

GADSDEN INDEPENDENT SCHOOL DISTRICT

Student Handbook

2019 - 2020

Travis Dempsey
Superintendent

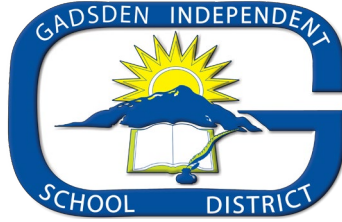
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Sunland Park
NM 88063
(575) 882-6200
www.gisd.k12.nm.us



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.

**Travis Dempsey
Superintendent**



**4950 McNutt Road
Sunland Park, New Mexico
P.O. Drawer 70
Anthony, NM 88021
(575) 882-6200**

Dear Parent:

As part of our effort to provide a school that 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. 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 the Principal's office at your child's school.

Respectfully,

Travis Dempsey
Superintendent

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 section of the *Handbook* which sets out the consequences for inappropriate behavior. District policies addressing discipline 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 frequently since policy adoption and revision is an ongoing process. 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. **Revisions within the current school year will be highlighted.**

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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ENROLLMENT/WITHDRAWAL

ADMISSIONS ([Policy JF](#))

All school-age persons in the state have a right to a free public education and are required to attend public, private or homeschool, or a state institution, until the school-age person is at least eighteen years of age unless that person has graduated from high school or received a general educational development certificate. Exceptions for documented hardship cases must be approved by the superintendent.

Enrollment Requirements for All Children/Youth

Persons seeking to enroll a child or youth in the Gadsden Independent School District for the first time, in grades kindergarten through grade 12, shall be required to produce documentation affirming the following:

- Proof of Age
- Proof of Residence
- Proof of Immunizations

Grounds for Denial of Enrollment or Re-enrollment

Within the school district's hearing and appeals process, grounds for denial of enrollment or re-enrollment in an otherwise qualified school-age child or youth shall be limited to:

- A student's expulsion from any school district or private school in this state or any other state during the preceding twelve months; or
- A student's behavior in another school district or private school in this state or any other state during the preceding twelve months that is detrimental to the welfare or safety of other students or school employees.

HOME SCHOOLS

Home Schools are operated by a parent or legal guardian of a school-age person who instructs a home study program, including, but not limited to, reading, language arts, mathematics, social studies, and science. Students who are homeschooled are not considered public school students.

Prior to dropping a student to Home School, parents/legal guardians must notify the state of the establishment of a home school electronically, or send written notification to the Secretary of Education within thirty (30) days of the establishment of a home school and re-notify the state on or before **August 1st** of each year thereafter. Interested persons may find additional information at:

New Mexico Public Education Department Attn: Home School Notification
300 Don Gaspar Santa Fe, NM 87501
<http://ped.state.nm.us/HomeSchools/index.html>

HOMELESS STUDENTS ([Policy JFABD](#))

Homeless students have the right to be enrolled in public school and to the extent feasible, keep a homeless student in the school of origin, except when doing so is contrary to the wishes of the student's parent or guardian. Refer to [Policy JFABD](#)

IMMUNIZATIONS

New Mexico State Law requires students to be vaccinated prior to enrolling in school. According to [NMAC 6.12.2.8](#), 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.

OPEN ENROLLMENT ([Policy JFB](#))

The District has an open-enrollment program. District resident pupils may enroll in another school district or in another school within this District. Resident transfer pupils and nonresident pupils may enroll in schools within this District, subject to the procedures set forth in [Policy JFB](#).

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.

TRANSFERS ([Policy JFB](#), [JFABC](#))

In-District Transfers

A parent or guardian must submit an IN-DISTRICT TRANSFER REQUEST signed by the principal of the home school or his or her 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.

Out-of- District Transfers ([Policy JFABC](#))

A parent or guardian 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.

Applications for Intra-District and Inter-District Transfers must be renewed 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.

For additional information and/or copies of required transfer forms, please see <http://www.gisd.k12.nm.us/registration>

Transfer of Credits ([Policy JFABC](#))

Credits from schools that are accredited by a Public Education Department in the United States or its territories or the Department of Defense shall be transferable with no loss of value.

Transferred credit from correspondence extension study, foreign study, home study courses or non Public Education Department accredited nonpublic schools that satisfies any of the [Policy JFABC](#) criteria will be

acceptable for fulfilling District graduation requirements.

WITHDRAWING FROM SCHOOL ([Policy JFC](#))

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 (6) 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 upon the approval of the principal. Students cannot be exempted from the final exam.
- Students are reminded that early withdrawal takes time. A checkout procedure for the student's last day may take at least two hours or more and the student's parents must accompany the student to school. All books must be turned in and all fines and fees must be paid before the student is officially withdrawn.
- High school students may lose credit for early withdrawal as determined by the school administration.

ATTENDANCE

ATTENDANCE FOR SUCCESS ACT

(Formerly the NEW MEXICO COMPULSORY SCHOOL ATTENDANCE ACT)

It is the intent of the Attendance for Success Act (ASA) that school age persons receive an education and do not dropout or otherwise withdraw prematurely prior to completing an educational program. The ASA creates a multi-tiered progressive system of intervention strategies and supports that is preventative and non punitive at the school level. To that end, a school-age person shall attend public school, private school, home school or a state institution until the school-age person is at least eighteen years of age unless that person has graduated from high school or received a general educational development certificate. A parent may give written, signed permission for the school-age person to leave school in case of a documented hardship approved by the local superintendent. ASA prohibits out-of-school suspension and expulsion as a punishment for unexcused absences and habitual truancy and allows withdrawal for non-attendance only after exhausting intervention efforts to keep students in educational settings. (Also see the LOSS OF CREDIT section in this Handbook.)

ATTENDANCE PROCEDURES

Elementary school teachers take attendance each instructional day once in the morning and once in the afternoon. Secondary school teachers take attendance each class period. 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, email, send a note, or report absences in person immediately after the return of the student. All absences not verified by the parent or had prior authorization from administration will be considered unexcused.

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.

Excused absences may be for the following reasons with appropriate documentation:

- Illness (including chronic illness documented on an Individualized Health Plan, IEP, 504 Plan)
- Limited family emergencies
- Bereavement
- Medical, health or legal appointments
- Suspensions
- Observance of major religious holidays of the student's/family's faith
- 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
- Pregnant or parenting student ([Policy JIE](#)). A pregnant or parenting student (parenting a child under thirteen years of age) may be permitted excused absences for the pregnancy and for limited parenting purposes along with the opportunity to make-up work missed during the absence, provided the student communicates the pregnancy and parenting status to the appropriate school personnel.
- Ten days of excused absences will be permitted for a student who provides documentation of the birth of the student's child and additional days of excused absence shall be permitted if deemed medically necessary by the student's physician for the pregnancy or care of the birthed child and reported to the school attendance office.
- Four days per semester of excused absences, in addition to the number of allowed absences for all students (see cross referenced policies below) shall be permitted for students who provide appropriate documentation of pregnancy or that the student is the parent of a child under the age of thirteen needing care.
- Additionally, the pregnant or parenting student shall be allowed at least a time period to make up the work the student missed that equals the number of days the student was absent.

Unexcused Absences are 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 – reasons include:

- Non-school sponsored activities or trips

- Family vacations outside of the normally scheduled school breaks.
- All absences not verified by parental or administrative authorization will be considered unexcused.

Excessive Absences

- Excessive absences is defined when attendance falls below 95% in a grading period.
- Schools will identify and provide intervention strategies for students with excessive absences.
- School-related activities taking students out of school are not included when evaluating excessive absences.
- A school may 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.

Absence Notification

Parents will be notified of a student's absence by phone call at the end of the school day via the School Messenger system.

Make-Up Work

- Students may complete work for all excused absences.
- For unexcused absences, and once a student is identified as a habitual truant (10 unexcused full-day absences) make-up work may be provided for the student at the discretion of the principal on a case-by-case basis.
- 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 the 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.

School Sponsored Activities

School sponsored means any activity in which the sponsor is in attendance or transportation is paid by the school district.

Documentation after an Absence

When a student is absent from school, the student - upon arrival or within 48 hours of returning 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 Extended 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.

CLOSED CAMPUS

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 the 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.

LATE ARRIVAL & EARLY DEPARTURE

Late Arrivals

- 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.

Early Departure

- Students leaving early must be signed out at the front office.
- All students must be signed out in person by a parent/guardian in the front office.
- All students leaving campus early will be issued a pass/permit by the attendance office to leave campus.

LEAVING CAMPUS

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

TARDINESS

The school allows students adequate time between class periods. Students are considered tardy when they are not in class or assigned activity when it is scheduled to begin. Excessive tardies will be referred by the teacher and sanctions will be applied by the administration according to school rules. A student who is tardy may be assigned to detention. Repeated instances of tardiness will result in more severe disciplinary action.

ACADEMICS

ACCELERATION - Subject-based, Middle School (Policy [IKEB](#), [IKEB-R](#))

(Full implementation will begin SY 2019-20 – see [Procedures for Transition Year below](#))

Subject-based acceleration in middle school refers to a middle school student participating in a high school credit course while attending middle school. All students are eligible to be considered for subject-based acceleration regardless of English Learner (EL), disability, socioeconomic, or gifted status. All decisions regarding participation in subject-based acceleration shall take place within either the Student Assistance Team (SAT) process, or the IEP team process for students in special education, including students identified as Gifted. Both the SAT and the IEP processes require parent participation and written parent consent acknowledging that the parent has been informed that grade(s) earned in high school credit classes taken in middle school will impact their child's overall high school Grade Point Average (GPA).

Middle School Courses Available for High School Credit

With the exception of courses included in the Individualized Education Plan (IEP) of identified Gifted students, the only middle school courses offered for high school credit are Algebra I, English I, and Spanish I.

Acceleration for Identified Gifted Students

In accordance with the NMPED Gifted Technical Assistance Manual, both single-subject and full-grade acceleration are available to identified Gifted students via their IEP. High school courses taken by middle school Gifted students for high school credit must be listed in their IEP using the high school course code.

Procedures for Considering Students for Eighth Grade Algebra 1

- **In sixth grade**, the student's SAT or IEP team must address the appropriateness of the student taking Algebra 1 in eighth grade for high school credit. If agreed to by the team, written *informed* parent consent is obtained and the student is pre-registered for 2036, Accelerated Traditional Math – Grade 7, for the following school year. Otherwise, the student will be enrolled in 2026, Seventh Grade Math, for the following school year.
- **In seventh grade**, if the student demonstrates satisfactory progress in 2036, Accelerated Traditional Math – Grade 7, the student will be pre-registered for Algebra 1 (HS Course #2028), Eighth Grade, for high school credit for the following school year. Otherwise, the student will be enrolled in 2027, Eighth Grade Math, for the following school year.

Other Requirements

- In order to receive high school credit for courses taken in middle school, the student must pass with a 60% or above. 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.
- Students enrolled in Algebra 1 (HS Course #2028) – Eighth Grade, are required to take the Algebra 1 New Mexico Standards-Based Transition Assessment and End-of- Course (EoC) assessments.
- Middle school students may not drop from a high school credit course after ten (10) school days.
- A 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.

Procedures for Transition Year (SY 2019-2010)

Informed Consent Required. On or before the first day of School Year 2019-2020, middle school administrators must have written documentation on file for every seventh or eighth grade student who will be participating in a class for high school credit, or a prerequisite class for a high school credit class, affirming that the student's parent was provided the information necessary to give informed consent for their child's participation in a middle school class for high school credit. No student may be enrolled in any course related to high school credit in middle school without documentation of such informed consent on file at the school. (Please see the Documentation of Informed Parent Consent for Student Participation in A Middle School Class for High School Credit form at the

back of this Handbook.)

- **K-6 Gifted Student Identification.** Elementary school administrators shall make every effort to ensure that each potentially-gifted K-6 student has the opportunity to be considered for gifted eligibility *prior to* the end of the student's sixth grade year.
- **Sixth Grade SAT or IEP Meeting.** Elementary school administrators shall ensure that each sixth grade student who may potentially participate in a middle school class for high school credit has the issue addressed through a SAT or IEP meeting *prior to* the end of the student's sixth grade year. This is to ensure that the student will be pre-enrolled in the appropriate seventh grade class for the following school year.
- **Seventh Grade SAT or IEP Meeting.** Middle school administrators shall ensure that each seventh grade student who may potentially participate in a middle school class for high school credit has the issue addressed through a SAT or IEP meeting *prior to* the end of the student's seventh grade year. This is to ensure that the student will be pre-enrolled in the appropriate eighth grade class for the following school year.

ALTA VISTA EARLY COLLEGE HIGH SCHOOL (AVECHS)

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 Doña Ana Community College (DACC).

ASSESSMENTS – District/State Requirements

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 NMSBA and New Mexico Standards-Based Transition Assessment, in the following subjects:

- Reading, annually in grades 3-11
- Math, annually in grades 3-11
- Science, annually, in grades 5, 8, 11
- Writing, annually in grades 3-11

Grades 4, 7 and 11 NMSBA

Since the Spring 2012 the New Mexico Standards Based Assessment (NMSBA) test administration has served a dual purpose as the accountability assessment (A–F School Rating System) and as the High School Graduation Assessment. Meeting proficiency on the 11th grade Science NMSBA is a graduation requirement. Beginning with the Spring 2015 administration, the NMSBA will only assess Science and Spanish Language Arts.

Grades 5, 8 and 11 New Mexico Assessment of Science Readiness (NMASR)

Since the Spring 2019 the NMASR test administration has served a dual purpose as the accountability assessment (A–F School Rating System) and as the High School Graduation Assessment. Meeting proficiency on the 11th grade Science NMASR is a graduation requirement.

Grade 3-11 New Mexico Standards-Based Transition Assessment

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.

New Mexico Alternative Performance Assessment (NMAPA)

The New Mexico Alternate Performance Assessment (NMAPA) is provided to maximize access to the general education curriculum for students with significant cognitive disabilities, to ensure that all students with disabilities are included in New Mexico's statewide assessment and accountability programs, and to provide data and other feedback to inform classroom instruction. NMAPA is only for those students with documented significant cognitive disabilities and adaptive behavior deficits who require extensive support across multiple settings (such

as home, school, and community).

NMAPA assesses English Language Arts (ELA) and Mathematics in grades 3-8, 10, and 11. Science is assessed in grades 4, 7, and 11. Social Studies is assessed in grade 11.

[Source: NMPED Assessment Accommodations Manual]

Grades K-12 – ACCESS for ELs

The purpose of Assessing Comprehension and Communication in English State-to-State (ACCESS) for English Learners 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.

End-of-Course (EoC) Exams

End-of-Course (EoC) Exams have multi-tiered uses and help meet many educational objectives in New Mexico. Passing scores on New Mexico EoCs are indicative of a student being minimally proficient as described in the performance level descriptors and course alignment to curricular standards. Educators use EoC results to make curricular decisions that improve achievement outcomes for students. EoC results are also used to establish a measure of teacher effectiveness, to create common measures for course content and as an alternate demonstration of competency for graduation requirements for students.

Istation K-3

Istation's Indicators of Progress (ISIP) Early Reading and ISIP *Lectura Temprana* are sophisticated, web-delivered computer-adaptive testing (CAT) systems that provide continuous progress monitoring (CPM) by frequently assessing and reporting student ability in critical domains of reading and Spanish Early Reading, respectively, throughout the academic year (beginning, middle, and end).

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.

For more information see GISD CTE website: <http://www.gisd.k12.nm.us/groups/68120/cte/home>

CLASS RANK/HIGHEST RANKING STUDENT (Policy IKC)

Class rankings are determined each semester beginning with the first semester of the ninth grade and includes grades earned by students taking approved high school credit courses in middle school. Total grade points accumulated by a student are divided by the total units attempted to produce the cumulative grade point average. Students are ranked according to their grade point average (GPA), with 4.0 as high, with the exception of Advanced Placement, Pre-Advanced Placement and Dual Credit classes wherein 5.0 is high.

In order to qualify for ranking in the top 10% of the graduating senior class, a student must complete his or her *entire* senior year (10 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 after grades are stored and GPA is calculated.

Two or more graduating students with the same GPA, carried out to three (3) digits, are considered a "tie". No other factors, such as the number of classes taken by a student, are considered. If a tie occurs when determining Valedictorian and/or Salutatorian, the tying students will both/all be named Valedictorian, or Salutatorian, as applicable.

Beginning with the Cohort of 2022 (students entering as ninth graders in 2018-19), only those students who have completed all course requirements for graduation (by units) as listed in Policy [IJE](#), Graduation Requirements, will be included in the class ranking calculations for the purpose of naming the Top Ten Students or the Top Ten Percent of the graduating class. (For more information, please see Policy [IKC](#), Class Rankings / Grade Point Averages.)

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 full-day's schedule.

COLLEGE CREDIT COURSES (see also DUAL CREDIT) ([Policy IIE](#))

Starting in 12th grade every Gadsden ISD high school student has the opportunity to enroll in postsecondary courses through the Dual Credit (DC) program. This program provides access to academic or career-technical course options that deliver simultaneous credit toward high school graduation and 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 contribute to improvements in academic performance. Students who have taken courses for dual credit appear to perform satisfactorily in their courses, graduate from high school at a higher rate than their peers, require less first-semester remediation in postsecondary education, and are more likely to obtain a college degree within four years.

COUNSELING ([Policy JLD](#))

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.

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 which 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 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.

COURSE CREDIT

A student in high school credit courses will earn credit for a course if the 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 ([Policy JQ](#))

The District may not set fees for required core courses, i.e., English, Math, Science, and Social Studies. Students

will not be required to supply specific types of school supplies or equipment as a prerequisite to successful completion of a required course or project. The District may set appropriate fees for materials used by students in non-required courses. Such fees must have prior Board of Education approval. (For more information, please see Board Policy JQ, Student Fees, Fines, and Charges.)

DESERT PRIDE ACADEMY

Desert Pride Academy (DPA) offers a non-traditional educational environment that provides the flexibility and support needed for 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 population is composed of students in dropout recovery, students in need of credit recovery, over-aged students, and students referred for long-term suspension. The Principal of Desert Pride Academy shall have flexibility in applying District rules and regulations in order to meet the unique needs of DPA students, and shall always be involved in the decision-making process to place a student at DPA. For further information, please contact Desert Pride Academy at (575) 882-0142.

DISTANCE LEARNING/ONLINE/EDGEUNITY (Policy [IHBHD](#), [IHBHD-E](#))

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.

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, NMSU, and ENMU.

Eligibility Criteria

Twelfth grade students within the District who have a 2.0 GPA and parent permission may be eligible for Dual Credit.

Students must take the Next Gen placement exam and pass two (2) or more of the following:

- Math Next-Generation Quantitative, Reasoning, Algebra, and Statistics (QAS) = 257 Math 120 or math 210G CCDR 114N (233-256 or 41 – 65)
- Reading Next-Generation Reading = CCDR 105N (226-235 or 48 - 55)
- Writing Next-Generation Writing = 250-300 ENG111G CCDE 110N (237-249 or 65 - 74)

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

Locations

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 offered at Alta Vista Early College High School. 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, ENMU and DACC Academic Calendars.

Grades/Credits

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.

Transportation

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

EARLY GRADUATION (Policy IKFA)

The School Board will authorize early high school completion in order to meet career goals for selected students. Students desiring early graduation must submit a written request to the high school principal during the first half of the semester preceding the semester of desired completion. The principal may accept requests after this date in special circumstances. The request must contain the reasons for the request and the written approval of the student's parents or guardian. All graduation requirements must be met by the early completion date.

Each request will be evaluated and will ensure that the parents or guardian are informed of any restrictions or limitations to be placed on the student in the event the request is approved, including restrictions on cocurricular activities.

Diplomas normally will be awarded only at the completion of the spring semester. However, final transcripts will be provided as soon as the high school requirements have been met.

ENGLISH LEARNERS (EL) (Policy IHBE, IHBE-R)

English Learners (ELs) are students who use a language other than English and are acquiring language to become English proficient. These students are entitled to receive specialized language services from the district. To determine whether they qualify for services, their parents complete the Language Usage Survey (LUS) and receive a formal assessment of their English Language using a placement test (WIDA SCREENER). They are assessed in listening, speaking, reading, and writing. 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 their proficiency in English and eligibility for academic English Language services.

GIFTED EDUCATION (Policy IHBB)

In New Mexico, Gifted Education is under the department of Special Education. In addition to annual screenings to identify potential students for gifted services at elementary schools, generally in the third grade, any person, including teachers, parents, and students, can refer a student for an evaluation for Gifted Education. Services are individualized, based on each student's unique strengths and weaknesses, and are identified using the special education IEP (Individualized Educational Plan) process. For information on referral/screening procedures, eligibility requirements and service options, please see the campus administrator or contact the Special Education Department at 575-882-6221. (Also see the [*Gifted Education in New Mexico Technical Assistance Manual*](#) on the NMPED website <https://webnew.ped.state.nm.us/>)

GRADE CLASSIFICATION (High School) (Policy IKA, IKA-R, IKAD, IKAD-R)

Once a student enters a NMPED regular public school, these schools are responsible for ensuring 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 grades 2 through 12th to report progress to parents.
- 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

Grades shall always reflect academic performance skill levels and may not be used for disciplinary purposes.

- **AP courses** are weighted based on a five-point scale versus a four-point scale for non-AP courses.
- **A numeric system of grades (0-100)** will be entered by teachers into an electronic grade book (PowerSchool) for every assignment created and will be reported to parents by an electronically produced report card every 9 weeks.

Grade Reporting

All 2nd through 12th grade report cards shall use a standardized alphabetic grading system, i.e., A, B, C, D, etc. Numeric grades are entered in PowerSchool in the Teacher Grade Book.

Calculating Grade Point Average (GPA)

Only courses for which credit is awarded are used in the calculation of a student's GPA. A student's GPA is calculated by dividing the total grade points earned by the total number of credit courses taken.

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

Students transferring from a 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, and 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
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
- Students enrolling with transcripts from countries with dissimilar systems will be evaluated on an individual basis.
- Foreign exchange students may only be classified as 11th 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 enroll in a New Mexico high school.

Procedural requirement for translating Alpha Grade to Numerical Grade

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

Special Education Grading ([Policy IKA](#))

The grading of special education students shall be determined by the IEP committee. Options an IEP Team may consider to base grades on include but are not limited to:

- Regular classroom standard
- Work completed
- Effort and demonstrated mastery
- IEP objectives and/or benchmarks

GRADUATION REQUIREMENTS\GRADUATION (Policy [IKF](#), [IKF-R](#))

Requirements for a Diploma for a Student Enrolled in High School for the 2019-2020 School Year

In order to graduate from high school, a student must successfully:

- Complete the required number of course requirements established by the state and any additional credits required by District;
- Demonstrate academic competency in five areas: mathematics, reading, writing, science, and social studies. However, students who remain unable to demonstrate competency by scoring proficient on the statewide assessments, and who have exhausted multiple attempts on these tests, have the opportunity to meet the assessment requirement for graduation through an Alternate Demonstration of Competency (ADC) as provided by NMPED.

Testing Requirements for Graduation

Students must attempt Reading and Math on the PARCC and the New Mexico Standards-Based Transition Assessment 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.*

- Mathematics: PARCC - attempt a minimum of 2 times (One attempt at Geometry and one attempt at Algebra II count as two attempts)
- ELA: New Mexico Standards-Based Transition Assessment Grade 11 ELA - attempt a minimum of 2 times
- Science: SBA Science - attempt 2 times
- Social Studies: One state-developed EoC - attempt 1 time

Graduation Expenses

During the school year in which a student will graduate, students and parents will incur expenses in order for the student to participate in the traditions of graduation. These include items such as the purchase of invitations, senior ring, cap and gown, and the student's senior picture. Both the student and the parent should carefully monitor the student's progress towards the completion of all graduation requirements.

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 are available through the campus Counseling offices.

Graduation Programs of Study/Options for Students with Disabilities (Policy [IKF](#))

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 8th grade IEP. Upon completion of a planned program of study the student will be awarded a New Mexico Diploma of Excellence. A student may be awarded a diploma after completing a program of study under one of the following Graduation Options: Standard, Career Readiness or Ability. A student's entitlement to FAPE ends with the receipt of a regular diploma under the Standard Option. A student's right to FAPE does not end with the receipt of a diploma under the Career Readiness Option or the Ability Option.

Standard Option/Program of Study

A standard program of study is based upon meeting or surpassing all requirements for graduation based upon New Mexico Standards for Excellence with or without reasonable modification of delivery and assessment methods. In addition, a student shall pass all sections of the current state graduation examination(s) under standard administration or with state-approved accommodations, and shall meet all other standard graduation requirements of the District.

Career Readiness Option/Program of Study

A career readiness program of study is based upon meeting the State Board of Education's Career Readiness Standards with Benchmarks as defined in the IEP with or without reasonable modifications of delivery and assessment methods. In addition, the student shall take the current state graduation examination(s) under standard administration or with state-approved accommodations, and achieve a level of competency (LOC) pre-determined by the student's IEP team. The student shall earn at least the minimum number of credits required by the District for graduation through standard or alternative courses that address the employability and career development standards with benchmarks and performance standards, as determined by the IEP team. Course work shall include a minimum of four (4) credits of career development opportunities and learning experiences that may include any of the following: 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.

Ability Option/Program of Study

An ability program of study was developed for students who have a significant cognitive, disability or severe mental health issues. The IEP goals and functional curriculum course work shall be based on employability and career development standards with benchmarks and performance standards, as determined by the IEP team. Students in this program of study shall earn the minimum number of credits or be provided equivalent educational opportunities required by the District, with course work individualized to meet the unique needs of the student through support of the IEP. In addition, a student shall take either the current state graduation examination(s) under standard administration or with state-approved accommodations, *or* the state-approved alternate could assessment. The student shall achieve a level of competency pre-determined by the student's IEP team in the current graduation examination or the state-approved alternate assessment, and meet all other graduation requirements established by the IEP team.

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 maximum age for special education services, a summary of the student's academic achievement and functional performance (SOP), which shall include recommendations on how to assist the student in meeting post-secondary goals.

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 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 a diploma upon successful completion of the updated and continuing IEP goals and transition outcomes.

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:

- The IEP team provides sufficient documentation and justification that the issuance of a conditional certificate of transition for an individual student is warranted;
- 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;
- 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;
- 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;
- The district ensures that, prior to receiving a conditional certificate of transition, the student has a continuing (C) or transition (T) IEP;
- The student's continuing or transition IEP outlines measures, resources and specific responsibilities for both the student and the district to help 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.

HOME-BASED SERVICES

Home-based services is an informal term referring to a short-term arrangement between the school and a parent wherein class assignments are sent home (usually via the parent) for a student who is not going to be out of school long enough to justify the appointment of a Homebound teacher, or for a student who does not otherwise meet the eligibility criteria for Homebound services, i.e., eligibility under IDEA or Section 504. The parent returns the completed work to the school administrator or teacher for grading, thereby helping the student stay current with classwork assignments/grades. Students participating in home-based services are reported as Excused Absences.

HOMEBOUND SERVICES ([Policy IHBF](#))

Homebound services are part of the overall continuum of programs/services available to meet the needs of students with disabilities under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973. Homebound is considered the most restrictive of instructional arrangements. Homebound should only be considered for those students with medical or psychological conditions that prevent their participation in less restrictive instructional environments, as affirmed in writing by a medical doctor or psychologist. "Homebound" services at a campus site, generally after school hours, may also be considered as an Interim Alternative Educational Setting (IAES) for properly suspended or expelled students with disabilities. All placements into the homebound program must be time-limited with the IEP team or Section 504 team specifying criteria to be met for the student's return to a less restrictive environment, including a release from a medical doctor or psychologist for students on Homebound for medical or psychological reasons. Students who attend or are present for their scheduled Homebound services are not counted absent.

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.

For homework after an absence see Attendance - Procedures - Make-Up Work.

INDEPENDENT STUDY PROGRAM

This program is designed for those high school 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 may not take any core subject classes required for graduation through Independent Study except upon the explicit written approval of the campus Principal.

LOSS OF CREDIT ([Policy IKEC](#))

The following standards shall apply in the District for loss of credit. Adjustments may be made by the campus Attendance Committee/Administrator, on a case-by-case basis.

- All students are expected to be in attendance ninety percent (90%) of the instructional days in a school year.

- In elementary and middle schools, students who are absent ten percent (10%) or more of the instructional days in a school year are at risk of retention.
- In high schools, attendance will be taken and calculated each class period. Students who are absent, whether excused or unexcused, for ten percent (10%) or more of a course length may lose credit for that course.
- Final credit for a course shall be awarded at the end of the school year/semester in which the course was taken.
- Attendance issues for students with a disability, whether the student is identified under Section 504 of the Rehabilitation Act of 1973 or the Individuals with Disabilities Education Act (IDEA), will be addressed through the student's Section 504 Plan or Individual Education Plan (IEP).

High school students at risk of losing credit, or students already having lost credit due to attendance, shall be given the opportunity to comply with an Attendance Contract in order to regain or recover some or all credits lost due to attendance. (For more information, please see [Policy IKEC](#), Loss of Credit.)

MULTI-LAYERED SYSTEM OF SUPPORTS (MLSS) and STUDENT ASSISTANCE TEAMS (SAT)

New Mexico's adaptation of the Response to Intervention (RtI) is the Multi-Layered System of Supports (MLSS). MLSS uses a set of increasingly intensive academic or behavioral supports, matched to student need, as a system for making educational programming and eligibility decisions. It is a continuum of school-wide support that contributes to overall comprehensive school improvement efforts.

Tier I – Universal Screening. Tier I supports have been expanded to ensure the fluid access of all students to all the resources of the District, as determined to be necessary and appropriate by a student's teacher or school administrator, without requiring the formal process of a SAT, with exceptions as defined by state or federal law or district policy. If information suggests that a student needs educational support for learning or behavior, the student shall be referred to Tier II.

Tier II - Student Assistance Team. A Student Assistance Team (SAT) is a school-based group of people whose purpose is to provide additional Tier II support (consistent with the requirements of the Three-Tier Model of Student Intervention provided in Subsection D of 6.29.1.9 NMAC) to students who are experiencing academic or behavioral difficulties that are preventing them from benefiting from general education, because they are either performing below or above expectations. If the district suspects the student may have a disability, or is experiencing a serious and urgent problem, the student shall be referred to Tier III.

Tier III – Special Education. In Tier III, a student has been identified as a student with a disability or gifted under state criteria for giftedness and deemed eligible for special education and related services, An IEP is developed by a properly-constituted IEP team in accordance with state and federal guidelines.

For more information see [NMPED website RESPONSE TO INTERVENTION \(RTI\)](#)

NEXT STEP PLAN (Policy IIE)

New Mexico House Bill 305 requires that every New Mexico high school student complete a four-year "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 in the student's IEP substitutes for the Next-Step Plan. (NMAC 6.29.1)

PROMOTION, RETENTION, AND PLACEMENT (Policy IKE)

All students, grades Kindergarten (K) through twelve (12th) are expected to attain the State Proficiency Levels on

the State Content Standards and Benchmarks. Students who do not attain these levels will participate in the District's academic improvement and/or remediation programs.

GRADES K-7

In grades K-7, promotion and retention are based on student demonstration of progress toward proficiency on state and local standards in all subjects. All decisions regarding retention are made by the Student Assistance Team (SAT).

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 Student Assistance 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 – 7th. 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.
 - The Academic Improvement Plan (AIP) will be developed by the SAT outlining timelines and monitoring activities to ensure progress toward overcoming the 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.

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. All decisions regarding retention are made by the Student Assistance Team (SAT).

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 SAT 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 SAT 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 Academic Improvement Plan:** If the student is retained in Grade 8, the SAT 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.

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. 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 [Policy IKF](#) for graduation requirements.

REPORT CARDS / PROGRESS REPORTS AND CONFERENCES (Policy [IKA-R](#), [IKAB](#))

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.

SCHEDULE CHANGES

During the first two weeks, students will attend the designated classes on their schedule cards. Schedule changes will be made only during the 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. Changes made by IEP teams.
5. Any other reason will require a parent conference with an administrator, counselor, and teacher before a decision is made.

SPECIAL EDUCATION

Special Education refers to specialized instruction and related services for students found eligible under the Individuals with Disabilities Education Act. Anyone, including a parent, teacher, doctor or student, may refer a student for an evaluation for special education by contacting the school administrator, or calling the Special Education Department at (575) 882-6221. The booklet, [Parent and Child Rights in Special Education](#), published by the New Mexico Public Education Department, outlines procedures and requirements designed to protect the legal rights of the child and parent which are set by federal regulation and state rules. A copy of this booklet can be found on the New Mexico Public Education Special Education Bureau [webpage](https://webnew.ped.state.nm.us/bureaus/special-education/) <https://webnew.ped.state.nm.us/bureaus/special-education/>, or at the Special Education Department offices next to Anthony Elementary School in Anthony, NM, 88021.

SECTION 504 OF THE REHABILITATION ACT OF 1973 (Policy [IHBA](#), [IHBA-RA](#), [IHBA-RB](#), [IHBA-E](#))

Section 504 is federal civil rights law under the Rehabilitation Act of 1973 that provides protection against discrimination for individuals with disabilities. Section 504 is designed to provide equal access and fairness in general education to students with disabilities, thereby leveling the playing field for them through what is known as a Section 504 Accommodation Plan. A student is identified for and entitled to a Section 504 Accommodation Plan if an evaluation shows that the individual has a mental or physical impairment that substantially limits one or more major life activities. This determination is based on a current evaluation and made by a Section 504 team, including the parent.

[Source: NMPED Guidelines for Educators and Administrators for Implementing Section 504 of the Rehabilitation Act of 1973—Subpart D]

SUMMER SCHOOL

K-5 Plus

The purpose of K-5 Plus is to provide increased time in kindergarten and the early grades. This additional time in grades K-5 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-5 by 25 instructional days beginning before school starts.

Credit Recovery - High School

Please contact the school administrator or school counselor for information.

Extended School Year

Extended School Year (ESY) services means special education and related services that are provided to a child with a

disability beyond the normal school year; in accordance with the child's IEP; and at no cost to the parents of the child. The purpose of ESY is not to enhance or maximize the present levels of academic achievement and functional performance exhibited by students with disabilities at the end of the regular school year. Instead, the IEP Team bases the need for ESY services on skill regression (loss) and a student's limited capacity for recoupment (regain) of existing IEP goals and objectives. Regression/recoupment is just one of many factors that IEP teams need to consider when discussing the need for ESY services.

In the Gadsden Independent School District (GISD), ESY is not summer school per se, but is generally provided in the month of June.

[Source: Gadsden Independent School District Policies and Procedures for the Provision of Special Education Services for Students with Disabilities and Gifted Students]

ATHLETICS

EXTRACURRICULAR ACTIVITIES - ATHLETICS, CLUBS AND ORGANIZATIONS ([Policy JB](#))

The right of students to participate in extracurricular activities shall be dependent only upon their maintaining the minimum academic and behavioral standards established by the School Board, and their individual ability in the extracurricular activity. Students who volunteer for extracurricular activities, such as athletics, band, chorus, etc. are subject to the standards of dress as defined by the sponsors of such activities.

Charter School Student Participation ([Policy JJIB](#))

Charter school students in grades seven (7) through twelve (12) may participate in School District extracurricular activities sanctioned by the New Mexico Activities Association in the School District attendance zone in which the student lives (participating in only one [1] public school program) if they meet eligibility requirements other than enrollment and if the charter school does not offer such activities sanctioned by the New Mexico Activities Association.

Home Schooled Student Participation ([Policy JJIB](#))

Home Schooled students may participate in three (3) School District athletic activities sanctioned by the New Mexico Activities Association in the School District attendance zone in which the student lives if they meet the eligibility requirements other than enrollment in the school.

Health and Safety of Participants ([Policy JJIB](#))

A coach shall not allow a student athlete to participate in a school athletic activity on the same day a coach, a school official or a student athlete reports, observes or suspects that a student athlete exhibits signs, symptoms or behaviors consistent with a brain injury or has been diagnosed with a brain injury.

A coach may allow a student athlete who has been prohibited from participating in a school athletic activity to participate in a school athletic activity no sooner than 240 hours (10 days) after the student athlete has received a brain injury and only after the student athlete:

- no longer exhibits any sign, symptom or behavior consistent with a brain injury; and
- receives a medical release from a licensed healthcare professional.

RETURN TO PLAY GUIDELINES UNDER SB38 ([NMAA Guidelines](#))

1. Remove immediately from activity when signs/symptoms are present.
2. Must not return to full activity prior to a minimum of 240 hours (10 days).
3. Release from medical professional required for return.
4. Follow school district's return to play guidelines.
5. Coaches continue to monitor for signs/symptoms once athletes return to activity.

Extracurricular Activity Eligibility ([Policy JJJ](#))

It is necessary to have the interscholastic extracurricular activities function within a realistic framework of control. In order that over enthusiastic students do not place a social or athletic function on a higher plane than the academic program, the following policy will be adhered to:

- All classwork counted for eligibility must be acceptable for graduation.
- The student must be enrolled in more than half of the school's regular class schedule.
- Regular attendance must be maintained and no more than fifteen (15) days or the same class more than fifteen (15) times may be missed each semester due to interscholastic extracurricular activities.

Eligibility Criterion ([GISD Guidelines](#))

The eligibility criterion for interscholastic participation shall be either one or the other of the following:

- Following the semester, a cumulative passing grade average of 2.0 on a 4.0 scale adjusted for honors points with no 'F' or failure (only semester grades may be used and only at the beginning of the semester) or,
- The grades from the grading period immediately preceding participation must be a 2.0 on a 4.0 scale

- adjusted for honors points with no 'F' or failure.
- Students have the opportunity to regain eligibility at the next 9-week grading period.

Eligibility for participation in extracurricular activities shall be determined at the end of each grading period or as required by the campus. If the student does not meet the eligibility requirements the penalty will be removal from participation in any athletic team or extracurricular performances or travel. A student that demonstrates academic progress toward eligibility may practice with the team or group.

Students whose behavior presents a problem or jeopardizes school discipline may be ineligible for participation in extracurricular activities until such time as their behavior warrants reinstatement.

The Cumulative Provision ([NMAA SECTION VIII ACTIVITIES/ACADEMIC/NON-COMPETITIVE SPIRIT](#))

The decision to use the Cumulative Provision, is made on a case-by-case basis and is available only once to any student. NMAA guidelines for the Cumulative Provision are as follows:

- The cumulative provision may be applied only at the beginning of a semester.
- Only semester grades can be used, and all semester grades starting with the 9th grade year must be utilized. (Per NMAA the cumulative provision cannot be used for freshmen students)
- The cumulative provision may not be applied if a student has more than one 'F' or failure in the semester grading period immediately preceding participation.
- A student must have passed a minimum of 51% of coursework taken by a full-time student in the semester grading period immediately preceding participation to take advantage of the cumulative provision option.
- Stricter guidelines may be imposed by the local school district.

STUDENT BEHAVIOR

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.

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 and CYBERBULLYING

Bullying

Bullying by another student means any repeated and pervasive written verbal or electronic expression, physical act or gesture, or a pattern thereof, that is intended to cause distress upon one or more students in the school, on school grounds, in school vehicles, at a designated bus stop, or at school activities or sanctioned events. Bullying includes, but is not limited to, hazing, harassment, intimidation or menacing acts of a student which may, but need not be based on the student's race, color, sex, ethnicity, national origin, religion, disability, age or sexual orientation.

Cyberbullying

Cyberbullying means electronic communication that targets a specific student; is published with the intention that the communication be seen by or disclosed to the targeted student; is in fact seen by or disclosed to the targeted student; and creates or is certain to create a hostile environment on the school campus that is so severe or pervasive as to substantially interfere with the targeted student's educational benefits, opportunities or performance.

Any 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 is explicitly prohibited. No person shall be subject to reprisals for good faith reporting, or participating in the investigation of a potential violation of this policy. No employee or student may knowingly give false reports or information under this policy.

Reporting

It is the express policy of the School Board and Superintendent 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 using the Student Complaint Form ([Policy ACAA-EA](#)). 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.

For further information on Bullying and Cyberbullying, please see [Policy ACAA](#), Bullying, Intimidation, and Hostile or Offensive Conduct and [Policy JICD](#), Student Harassment/Bullying/Cyberbullying Prevention .

CAMPUS CLEANLINESS

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

CONDUCT ([Policy JIC](#))

School rules apply to all school events, including social events, and apply to both students and any guests they may invite to school functions. Students, including guests, are expected to observe and practice good behavior and acceptable conduct at all times. A student inviting a guest will share responsibility for the conduct of his or her guest.

Conduct Prohibited

- Any conduct intended to obstruct, disrupt, or interfere with teaching, research, service, administrative or disciplinary functions, or any activity sponsored or approved by the School Board.
- Physical abuse or threat of harm to any person on District owned or controlled property or at District sponsored or supervised functions.
- Damage or threat of damage to property of the District, regardless of the location, or to property of a member of the community or a visitor to the school, when such property is located on District controlled premises.
- Unlawful use, possession, distribution, or sale of tobacco, alcohol, or drugs or other illegal contraband on District property or at school-sponsored functions.
- Conduct or speech that violates commonly accepted standards of the District and that, under the circumstances, has no redeeming social value.
- Failure to comply with the lawful directions of District officials or any other law enforcement officers acting in the performance of their duties, and failure to identify themselves to such officials or officers when lawfully requested to do so.
- Violation of District rules and regulations
- Engaging in any conduct constituting a breach of any federal, state, or city law or duly adopted policy of the School Board.
- Carrying or possessing a weapon on school grounds.

Any student who violates these policies and regulations may be subject to discipline up to expulsion, in addition to other civil and criminal prosecution. These punishments may be in addition to any customary discipline that the District presently dispenses. For further information, please see [Policy JIC](#).

DELIVERIES TO STUDENTS

Students are not allowed to receive outside deliveries for special events and occasions including, but not limited to, Birthdays, Valentine's Day, Holidays, and Anniversaries, etc. Parents may bring necessary items to the school, for example, PE clothes, homework, text books, uniforms, etc. These items will be delivered to the front desk of the school and then to the students by school staff.

DISCIPLINE ([Policy JK](#))

All students charged with a violation of [Board Policy JK, Student Discipline](#), will be afforded due process as described in [Policy JKD](#), Student Suspension/Expulsion.

Prohibited Activities

- Criminal or delinquent acts;
- Gang related activity;
- Sexual harassment;
- Disruptive conduct;
- Refusal to identify self; and
- Refusal to cooperate with school personnel.
- Engages in conduct that is disorderly, i.e., intentionally causing public inconvenience, annoyance, or alarm, or recklessly creating a risk thereof, by:

- Fighting or engaging in violent behavior.
- Making unreasonable noise.
- Using abusive or obscene language or gestures.
- Obstructing vehicular or pedestrian traffic.
- Creating a hazardous or physically offensive condition by any act that serves no legitimate purpose.
- Engages in conduct that is insubordinate, i.e., failing to comply with the lawful directions of a teacher, school administrator, or other school employee in charge of the student.
- Endangers the safety, morals, health, or welfare of others by any act, including but not limited to:
 - Selling, distributing, using, or possessing alcohol, drugs, or other controlled substances or drug paraphernalia.
 - Selling, distributing, using, or possessing weapons, fireworks, or other dangerous instruments or contraband.
 - Selling, using, or possessing obscene materials.
 - Using profane, vulgar, or abusive language (including ethnic slurs).
 - Gambling.
 - Hazing.
 - Engaging in lewd behavior.
- Engages in any of the following forms of academic misconduct:
 - Lateness for, missing, or leaving school or class without permission or excuse.
 - Cheating (including but not limited to copying, using unauthorized help sheets and the like, illegally obtaining tests in advance, substituting for a test-taker, and other forms of unauthorized collusion).
 - Plagiarism.
- Engages in conduct which violates the School Board's rules and regulations for the maintenance of public order on school property.
- Uses personal portable electronic instruments, communication, and entertainment devices, including but not limited to cell phones, still and video cameras and equipment, recording/playback apparatus, and other electronic equipment which may be used for similar purposes, during the school day or during directed student study time unless such use has been specifically authorized by the school administrator.
- Is believed to have or actually has committed a crime.

Reasonableness of use of physical force in self-defense, defense of others, and defense of property will be considered as a mitigating factor in determining penalties for misconduct.

The threat or use of physical force by a student is not reasonable (i) when made in response to verbal provocation alone, (ii) when assistance from a school staff member is a reasonable alternative, or (iii) when the degree of physical force used is disproportionate to the circumstances or exceeds that necessary to avoid injury to oneself or to others or to preserve property at risk.

Permissible Penalties

The range of penalties that may be imposed for violations of student discipline rules include, but are not limited to, the following:

- Verbal warning.
- Written warning.
- Written notification to parents.
- Probation.
- Detention.
- Suspension from transportation.
- Suspension from athletic participation.
- Suspension from social or extracurricular activities.
- Suspension of other privileges.
- Exclusion from a particular class.
- In-school suspension.
- Involuntary transfer.
- Community service.
- Suspension.
- Expulsion.

Depending upon the nature of the violation, student discipline may be progressive, i.e., generally, a student's first violation should merit a lighter penalty than subsequent violations. A District employee or agent should take into account all other relevant factors in determining an appropriate penalty. The above penalties may be imposed either alone or in combination.

Discipline Requirements for Students with Disabilities

Before an identified student with disabilities (under IDEA or Section 504) can be removed from his or her current placement for disciplinary reasons for *more than ten (10) school days*, a Manifestation Review must be conducted by the student's IEP team (or Section 504 team). The purpose of the Review is to determine if the behavior precipitating the proposed removal was or was not a manifestation of the student's disability. If the behavior is found not to be a manifestation of the student's disability, the student may be disciplined in the same manner, and for the same length of time as a student without disabilities who committed the same offense, *except* that a student identified under IDEA (but not under Section 504) *is still entitled to FAPE*, although at an alternative educational setting determined by the student's IEP team. If the behavior in question *was* found to be a manifestation of the student's disability, the student (whether IDEA or Section 504) cannot be subjected to disciplinary action for the behavior, but the IEP or Section 504 team may choose to modify the student's IEP or 504 Plan, including changing the student's placement, as deemed *educationally* appropriate, but may not do so for disciplinary reasons. For further information regarding the disciplining of students with disabilities, please call the Special Education Department at 575-882-6221.

DISCIPLINE LEVELS: OFFENSES, OPTIONS AND PROCEDURES

LEVEL I OFFENSES

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

- Being involved in an isolated instance of insubordination
- Failing to conform to classroom or school rules
- Using inappropriate, vulgar, or obscene language/gestures
- Defacing/damaging school property up to the value of \$10.00
- Engaging in physical contact inappropriate to school environment
- Loitering, being in restricted area of campus, or absent from class or school activity without authorization.
- Running, pushing, shoving, littering, throwing an object (which is not part of the supervised activity) or cutting in line.
- Producing loud/unnecessary noises
- Eating, drinking, or gum chewing in unauthorized areas
- Failing to complete assignments, have needed materials, or return school forms
- Violating safety rules
- 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 *at this level include, but are not limited to:*

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

LEVEL I DISCIPLINE PROCEDURES

- Intervention should be immediate and consistent and should be handled by any school employee who observes the misbehavior.
- For classroom misbehavior, 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.
- 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.

LEVEL II OFFENSES - REQUIRING ADMINISTRATIVE ACTION

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

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

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

LEVEL II DISCIPLINE PROCEDURES

- A Discipline Action Form must be completed for each infraction and may be initiated by any school employee with a copy provided to the parents.
- The principal or designee will investigate the infraction(s) and, if necessary, confer with the person initiating the report.
- The principal or designee will give the student an opportunity to explain his/her version of the incident.
- The principal or designee will determine the disciplinary action to be taken, record the action taken on the Discipline Action Form, and distribute copies.

LEVEL III OFFENSES - REQUIRING ADMINISTRATIVE ACTION

- Inciting a fight or fighting, first or second offense, recommendation for long-term suspension
- Arson
- Assault and Battery
- Possession of weapons or "look-alikes" (See *STATE V. NICK R., 2009-NMSC-050, 147 N.M. 182, 218 P.3d 868*)
- Illegal substance or "look-alikes".
- Forgery or any tampering with notes excusing absences, or with official school documents or records.
- Robbery or theft
- Vandalism
- Smoke bombs, stink bombs, firecracker
- Cyber sexting
- Bullying
- Gang Affiliation/Activity/Dress/ Membership or solicitation of membership in a gang
- Engaging in conduct that is punishable as a felony, misdemeanor or delinquent act.
- 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.
- Engaging in conduct that constitutes assault or battery on school personnel
- Engaging in conduct that threatens or puts at risk the health, safety or welfare of school personnel, students or property.
- 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).
- Selling, giving, or delivering to another person an alcoholic beverage. Committing an offense hereunder, possessing, or being under the influence of alcohol.
- Engaging in conduct that constitutes inhalation or abuse of glue or aerosol paint.
- Engaging in conduct that constitutes a sexual offense under state law including indecent exposure.
- Repeated or combined Level I or II offenses
- 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.
- Displaying or distributing materials not approved by school officials
- Insubordination (failing to comply with the lawful directives of school personnel)
- Intentionally engaging in disruptive activities on school property, or at a school sponsored activity.
- Disruption of the transportation of students to or from school or during a school sponsored activity.
- Sexual harassment
- Verbal abuse or profane language including name calling and racial or ethnic slurs
- Extortion, coercion, blackmail
- Hazing
- Engaging in any comparable offenses that disrupt the school environment or educational process that requires administrative action.

LEVEL III DISCIPLINE OPTIONS

Level III offenses can result in imposition of Level I or Level II consequences, long-term suspension, and permanent expulsion. Administration discipline options for Level III offenses for the following, but not limited to:

- Reassignment of classes
- In-School Suspension
- Campus Alternative Program, if available

- Short-term or long-term suspension
- Any other similar discipline management technique
- Notification of police, with the filing of charges when appropriate
- 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.
- Permanent expulsion from all school programs.

LEVEL III DISCIPLINE PROCEDURES

- A Discipline Action Form must be filled out for every offense. This report 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- Long-term suspension or expulsion shall be subject to the procedures set forth in [Policy JKD](#).

The above outline offers a guideline for all District schools. The administration can make adjustments or variations depending on individual differences or circumstances (See STATE V. NICK R., 2009-NMSC-050, 147 N.M. 182, 218 P.3d 86, wherein lack of student intent in possessing a weapon was a mitigating factor.) Suspensions may continue into a new school year.

DISCRIMINATION, HARASSMENT AND RETALIATION

The Gadsden Independent School District does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups.

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:

Clothing not allowed on any campus in the District:

- Unbuttoned shirts
- Oversized 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 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 headgear may be worn outside school buildings.
- Hairnets
- Sunglasses without doctor's prescription

Requirements for Pants:

- Crotch seam should be in close proximity to the 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 waistline 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 the shoe.

Consequences for Inappropriate Dress

Any student wearing inappropriate clothing as determined by the 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.

ELECTRONIC COMMUNICATION DEVICES (ECD) AND TECHNOLOGY RESOURCES ([Policy JICDA](#))

Due to technological advances, cell phones have become potentially disruptive to the educational process. Emergency phones are available for student use at all school offices and may be accessed by gaining permission from school staff and administration. The District shall not be responsible for loss, theft, or destruction of electronic communication devices and/or their contents brought onto school property.

Specific Prohibitions

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 Policy [JICDA](#). 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 possession and use of the device.

For elementary students, during the instructional day cell phones and accessories must remain in a backpack, book bag, pocket or purse where they cannot be seen or heard. Under no circumstances shall students use or access an ECD during assemblies, emergency drills or other school evacuations.

Middle School students may not use the ECD during the instructional day and all cell phones and accessories must remain in a backpack, book bag, pocket or purse where they cannot be seen or heard. Students may use their ECD before and after school. Under no circumstances shall students use or access an ECD during assemblies, emergency drills or other school evacuations.

High school students may use their cell phones and accessories during their lunch period, including in the cafeteria, and after school following the instructional day. During the instructional period cell phones must remain in a backpack, book bag, pocket or purse where they cannot be seen or heard. ECD kept in or on waistbands or other areas of clothing shall not be accessed or viewed during the instructional day. At the high school, during the instructional day, ECD must be in silent mode or turned off. Under no circumstances shall students use or access an ECD during assemblies, emergency drills or other school evacuations.

Violations of Board Policy on ECD may result in the item being confiscated and returned to parents only, or returned to the student at the end of the school year.

Acceptable Use of District Technology Resources and Electronic Information Services (EIS)

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.

Each user of the EIS shall:

- Receive instruction about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response.
- Use the EIS to support personal educational objectives consistent with the educational goals and objectives of the School District.
- Agree not to submit, publish, display, or retrieve any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or illegal material.
- Abide by all copyright and trademark laws and regulations.
- Not reveal home addresses, personal phone numbers or personally identifiable data unless authorized to do so by designated school authorities.
- Understand that electronic mail or direct electronic communication is not private and may be read and monitored by school employed persons.
- Not use the network in any way that would disrupt the use of the network by others.
- Not use the EIS for commercial purposes.
- Follow the District's code of conduct.
- Not attempt to harm, modify, add, or destroy software or hardware nor interfere with system security.
- Understand that inappropriate use may result in cancellation of permission to use the educational information services (EIS) and appropriate disciplinary action up to and including expulsion for students.

The EIS User Agreement can be found on the last page of this Handbook.

For further information please see [Policy IJNDB](#), Use of Technology Resources in Instruction, and [JICDA](#), Electronic Communication Devices.

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 district Wellness guidelines ([Policy JL](#)).

GANG ACTIVITIES/SECRET SOCIETIES ([Policy JICF-R](#))

Gangs that initiate, advocate, or promote activities that threaten the safety or well-being of persons or property on school grounds or disrupt the school environment are harmful to the educational process. The use of hand signals, graffiti, or the presence of any apparel, jewelry, accessories, or manner of dress or grooming that, by virtue of its color, arrangement, trademark, symbol, or any other attribute indicates or implies membership or affiliation with such a group is prohibited because of the disruption to educational activities that results from such activities or dress. It is the District's position that such activities and dress also present a clear and present danger to other District students and to District staff members.

Any activity involving an initiation, hazing, intimidation, assault, or other activity related to group affiliation that is likely to cause or does cause bodily danger, physical harm, or personal degradation or disgrace resulting in physical or mental harm to students or others is prohibited.

If the student's dress is in violation of this regulation or a District policy, the principal will ask the student to make the appropriate corrections. If the student refuses, the parent/guardian may be notified and asked to make the necessary correction. The principal will coordinate with law enforcement regarding the latest gang signs, symbols and actions to maintain consideration for constitutionally-permitted activities and speech.

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 into, affiliating with, holding office in, or maintaining membership in any organization whose members are or include other students.

INTERNET AND COMPUTER USE ([Policy IJNDB-R](#), [IJNDB-E](#))

The use of any social networking sites (e.g. FACEBOOK, TWITTER, 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). 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 the last page of this Handbook.

LAW ENFORCEMENT AGENCIES ([Policy JIH](#))

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

New Mexico State law requires the District to permit a student to be taken into legal custody for the following:

- To comply with an order of the juvenile court.
- To comply with the laws of arrest.
- By law enforcement officer if there is probable cause to believe the student has engaged in delinquent act 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.

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.

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.

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 cause 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

Gadsden Independent School District is participating in a Universal Lunch and School Breakfast Program for the current school year 2019-20. If your children attend Gadsden Independent School District, one breakfast and one lunch will be available to them at no charge. 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 served by the District follow U.S. Department of Agriculture guidelines for healthy school meals. The School Breakfast and Lunch Programs cannot succeed without parental support. Please encourage children to participate in the school meal programs.

Library

The school library is available before and after school; please contact the 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's 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.

SMOKING/TOBACCO (Policy JICG)

The use and/or possession of tobacco or tobacco products, including e-cigarettes and nicotine liquid containers, is

prohibited. 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, on all school-owned property including school buses and other District vehicles, and at all school activities and events.

TEXTBOOKS/INSTRUCTIONAL MATERIALS ([Policy EDBA](#))

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 Board [Policy IJ](#), Instructional Resources and Materials)

VANDALISM

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

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.

PARENT/STUDENT RIGHTS

BULLYING AND CYBERBULLYING

Reporting

It is the express policy of the School Board and Superintendent 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 using the Student Complaint Form. (Please see Board Policy Exhibit [ACAA-EA](#)). 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.

For further information on Bullying and Cyberbullying, please see Board Policy [ACAA](#), [Bullying](#), [Intimidation](#), and [Hostile or Offensive Conduct](#) and [Policy JICD](#), Student Harassment/Bullying/Cyberbullying Prevention.

CHILD FIND

The Gadsden Independent School District has an affirmative and 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 an 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.

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.

For further information on Complaints and Concerns, please see:

- [Policy BEDH](#), Public Participation at Board Meetings
- [Policy BHD](#), Board Communications with the Public
- [Policy KEB](#), Public Concerns/Complaints About Personnel

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 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. Specific examples of harassment may include repeated and direct instances of yelling, threatening, name-calling in front of others, rude remarks or gestures, and unwanted sexual advances.

Sexual Harassment

Sexual harassment includes unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when made by a member of the school staff to a student or to another staff member, or when made by a student to another student. Sexual harassment may include, but is not limited to: Suggestive or obscene letters, notes, invitations, derogatory comments, slurs, jokes, epithets, assault, touching, impeding or blocking movement, leering, gestures, or display of sexually suggestive objects, pictures, or cartoons. Sexual harassment includes continuing to express sexual interest after being informed that the interest is unwelcome.

Retaliation Prohibited

Retaliation against a person who makes a good faith report of discrimination, harassment, or sexual harassment 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.

FAMILY EDUCATIONAL RIGHTS & PRIVACY ACT (FERPA) (Policy JR)

FERPA means rights, pursuant to 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 an 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. If a parent or eligible student believes that the District is violating the FERPA, that person has a right to file a complaint with the U.S. Department of Education. The address is:

The Family Policy Compliance Office
U.S. Department of Education 400 Maryland Avenue, SW Washington, DC 20202-4605
Telephone number: (202) 260-3887
<https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

HOMELESS STUDENTS

For information on services for homeless students, contact the District's Liaison for Homeless Children and Youth, at (575) 882-6745 <http://www.gisd.k12.nm.us/nche>.

LAW ENFORCEMENT AGENCIES

Any request by law enforcement agencies and/or other government agencies (i.e., Children, Youth & Families Department) to see a student, interview a student or make an arrest at school, must be verified by the principal and/or his designee, to be assured that such request is authorized by that individual's agency.

Questioning of Students

A parent may be present during an interview except when interviews are conducted pursuant to a report of child abuse and the interview is by a Children, Youth, and Family Department worker or a peace officer.

Except in child abuse and abandonment situations, should a peace officer appear on campus requesting to interview a student attending the school, the school administrator shall be notified and the school office shall contact the student's parent(s). The parent(s) will be asked if they wish the student to be interviewed and, if so, will be requested to be present or to authorize the interview in their absence.

If the parent(s) cannot be reached, the peace officer should be requested to contact the parent(s) and make arrangements to question the student at another time and place.

Students Taken Into Custody

If a student is taken into custody (arrested), the arresting officer shall be requested to notify the student's parents or guardian. School personnel shall make every reasonable effort to make sure parents have been notified that a student has been taken into custody.

New Mexico State law requires the District to permit a student to be taken into legal custody for the following:

- To comply with an order of the juvenile court.
- To comply with the laws of arrest.
- By law enforcement officer if there is probable cause to believe the student has engaged in delinquent act 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.

NONDISCRIMINATION/EQUAL OPPORTUNITY (Policy AC)

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

PARENT CONFERENCES

Elementary schools have two Parent-Teacher Conferences in a school year – one in the Fall and one in the Spring. Middle schools have a Parent-Teacher Conference in the Fall and an Advisory Meeting in the Spring. (An Advisory Meeting is a meeting wherein parents have the opportunity to provide input into the development of their student's schedule for the following year.) Secondary schools will have an Open-House/Orientation within the first two months of school. High schools also have an Advisory Meeting in the Spring. Parents may always schedule other conferences as needed and are asked to contact the school for appointments with administrators, teachers, counselors, or other school personnel. Parents may visit their student's classroom(s) with a Visitor's Pass issued from the campus main office. Parents are asked to attend mandatory parent conferences when so requested by the school. Conferences may be requested for academic, disciplinary, or other purposes.

PARENT/TEACHER ORGANIZATIONS

Parent/Teacher Organizations (PTO's) Parent/Teacher Associations (PTA's) 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.

POLICY MANUAL

The Gadsden Independent School District Policies are available on the district website, www.GISD.k12.nm.us, or the [New Mexico School Board Association Policy Services website](#). The Policy Manual contains all policies and procedures concerning the school district and its employees.

PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

PPRA affords parents and students who are under age eighteen (18) or emancipated minors ("eligible students") certain rights regarding the District's conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

- Consent before students are required to submit to a survey that concerns one (1) or more of the following protected areas:
 - Political affiliations or beliefs of the student or student's parent;
 - Mental or psychological problems of the student or student's family;
 - Sex behavior or attitudes;
 - Illegal, anti-social, self-incriminating, or demeaning behavior;
 - Critical appraisals of others with whom respondents have close family relationships;
 - Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
 - Religious practices, affiliations, or beliefs of the student or parents; or
 - Income other than as required by law to determine program eligibility.

- Receive notice and opportunity to opt a student out of:
 - Any other protected information survey, regardless of funding;
 - Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
 - Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

- Receive/inspect, upon request and before administration or use:
 - Protected information surveys of students;
 - Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
 - Instructional material used as part of the educational curriculum.

For complete information on The Protection of Pupil Rights Amendment, please see [Policy LC](#).

Parents and eligible students who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office

U.S. Department of Education 400 Maryland Avenue, SW Washington, D.C. 20202-4605

<https://www2.ed.gov/policy/gen/guid/fpco/index.html>

SEARCH AND SEIZURE

Pending review - will be updated soon.

TITLE IX

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.

For more information See U.S. Department of Education
https://www2.ed.gov/about/offices/list/ocr/docs/tix_dis.html.

VISITORS TO THE SCHOOLS

Parent and community members 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 the principal's office, be prepared to show appropriate identification, and must comply with all applicable District policies and procedures. All visits to campuses, classrooms, or other school activities, are subject to the approval of the campus administrator. Any parent or community member who fails to comply with the requests of the administrator, or is disruptive to the operation of the school, may be asked to leave District property. (For further information, see [Policy KI- R](#), Visitors to Schools.

VOLUNTEERS (Policy IJOC)

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.

GENERAL INFORMATION

BELL SCHEDULE

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

DISTRIBUTION OF PUBLISHED MATERIALS (Policy [JICE](#), [JICE-R](#))

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.

EMERGENCY PROCEDURES

All sites have an All Hazards Team and a specific Hazard Plan. All students will be instructed on emergency procedures.

In case of a real emergency, the district will contact parents via phone calls using the School Messenger system.

FEES AND FINES (Policy [JQ](#))

Students are responsible for ensuring that all fees, fines, and charges due are paid.

FUND-RAISING (Policy [JJE](#))

Student groups or classes and /or parent groups may be permitted to conduct fundraising drives for approved school purposes with prior approval from the principal. All fund-raising activities will be in accordance with Board Policy JJE, Student Fund-Raising Activities.

HEALTH-RELATED SERVICES

Accidents

All 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.

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 ill 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 form, 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.

Tobacco, Alcohol, Illegal Substances Prohibited ([Policy KFAA](#))

The District strives to maintain alcohol, drug and tobacco- free campuses and follows local, state, and federal laws and regulations. The use, possession, and distribution of alcoholic beverages, illicit drugs, tobacco products, e-cigarettes, nicotine liquid containers, and mood-altering substances are prohibited and will not be tolerated. As mandated by New Mexico Statues, all school property is identified as a Drug-Free Zone.

Vending Machines

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

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:

- Written medication orders from the PCP.
- A written note, signed by the parent or guardian requesting that the medication be given during the school day.
- 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.
- The parent or guardian may pick up unused medication from the school health office when there is a change in the medication order or at the end of the school year. Medication not picked up by the parent or guardian on the last full day of the school year will be destroyed, medication will not be saved. Medication will **NOT** be sent home with the student.

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 Office.

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.

SAFETY

Students are expected to follow school rules at all times and be familiar with the Student Conduct and Discipline sections of this Handbook. 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 Procedures

As required by state regulation each campus will be required to hold emergency drills. Drills will take place a minimum of 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 School Messenger at the direction of the Superintendent.

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 may be disposed of at the end of the semester.

STUDENT VEHICLES (Policy [JLIE](#), [JLIE-R](#), [JLIE-E](#))

Middle school students may not drive any form of vehicle to or from school including automobiles, motorcycles, or any other vehicle. 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 non transferable 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 may 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 their parking permits revoked if they 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.

TRANSPORTATION

BUSES (Policy [EE](#), [EEAE-EA](#))

The District makes school bus transportation available to students (1) one mile one way for students in grades kindergarten through six; (2) one and one-half miles one way for students in grades seven through nine; and (3) two miles one way for students in grades ten through twelve. 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.

School bus conduct regulations include the following: (Policy [EEAE-R](#), [EEAE-EA](#))

- The driver is in charge of pupils when they are riding in the bus. The pupils must obey the driver 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 on 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.

GLOSSARY OF TERMS

Acceleration

Acceleration generally means studying the regular curriculum earlier or at a faster pace than a typical student. Acceleration can be single subject or full grade.

ACCESS

Assessing Comprehension and Communication in English State to State

ACCUPLACER

ACCUPLACER is an integrated system of computer-adaptive assessments designed to evaluate students' skills in reading, writing, and mathematics. ACCUPLACER has been used successfully to assess student preparedness for introductory credit-bearing college courses.

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.

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.

Assault, Aggravated

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

Battery, Aggravated

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

Battery, Fighting

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

Behavior Intervention Plan (BIP)

The documentation of interventions, methods and strategies that are used in the school environment to address behavioral issues.

Controlled Substance

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

Controlled Substance, Possession

"Possession" includes not only possession on one's physical person, but also custody and control including if the item is in the student's backpack, locker, car or elsewhere. "Look-alikes" are specifically included whether or not they are capable of producing a change in behavior or altering a state of mind.

EL

English Learner. Replaces previous term ,ELL, which meant English Language Learner.

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.

Expulsion

Expulsion means permanent removal from any GISD school. Requires a disciplinary hearing.

Extortion

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

False Accusations

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

FAPE

Free Appropriate Public Education

Firearm, Possession/Use

Possession or use of any weapon that 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.)

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.

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 under the Individuals with Disabilities Education Act.

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 discipline alternative education program, 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.

ISTATION

Istation begins with the game-like Istation Indicators of Progress (ISIP) assessment that determines each student's reading and level and adjusts in length and difficulty in real-time based on student performance. The program uses assessment data to generate an individualized learning path for reading instruction.

NMAA

New Mexico Activities Association <https://www.nmact.org/>

NMAC

New Mexico Administrative Code, Title 6 - Primary and Secondary Education <http://164.64.110.134/nmac/title06>

NMAPA

New Mexico Alternative Performance Assessment

NMSA

New Mexico Statutes Annotated

NMSBA

New Mexico Standards Based Assessment

NMPED

New Mexico Public Education Department <https://webnew.ped.state.nm.us/>

PSAT

PSAT is the preparatory and readiness assessment for the SAT.

Robbery

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

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 admission to certain colleges or universities.

Section 504

Section 504 is the federal law that prohibits discrimination against a student with a disability.

Suspension, Long Term

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

Suspension, Short Term

A suspension, from one (1) through nine (9) days, which is at the discretion of the administrator and will address behaviors that disrupt the educational process.

Theft

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

Tobacco Use

“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.

Trespassing/Unauthorized Presence

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

Weapon Possession

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

Weapon Use

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

GADSDEN INDEPENDENT SCHOOL DISTRICT



Documentation of Informed Parent Consent
for
Student Participation in a Middle School Class for High School Credit (Signature Form)

Date: _____

Name of Student: _____ Student ID: _____

Name of Middle School the Student Will Attend for 20__ - 20__ School Year: _____

Name of Course(s) and Code(s) in which the student will participate for High School Credit:

Parent Name: _____

Phone: _____

Parent Address: _____

I, _____, have been fully informed of the following:
(Name of Parent)

- 1. Grade(s) earned by a middle school student in a high school credit course are included in the calculation of the student's final high school Grade Point Average (GPA). Final high school GPA's are used for calculation of Top Ten Students and/or Top Ten Percent of a graduating class, and are used by many colleges and universities for entrance evaluation.
2. Middle school classes taken for high school credit cannot be dropped by the student after the first 10 days of school.

TO BE SIGNED BY THE PARENT (check one)

- [] I understand the conditions listed above and AGREE to have my child participate in a middle school course for high school credit.
[] I understand the conditions listed above and DO NOT AGREE to have my child participate in a middle school course for high school credit.

Parent Signature _____

Date _____

This signed form shall be included and maintained in the student's permanent cumulative folder.

Electronic Information Services (EIS) User Agreement

Terms and Conditions

Acceptable use. Each user of Gadsden Independent School District Electronic Information Services (EIS) must:

- Use the EIS to support personal educational objectives consistent with the educational goals and objectives of the School District.
- Agree not to submit, publish, display, or retrieve any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or illegal material.
- Abide by all copyright and trademark laws and regulations.
- Not reveal home addresses, personal phone numbers or personally identifiable data unless authorized to do so by designated school authorities.
- Understand that electronic mail or direct electronic communication is not private and may be read and monitored by school employed persons.
- Not use the network in any way that would disrupt the use of the network by others.
- Not use the EIS for commercial purposes.
- Follow the District's code of conduct.
- Not attempt to harm, modify, add/or destroy software or hardware nor interfere with system security.
- Understand that inappropriate use may result in cancellation of permission to use the educational information services (EIS) and appropriate disciplinary action up to and including expulsion for students. In addition, acceptable use for District employees is extended to include requirements to:
 - Maintain supervision of students using the EIS.
 - Agree to directly log on and supervise the account activity when allowing others to use District accounts.
 - Take responsibility for assigned personal and District accounts, including password protection.
 - Take all responsible precautions, including password maintenance and file and directory protection measures, to prevent the use of personal and District accounts and files by unauthorized persons.

Personal responsibility. I will report any misuse of the EIS to the administration or system administrator, as is appropriate. I understand that many services and products are available for a fee and acknowledge my personal responsibility for any expenses incurred without District authorization.

Network etiquette. I am expected to abide by the generally accepted rules of network etiquette. Therefore, I will:

- Be polite and use appropriate language. I will not send, or encourage others to send, abusive messages.
- Respect privacy. I will not reveal any home addresses or personal phone numbers or personally identifiable information.
- Avoid disruptions. I will not use the network in any way that would disrupt the use of the system by others.
- Observe the following considerations:
 - Be brief.
 - Strive to use correct spelling and make messages easy to understand.
 - Use short and descriptive titles for articles.
 - Post only to known groups or persons.

The School District specifically denies any responsibility for the accuracy of information. While the District will make an effort to ensure access to proper materials, the user has the ultimate responsibility for how the electronic information services (EIS) are used and bears the risk of reliance on the information obtained.

* * * *

Electronic Information Services (EIS) User Agreement
(Signature Page)

I have read and agree to abide by the Gadsden Independent School District policy and regulations on appropriate use of the electronic information system, as incorporated herein by reference.

I understand and will abide by the provisions and conditions indicated. I understand that any violation of the above terms and conditions may result in disciplinary action and the revocation of my use of information services.

Student's Name _____ Grade _____
(print) _____
Student's Signature _____ Date _____

Note that this agreement applies to both students and employees.

The User Agreement of a student who is a minor must also have the signature of a parent or guardian who has read and will uphold this agreement.

Parent or Guardian Cosigner

As the parent or guardian of the above named student, I have read this agreement and understand it. I understand that it is impossible for the School District to restrict access to all controversial materials, and I will not hold the District responsible for materials acquired by use of the electronic information services (EIS). I also agree to report any misuse of the EIS to a School District administrator. (Misuse may come in many forms but can be viewed as any messages sent or received that indicate or suggest pornography, unethical or illegal solicitation, racism, sexism, inappropriate language, or other issues described in the agreement.)

I accept full responsibility for supervision if, and when, my child's use of the EIS is not in a school setting. I hereby give my permission to have my child use the electronic information services.

Parent or Guardian Name _____
(print) _____
Signature _____ Date _____

Student and Parent Handbook Acknowledgement Form

- 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.

Student's Name
(print)

Gra
de

Student's Signature

Date

Parent Signature

Date
