to observe and practice good behavior at all time.

### **Social Events**

School rules apply to all school social events both or students and their guests. Guests attending these events are expected to observe the same rules as students, and a student inviting a guest will share responsibility for the conduct of his or her guest.

## **COUNSELING**

### **Academic Counseling**

Students and their parents are encouraged to talk with a counselor, teacher, or principal to learn more about course offerings, graduation requirements, and early graduation procedures. Each spring, students in grades 6-11 will be provided information on anticipated course offerings for the next school year and other information will help them make the most of academic and CTE opportunities.

To plan for the future, each student should work closely with the counselor in order to enroll in high school courses that best prepare him or her for attendance at a college, university, or technical school, or for pursuit of some type of advanced education. The counselor will also provide information on entrance exams and application deadlines, as well as information about automatic admission to state colleges and universities, financial aid, housing, and scholarships.

### **Personal Counseling**

The school counselor is available to assist students with a wide range of personal concerns, including such areas as social, family, emotional issues, or substance abuse. The counselor may also make available information about community resources to address these concerns. A student who wishes to meet with the counselor should make arrangements through the Counseling Center.

### **Psychological Exams, Tests, or Treatment**

The school will not conduct a psychological examination, test, or treatment without first obtaining the parent's written consent. Parental consent is not necessary when a psychological examination, test, or treatment is required by state and federal law for special education purposes or for child abuse reports.

## **COURSE CREDIT**

A student in grades 9-12 will earn credit for a course if final grade is 60 or above. For a two-semester course (1 credit) , the student's grades from both semesters will be averaged and credit will be awarded if the combined average is 60 or above.

## **COURSE FEES**

See high school and middle school pre-registration handbook.

## **DELIVERIES TO STUDENTS**

Students are **not allowed** to receive outside deliveries for special events and occasions to include, but not limited to the following: Birthdays, Valentine's Day, Holidays, and Anniversaries, etc. Parents may bring necessary items to the school example: PE clothes, Homework, Text books, Uniforms, etc. These items will be delivered to the students by school staff.

## **DESERT PRIDE ACADEMY**

Desert Pride Academy offers an educational environment that provides the flexibility and support needed for non-traditional students to complete their high school program. The academic focus is on the core subjects of language arts, mathematics, social studies, and science, in addition to a limited number of electives that allow for an individualized self-paced program. The student population is composed of dropout recovery, those over-aged, and those referred for long-term suspension.

## **DISCRIMINATION, HARASSMENT, AND RETALIATION**

### **Discrimination**

Is defined as any conduct directed at a student on the basis of race, color, religion, gender, national origin, disability or any other basis prohibited by law, that negatively affects the student.

### **Harassment**

Harassment, in general terms, is conduct so severe, persistent, or pervasive that it affects the student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.

Examples of harassment may include, but are not limited to, touching private body parts or coercing physical contact that is sexual in nature; sexual advances; jokes or conversations of a sexual nature; and other sexually motivated conduct, communications, or contact.

**Sexual Harassment** of a student by an employee or volunteer does not include necessary or permissible physical contact not reasonably constructed as sexual in nature such as comforting a child with a hug or taking the child's hand. However, romantic and other inappropriate social relationships, as well as all sexual relationships, between students and district employees are prohibited, even if consensual.

### **Retaliation**

Retaliation against a person who makes a good faith report of discrimination or harassment, including dating violence, is prohibited. Retaliation against a person who is participating in an investigation of alleged discrimination or harassment is prohibited. A person who makes a false claim or offers false statements or refuses to cooperate with district investigation may be subject to appropriate discipline.

## **DISCRIMINATION**

Discrimination is defined as any conduct directed at a student on the basis of race, color, age, sex, religion, national origin, marital status or physical disability, gender stereotyping and perceived sexually, or any other basis prohibited by law, that negatively affects the student.

## **DISCIPLINE POLICIES [See APPENDIX 4, DISCIPLINE POLICIES]**

### **DISTANCE LEARNING/ONLINE/EDGENUITY**

Gadsden Independent School District is utilizing Edgenuity, a web based program, to provide fully accredited high school courses. GISD students can take high school courses to satisfy graduation requirements, credit recovery, advancement and enrichment. Students earn a high school credit per course completed and passed. Courses begin and end dates for Edgenuity are not the same as those of traditional GISD face-to-face classes. Students may access their Edgenuity online course from a computer with internet connection from school, home or elsewhere. Students may enroll in an Edgenuity course after consulting with a counselor and site administrator. Edgenuity course grades are recorded on student transcripts and figured into student grade point averages once the course has been completed. GISD teachers may use Edgenuity coursework as enrichment or as a part of their classroom instruction.

### **DISTRIBUTION OF PUBLISHED MATERIALS**

#### **School Materials**

Publications prepared by and for the school may be posted or distributed, with prior approval of principal, sponsor, or teacher. Such items may include school posters, brochures, flyers, etc. All publications are under the supervision of teacher, sponsor and the principal.

#### **Non-school Materials.....from students**

Students must obtain prior approval from the principal before posting, circulating or distributing written materials, handbills, photographs, pictures, petitions, films, tapes, posters, or other visual or auditory materials.

#### **Non-school Materials.....from others**

Written or printed materials, handbills, photographs, pictures, petitions, films, tapes, posters, or other visual or auditory materials not sponsored by District or by District affiliated school- supported organization will not be sold, circulated, distributed, or posted on any District premises by any District employee or by persons or groups not associated with the District. The principal will approve or reject the materials as described above.

### **DRESS AND GROOMING**

The dress code is established to teach grooming and hygiene, prevent disruption, and minimize safety hazards. Students and parents may determine a student's personal dress and grooming standards provided that they comply with the following:

The following items of clothing will **not** be allowed on any school campus in the Gadsden Independent School District.

- Unbuttoned shirts
- Oversize baggy pants - Pant leg not to exceed 5" extended from leg
- Clothing sizes will match the bodies on which they are worn. Pants are to be secured at the waist, using a belt or suspenders, if necessary. Shoes are the only item of dress that may be worn touching the floor or ground.

- Clothing or articles with wording, pictures, or acronyms that promote alcohol, the occult, tobacco, drugs, profanity, sexually suggestive, gang affiliation or are defamatory of any individual or group.
- Clothing colors and articles which are gang related as determined by each school's administration will not be allowed.
- Military type buckles with initials and/or belts with dangling ends
- Bandanas or "colors"
- Hairnets
- Skirts/shorts less than mid thigh length or "hot pants"
- Undershirts worn as outer garments, tank tops or muscles shirts (width of a strap should be 3" or more)
- Steel-toed shoes or boots
- Jewelry or accessories that could be used as a weapon (e.g. wallet chains, studded articles)
- Blouses and Shirts need to be appropriately worn.
- Under the Principal's directive students will be required to wear only the approved cap and gown to include school colors during High School Graduation.

**Prohibited manner of wearing clothing:**

- Belts or trousers below the waist line
- Low cut tops
- Bare or exposed midriffs
- Hats/caps and head gear may be worn outside school buildings.
- Hairnets
- Sunglasses without doctor's prescription

**Pants:**

- Crotch seam should be in close proximity to body. Anything in excess of space for comfort where a sag is evident (2"+) is "sagging".
- Waist is excessive when pucker or overlap in excess of 3" is evident.
- Pants worn so low that waist line would expose several inches (3"+) of underwear or flesh below normal waist line.
- Length and/or flare is excessive when cuff covers shoe and/or is stepped on by either toe or heel of shoe.

**School Interpretation for Inappropriate Dress**

Any student wearing inappropriate clothing as determined by administration will receive one of the following consequences:

- Wear appropriate clothing provided by the office, if available.
- The inappropriate clothing will only be returned when a parent/guardian comes to the school and returns the replacement clothing.
- Have appropriate clothing brought to school.
- Be sent home with parental permission or remain isolated for the remainder of the day or suspended.

- For safety, footwear must be worn at all times and must be appropriate. **Flip flops** are not recommended and may be restricted by the school administration.

### **Grooming Regulations**

For the safety of students, a dress code needs to be followed. **Campus administration has the authority to determine appropriate dress and make changes as needed.** Dress and grooming have a definite bearing on attitude and behavior. Learning how to dress within the bounds of propriety, decency, and social acceptability is a part of each student's education.

### **DUAL CREDIT**

Dual Credit courses are college level courses offered by Doña Ana Community College (DACC), New Mexico State University (NMSU), Eastern New Mexico University (ENMU). GISD students who enroll in Dual Credit courses have the opportunity to earn college credit and high school elective credits at the same time. Course topics cover a wide range of subjects and materials. Students enrolled in Dual Credit are subject to the rules, guidelines and calendars of DACC.

11<sup>th</sup> and 12<sup>th</sup> grade students within the Gadsden Independent School District who have a 2.0 GPA, parent permission and no more than 5 absences (Principals' discretion) may be eligible for Dual Credit.

Student must take the COMPASS placement exam and pass 2 or more of the following:

- Math = CCDR 114 N
- Reading = CCDR 105N (55)
- Writing = CCDE 110N (34)

Or achieve a composite score on the ACT of 15 or a PSAT composite score of 114.

Dual credit classes for Gadsden Independent School District Students are offered at the Chaparral, Gadsden and Sunland Park DACC branches Some Dual Credit classes are also offered at the school campus. Dual Credit courses are offered each fall and spring semesters and additional courses may be available during the summer sessions. All courses follow the NMSU and DACC Academic Calendar.

Dual Credit Courses are based on the weighted point scale in PowerSchool (equal to Pre-AP, AP). Grades will be transmitted once each semester from the DACC, NMSU, ENMU Dual Credit Director to the GISD Coordinator for Career Technical Education. *For every 3-hour Dual Credit course 1 High School credit will be awarded.* Grades earned in the Dual Credit Program will be posted on college transcripts.

GISD provides some busing to the 2 DACC centers located within the Gadsden District. Students who hold a valid driver's license and have completed the Transportation Agreement are eligible to provide their own transportation to and from their Dual Credit Classes.

## **ELECTRONIC DEVICES AND TECHNOLOGY RESOURCES**

For safety purposes, the District permits students to possess personal mobile telephones; however, these devices must remain turned off during the instructional day, including during testing. A student must have approval to possess other telecommunications devices such as notebooks, laptops, tablets, or other portable computers. [See APPENDIX 3]

### **Acceptable Use of District Technology Resources**

Use of technology resources, which may include District's network systems and use of District equipment, is restricted to approved purposes only. Student and parents will be asked to sign a user agreement regarding use of these District resources. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

### **Unacceptable and Inappropriate Use of Technology Resources**

Students are prohibited from possessing, sending, forwarding, posting, accessing, or displaying electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, demanding to other's reputation, or illegal.

All electronic devices are **not permitted to be used during instructional time, on campus or school events and GISD is not responsible for reimbursing for lost or stolen personal property**. These items will be confiscated and returned to parents only, or returned to the students at the end of the school year. GISD has a policy that cell phones should not be used or go off during instructional time, and should not interfere with the instructional process. If they do, they will be confiscated.

## **EMERGENCY PROCEDURES**

All sites have an All Hazards Team and a specific Hazard Plan. This plan will be available for review at each site, and students will be instructed on emergency procedures.

## **END-OF-COURSE (EOC) ASSESSMENTS**

The EoC assessments measure a student's proficiency in particular subjects. Starting in 2014, passing the EoCs will be the primary way in which students can demonstrate competency in Social Studies and Writing, which are not assessed on Standards Based Assessments (SBA) or the Partnership for Assessment of Readiness for College and Careers (PARCC). Students are expected to pass one EoC in a subject area. If students do not pass the initial EoC for a course within a subject area, the student may take an EoC for a different course within the subject area. Please see EoC Retake Policy for clarification.

## **ENGLISH LANGUAGE LEARNERS (ELLS)**

English Language Learners (ELLS) are students who are unable to communicate fluently or learn effectively in English. They are sometimes referred as Limited English Proficient (LEP). These students are entitled to receive specialized services from the district. To determine whether they qualify for services, they must complete a formal assessment of their English Literacy using a placement test (WAPT). They are tested in reading, writing, speaking and listening.

The district will provide these students with alternative language programs, specialized services or accommodations based on the proficiency level results. A yearly assessment (ACCESS) will be conducted to determine continued eligibility for academic services.

## **EXTRACURRICULAR ACTIVITIES, CLUBS, AND ORGANIZATIONS**

Participation in school-sponsored activities is an excellent way for a student to develop talents, receive individual recognition, and build strong friendships with other students; participation, however, is a privilege, not a right.

Participation in some of these activities may result in events that occur off-campus. When the district arranges transportation for these events, students are required to use transportation provided by the district to and from events. Exceptions to this may only be made with the approval of the activity's coach or sponsor.

### **Standards of Behavior**

Sponsors of student clubs and performing groups such as band, choir, drill and athletic teams may establish standards of behavior – including consequences for behavior – that are stricter than those for students in general. If a violation is also a violation of school rules, the consequences specified in Student Code of Conduct or by board policy will apply in addition to any consequences specified by the organization's standards of behavior.

As a representative of the school, participants are expected to conduct themselves in accordance with all school rules and regulations. Bylaws and charters of specific organizations may further define expectations of behavior.

### **Offices and Elections**

Refer to the charters and bylaws of each organization for specifics on officer requirements and election procedures.

## **FEES AND FINES**

Students are responsible for ensuring that all fees, fines, and charges due are paid. Upon withdrawal or graduation all debts must be cleared. No records or graduation diplomas will be released until all debt is cleared. **Board Policy (IKFB/I-7450)** students may not participate in the commencement exercises unless they have successfully completed the requirements for graduation and paid all fees, fines, and charges due.

## **FAMILY EDUCATIONAL RIGHT & PRIVACY ACT (FERPA) [See APPENDIX 11, FERPA]**

"FERPA" means rights, pursuant to 20 U.S. Code 1232g and 34 CFR Part 99, afforded to parents and students over 18 years of age with respect to the student's education records, that include the right to inspect and review the student's education records within 45 days, the right to request amendment to the student's education records for various reasons, the right to consent or refuse to consent to disclosures of personally identifiable information in the student's records except for those records FERPA authorizes disclosure without consent, and the right to file a complaint with the U. S. department of education concerning non-compliance with FERPA.

[6.30.10.7 NMAC - N, 7-16-08]

## **FIRE DRILL**

All students will follow fire drill rules and procedures as posted at each individual school campus.

## **FOOD & BEVERAGE CONSUMPTION IN CLASSROOM**

No food, beverages or candy will be taken into and/or consumed in any classroom during any instructional period without the permission of the Administration as per the wellness guidelines.

## **FUND-RAISING**

Student groups or classes and /or parent groups may be permitted to conduct fund- raising drives for approved school purposes with prior approval from principal.

## **GANG-FREE ZONES**

Certain criminal offenses, including those involving organized criminal activity such as gang-related crimes, will be enhanced to the next highest category of offense if they are committed in a gang-free zone. For purposes of the district, a gang-free zone includes a school bus and a location in, on or within 1,000 feet of any district-owned or leased property or campus playground.

## **GRADE CLASSIFICATION (High School)**

Once a student enters a PED regular public school, these schools are responsible for assuring that students progress through the H1, H2, H3 and H4 (Cohort) system assuring that students progress at an expected pace.

## **GRADING GUIDELINES**

- Kinder – First grade will use a developmental rubric to report progress to parents.
- Alpha grades will be used for 2<sup>nd</sup> through 12<sup>th</sup> grade during the 2015-2016 School year.
- The 0 to 100 numeric range will be based on:
  - A=90-100
  - B=80-89
  - C=70-79
  - D=60-69
  - F=0-59
- Pre-AP and AP courses are weighted based on the following grade scale from 70 to 100.
- **A numeric system of grades (0-100) will be entered by teachers into an electronic gradebook (PowerSchool) for every assignment created and will be reported to parents by an electronically produced report card every 9 weeks.**

**Grades will reflect academic performance skill levels. Grades will absolutely not be used for disciplinary purposes. [IKA;I-6700]**

### **Grade Reporting for Elementary Schools**

Second – 6<sup>th</sup> Grade will use a standardized alphabetic grading system. Based on A, B, C, D, etc., these grades must be entered in PowerSchool in Teacher grade book.

### **Grade Reporting for High School**

GPA will be determined by the total grade points earned. Grade points will be figured based upon the credited courses.

### **Grade Reporting for Student Transferring from Foreign Countries and Other School Districts**

Students transferring from foreign country should present their transcript to the counselors to be evaluated as follows:



Only Grade 3 of *secundaria* (U.S. Grade 9) should be reviewed along with grades 1, 2, & 3 of *preparatoria* (U.S. Grades 10, 11, 12). Only those courses with a final grade of an A, B, C or D (A = 95, B = 85, C = 75, D = 65) will be counted for credit

- The students may transfer half-credits if earned under a semester system.

Grade conversion: Numeric grades based on a scale of 10 are converted into percentages/letter grades as follows:

9 -10	90 - 100 = A
8	80 = B
7	70 = C
6	60 = D
0-5	50 = F (No Credit Allowed)

(Numeric grades with decimals are not to be rounded off, a 7.9 is a 79, which is a C)

- Student enrolling with transcripts from countries with dissimilar systems will be evaluated on an individual basis.
- Foreign exchange students may only be classified as 11<sup>th</sup> grade students and are not eligible to graduate from Gadsden Independent School District.
- Persons who have successfully completed the equivalent of U.S. high school in their country of origin are NOT eligible to matriculate in high school in New Mexico.

#### PROCEDURAL REQUIREMENT FOR TRANSLATING ALPHA GRADE TO NUMERICAL SCALE

A = 95
B = 85
C = 75
D = 65
F = 55

## GRADUATION

### Requirements for a Diploma for a Student Enrolled in High School to the 2015-2016 School Year

To receive a high school diploma, a student who is enrolled in high school prior to the 2015-2016 school year must successfully:

- Complete the required number of course requirements established by the state and any additional credits required by District;
- Achieve passing scores on mandated assessments

### Testing Requirement for Graduation

Students must attempt Reading and Math on the PARCC three times and Science on the HSGA two times before implementing a passing score on an ADC. If students do not fulfill this expectation, they may move on to the ADC with PED approval on a submitted ADC Implementation Application. *PED does not approve waivers with the rationale that a student already passed an ADC.*

- Reading: pass HSGA or use ADC
- Math: pass HSGA or use ADC
- Science: pass HSGA or use ADC
- Writing: pass one writing EoC or use ADC
- Social Studies: pass one social studies EoC or use ADC

### **Standard Diploma, Career, Ability Diploma for Students with Disabilities**

For students with disabilities, the Individualized Educational Program (IEP) team is responsible for determining whether a student with disabilities has completed a planned program of study making him/her eligible to receive a diploma. Graduation plans must be part of all IEP's beginning with the 8<sup>th</sup> grade IEP. Upon completion of a planned program of study the student will be awarded a diploma or a New Mexico diploma of excellence, after July 1, 2010. A student may be awarded a diploma using any of the following programs of study, Standard, Career Ability Diploma. [See APPENDIX 10, Graduating Options]

### **Conditional Certificate of Transition**

IEP teams may use a conditional certificate of transition in the form of a continuing or transition IEP when a student has completed the high school portion of his or her education, and is on track for graduation, but the student still has transition or academic needs that must be addressed by school staff and adult service providers. In these instances, a student may receive a conditional certificate of transition that allows him or her to participate in graduation activities and continue toward obtaining the high school diploma based on a plan to implement transition services. The certificate is not a graduation option for students with disabilities. A certificate of any type does not end a student's right to a free appropriate public education (FAPE). The certificate with follow-up plan of action allows for assistance with accessing adult services, seeking and maintaining employment, or pursuing post secondary training with assistance. The follow-up plan of action must be in the form of a continuing or transition IEP and it must identify responsibilities of the student, parents, and the school to ensure the student receives a diploma. The student receives the diploma upon successful completion of the updated and continuing IEP goals and transition outcomes.

The IEP team is responsible for determining whether the student has completed a planned program of study based on the student's strengths, interests, preferences, identified educational and functional needs and long-term educational or occupational goals, making the student eligible to receive either a diploma or a conditional certificate of transition. The district shall provide each student, who has an IEP and who graduates or reaches the maximum age for special education services, a summary of the student's academic achievement and functional needs and long-term educational; or occupational goals, making the student eligible to receive either a diploma or conditional certificate of transition. The district shall provide each student, who has an IEP and who graduates or reach maximum age for special education services, summary the student's academic achievement and functional performance (SOP), which shall include recommendations on how to assist the student in meeting post-secondary goals.

A student who receives special education services may be granted a conditional certificate of transition in the form of a continuing or transition IEP when:

1. The IEP team provides sufficient documentation and justification that the issuance of a conditional certificate of transition for an individual student is warranted;
2. Prior to the student's projected graduation date, the IEP team provides prior written notice stating that the student will receive a conditional certificate of transition;

3. The district ensures that a conditional certificate of transition is not a program of study and does not end the student's right to FAPE;
4. The district ensures that a conditional certificate of transition entitles a student who has attended four years or more of high school to participate in graduation activities, and requires that the student continue receiving special education supports and services needed to obtain the high school diploma;
5. The district ensures that, prior to receiving a conditional certificate of transition, the student has a continuing (C) or transition (T) IEP;
6. The student's continuing or transition IEP outlines measures, resources and specific responsibilities for both the student and the district to ensure that the student receives a diploma.

A student who does not return to complete the program of study as outlined in the continuing or transition IEP will be considered as a dropout. A student who receives a conditional certificate of transition is eligible to continue receiving special education services until receipt of a diploma or until the end of the academic year in which the student becomes 22 years of age.

#### **Graduation Expenses**

Because students and parents will incur expenses in order to participate in the traditions of graduation- such as purchase of invitations, senior ring, cap and gown, and senior picture- both the student and the parent should monitor progress towards completion of all graduation requirements for graduation.

#### **Graduation Attire**

Graduation is a formal event. Proper attire is required for participation in the graduation ceremony. Please refer to the campus graduation contracts for specific requirements.

#### **Scholarships and Grants**

Information on scholarships and grants is available through the campus counseling offices.

### **GUIDANCE SERVICES**

The school counselors are available to help students be successful in school and solve personal problems. Classroom, group, and individual guidance services are provided. Please check with the Counseling Office for appropriate procedures to sign up for services.

### **HARRASSMENT (See pg 18)**

#### **HAZING**

Hazing is defined as any intentional, knowing, or reckless act occurring on or off campus directed against a student that endangers the mental or physical health or safety of a student for the purpose of pledging, being initiated to, affiliating with, holding office in, or maintaining membership in any organization whose members are or include other students.

Hazing will not be tolerated by District. If an incident of hazing occurs, disciplinary consequences will be handled in accordance with the *Student Code of Conduct*.

[See APPENDIX 6, Hazing]

## **HEALTH-RELATED MATTERS**

### **Student Illness**

Students who arrive at school with or are recovering from a communicable disease will not be permitted to attend or return to school until the period of contagion is passed or until the Primary Health Care Provider (PCP) has authorized return to school. When the student arrives or becomes ill during the school day the parent/guardian will be notified and asked to pick up the child before the end of the school day.

When the student has an elevated temperature, nausea, vomiting, or diarrhea prior to the start of the school day they should remain in the home setting.

### **Food and Life Threatening Allergies**

Students with food and life threatening allergies should notify the school nurse and campus administrator immediately. The student will be required to provide documentation of the allergy, prescription for emergency medication and/or dietary restrictions from a PCP. Should emergency medication be required, follow the medication guidelines listed in the Nursing Services and Medication Section of the Student Handbook.

### **Head Lice (Pediculosis)**

When a student is found to have live lice the student's parent/guardian will be notified. The parent/guardian will be asked to pick up the child before the end of the day and will be asked to treat the child for lice. After treatment and upon return to school, the student will be checked by the school nurse or health assistant before returning to class. Students with live lice will be sent home with the parent or guardian.

### **Physical Activity for Students in Elementary and Middle School**

New Mexico mandates all students K-12 follow content and performance standards for physical education. Students in grades K-12 must demonstrate competency and proficiency in many movement forms, they must also apply movement concepts and principles to the learning and development of motor skills. All students are to exhibit knowledge and ability to participate in a physically active lifestyle. They must also achieve and maintain a health-enhancing level of physical fitness.

### **Vending Machines**

Vending machine use is subject to the Food and Nutrition Guidelines and Policies as prescribed by the Federal Government.

### **Tobacco, Alcohol, Illegal Substances Prohibited**

GISD works to maintain alcohol, drug and tobacco free campuses and follows local, state, and federal laws and regulations. The possession, use or sale of alcohol, drugs or tobacco will not be tolerated. As mandated by New Mexico Statute (30-31-1 NMSA 1978) school property is identified as a Drug-Free School Zone.

## HOMELESS STUDENTS

For information on services for homeless students, contact the District's Liaison for Homeless Children and Youth, at 882-6799.

## HOMESCHOOL

New Mexico Statutes require any person operating or intending to operate a home school to notify the Secretary of Education of the establishment of a home school within thirty (30) days of its establishment and to notify the Secretary of Education on or before April 1<sup>st</sup> prior to each subsequent year of operation. Graduation credit will only be given to home school students upon the receipt of a transcript from an accredited online and/or correspondence school, as required by Public Education Department regulations. For online information on Home Schooling-  
<http://ped.state.nm.us/HomeSchools/index.html>

## HOMEWORK

Homework may be assigned depending on the nature of the instruction. Homework will be meaningful and integrated into the regular classroom instruction and curriculum. Students are responsible for completing assignments and meeting assigned deadlines. Parents will allow the school at least 24 hours to prepare homework assignments. See individual campus policy. See Attendance page 7 for Make-up work.

## ILLNESS

[See Health-Related Matters on page 27]

## IMMUNIZATIONS

New Mexico State Law requires students to be vaccinated prior to enrolling in school. NMAC 6.12.2.8 B states, "No student shall be enrolled in the public, nonpublic, or home schools in the state unless the student can present satisfactory evidence of commencement or completion of immunization in accordance with the immunization schedule and rules and regulations of the public health division".

- Satisfactory evidence means a statement, certificate or record signed by a primary care provider licensed in the United States or other recognized licensed health facility stating the required immunizations have been administered.
- Children of military families shall be enrolled and conditionally placed in the school setting for which they are eligible for thirty (30) days while the student obtains the required immunizations.
- Children of homeless families shall be enrolled and the school health personnel and administration will work with the families while obtaining required immunizations.
- Exemptions may be filed in the state for two reasons; medical or religious. The New Mexico Immunization Exemption form and attached documents must be filed, with the State of New Mexico, prior to admitting the student to the school setting. The school will be required to make a copy of the filed exemption form for the student health records. New Mexico approved exemptions will be valid for a period of 9 months and will not extend beyond the end of the school year in which the child is currently enrolled.

- Non-Compliance means the student's school immunization record is not compliant with the NM immunizations required for school age children.
  - When a student is non-compliant with immunizations an Immunization Notice will be sent home with the student. A fifteen day grace period will be given to provide evidence of compliance.
  - After the fifteenth day, should the student remain in non-compliant standings a Disenrollment Immunization Notice will be sent home with the student. An additional fifteen day grace period will be given to provide evidence of compliance. At the end of the grace period, disenrollment proceedings will begin.

## **INDEPENDENT STUDY PROGRAM**

This program is designed for those students wishing to take a course that could not be justified due to the small number of student requests, or for those students wishing to add a course of interest outside of the regular schedule of classes. **Students will not be allowed to take any core subject required for graduation through Independent Study.**

## **INTERNET AND COMPUTER USE**

The use of any social networking sites (FACEBOOK, TWITTER, MYSPACE.COM, YOUTUBE.COM, etc) and anonymous web proxy that lets you bypass website filters and unblock firewalls is not acceptable. The use of these sites will reduce the schools telecommunications bandwidth (phone calls, district email, student information systems, finance/human resources administration system, and web based application software). Please refer to GISD Policy IJNDB-R & IJNDB-E - Parents and students, need to review, sign agreement and return to school the Acceptable Use Policy for District Computer Systems and the Internet which is on last page of this handbook. [See **ELECTRONIC DEVICES AND TECHNOLOGY RESOURCES, page 22**]

## **LAW ENFORCEMENT AGENCIES**

### **Questioning of Students**

When law enforcement officers or other lawful authorities wish to question or interview a student at school, the principal will cooperate fully regarding the conditions of the interview.

### **Students Taken Into Custody**

State law requires the District to permit a student to be taken into legal custody:

- To comply with an order of the juvenile court.
- To comply with the laws of arrest.
- By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct .
- By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court.
- By an authorized representative of Child Protective Services, a law enforcement officer, a juvenile probation officer.

## **LEAVING CAMPUS (see CLOSED CAMPUS (LATE ARRIVAL & EARLY DEPARTURE))**

### **At Any Time During the School Day, Including Lunch**

Students are not allowed to leave the campus at any time during the school day without written parent permission and approval of the administration.

## LOST AND FOUND

Items found are turned in to the main office. Articles are held until claimed and identified by the owner. Items not claimed are disposed of at the end of the semester.

## MAKEUP WORK (See ATTENDANCE POLICY, page )

Makeup Work Because of an Absence

Makeup Work Because of a Suspension

## MEDICINE AT SCHOOL [See NURSING SERVICES & MEDICATIONS]

## NEXT-STEP PLAN

The New Mexico State Education Law (HB 305) requires that every New Mexico high school student must complete a four-year plan/ "Next Step Plan". This plan begins at the end of the eighth grade as students are registering for the ninth grade. The plan lays out the courses that the student plans to take over the next four years to reach graduation requirements and college entrance requirements, if applicable.

The mandated process for completing this form includes the involvement of: the student, the student's parents or guardian, and the school counselor or other school official charged with coursework planning. In the Next Step Plan, a student describes his/her goals related to long-term career, academic, extra-curricular, post-secondary and personal/social interest. For students with individualized education programs (IEPs), the transition plan substitutes for the next-step plan.

A copy of the "Next Step Plan" must remain in the Principals' office for five (5) years after the student graduates.

## NONDISCRIMINATION STATEMENT

### EQUAL EMPLOYMENT OPPORTUNITY

The Gadsden Independent School District will not discriminate against an otherwise qualified individual with a disability or any individual by reason of race, color, religion, sex, sexual orientation, age or national origin is prohibited. Efforts will be made in recruitment and employment to ensure equal opportunity in employment for all qualified persons.

## NURSING SERVICES & MEDICATIONS

Nursing services are available at the school. Students must obtain a hall pass from an employee whenever they wish to use these services. **Accidents and injuries should be reported immediately to an employee.** If this is not possible at the time of injury, students are to report all accidents to the nurse or an employee as soon as possible.

The Gadsden Independent School District has neither the responsibility nor the authority to administer medication at school. No medication or drug should be taken during the school day unless otherwise prescribed by a PCP licensed in the United States. Parents of students requiring medication must notify the school nurse and provide the school with the following:

1. Written medication orders from the PCP.
2. A written note, signed by the parent or guardian requesting that the medication be given during the school day.
3. Medication must be in a pharmacy labeled container which includes the student's name, date, name of the medication, route medication is to be taken (by mouth, injected, etc.), medication dosage, when medication should be administered, PCP name, and Pharmacy contact information.

- All medications should be deposited with the school nurse or other designated adult.

- The Health Assistant or other designated adult may assist the student in taking prescribed medication.
- It is the student's responsibility to go to the health office or designated adult to receive medication at the scheduled time.
- **Students may not carry medication with them during the school day unless it is an emergency medication ordered by the PCP and the student has demonstrated proper use and safety to the school nurse or campus administrator.**
- The parent is invited to school to administer medication to their child subject to prior arrangement with the nurse.

## **PARENT CONFERENCES**

There are two scheduled parent/teacher conference in the school year - Fall and Spring for elementary schools and one I-CAT in the spring for middle school and high school. However, this does not restrict the parent from scheduling other conferences. Parents are asked to contact the school for appointments with administrators, teachers, counselors, or other school personnel. Parents are also invited to visit their student's classrooms with a visitor's pass issued from the main office. Parents are asked to attend mandatory parent conferences when requested by the school. Conferences may be requested for academic, disciplinary, or other purposes. Progress reports will be sent home around the midpoint of each 9-weeks session. Report cards will be sent home at the end of each 9-weeks period.

## **PARENT/TEACHER ORGANIZATIONS**

Parent/Teacher Organizations (PTO's) Parent/Teacher Association (PTA) exist to recognize and promote student achievement. All activities will be directed towards the recognition and promotion of student achievement and excellence. All meetings will be held on the local school campus. All meetings will be open to the public. Written minutes of all meetings will be taken and available at the campus school office. All funds raised by these parent organizations will benefit GISD students only. The organization of parents will elect a Treasurer who will be held accountable for these funds. A Treasurer's Report shall be part of the official meeting.

## **PERSONAL PROPERTY**

**The school is not responsible for personal property. This includes all electronic devices.** Large sums of money, expensive watches, and jewelry should be left at home. If an article is lost, check to see if it has been turned in to the main office. If it is necessary for students to bring large sums of money to school, it is **strongly** advised they take it to the main office for safekeeping during the school day.

All electronic devices are **not permitted to be used during instructional time, on campus or school events and GISD is not responsible for reimbursing for lost or stolen personal property.** These items will be confiscated and returned to parents only, or returned to the students at the end of the school year. GISD has a policy that cell phones should not be used or going off during instructional time, and should not interfere with the instructional process. If they do, they will be confiscated.

## **PLEDGE OF ALLEGIANCE**

The Pledge of Allegiance to the United States Flag and the Salute to the New Mexico Flag will be recited daily on each campus.

## **POLICY MANUAL**

The Gadsden Independent School District Policies are available on the district website, [www.GISD.k12.nm.us](http://www.GISD.k12.nm.us). The policy manual contains all policies and procedures concerning the school district and its employees.



## **PROTECTION OF PUPIL RIGHTS ACT (PPRA) COMPLIANCE**

The schools shall make every effort to comply with the Protection of Pupil Rights Act (PPRA) and acknowledge that parents and their children have specific rights under the Act. [See APPENDIX 7, **PPRA COMPLIANCE**]

## **PROMOTION, RETENTION, AND PLACEMENT**

### **PROMOTION OR RETENTION GRADES K-7**

In grades K-7, promotion and retention are based on student demonstration of progress toward proficiency of state and local standards in all subjects and the recommendations of the Response to Intervention Team (RTI Team).

At the end of Grades K-7, three options are available dependent on the student's attainment of the required **Proficiency Levels**.

- The student attained the required **Proficiency Levels** and is promoted.
- The student did not attain the required Proficiency Level and will participate in an academic improvement program or remediation. Once the deficiencies are successfully overcome, the student will be promoted.
- The student did not attain the required Proficiency Level upon completion of the prescribed academic improvement program and with the recommendation of the certified teacher and school principal shall either be:
  - Retained in the same grade for no more than one school year with an academic improvement plan developed by the Response to Intervention Team (RTI Team) in order to attain the Proficiency Level of Content Standards, at which time the student will be promoted, or
  - Promoted if the parent or guardian refuses to allow the student to be retained. The parent only has one opportunity to waive retention in grades K – 7<sup>th</sup>. In this case, the parent or guardian will sign a waiver indicating that the student will be promoted with an academic improvement plan designed to address the specific academic deficiencies.
- Student failing to attain the Proficiency Level at the end of that year shall be retained in the same grade for no more than one year in order to have additional time to master the required content standards.

The Academic Improvement Plan (AIP) will be developed by the (RTI Team) outlining timelines and monitoring activities to ensure progress toward overcoming the academic deficiencies.

### **PROMOTION OR RETENTION GRADE 8**

In Grade 8, promotion and retention are based on student demonstration of progress toward proficiency of state and local standards in all subjects and the recommendations of the Response to Intervention (RTI Team).

At the end of Grade 8, a student who fails to attain the **Proficiency Level** of content standards will be retained in Grade 8 for no more than one school year in order to attain the Proficiency Level of content standards, or

- **A High School Graduation Plan:** If the RTI Team determines that retention of the student in Grade 8 will not assist the student to attain the appropriate level of academic achievement and proficiency of standards, the RTI Team will design a high school graduation plan to meet the student's needs for entry into the workforce or a post-secondary educational institution.
- **The Student Academic Improvement Plan:** If the student is retained in Grade 8, the RTI Team will develop a specific academic improvement plan that clearly delineates the student's academic deficiencies and prescribes a specific academic improvement or remediation plan to address the academic deficiencies.

### **PROMOTION AND RETENTION GRADES 9-12**

In grades 9-12, promotion and retention are based on student demonstration of progress toward proficiency of state and local standards in all subjects and on the number of credits required to progress to the next grade level. All high school students need the required minimum credits and must pass all portions of the New Mexico Standards Based Assessment to graduate and participate in the graduation ceremonies. Please see GISD Policy IKF for graduation requirements.

**Referral for an Alternative Program:** A student who fails to attain the **State Proficiency Levels of Content Standards and Benchmarks** for two successive school years shall be referred by the RTI Team for placement in an alternative program designed by the school district.

If offered, the cost of summer, extended day academic improvement, and remediation programs offered in Grades 7-12 will be paid by the parent or guardian; however, where parents are determined to be indigent according to state guidelines established by the Public Education Commission, the local school board will bear those costs.

### **PROTECTION OF PUPIL RIGHTS ACT (PPRA)**

The Protection of Pupil Rights Amendment (PPRA), applies to programs that get their funding from the U. S. Department of Education. The PPRA was written to protect the rights of parents and students in two specific ways. First, any material used by students in ED funded surveys, analyses, or evaluations will be made available to parents to inspect prior to use with their child. Secondly, it ensures that schools and contractors acquire written parental consent before a minor student is required to participate in ED funded surveys, analyses or evaluations which may reveal personal information.

### **PUBLIC DISPLAYS OF AFFECTION**

Public displays of affection that are deemed to be inappropriate by students, staff, or the administration will be referred to the appropriate office.

### **REPORT CARDS / PROGRESS REPORTS AND CONFERENCES**

Report cards with each student's grades or performance and absences in each class or subject are issued to parents at least once every nine weeks.

At the end of the fourth week of the nine-week grading period, parents will be given a progress report of the child's performance in every subject.

Teachers will follow grading guidelines that have been approved by the principal or pursuant to the board adopted policy and are designed to reflect each student's relative mastery of each assignment for the grading period, semester, or course. State law provides that a test or course grade issued by a teacher cannot be changed unless it is determined that the grade was arbitrary or contains an error.

## RESIDENCE CHECKS

Residence checks will be conducted when the residency of the student comes into question. If a student is found not to reside at the address in question, the parent will be asked to provide proof of residency.

## RESTROOMS

Students are expected to use the restrooms during their breaks and with permission during class time. Breakfast and lunch restroom privileges are available according to school policies and supervision. Restroom passes during class time should be limited to one student at a time, for emergency situations, and with strict time limits on length of absence from class.

## RETURNING AFTER ABSENCE

See "Attendance" section of Handbook.

**RETALIATION (See DISCRIMINATION, HARASSMENT, AND RETALIATION on page18)**

## SAFETY

Students are expected to follow school rules at all times. Please read the discipline section of this handbook carefully. [See APPENDIX 4, DISCIPLINE POLICIES] Students are not allowed to participate in unauthorized activities that might cause harm to themselves or to others including tackle football or other rough horseplay. School rules are in effect on school grounds and at all school events at home, away, or in school vehicles.

### Fire Drills and Other Emergencies

As required by state regulation each campus will be required to hold emergency drills. Drills will take place a minimum once per week during the first month of school and once per month thereafter. Students are required to abide by all rules and procedures during these drills.

### Emergency Medical Treatment and Information

In the event of the need for emergency medical treatment 911 and EMS will be called by school staff. See school nurse for medical information related to student.

### Emergency School-Closing Information

Information on emergency school closing will be communicated via local media, phone messenger system, and My School Way at the direction of the Superintendent.

**SAT, ACT, PSAT AND OTHER STANDARDIZED TESTS [See ASSESSMENT page 9-10]**

## SCHEDULE CHANGES

During the first two weeks, students will attend the designated classes on their schedule cards. Schedule changes will be made only during first two weeks of the semester. If a student desires a schedule change he/she must sign up with the counselors' office and counselors will call students from class.

**Schedule changes are granted ONLY for the following reasons:**

1. A senior needs a class or credit for graduation.
2. The student is misplaced in a class and does not have the necessary skills or prerequisite.
3. The student has taken the course previously and passed it.

4. Any other reason will require a parent conference with an administrator, counselor, and teacher before a decision is made. Absences and tardies will be transferred with schedule changes.
5. Should include schedule changes made by IEP teams.

## **SCHOOL PROPERTY**

Students are responsible for the proper care of all books, supplies, educational material, and furniture supplied by the school. Students, who disfigure property, break windows, or do other damage to school property or equipment will be required to pay for the damage done or replace the item and may be subject to disciplinary action. Issued textbooks or other school property must be returned or paid for if lost or damaged.

### **Use by Students Before and After School**

Certain areas of the school will be accessible to students before and after school for specific purposes. Students are required to remain in the area where their activity is scheduled to take place.

### **Conduct Before and After School**

Teachers and administrators have full authority over student conduct at before or after school activities on District premises and at school- sponsored events off District premises. Students are subject to the same rules of conduct that apply during the instructional day.

### **Use of Hallways During Class Time**

Students must have an official pass issued by a teacher, administrator, counselor, or other authorized adult staff member to be excused from classroom or other official responsibilities. Students in the halls or on campus without a pass will be considered truant and disciplinary sanctions will apply.

### **Cafeteria Services**

**Gadsden Independent School District** is participating in a Universal Lunch and School Breakfast Program for the current school year 2015 - 2016. If your children attend **Gadsden Independent School District**, breakfast and lunch will be available to them at no charge. All students enrolled may participate in the breakfast and lunch program at no charge to them.

Studies have shown that children who are not hungry perform better in school. By providing lunch to all children at no charge, we are hoping to create a better learning environment for our students.

The school breakfasts and lunches that we serve follow **U.S. Department of Agriculture guidelines for healthy school meals**. The School Breakfast and Lunch Programs cannot succeed without your support; please encourage your children to participate in the school meal programs.

Meals will be served to all students at no charge regardless of the eligibility status.

## **Library**

School Library is available before and after school, contact school for schedule.

The librarian will help the student find books and materials for their reading pleasure.

Through class instruction the student will learn how to use the media center to meet the needs of today growing need for technology. Students are responsible for following all library rules and are responsible for all lost or damaged library materials. Students must clear library fines and fees prior to withdrawal or graduation. Each campus will establish procedures for utilization of library services.

## **SEARCH AND SEIZURE**

The Board of Education Policy for Searches and Seizures is as follows:

Definition: "Contraband" is any substance, material, or object prohibited from schools by school policy, state law or federal law, including drugs, alcohol, fireworks, or weapons.

The District reserves the right to search persons, personal effects, and vehicles as follows:

- A pat-down search of a person may be conducted on a basis of a reasonable, individualized suspicion that such person is in possession of contraband. Any such search shall be conducted in private by an authorized school official of the same sex as the person to be searched and in the presence of a witness of the same sex. Strip searches are not permitted.
- Lockers, desks, and similar storage facilities are school property and remain at all times under the control of the school; however, persons using such facilities are expected to assume full responsibility for the security of their lockers and desks and similar facilities. Periodic general inspections of lockers, desks, and similar facilities may be conducted by school officials for any reason, at any time, without notice and without consent.
- Persons are permitted to park on school premises as a matter of privilege, not of right. The district retains the authority to conduct routine patrols of school parking lots and inspections of the exteriors of automobiles on school property. Such patrols and inspections may be conducted without notice and without consent. The interiors of vehicles on school property may be inspected whenever a school official has a reasonable suspicion that contraband is within such a vehicle.
- In any of the foregoing enforcement actions, the administration is authorized to use dogs whose reliability and accuracy for sniffing and detecting contraband has been established. The dogs will be accompanied by a qualified and authorized dog trainer-handler who will be responsible for the dog's actions. Any indication by the dog that an illegal or unauthorized substance or object is present on school property or in a vehicle on school property will be reasonable cause for a search by school officials.
- A child under the age of thirteen alleged or adjudicated to be a delinquent child shall not be fingerprinted or photographed for identification purposes without obtaining a court order. (Chapter 32A. Children's Code, Article 2, Delinquent Act.)

## **Student Questioning**

Students may be questioned by appropriate school staff in relation to matters of school/student safety or other school related matters as determined by administration.

### **Student's Desks and Lockers**

Students desks and lockers are subject to search at any time.

### **Telecommunications and Electronic Devices**

The US Supreme Court ruled that warrantless searches of cell phones are invalid. Under this standard Gadsden ISD will not be conducting searches of cellular phones or electronics for any reason. Should there be cause for concern such as cheating, or classroom disruption the phone can be confiscated and held until a conference with the parents can be obtained. If there is a threat of imminent danger to the student or others, or if there is notification of criminal activity the electronic device will be confiscated and the authorities notified.

### **Vehicles on Campus**

Students with a valid driver license, a properly registered vehicle and insurance coverage will be permitted to apply for a parking permit on the high school campuses. All vehicles are subject to search.

### **Drug Testing**

Drug testing is not conducted by the school district.

## **SEXUAL HARASSMENT**

The Board of Education forbids harassment of any student on the basis of sex, sexual orientation or gender identity. The Board will not tolerate sexual harassment of students by employees or other students. The intent of this policy regarding conduct between employees and students is clear and straightforward.

### **Process:**

**Definitions and Standards of Conduct:** Between an employee and a student, sexual harassment is any conduct of a sexual nature. Between students, sexual harassment is unwelcome conduct of a sexual nature. Specific definitions follow.

**Conduct of a Sexual Nature may include but is not limited to:**

- Verbal or physical sexual advances, including subtle pressure for sexual activity;
- Repeated or persistent requests for dates, meetings, and other social interactions;
- Sexually oriented touching, pinching, patting, staring, pulling at clothing, or intentionally brushing against another;
- Showing or giving sexual pictures, photographs, illustrations, messages, or notes;
- Writing graffiti of a sexual nature on school property;
- Comments or name-calling to or about a student regarding alleged physical or personal characteristics of a sexual nature;
- Sexually oriented "kidding," "teasing," double-entendres and jokes,
- Any obscene or sexually suggestive gestures;
- Any harassing conduct to which a student is subjected because of or regarding the student's sex, sexual orientation, or gender identity.

## **Standard of Conduct for Employees**

- No employee may engage in conduct of a sexual nature with a student at any time or under any circumstances, regardless of whether such conduct takes place on school property or in connection with any school-sponsored activity.
- Standard of Conduct for Students: Unwelcome Conduct of a Sexual Nature
- Verbal or physical conduct of a sexual nature by one student towards another may constitute sexual harassment when the allegedly harassed student has indicated, by his or her conduct that the conduct is unwelcome or when the conduct, by its nature, is clearly unwelcome or inappropriate.
- Student who has initially welcomed conduct of a sexual nature by active participation must give specific notice to the alleged harasser that such conduct is no longer welcome or for any such subsequent conduct to be deemed unwelcome.

## **Reporting, Investigation, and Sanctions**

### **Reporting by Students**

It is the express policy of the Board to encourage students who feel they have been sexually harassed by a school employee or by another student or students to report such claims.

### **Reporting by Employees Mandatory:**

Any employee who receives any report of sexual harassment of a student, whether the report is given by a student, a parent, or another employee, or who himself or herself observes instances of sexual harassment must notify his or her immediate supervisor or the Superintendent regardless of whether the employee receiving the report or observing the instance considers the matter credible or significant.

### **Investigation**

All reports of sexual harassment of students will be appropriately and promptly investigated by the Superintendent or his or her designee. In determining whether alleged conduct constitutes sexual harassment, the totality of the circumstances, the nature of the conduct and the context in which the alleged conduct occurred will be investigated.

### **Sanctions**

#### **Employees:**

Any employee found to have engaged in conduct of a sexual nature with a student shall be subject to sanctions, including, but not limited to, warning or reprimand, suspension, or termination, subject to any applicable procedural requirements.

#### **Students**

Any student found to have engaged in sexual harassment of a student shall be subject to discipline, including, but not limited to, suspension, or expulsion, subject to any applicable procedural requirement. Nothing in this policy shall be

construed as a denial of rights under Section 504 of the Rehabilitation Act of 1973 or the Individuals with Disabilities Education Act (IDEA).

The Superintendent and all staff are responsible both for educating the entire school community about what constitutes sexual harassment and for enforcement of the policy.

#### **SMOKING**

The use and/or possession of tobacco or tobacco products, including e-cigarettes, are prohibited and any student who violates this rule is subject to the provisions of the Student Discipline and Conduct Code. This rule applies during the school day and at all school activities and events.

#### **STANDARDIZED TESTING [See ASSESSMENT on page 9-10.]**

SAT, ACT, PSAT, COMPASS(Scholastic Aptitude Test, American College Test, and PSAT)  
SBA (Standards Based Assessment)  
PARCC (PARTNERSHIP FOR ASSESSMENT for READINESS of COLLEGE CAREER)  
End of Course (EOC) Assessments for Students in Grades 9-12  
DIBELS/EDL (Dynamic Indicators of Basic Early Literacy Skills)  
ACCESS (Assessment for ELLS)

#### **STUDENT RIGHTS AND RESPONSIBILITIES**

Please refer to GISD Policy "JF" for additional information concerning student rights and responsibilities.

#### **STUDENT VEHICLES**

Middle school students are never allowed to drive any form of vehicle to or from school including automobiles, motorcycles, or any other vehicle. High school students are not required to bring their vehicles to school. The Gadsden Independent School District is not responsible for damage or theft to any car. The school district insurance coverage does not include motor vehicles parked on school property. If a student wishes to drive to school, he/she must do the following through the school office: (1) purchase an authorized nontransferable student parking decal; (2) have a valid driver's license; (3) submit proof of insurance coverage which covers the student driving the vehicle; (4) submit proof of vehicle registration.

Vehicles not in compliance will be towed away at the owner's expense. Due to limited parking facilities, the school will determine the priorities in issuing parking permits. Students may have parking permit revoked if students violate school rules.

Students may transport themselves to and from school activities within the school day in private vehicles only with the written permission of the student's parent or legal guardian and upon submission of proof of vehicle insurance, registration, and a valid driver's license, which shall be kept on file in the Principal's Office. Students are prohibited from transporting other students in a private vehicle to and from school activities within or after the school day. No student may transport themselves or other students as part of overnight activities or trips. Students violating this policy will be subject to disciplinary sanctions as set forth in the Student Handbook.



## **SUICIDE AWARENESS**

The District is committed to partnering with parents to support the healthy mental, emotional, and behavioral development of its students. If you are concerned about your child, please contact the school counselor or nurse for more information related to suicide prevention and to find mental health services available in your area.

## **SUMMER SCHOOL**

[See school administrator for Summer School information.]

### **K3 Plus**

The purpose of K-3 Plus is to provide increased time in kindergarten and the early grades. This additional time in grades K-3 narrows the achievement gap between disadvantaged students and other students, it increases cognitive skills and leads to higher test scores for all participants. The program extends the school year for K-3 by 25 instructional days beginning before school starts.

### **Credit Recovery-High School**

[Contact school administrator or school counselor for information.]

## **TARDINESS**

The school allows students adequate time between class periods. Excessive tardies will be referred by the teacher and sanctions will be applied by the administration according to school rules. Repeated instances of tardiness will result in a more severe disciplinary action.

A student who is tardy may be assigned to detention. Repeated instances of tardiness will result in more severe disciplinary action.

## **TEXTBOOKS**

Textbooks and other District- approved instructional materials are provided to students free of charge for each subject or class. Students are responsible for all books, materials, and equipment issued by the teacher or school. The teacher or school official will record the item name, number, student name, condition of the article, and the date issued. All school issued textbooks are to be covered and treated with care. Any student failing to return a textbook in acceptable condition or loss of a textbook will be required to pay for the lost or damaged textbook. Students will be charged for lost materials and may be fined for damaged materials. Replacement textbooks will be issued after lost books are paid for. [See also GISD Policy IJ.]

## **TRANSFERS**

### **IntraDistrict**

A Pupil must submit an IN-DISTRICT TRANSFER REQUEST signed by the principal of the home school or their designee along with the approval of the principal of the receiving school. If the receiving school principal approves the TRANSFER REQUEST the student will be expected to comply with the stated conditions or risk the transfer be revoked and the student returned to his/her home school.

### **InterDistrict**

A Pupil must submit an OUT-OF-DISTRICT TRANSFER REQUEST approved of the principal of the receiving school and the District Superintendent/Designee. If approval is granted the student will be expected to comply with the stated conditions or risk the transfer be revoked and the student returned to his/her home school.

IntraDistrict and InterDistrict transfers must reapply every year, the Superintendent shall estimate how much excess capacity may exist to accept transfer students. The estimate of access capacity shall be made for each school and grade level and shall be based on 22-10A-20 NMSA 1978 regarding teacher-student ratios with consideration for school growth factors.

### **VANDALISM**

The littering, defacing, or damaging school property is not tolerated. Students will be required to pay for damages they cause and will be subject to criminal proceedings as well as disciplinary consequences in accordance with the Student Code of Conduct.

### **VISITORS TO THE SCHOOLS**

See "Closed Campus" section of Handbook.

Parent and others are welcome to visit District schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must first report to principal's office and must comply with all applicable District policies and procedures. When arriving on campus, all parents and other visitors should be prepared to show identification.

### **VOLUNTEERS**

The District and the schools appreciate the efforts of parent volunteers that are willing to serve our students. If you are interested in volunteering, please contact the school administrator for more information.

### **WITHDRAWING FROM SCHOOL**

Whenever it is necessary for a student to withdraw from school prior to the end of the school year, the following procedure is in effect:

- Early withdrawal will not be approved any earlier than ten (10) days prior to the end of the school year. If a student leaves before the final ten (10) days, the administration will review the situation to determine if credit will be given to the student for work completed.
- If the student is enrolling in another school, academic records will be forwarded to that school for their information and review.
- To withdraw during the last six days of school, a written statement from the parents is presented to the counselor at least five (5) days prior to the date of withdrawal. It must include reasons for early withdrawal, exit date, and a phone number for parent contact.
- If early withdrawal is approved, the administration and/or counselor will ask the student to notify the teachers concerning the final examination and end of year work. Teachers may give the final exam early or not count the exam upon the approval of the principal.
- Students are reminded that early withdrawal takes time. A checkout procedure for your last day may take at least two hours or more and your parents must accompany you to school. All books must be turned in and all fines and fees must be paid before you are officially withdrawn.
- High school students may lose credit for early withdrawal as determined by the school administration.

DRAFT

The Gadsden School Board will comply with Title IX of the Education Amendments of 1972 which provides that no person in the United States shall on the basis of sex be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity receiving federal financial assistance.

## GLOSSARY OF TERMS

### 1. Absences, Excessive

Attendance which falls below 95% in a grading period.

### 2. Accelerated instruction

Accelerated instruction is an intensive supplemental program designed to address the needs of an individual student in acquiring the knowledge and skills required at his or her grade level and/or as a result of a student not meeting the passing standard on a state-mandated assessment.

### 3. ACCESS-Assessing Comprehension and Communication in English State to State

### 4. ACT

ACT refers to one of the two most frequently used college or university admissions exams: the American College Test. The test may be a requirement for admission to certain colleges or universities.

### 5. ADC-Alternate Demonstration of Competency

### 6. AIP-Academic Improvement Plan

### 7. 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.

### Assault

A verbal threat or physical attempt of bodily harm.

### 8. Assault, Aggravated

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

### 9. "Attendance" means students who are in class or in a school-approved activity. If a student is in attendance up to one half the total instructional time during a school day, the student will be counted as having attended one-half of a school day. If the student attends school for more than one-half of the total instructional time, the student will be counted as having attended for the full day.

### 10. Attendance review committee

Attendance review committee is responsible for reviewing a student's absences when the student's attendance drops below 90 percent. Under guidelines adopted by the board, the committee will determine whether there were extenuating circumstances for the absences and whether the student needs to complete certain conditions to master the course and regain credit lost because of absences.

### 11. Battery, Aggravated

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

### 12. Battery, Fighting

Unlawful, intentional touching or application of force to another person, when done in a rude, disrespectful or angry manner.

### **13. Behavior Intervention Plan (BIP)**

The documentation of interventions, methods and strategies that are used in the school environment to address the behavior issues impacting a student's school success.

### **14. Bomb Threat and/or False Alarm**

Bomb Threat-Falsely and maliciously stating to another that a bomb or other explosive has been placed in such a position that a person or property are likely to be injured or destroyed.  
False Alarm-Interfering with the proper functioning of a fire alarm system or giving a false alarm, whether by means of a fire alarm or otherwise.

### **15. Bullying**

Using power aggressively in which a person/group is subjected to intentional, unwanted and unprovoked hurtful verbal and/or physical actions. The aggression is repeated on more than one occasion and can include either; physical, verbal, emotional, racial, sexual, written, electronic, damage to property, social exclusion, and intimidation. Cyber-bullying is defined as electronic communication that targets a specific student/group with intent to harm; is published with the intention that the communication be seen or disclosed to the targeted student/group; is in fact seen or disclosed to the targeted student/group; and creates or is certain to create a hostile environment on the school campus this is so severe or pervasive as to substantially interfere with the targeted student's/group's educational benefits, opportunities or performance. Those who encourage bullying in a digital or cyber environment may be subject to corrective action on any occasion.

### **16. Bus Disruption**

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

### **17. COMPASS-Computer-Adaptive Placement Assessment and Support System**

### **18. \*Controlled Substance, Paraphernalia Possession \*\*\***

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

### **19. \*Controlled Substance, Possession\*\*\***

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

### **20. \*Controlled Substance, Sale or Distribution**

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

### **21. \*Controlled Substance, Use**

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

### **22. CTE-Career-Technical Education**

### **23. DIBELS/ IDEL**

Dynamic Indicators of Basic Early Literacy Skills /Indicadores Dinámicos del Éxito en la Lectura

### **24. Dress Code Violation**

Non-compliance with specific school dress codes.

### **25. DC-Dual Credit**

### **26. ELL-English Language Learner**

## **27. EOC assessments**

EOC assessments are end-of-course tests, which are state-mandated. Successful performance on EOC assessments will be required for graduation beginning with students in grade 9 during the 2014-2015 school year.

## **28. Expulsion**

The removal of a student from all regular schools in APS for a period exceeding one (1) semester in some cases expulsion may be a permanent removal from this school system.

## **29. Extortion**

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

## **30. False Accusations**

False Accusations are defined in accordance with New Mexico Criminal Code Statute; falsely reporting crimes or purposely giving false information to a School administrator or other investigator during the process on an investigation.

## **31. FAPE**

Free Appropriate Public Education

## **32. FERPA**

FERPA refers to the Federal Family Educational Rights and Privacy Act that grants specific privacy protections to student records. The law contains certain exceptions, such as for directory information, unless a student's parent or a student 18 or older directs the school not to release directory information.

## **33. Firearm, Possession/Use**

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

## **34. Functional Behavior Assessment (FBA)**

A procedure by which problematic behavior is examined to determine the cause, consequences and nature of the behavior, in order to develop effective interventions to address that behavior.

## **35. Gang-Related Activity**

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

- The student associating with admitted or known gang members.
- The student wearing attire consistent with gang dress.
- The student displaying gang logos, graffiti and/or symbols on personal possessions.
- The student displaying gang hand signs or signals to others.

- The student talking about gang activities to others.
- Hostile contact with others in which two or more students have contributed to a situation causing bodily harm on another.

### **36. General Disruptive Conduct and/or Defiance**

Any behavior or conduct which disrupts or interferes with the operation of the public schools, including individual classes. This can also be behavior which 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 at places and times where school personnel have jurisdiction is included in this definition.

For example: use of cell phone during instructional time; misuse of cell phones and other forms of technology (see the Board Policy, Student Acceptable Use of Personal Electronic Devices", for more information); failure to provide school identification upon request; dress code violation; inappropriate display of affection; making false accusations regarding staff or students; and so forth.

Note: It is the responsibility of the parent/legal guardian of the student to retrieve confiscated cell phones or other electronic devices according to the school procedures. Items may be kept by the school for extended periods of time for repeat offenses.

### **37. GPA-Grade Point Average**

**38. "Habitual truant"** means a student who has accumulated the equivalent of ten or more unexcused absences within a school year.

### **39. Harassment**

Any gesture or written, verbal or physical act that is reasonably perceived as being motivated by any actual or perceived characteristic, such as race, religion, national origin, sex, gender identity, sexual orientation or disability; which has the effect of harming another individual/group, damaging his/her/their/ property, placing the individual/group in reasonable fear, or has the effect of causing a disruption to the educational process.

- Disability: Conduct including but not limited to the following: mocking, taunting, intimidating, criticizing, or punishing a student/group with a disability because of his/her/their disability. (See Section 504 and the Americans with Disabilities Act).
- Sexual: Gender discrimination as defined in Title IX of the Education Amendments of 1972. Examples include but are not limited to the following: sexual assault, unwanted touching, inappropriate comments or conversation, certain non-verbal behaviors and gestures which threaten or belittle others on the basis of gender. (see Title IX, Students' Rights)

### **40. Home Campus**

Home Campus is the campus within the boundary where the student lives.

### **41. "Home school"**

means the operation by the parent of a school-age person of a home study program of instruction that provides a basic academic educational program, including reading, language arts, mathematics, social studies and science.

### **42. HSGA-High School Graduation Assessment**

**43. IEP**

IEP is the written record of the individualized education program prepared by the IEP committee for a student with disabilities who is eligible for special education services. The IEP contains several parts, such as a statement of the student's present educational performance; a statement of measurable annual goals, with short-term objectives; the special education and related services and supplemental aids and how the student's progress will be measured and how the parents will be kept informed; accommodations for state or District-wide tests; whether successful completion of state-mandated assessments is required for graduation, etc.

**44. ISS**

ISS refers to In-School Suspension, a disciplinary technique for misconduct found in the Student Code of Conduct. Although different from out-of-school suspension and placement in a DAEP, ISS removes the student from the regular classroom. ISS for 3 days or less is a campus decision and is not appealable to a higher Level. See Student Code of Conduct.

**45. Language, Profane and/or Abusive**

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

**46. LEP**

Limited English Proficient

**47. Materials, Obscene**

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

**48. NMSA-New Mexico Statutes Annotated**

**49. NMSBA-New Mexico Standards Based Assessment**

**50. NMAC-New Mexico Administrative Code**

**51. NMAPA-New Mexico Alternative Performance Assessment**

**52. NMPED-New Mexico Public Education Department**

**53. PED-Public Education Department**

**54. PPRA-Protection of Pupil Rights Act**

**55. PSAT-PSAT is the preparatory and readiness assessment for the SAT.**

**56. Restitution**

Compensation for loss or damage.

**57. Robbery**

Taking of property of another through means of force or fear.

**58. RTI**

Response to Intervention Team

**59. SAT ASSESSMENT**

SAT refers to one of the two most frequently used college or university admissions exams: the Scholastic Aptitude Test. The test may be a requirement for admissions to certain colleges or universities.

**60. SBA**

Standards Based Assessment

**61. Section 504**

Section 504 is the federal law that prohibits discrimination against a student with a disability, requiring schools to provide opportunities for equal services, programs, and participation in



activities. Unless the student is determined to be eligible for special education services under the Individuals with Disabilities Education Act (IDEA), general education with appropriate instructional accommodations will be provided.

**62. Search, Minimally Intrusive**

Emptying of pockets, searches of student backpacks, and purses, removal of hats, socks and shoes, conducted by any certified school employee, school security officer, campus security aide.

**63. Search, More Intrusive**

Pat downs and/or frisks, conducted by an authorized person of the same sex as the student being searched.

**64. Search, Most Intrusive**

A strip search shall be conducted only upon individualized reasonable suspicion of a serious crime or a safety concern and shall be conducted by a school administrator or designee of the same sex and in the presence of another authorized person of the same sex.

**65. "Sexting"**

Defined as the act of sending, receiving, forwarding, viewing, or reading any sexually explicit images, text messages, photo messages, video messages, or voice messages via an electronic communication device, computer, or other digital device. Sexting includes messages, photos, and images being further disseminated through e-mail and internet-based social networking websites well beyond their original intended recipients. The images contained in any message, photo or image can depict real images or animation under this definition.

**66. Student Code of Conduct**

Student Code of Conduct is developed with the advice of the District-level committee and adopted by the board and identifies the circumstances, consistent with law, when a student may be removed from the classroom or campus. It also sets out the conditions that authorize or require the principal or another administrator to place the student at DPA (Desert Pride Academy). The Student Code of Conduct also addresses notice to the parent regarding a student's violation of one of its provisions.

**67. Student in Need of Early Intervention (Truant)**

A student who has accumulated five unexcused absences within a school year.

**68. Suspension, Long Term**

The removal of a student from instruction and all school-related activities for more than ten (10) days and up to the balance of the semester.

**69. Suspension, Short Term**

A suspension, not to exceed five school days, which is at the discretion of the administrator and will address behaviors that disrupt the educational process.

**70. Tardy, Excessive**

Student is not in the class or assigned activity when it is scheduled to begin.

**71. Theft**

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

**72. Tobacco Possession**

Possession of tobacco, including e-cigarettes, anywhere on a school campus or at a school related event is prohibited. In addition, students found in possession of tobacco products are subject to the provisions under Student Code of Conduct.

### **73. Tobacco Use**

Using ANY form of tobacco is prohibited. Students using any form of tobacco are subject to the provisions under the Student Code of Conduct. "Tobacco" means any product made or derived from tobacco that is intended for human consumption, including any component, part, or accessory of a tobacco product. Among other products, e-cigarettes are included in this category.

### **74. Trespassing/Unauthorized Presence**

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

### **75. UIL**

UIL refers to the University Interscholastic League, the statewide voluntary nonprofit organization that oversees educational extracurricular academic, athletic, and music contests.

**76. "Unexcused absence"** means an absence from school or a class for which the student does not have an allowable excuse pursuant to the compulsory school attendance law or rules of the local school board, governing authority of a private school, or governing board of a charter school.

### **77. Vandalism**

Deliberately or maliciously destroying, damaging and/or defacing school property or the property of another individual.

### **78. WAPT**

Wida ACCESS Placement Test

### **79. Weapon Possession**

Possessing a weapon such as but not limited to: a firearm, any type of gun, knife, club, fire cracker, explosive, spiked wrist band, 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.)

### **80. Weapon Use**

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

\*Any narcotic drug, hallucinogenic drug, barbiturate, marijuana, alcoholic beverage or intoxicant of any kind.

\*\*"Look-alikes" are specifically included whether or not they are capable of producing a change in behavior or altering a state of mind.

\*\*\*"Possession," as used herein, includes not only possession on one's physical person, but also custody and control. Thus, a student may be found in possession of any item if the item is in the student's backpack, locker, car or elsewhere, if subject to the student's custody and control

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**REGULATION****REGULATION****Acceleration**

(Subject-based Acceleration in Middle School)

The following are guidelines for the implementation of this administrative regulation.

- Subject-based acceleration in middle school refers to an eighth grade student participating in a high school credit course while attending middle school.
- Access to subject-based acceleration is open to all students, regardless of ELL, disability, socio-economic, or gifted status.
- Grades earned in courses taken in middle school for high school credit count toward a student's high school Grade Point Average (GPA). These courses are not Advanced Placement (AP) or Honors courses.
- High school courses offered for middle school credit shall adhere to the same protocol and guidelines for the course when it is offered in the high school. For example, once enrolled in a high school course, a student may not drop the course.
- High school credit classes which may be offered in the middle school, during the regular school day as electives, are Algebra I and Spanish I and II. (High school Algebra I shall be offered *in addition to* Eighth Grade Math; the course content of these two classes may *not* be merged.) Geometry and English I may also be offered in the eighth grade during a "zero" period.
- Participation of any student in subject-based acceleration requires prior written parental consent.
- All recommendations to parents regarding subject-based acceleration shall be made through the Student Assistance Team (SAT) process, or the IEP team process for students in special education.
- The SAT/IEP recommendation to participate in subject-based acceleration must be made no later than the spring semester of the student's seventh grade year.
- The SAT membership includes, but is not limited to, the student's teacher, school counselor, school administrator, the student's parent, and the student, as appropriate.
- All SAT procedures and activities shall be conducted in accordance with *The Student Assistance Team (SAT) and the Three-Tier Model of Student Intervention: A*

*Guidance and Resource Manual for New Mexico's Response to Intervention (RTI) Framework*, published by the New Mexico Public Education Department.

- Preliminary screening criteria to be used by a SAT or IEP team for determining participation in subject-based acceleration during the eighth grade year shall include, but are not limited to, grades, seventh grade MAP scores and sixth and seventh grade SBA or PARCC scores.
- Only students who scored at least “Proficient,” but preferably “Advanced,” on the seventh grade SBA or PARCC in Math will be considered by the SAT or IEP team for participation in high school Algebra I, or Geometry in the eighth grade.
- Only students who scored at least “Proficient,” but preferably “Advanced,” on the seventh grade SBA or PARCC in Reading will be considered by the SAT or IEP team for participation in high school English I in the eighth grade.
- The IEP team may specify instructional accommodations for a middle school student with a disability participating in a high school credit course, but the accommodations may *not fundamentally alter the nature of the course* or the criteria applicable to all students for participation in the course.
- Written parent consent is required before taking any action involving a student that is not taken for all students. Accordingly, the SAT or IEP team must obtain prior written consent in order to conduct additional screenings or assessments that are not administered to all students.
- If a parent refuses the SAT or IEP team recommendation/offer of subject-based acceleration, the parent should notify the school in writing, and the school should maintain that notification in the student’s cumulative file or IEP permanent file.

## **APPENDIX 2 BULLYING**

**BULLYING- Policy Prohibiting Bullying, Intimidation, and Hostile or Offensive Conduct**  
 Policy ACA – (1) Adopted: 9/23/09; Amended: 8/26/10; 3/10/11; 04/28/2011. CROSS REF.: A-0300/ACA - Sexual Harassment; JII- (1) – Policy on Electronic Communication Devices, and J4611/JKR – Student Discipline.

The effective education of our students requires a school environment in which students feel safe and secure. The Board of Education is committed to maintaining an environment conducive to learning in which students are safe from bullying, violence, stalking, threats, name-calling, intimidation, and unlawful harassment.

### **A. Definitions**

1. “Unlawful harassment” means verbal or physical conduct based on a student’s actual or perceived race, color, national origin, gender, religion, or disability and which has the purpose or effect of substantially interfering with a student’s educational performance or creating an intimidating, hostile or offensive environment. Sexual harassment of students and hazing are addressed by separate Board policies. See Policy A-0300-ACA.
2. “Bullying” or “intimidation” means intimidating or offensive verbal or physical conduct toward a student, including through electronic media, when such conduct is habitual or recurring, including, but not limited to, verbal or physical confrontation, threats, stalking and name-calling.
  1. “Name-calling,” means the chronic, habitual, or recurring use of names or comments to or about a student regarding the student’s actual or perceived physical or personal characteristics when the student has indicated by his or her conduct, that the names or comments are unwelcome, or when the names or comments are clearly unwelcome, inappropriate, or offensive by their nature.

### **B. Prohibitions**

1. It is the policy of the Board of Education to prohibit violence, threats, name-calling, bullying, unlawful harassment, intimidation, assault, battery, extortion, robbery, vandalism, and other victim-based misconduct that creates an intimidating, hostile, or offensive environment for students, regardless of motive or reason. The Board and Superintendent will not tolerate such victim-based misconduct by students or staff.
2. No person shall be subject to reprisals for good faith reporting, or participating in the investigation, of a potential violation of this policy.
  1. No employee or student may knowingly give false reports or information under this policy.

### **C. Reporting**

1. It is the express policy of the Board to encourage students who are victims of such physical or verbal misconduct to report such claims. Students or their parents may report such conduct to the principal or assistant principal of the school.
2. Any employee who, as a result of personal observation or a report, has reason to believe that a student is a victim of conduct prohibited by this policy, whether the conduct is by another student or by another employee, shall notify his or her principal, or the superintendent, of such observation or report in writing as soon as possible.

#### **D. Investigation**

1. All reports of physical or verbal misconduct in violation of this policy shall be promptly investigated by the school principal or his/her designee.
2. Principals who receive complaints of bullying shall investigate such complaints, and shall report the complaints, the scope and elements of their investigations, the findings of their investigations, and actions they propose to take, if any, to the Superintendent for approval within 10 school days of receipt of such complaints. The Superintendent will respond to such submissions within five school days, approving the proposal or directing further or different action.
3. In assessing the existence of a violation of this policy and the appropriate discipline, the principal or designee shall consider the nature and extent of the conduct, the age of the student(s) involved, the context in which the alleged conduct occurred, and any prior history of conduct prohibited by this policy on the part of the violator.

#### **E. Confidentiality**

The identities of those reporting violations of this policy and those cooperating in the investigation of alleged violations shall be kept confidential to the extent consistent with the requirements of a full and fair investigation, the due process rights of persons charged with violations, and state and federal law.

#### **F. Sanctions**

1. Any employee who is found to have engaged in conduct prohibited by this policy, or to have failed to discharge a duty imposed by this policy, shall be subject to sanctions, including, but not limited to, warning or reprimand, suspension, termination, or discharge, subject to applicable procedural requirements.
2. Any student who is found to have engaged in conduct prohibited by this policy shall be subject to discipline, including, but not limited to suspension or expulsion, subject to applicable procedural requirements, and to any applicable limitations imposed by state and federal disabilities law.
3. If the person alleged to have violated policy is a support staff employee, the Superintendent may follow due process and impose discipline under Policy GDQD if the evidence so warrants. The Superintendent also may recommend suspension without pay, recommend dismissal, or imposed other appropriate discipline

**G. Publication**

This policy shall be published in the Board's policies manual and on the District's website. A summary of this policy shall be published each year in all student and employee handbooks.

**H. Student Instruction**

The Superintendent or his/her designee shall ensure that District education programs address bullying and related issues encompassed by this policy. The principal of each school is responsible for the implementation of an education program regarding bullying to include the reading of policies ACA-(1) and JII-(1) to all students the first week of a school year. The policies ACA-(1) and JII-(1) will be published in the Student Handbook.

**APPENDIX 3, ELECTRONIC COMMUNICATION DEVICES****CELL PHONES- Policy on Electronic Communication Devices JII – (1)**

Adopted: September 23, 2010; Amended 04/28/2011. Cross Ref: A-0300/ACA - Sexual Harassment and J4611/JKR – Student Discipline. See School Policy on Procedures.

**A. Introduction**

The Board of Education recognizes that cell phones and pagers can play a vital communication role during emergency situations at school and in a student's family. The unauthorized use of cell phones and pagers in school situations can be disruptive to the educational environment and is not acceptable. Students will be permitted to carry cellular phones, ECD's, on school grounds during the instructional day. Cell phones will remain in the off position and not accessed during the instructional day and may only be used for emergency purposes upon approval of a staff member or during their scheduled lunch. Emergency phones are available for student use at all school offices and may be accessed by gaining permission from school staff or administration.

**The School District shall not be responsible for loss, theft, or destruction of electronic communication devices and/or their contents brought onto school property.**

**B. Definition**

1. "Paging device" is defined as a telecommunications device that emits an audible signal, vibrates, displays a message, or otherwise summons or delivers a communication to the possessor.
2. "Portable telephone" is defined as a cellular phone or comparable communication device that is not connected to a standard telephone outlet or permanent connector which receives and/or transmits signals from a dedicated communication link or cellular network or from a wireless network or link connected to the Internet. (These electronic communication devices will be referred to as "ECD" in this Policy).
1. "Sexting" is defined as the act of sending, receiving, forwarding, viewing, or reading any sexually explicit images, text messages, photo messages, video messages, or voice messages via ECD, computer, or other digital device. Sexting includes messages, photos, and images being further disseminated through e-mail and internet-based social networking websites well beyond their original intended recipients. The images contained in any message, photo or image can depict real images or animation under this definition.
2. "Sexually Explicit" is defined in this Policy as actual or simulated sexual intercourse, whether between persons of the same or opposite sex or the lascivious exhibition of the genitals or the exhibition of the socially-accepted private or public area of any person, including the female breasts and buttocks or substantial portion of the body part. Under this definition, the individual or individuals depicted in any image need not be naked, but the individual must be in some state of being unclothed.



**C. Prohibitions**

1. Students shall not use a remotely activated paging device or portable telephone or ECD while on school property and while attending a school-sponsored academic activity on or off school property or off campus in a manner that is disruptive of the educational process, including, but not limited to, posing a threat to academic integrity or violating confidentiality or privacy rights of another individual. Unless an emergency situation exists that involves imminent physical danger or a certified employee authorizes the student to do otherwise, ECDs in the possession of a student shall be used only as set forth in this Policy. The school administrator may grant written permission for the use of such a device by a student if the student or his/her parent or guardian establishes, to the satisfaction of the administrator, that a reasonable basis exists for the use of the device.
2. Under no circumstances shall students use or access an ECD during assemblies, emergency drills or other school evacuations.
3. During periods of testing and other student-evaluations, teachers and/or school administrators may request that students remove all devices from their possession, either by placing them in their backpack or placing them outside the direct possession of the student during the testing. Any use of an ECD during testing will be considered cheating and will be addressed accordingly. Please refer to Board Policy J4611, Academic Dishonesty.
4. Sexting is considered inappropriate for the school setting and therefore strictly prohibited on school grounds, at any and all school-sponsored events or at other times when such conduct causes or is reasonably anticipated to cause disruption of the educational setting whether occurring on or off campus. The sending, sharing, viewing or possessing pictures, e-mails or other material of a sexual explicit nature (sexting) in electronic or any other form on a cell phone or other ECD is strictly prohibited in the school setting. In some cases, Sexting is Sexual Harassment or Bullying and will also be addressed under those Policies. Please refer to Board Policy ACA, Student Sexual Harassment, Board Policy ACA, Employee Sexual Harassment and/or Board Policy ACA, Bullying, Intimidation, and Hostile or Offensive Conduct.
5. The use of Personal Digital Assistant devices and laptop computers for instructional purposes is generally permitted, but the Administration and/or the classroom teacher may limit their possession and use consistent with curriculum of the School District and to maintain general order in the classroom.
6. Students are not allowed to have laser pointers on school property.

**D. Investigation**

1. All reports of a violation of this Policy shall be promptly investigated by the school principal or his/her designee or by the Superintendent of Schools or his/her designee and in the case of sexting shall report the violation immediately to law enforcement and shall notify the parents of all students involved in sexting as soon as appropriate as determined by the school principal or his/her designee or by the Superintendent of Schools or his/her designee. The Superintendent of Schools shall promulgate procedures for the complete and proper investigation of violations of this Policy, specifically sexting to ensure the protection of evidence of sexting while limiting the exposure of the evidence to individuals without the need to know for the purpose of investigating, adjudicating and imposing student discipline.
2. School principals who receive complaints of a violation of this Policy shall investigate such complaints, and shall report the complaints, the scope and elements of their investigations, the findings of their investigations, and actions they propose to take, if any, to the Superintendent for approval within 10 school days of receipt of such complaints. In the case of sexting, the school principal shall report the complaints immediately to Superintendent of Schools and to law enforcement and the scope and elements of their investigations, the findings of their investigations, and actions they propose to take, if any, to the Superintendent for approval within two (2) school days of receipt of such complaints. The Superintendent will respond to such submissions within the next school day, approving the proposal or directing further or different action.
3. In assessing the existence of a violation of this Policy and the appropriate discipline to be imposed, the Superintendent's procedures shall set forth to the principal or designee that he or she shall consider the nature and extent of the conduct, the age of the student(s) involved, the context in which the alleged conduct occurred, and any prior history of conduct prohibited by this Policy on the part of the violator.
4. The Superintendent of Schools shall promulgate procedures for parents/legal guardian or a student over the age of majority to request use of an ECD that would otherwise violate this Policy. If a parent/legal guardian requests that his/her son or daughter or a student over the age of majority request to be allowed to use an ECD, the other applicable portions of this Policy must be followed.
5. If a staff member discovers a student using an ECD during the instructional school day, he/she shall report the violation to a school administrator who shall confiscate the ECD and contact the parent/legal guardian. Repeated violation of this Policy shall result in the prohibition of the possession and use of an ECD in the future while on school property.

**E. Confidentiality**

The identities of those reporting violations of this Policy and those cooperating in the investigation of alleged violations shall be kept confidential to the extent consistent with the requirements of a full and fair investigation, the due process rights of persons charged with violations, and state and federal law.

**F. Sanctions**

1. Any employee who is found to have engaged in conduct prohibited by this Policy, or to have failed to discharge a duty imposed by this Policy, shall be subject to sanctions, including, but not limited to, reprimand, suspension, termination, or discharge, subject to applicable procedural requirements.
2. Any student who is found to have engaged in conduct prohibited by this Policy shall be subject to discipline, including, but not limited to suspension or expulsion, subject to applicable procedural requirements, and to any applicable limitations imposed by state and federal disabilities law.

**G. Publication**

This Policy shall be published in the Board's policies manual and on the School District's website. A summary of this Policy shall be published each year in all student and employee handbooks.

**H. Student Instruction**

The Superintendent or his/her designee shall ensure that District education programs address ECD and related issues encompassed by this policy. The principal of each school is responsible for the implementation of an education program regarding the use of ECD and Sexting to include the reading of policy JII- (1) to all students the first week of a school year. The policy JII - (1) will be published in the Student Handbook.

## **APPENDIX 4, DISCIPLINE**

**Prohibited Activities:** The commission of or participation in the activities designated and defined below is prohibited in all New Mexico Public Schools and is prohibited for students whenever they are subject to school control.

**Acts Prohibited By This Regulation:**

- Criminal or delinquent acts
- Disruptive conduct
- Refusal to identify self
- Refusal to cooperate with school personnel
- Disruption of school
- Damage or destruction of school and/or private property
- Assault on a school employee, student or other person not employed by the school
- Possession or use of weapons or dangerous instruments (GISD Policy JICI)

(Note that GISD Policy JICI requires that individuals found in possession of firearms shall be suspended from the Gadsden schools for not less than one (1) year. A "firearm" is defined as any weapon, including a starter gun, which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of any such weapon; any firearm muffler or firearm silencer, or any destructive device. A weapon to include but not limited to sling shots, BB gun, cross bows, or pellet gun.)

- Possession, use, transmission, or being under the influence of a narcotic, drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, or intoxicant of any kind
- Repeated refusal to obey lawful directions
- Deviation from scheduled program
- Distribution or sale of unauthorized materials
- Sexual harassment (GISD Policy ACA, ACA-(1), JII-(1))
- Hazing (GISD Policy JICF-R)
- Bullying □( GISD Policy JII-EB)

**Regulated Activities:** Beyond those activities designated above as prohibited, all other areas of student conduct may be regulated within legal limits by school boards as they deem appropriate to local conditions. Conduct by non-students that affect school operations may be regulated with legal limits pursuant to any of the forms of authority such as the New Mexico Criminal Code or the Liquor Control Act.

**Activities Subject to Local Board Regulations:** Within legal limits include, but are not limited to:

- School attendance
- Use of and access to the public school, including
- Restrictions on vehicular traffic on school property
- Prohibition of or conditions on the presence of non-school persons on school grounds or in school buildings while school is in session
- Reasonable standards of conduct for all persons attending school-sponsored activities or other activities on school property
- Student dress and personal appearance
- Use of tobacco in the public schools

- Speech and assembly within the public schools
- Publications distributed in the public schools
- The existence, scope, and conditions of availability of student privileges, including extracurricular activities and rules governing participation.

**Basis for Disciplinary Action:** A student may appropriately be disciplined by administrative authorities in the following circumstances:

1. For committing acts prohibited by this regulation, if the student knew or should have known that the conduct was prohibited;
2. For violating valid rules of student conduct established by the local school board or by an administrative authority to whom the board has delegated rule making authority, if the student knew or should have known of the rule in question or that the conduct was prohibited;
3. For committing any act that endangers the health or safety of students, school personnel, or others for whose safety the public school is responsible, or for conducts which reasonably appears to threaten such dangers if not restrained, regardless of whether an established rule of conduct has been violated.

**Selection of Disciplinary Sanctions:** Within legal limits, local school boards have discretion to determine the appropriate sanction(s) to be imposed for violations of rules of student conduct, or to authorize appropriate administrative authorities to make such determinations.

1. School Discipline and Criminal Charges
2. Non-discriminatory enforcement
3. Short Term Suspension (1-9 days by building administration)
4. Long Term Suspension (10 days and more, may be for one year, requires a disciplinary hearing)
5. Expulsion (permanent removal from any GISD school for life, requires a disciplinary hearing)
6. If a student is placed in the Alternative Program during the second nine weeks of a semester then they will be at the alternative school remainder of that semester and the following semester.
7. Detention, Suspension, and Expulsion; suspensions or expulsions of special education students shall be subject to the further requirements of the following subsection:

**Discipline of Special Education Students:**

The public schools are required by federal and state law and regulations to meet the individual educational needs of exceptional children. Accordingly, before a long-term suspension or expulsion may be imposed on a special education student, an I.E.P. meeting must be held to evaluate whether the behavior at issue is a result of the student's disability and whether the student's program is appropriate. A special education student's individual educational plan (I.E.P.) may prescribe individualized disciplinary options, consequences or procedures or contain an appropriate behavior management plan.

1. Long-term suspension, successive short-term suspensions, or expulsion of students who have been determined to be eligible for special education services may constitute a

change in educational placement and therefore, require special procedures. Such actions shall be governed by the procedure contained in State Board of Education regulations. An I.E.P. meeting must be convened prior to a hearing on long-term suspension or expulsion or if cumulative short-term suspensions exceed ten (10) school days during the school year.

2. Under emergency circumstances, a special education student can be removed from campus on a short-term basis.
3. Special Education services shall not be terminated due to long-term suspension or expulsions. If the I.E.P. committee and the hearing officer decide that the regular school attendance is not appropriate, alternative instruction in the areas of the student's exceptionality as set forth in the I.E.P. must be offered.

**DISCIPLINE SECTION ADDENDUM - Disturbing the educational process**  
**SPECIFIC CATEGORIES AND CONSEQUENCES OF OFFENSES**

**LEVEL I: OFFENSES**

*Student conferred and parent notified by teacher; referral to counselor; copy given to administration.*

- A. Being involved in an isolated instance of insubordination
- B. Failing to conform to classroom or school rules
- C. Using inappropriate, vulgar, or obscene language/gestures
- D. Defacing/damaging school property up to the value of \$10.00
- E. Engaging in physical contact inappropriate to school environment
- F. Loitering, being in restricted area of campus, or absent from class or school activity without authorization.
- G. Running, pushing, shoving, littering, throwing an object (which is not part of the supervised activity) or cutting in line.
- H. Producing loud/unnecessary noises
- I. Eating, drinking, or gum chewing in unauthorized areas
- J. Failing to complete assignments, have needed materials, or return school forms
- K. Violating safety rules
- L. Engaging in any other comparable offense that disrupts the school environment or educational process and that does not require administrative intervention

**LEVEL I: DISCIPLINE OPTIONS**

*Options at this level include, but are not limited to:*

- A. Verbal or written reprimand/warning
- B. Student/teacher conference
- C. Time-out in classroom
- D. Withdrawal of privileges
- E. Changing seat assignment
- F. Telephone call or note to parent, legal guardian
- G. Parent/Teacher conference
- H. Detention
- I. Counselor referrals
- J. Duty assignment
- K. Other similar discipline management techniques may be designed by the principal or designee as deemed appropriate to the offense.

**LEVEL I: DISCIPLINE PROCEDURES**

- A. Intervention should be immediate and consistent and should be handled by any school employee who observes the misbehavior.
- B. For classroom misbehaviors, a record of offenses and disciplinary actions shall be maintained by the teacher and the administration. For each offense, the teacher shall send written notification to the parent of the infraction.
- C. Repeated violations shall result in a more severe response and/or referral to Level II. The

principal or designee may determine that Level II disciplinary options are required for the misconduct.

<b>LEVEL II: OFFENSES REQUIRING ADMINISTRATIVE ACTION</b>
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- A. Repeated violation of classroom/school rules or Level I offenses
- B. Failure to follow a directive
- C. Use of inappropriate, vulgar or obscene language or gestures to staff
- D. Ditching - *Send copy to counselor*
- E. Smoking – Possession or use of tobacco products including e-cigarettes of any kind is prohibited
- F. Violating bus rules
- G. Truancy or tardiness
- H. Possessing or using certain prohibited articles, such as cellular phones, pagers, beepers, or similar communication devices
- I. Damage to school property up to a value of \$20.00
- J. Gambling
- K. Leaving school grounds or educational setting without permission
- L. Loitering, littering, trespassing, or vandalizing school property on the way to or from school
- M. Engaging in any other comparable offense that disrupts the school environment or education process and requires administrative action

**LEVEL II: DISCIPLINE OPTIONS** - *Options at this level include, but are not limited to:*

- A. Administrative conference with student
- B. Restitution for damage
- C. Counselor referral
- D. Parent conference
- E. Telephone call or note to parent/legal guardian
- F. Loss of privileges
- G. Detention
- H. Confiscation of device
- I. Reassignment of class
- J. Campus Alternative Program
- K. Loss of bus privileges
- L. Special assignments, school/community service
- M. Notification of outside agency and/or police, with filing of charges, when appropriate
- N. Other similar discipline management techniques deemed appropriate by principal or designee
- O. Up to 5 days suspension or S.A.C./I.S.S.
- P. Up to 9 days suspension or S.A.C./I.S.S.
- Q. Possible long-term suspension



**LEVEL II: DISCIPLINARY PROCEDURES**

- A. A Student Discipline Report must be completed for each infraction and may be initiated by any school employee. For each offense, written notification, not to exceed one page, must be sent to the parents within twenty-four hours.
- B. The principal or designee will investigate the infraction(s) and, if necessary, confer with the person initiating the report.
- C. The principal or designee will give the student an opportunity to explain his/her version of the incident.
- D. The principal or designee will determine the disciplinary action to be taken, record the action taken on the Student Discipline Report, and distribute copies.

**LEVEL III: OFFENSES REQUIRING ADMINISTRATIVE ACTION**

*Level III offenses committed while on school property or while attending school sponsored or school related activity on or off school property include, but are not limited to the following:*

- A. Inciting a fight or fighting 1<sup>st</sup> - 2<sup>nd</sup> offense recommendation for long-term suspension
- B. Arson
- C. Assault and Battery
- D. Possession of weapons or "look-a-likes".
- E. Illegal substance or "look-a-likes".
- F. Forgery or any tampering with notes excusing absences, or with official school documents or records.
- G. Robbery or theft
- H. Vandalism
- I. Smoke bombs, stink bombs, firecracker
- J. Cyber sexting
- K. Bullying
- L. Gang Affiliation/Activity/Dress/ Membership or solicitation of membership in a gang
- M. Engaging in conduct that is punishable as a felony, misdemeanor or delinquent act.
- N. Engaging in conduct that constitutes a threat of retaliation against any school employee, for actions taken in discharge of the employee's duties regardless of time or place.
- O. Engaging in conduct that constitutes assault or battery on school personnel
- P. Engaging in conduct that threatens or puts at risk the health, safety or welfare of school personnel, students or school property.
- Q. Selling, giving, or delivering to another person, possessing or using, or being under the influence of the following:
  - marijuana
  - drugs defined as controlled substances under state or federal law (including, but not limited to, cocaine, crack, amphetamines, heroin, PCP, hallucinogens, inhalants, legal prescriptions or over the counter drugs used or possessed or distributed for unauthorized

- purposes and imitation, counterfeit, look-alike substances, or drug related paraphernalia).
- R. Selling, giving, or delivering to another person an alcoholic beverage. Committing an offense hereunder; possessing, or being under the influence of alcohol.
  - S. Engaging in conduct that constitutes inhalation or abuse of glue or aerosol paint.
  - T. Engaging in conduct that constitutes a sexual offense under state law including indecent exposure.
  - U. Repeated or combined Level I or II offenses
  - V. Unruly, disruptive or abusive behavior which seriously interferes with a teacher's ability to communicate effectively with other students in the class or with the ability of classmates to learn, or disrupts a school activity.
  - W. Displaying or distributing materials not approved by school officials
  - X. Insubordination (failing to comply with the lawful directives of school personnel)
  - Y. Intentionally engaging in disruptive activities on school property, or at a school sponsored activity.
  - Z. Disruption of the transportation of students to or from school or during a school sponsored Activity.
  - AA. Sexual harassment
  - BB. Verbal abuse or profane language including name calling and racial or ethnic slurs
  - CC. Extortion, coercion, blackmail
  - DD. Hazing
  - EE. Engaging in any comparable offenses that disrupt the school environment or educational process that requires administrative action

**Consequences of offenses:**

Level III offenses can result in imposition of Level I or Level II consequences, long-term suspension, and permanent expulsion.

**LEVEL III: DISCIPLINE OPTIONS**

Administration discipline options for Level III offenses for the following, but not limited to:

- A. Reassignment of classes
- B. In-School Suspension
- C. Campus Alternative Program, if available
- D. Short-term or long-term suspension
- E. Any other similar discipline management technique
- F. Notification of police, with filing of charges when appropriate
- G. Voluntary enrollment in a residential drug or alcohol rehabilitation/treatment program. The terms of placement prohibit the student from attending or participating in a school-sponsored or school-related activity.
- H. Permanent expulsion from all school programs.

**LEVEL III: DISCIPLINARY PROCEDURES**

- A. A Student Discipline Report must be filled out for every offense. This report may be initiated by any school employee.
- B. For each offense, written notification, not to exceed one page, must be sent to the parents within twenty-four hours.
- C. The principal or designee reviews reports of the student's behavior. If it is found that the

student's behavior does not constitute a Level III behavior, the student may be disciplined using Level II options.

- D. If the principal or designee concludes that the student's behavior constitutes a Level III violation, he/she shall advise the student that the records indicate the student's conduct meets the guidelines and that he/she is considering suspension or removal of the student to an alternative education program, if available.
- E. The student must be afforded an opportunity to respond to the principal or designee concerning whether the student's conduct meets the guidelines for a Level III offense.

- F.** Before suspending a student, the principal shall consider reasonable alternatives. If, after administering due process, the principal or designee determines that suspension is the most appropriate alternative, the principal or designee is not required to precede the suspension with another disciplinary action. The parent, guardian, or adult student is notified, and a copy of the student discipline report is given to the student for delivery to the parent or guardian. The student is excluded from attending any school functions or being on or about school property without the principal's permission during the time the student is suspended.
- G.** If after administering due process, the principal or designee proposes the student's placement into an alternative program, if available, the parent, guardian, or adult student is notified by letter of the proposal. The letter shall advise the parent, guardian, or adult student that a hearing has been scheduled to be held within the next three school calendar days, and shall specify the date, time, and place of the hearing. The hearing may be postponed to a later date and time upon request of the parent or guardian.
- H.** Long-term suspension or expulsion shall be subject to procedures set forth in GISD Policy JKD.

*The above outline offers a guideline for all G.I.S.D. schools. The administration can make adjustments or variations depending on individual differences or circumstances. Suspensions may continue into a new school year. Please refer to the addendum to this section for more detailed descriptions of offenses, consequences, and disciplinary procedures.*

**APPENDIX 6. HAZING****HAZING**

The Gadsden Independent School District (GISD) Board of Education prohibits hazing. The Board of Education finds that the practice known as “hazing” is dangerous to the physical and psychological welfare of students and should be prohibited in all school activities.

**A. Definitions**

1. Hazing includes, but is not limited to engaging in any offensive or dangerous physical contact, restraint, abduction, or isolation of a student, or requiring or encouraging a student to perform any dangerous, painful, offensive, or demeaning physical or verbal act, including the ingestion of any substance, exposure to the elements, deprivation of sleep or rest, or extensive isolation, or subjecting a student to any dangerous, painful, offensive, or demeaning conduct, or to conduct likely to create extreme mental distress, for any purpose, including as a condition of membership or initiation into any class, team, group, or organization, sponsored by, or permitted to operate under the auspices of, a school of the District.
2. Such contact, restraint, requirement, encouragement, or subjection shall not be considered hazing when it is a recognized part of the particular sport or activity of the class, team, group or organization.

**B. Prohibitions**

1. Hazing is prohibited in all schools of the Gadsden Independent Schools District, whether on or off school property, and whether during or outside school hours.

**C. Enforcement and Reporting**

1. School officials, employees, and volunteers shall not permit or tolerate hazing, and shall intervene to stop hazing that is threatened, found, or reasonably known or suspected to be occurring, and shall report known or suspected hazing to the school principal or the superintendent.
2. Any student who believes he or she has been the victim of hazing shall report the matter to the school principal or the superintendent.
3. Any principal that receives a report of hazing under this section shall provide written notice to the Superintendent, setting forth the report and the principal’s proposed plan of investigation.

**D. Investigation**

1. All reports of hazing shall be investigated by the school principal or his/her designee. Where violations of criminal law may have occurred, the principal shall notify the appropriate law enforcement agency.
2. Upon completion of the investigation, the principal shall submit a written report on the investigation and its results to the superintendent.

**E. Discipline**

1. **Students found to have engaged in hazing shall be subject to discipline by school or district authorities according to applicable procedural requirements. Such discipline may include suspension or expulsion.**
2. **Employees who fail to enforce the prohibition against hazing, as set forth in paragraph C, shall be subject to discipline according to applicable procedural requirements. Such discipline may include reprimand, suspension, discharge, or termination.**

**APPENDIX 7, PPRA****PROTECTION OF PUPIL RIGHTS ACT (PPRA) COMPLIANCE**

The schools shall make every effort to comply with the Protection of Pupil Rights Act (PPRA) and acknowledge that parents and their children have specific rights under the Act.

The District will provide notice to parents and students advising them of their respective rights under the Protection of Pupil Rights Act (PPRA). Said notice shall be published annually, at the beginning of the school year, for returning students; and said notice shall be provided with registration materials for students enrolling in the District for the first time or re-enrolling in the District following a gap in attendance in the District.

The annual and/or new student enrollment PPRA notice shall provide notice of the following rights:

- Parental right to inspect surveys created by third parties before such surveys are administered or distributed to students;
- Parental right to inspect, and students have the right to refuse to participate in, any surveys designed to collect private information about the students' or their families'
  - a. political affiliations;
  - b. mental and psychological problems potentially embarrassing to the student or his family;
  - c. sexual behaviors and attitudes;
  - d. illegal, anti-social, self-incriminating and demeaning behavior;
  - e. critical appraisals of other individuals with whom respondents have close family relationships;
  - f. legally recognized privileged or analogous relationships, such as those of lawyers, physicians and ministers; or
  - g. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program)
- Parental right to opt the student out of participation of any instructional material used as part of the educational curriculum;
- Parental right to inspect, upon request, any instructional material used in the education curriculum for the student;
- Parental right to inspect, upon request, any instrument used in the collection of personal student information to be used for marketing purposes;
- Parental right to request that "directory" type information not be released without prior written parental consent to any individual or organization including branches of the military;
- Nothing herein shall be construed to be contrary to the requirements of the Family Education Privacy Act.

Each school year a schedule of activities requiring parental notice and consent or opt-out for the upcoming school year will be distributed.





## **APPENDIX 10, GRADUATION OPTIONS**

### **Graduation Options for Students with Disabilities (IDEA)**

A graduation option is a planned program of study (courses, IEP goals, objectives and benchmarks) designed to address the needs of individual students. The IEP team plays a key role in the IEP graduation process. The IEP team should consist of the student, parent, special educator, regular educator, vocational educator, building administrator or designee, transition specialist, related service provider(s), evaluation and/or diagnostic specialist, adult service provider(s), and others per the parent's request. The IEP team determines the most appropriate graduation option based upon student needs and wishes and impact of the disability. The IEP team must document the rationale for the selected program of study in the IEP, and review and update goals and objectives at least annually. The IEP team also has the responsibility of verifying that the student achieved all program goals and objectives leading to graduation and receipt of a high school diploma. The initial transition and graduation planning process begins at the 8th grade IEP meeting or at the first IEP meeting after the student turns 14, whichever comes first. The IEP team assists the student to define his or her course of study and develop the four-year plan. Students receiving special education services are able to earn their high school diploma by following one of three programs of study.

- 1. Standard Graduation Option** - means a program of study based upon meeting or exceeding all requirements for graduation as identified in the New Mexico Statutes and Rules, with or without reasonable accommodations. In addition, a student must participate in the Statewide College and Workplace Readiness Assessment System and pass all sections of the current state graduation examination(s) administered under standard administration or with state approved accommodations and meet all other standard graduation requirements established by the district. The IEP team selects required courses and electives based on the student's post-secondary goals, strengths, interests, and needs. If the IEP team chooses a graduation option other than the standard, the IEP team must provide documentation for selecting an alternative graduation option.
- 2. Career Readiness Graduation Option** - means an alternative program of study meant to develop the student's career interest as it relates to the career clusters. The student's program of study must address the New Mexico Public Education Department's (NMPED) content standards with benchmarks and performance standards. The student must achieve competency in all areas of the NMPED employability and career development standards with benchmarks and performance standards as defined in the IEP, with or without reasonable accommodations. In addition, a student must participate in the Statewide College and Workplace Readiness Assessment System and take the current state graduation examination(s) under standard administration or with state-approved accommodations and

achieve a level proficiency determined by the IEP team. The student must earn at least the minimum number of credits required by the district for graduation through standard or alternative courses. The IEP team determines the course of study the student will complete. The course of study and the student's IEP goals must be designed to assist the student in achieving competency in all areas of the NMPED employability and career development standards with benchmarks and performance standards. The course work shall include a minimum of four units of career development opportunities and learning experiences. The experiences may include career readiness and vocational course work, work experience, community-based instruction, student service learning, job shadowing, mentoring or entrepreneurship related to the student's occupational choices. The career readiness graduation option takes into account the individual student's strengths, interest, career preference, and needs and allows for the substitution of classes as appropriate. The IEP team uses the IEP to document mastery of those standards and benchmarks.

3. **Ability Graduation Option** - means an alternative program of study based upon meeting or surpassing IEP goals and objectives, with or without reasonable modification of delivery and assessment methods, referencing skill attainment at a student's ability level, which may lead to meaningful employment. The IEP team designs the ability program of study to meet the student's needs with IEP goals, objectives, and benchmarks developed to provide the most appropriate program for the student. The IEP goals and functional curriculum course work must be based on the State Standards with Benchmarks and Performance Standard or the State Expanded Grade Band Expectations. Typically, IEP teams develop the ability program of study for students with severe cognitive and/or physical disabilities or students with severe mental health challenges. The ability program of study varies from the standard high school graduation requirements. Students on the ability program of study must participate in the Statewide College and Workplace Readiness Assessment System and take the current state graduation examination(s) or the State's Alternate Assessment and achieve a level of proficiency determined by the IEP team. The IEP team must individualize the ability program of study for each student's needs.

Once the IEP team has identified a graduation option and developed an appropriate IEP, the team is required to assess and document student progress and to update goals, objectives, and benchmarks annually or as needed. The alternative graduation options may depart from the standard program of study only as far as necessary to meet the student's needs as determined by the IEP team. IEP teams cannot change a senior's option after the 20th school day of the final year of high school except in situations where seniors experience unusual medical emergencies. Waivers for special exceptions after the 20th school day must be sent to the PED for approval.

Successful completion of a selected graduation option earns the student a high school diploma and the right to participate equally in all graduation activities. The receipt of a regular high school diploma with the standard option terminates access to special education services. In accordance with 34 CFR § 300.102(a)(3)(iv) the term regular high school diploma does not include alternative degrees that do not align with the State's academic standards, such as a certificate or general educational development credential (GED), and the receipt of such alternative degrees may not end the student's right to a Free Appropriate Public Education (FAPE).

**APPENDIX 11, FERPA****NOTIFICATION OF RIGHTS UNDER FERPA**

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records:

The Gadsden Independent School District is providing you notice of these rights, as outlined below:

1. The right to inspect and review the student's education records within 45 days of the day the District receives a request for access. Parents or eligible students should submit to the school principal [or appropriate school official] a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes is inaccurate or misleading. Parents or eligible students may ask the District to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure to school officials with legitimate educational interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with who the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate education interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

*Directory information* means information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed.

(a) Directory information includes, but is not limited to, the student's name; address; telephone listing; electronic mail address; photograph; date and place of birth; major field of study; grade level; enrollment status (e.g., undergraduate or graduate, full-time or part-time); \*dates of attendance; participation in officially recognized activities and sports; weight and height of members of athletic teams; degrees, honors, and awards received; and the most recent educational agency or institution attended.

(b) Directory information does not include a student's—

- (1) Social security number; or
- (2) Student identification (ID) number, except as provided in paragraph (c) of this definition.

(c) In accordance with paragraphs (a) and (b) of this definition, directory information includes—

(1) A student ID number, user ID, or other unique personal identifier used by a student *for purposes of accessing or communicating in electronic systems*, but only if the identifier cannot be used to gain access to education 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 factor known or possessed only by the authorized user; and

(2) A student ID number or other unique personal identifier that is displayed on a *student ID badge*, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user.

*\*Dates of attendance.* (a) The term means the period of time during which a student attends or attended an educational agency or institution. Examples of dates of attendance include an academic year, a spring semester, or a first quarter. (b) The term does not include specific daily records of a student's attendance at an educational agency or institution.

School officials may release this information to any person without the consent of the parents or the student. Any parent or eligible student who objects to the release of any or all of this information without his consent must notify, in writing, the principal of the school where the records are kept by August 16, 2014. The objection must state what information the parent or student does not want to be classified as directory information. If no objection is received by August 16, 2014, information designated above will be classified as Directory Information until the beginning of the next school year.

4. Copies of the complete FERPA Policy adopted by the District may be obtained from the Superintendent's Office or from the Principal's Office of each school within the District.
5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Gadsden Independent School District to comply with the requirements of FERPA. The name and address of that Office that administers FERPA are: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-4605

(Authority: [20 U.S.C. 1232g\(a\)\(5\)\(A\)](#))