

2019-2020 High School Pre-Registration Handbook



**Chaparral High School
Gadsden High School
Santa Teresa High School
Desert Pride Academy
Alta Vista Early College High School**

Gadsden Independent School District

Travis L. Dempsey

Superintendent

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GADSDEN INDEPENDENT SCHOOL DISTRICT PRE-REGISTRATION INFORMATION

Dear Parents,

We encourage you to review this handbook, along with A Guide to Career Clusters and Pathways and course descriptions with your son/daughter concerning the requirements and course offerings. And then assist your child in developing a schedule for next year.

Students who plan to enroll in the Gadsden Independent School District should check this handbook carefully before completing the pre-registration worksheet. This handbook contains information concerning registration, graduation requirements and A Guide to Career Clusters and Pathways which contains descriptions of each course and pathway taught in the high schools. Information regarding college requirements, college tests, financial aid, scholarships, and career objective plans may be acquired from your counselor.

Students should be very careful in their selection of courses. Choice of courses at this time will determine the master schedule to be devised for the next school year. Requests will determine what courses will be offered and the number of class sections for each course. Careful course selection helps the student obtain the courses wanted.

Parents are encouraged to use this pre-registration handbook and the Guide, to discuss and assist your child in the selection of courses. Your involvement in this process of course selection will greatly aid your child in making appropriate choices for their academic program toward graduation. Please feel free to call the school if you desire further information.

Sincerely,

Travis L. Dempsey

Superintendent

COLLEGE AND CAREER READY

Gadsden ISD is committed to preparing its students to be College and Career ready. Students will be prepared for any postsecondary education that may include an industry recognized certificate or diploma, a 2-year associate's degree, or a 4-year bachelor's degree when they graduate from GISD. See the high school counselors for more information.

The following information is offered as a guide to assist parents and students. Depending on the College, ACT or SAT scores are required for admission. It is recommended that all students take advantage of these tests when they are offered. Test dates are available in the Counseling Center and in English classes.

PSAT:	A preview test to the SAT that is available to all sophomores and juniors; National Merit Scholarship Qualifying Test when taken as a junior
ACT:	A college admission test accepted by all universities; preferred by most New Mexico Universities.
SAT:	A college admission test accepted by all universities, preferred by exclusive schools and by Texas schools.
Accuplacer:	An entrance exam for the Dona Ana Community College and for qualification for Dual Credit with DACC.
Interest Inventories:	Assessment tools available to help students determine career interests
ASVAB:	A military aptitude test available to all grades; on a volunteer basis
Career Cruising:	A career Interest Inventory available to all 9 th -12 th grade students

Testing Calendar

PSAT:	October
PARCC	October
EOC:	December and May (<i>With retest options available for Seniors in the Spring Semester</i>)
ACCESS:	Spring (ELL students only)
NMSBA:	Spring
SPAN LA	Spring
PARCC:	Spring (Math and Language Arts)
SAT:	See counselor for information
ACT	See counselor for information and dates
ASVAB:	See counselor for information and dates
NMAPA	Special Education Alternative testing

TRANSFERRING CREDITS FROM FOREIGN COUNTRIES AND OTHER SCHOOL DISTRICTS

- Students transferring from Mexico (or countries with similar grading systems) should present their transcript to the counselors to be evaluated as follows:
 - Only Grade 3 of *secundaria* (U.S. Grade 9) should be reviewed along with grades 1, 2, & 3 of *preparatoria* (U.S. Grades 10, 11, 12). Only those courses for which the student has earned an A, B, C or D, unless percentage grades are on transcript) will be counted for credit. The students may transfer half-credits if earned under a semester system.
 - Grade conversion: Numerical grades based on a scale of 10 are converted into percentages/letter grades as follows:

9 -10 =	A=95	(Numerical grades with decimals are not to be rounded off.
8 =	B=85	A 7.9 is still 79, which equals a C)
7 =	C=75	
<u>6 =</u>	<u>D=65</u>	
0-5 =	F=50	(No Credit Allowed)
- Student 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 matriculate in high school in New Mexico.
- Transfer students' transcripts will be reviewed on a case by case basis.
- Students enrolling with an Honors course credit on an official transcript, will meet the graduation requirement.

GRADUATION CREDIT AND HOME SCHOOLING

New Mexico Statutes require any person operating or intending to operate a home school to notify the Secretary of Education of the establishment of a home school within thirty (30) days of its establishment and to notify the Secretary of Education on or before April 1st prior to each subsequent year of operation. Graduation credit will only be given to home school students upon the receipt of a transcript from an accredited online and/or correspondence school, as required by Public Education Department regulations.

For more information visit the following website:
<http://www.ped.state.nm.us/HomeSchools/application.html>

CREDIT FOR HIGH SCHOOL COURSES AT THE MIDDLE SCHOOL

At the present time, Gadsden ISD offers the following courses that students can take at the Middle School level that will earn them High School graduation credit. Algebra I shall be offered in middle school. Other high school credit classes which may be offered in the middle school, during the regular school day as electives, are Spanish I, and English I.

(As per GISD Board Policy, IKEB-R, I-7300)

Those courses are:

- Algebra 1 (1.0 credit)
- Spanish 1 (1.0 credit)

Qualifying Steps for Placement into Various Courses

When circumstances indicate that subject-based acceleration and/or acceleration in grade placement is in the best interest of the student, the student will be referred to the campus Student Assistance Team (SAT), or to the IEP team for students in special education. (As per GISD Board Policy, IKEB, I-7300 and IKEB-R, I-7300)

- Subject-based acceleration in middle school refers to an eighth grade student participating in a high school credit course while attending middle school.
- Access to subject-based acceleration is open to all students, regardless of ELL, disability, socioeconomic, or gifted status.
- All considerations for subject-based acceleration shall take place within either the Student Assistance Team (SAT) process, or the IEP team process for students in special education.
- All SAT procedures and activities shall be conducted in accordance with *The Student Assistance Team (SAT) and the Three-Tier Model of Student Intervention: A Guidance and Resource Manual for New Mexico's Response to Intervention (RTI) Framework*, published by the New Mexico Public Education Department.
- All IEP procedures and activities shall be conducted in accordance with the implementing regulations to the Individuals with Disabilities Education Act (IDEA).
- Grades earned in courses taken in middle school for high school credit count toward a student's high school Grade Point Average (GPA). These courses are not Advanced Placement (AP) or Honors courses.
- The final decision to participate in subject-based acceleration must be made no later than the spring semester of the student's seventh grade year.
- High school courses offered for middle school credit shall adhere to the same protocol and guidelines for the course when it is offered in the high school. For example, once enrolled in a high school course, a student may not drop the course after ten (10) school days.
- Beginning with School Year 2017-2018, Algebra 1 shall meet the requirement for eighth grade mathematics.
- An IEP team may specify instructional accommodations for a middle school student with a disability participating in a high school credit course, but the accommodations *may not fundamentally alter the nature of the course* or the criteria applicable to all students for participation in the course.
- Preliminary screening criteria to be used by a SAT or IEP team for determining participation in subject-based acceleration during the eighth grade year shall include, but are not limited to, grades, and sixth and seventh grade SBA or PARCC scores.

- Written parent consent is required before the District takes any action involving a student that is not taken for all students. Accordingly, SAT or IEP teams must obtain prior written consent in order to conduct additional screenings or assessments that are not administered to all students.
- Only students who scored at least "Proficient," but preferably "Advanced," on the seventh grade SBA or PARCC in Math will be considered by the SAT or IEP team for participation in high school Algebra I in the eighth grade.
- Only students who scored at least "Proficient," but preferably "Advanced," on the seventh grade SBA or PARCC in Reading will be considered by the SAT or IEP team for participation in high school English I in the eighth grade.
- If a parent refuses the SAT or IEP team recommendation/offer of subject-based acceleration, the school should be notified in writing. The notification will be maintained in either the student's cumulative file or in the student's special education file at the district special education office.

Credit for High School Classes will be awarded as follows:

1. In order to receive High School credit; the student must pass with a 60% or above for Algebra 1, English 1, Spanish I.

****Note: A mid-term and a final exam will be administered for all high school credit courses. Results will be sent to the High School.***

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

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

REGULAR EDUCATION

Students entering high school starting in Fall 2013-2014 (Class of 2017 and thereafter): must successfully complete the following requirements.

1. **Four (4) credits in English**
 - a. English 1 - 1 credit
 - b. English 2 - 1 credit
 - c. English 3 - 1 credit
 - d. English 4 - 1 credit
2. **Four (4) credits in Mathematics, at least one of which is equivalent to Algebra 2 or higher**
 - a. Algebra 1
 - b. Geometry
 - c. Algebra 2
 - d. -one unit = or
> than Algebra 2
3. **Three (3) credits in Science, (2) of which must have a laboratory component**
 - a. Physical Science
 - b. Biology First Year
 - c. Chemistry
4. **Three and a half (3.5) credits in Social Sciences**
 - a. New Mexico History - 0.5 credit
 - b. United States History/Geography - 1 credit
 - c. World History/Geography - 1 credit
 - d. U.S. Governments/- 1 credit
5. **One (1) credit in Physical Education (ROTC/Marching Band/Flags/Interscholastic Sports) sanctioned by NMAA**
6. **One (1) credit in a Career Cluster/Workplace Readiness:**
7. **Two (2) credits in Modern Language**
8. **Half (.5) credit in Health Education**
9. **(7) Electives (Elective courses will contain Pathway Courses)**
10. **One of the above credits must include; Advanced Placement course, or a Dual Credit course offered by a College or University, or Distance Learning course.**
11. **Pass All State Assessments**

Students entering high school starting in Fall 2018 -2019 (Class of 2022 and thereafter): must successfully complete the following requirements.

1. **Four (4) credits in English**
 - a. English 1 - 1 credit
 - b. English 2 - 1 credit
 - c. English 3 - 1 credit
 - d. English 4 - 1 credit
2. **Four (4) credits in Mathematics, at least one of which is equivalent to Algebra 2 or higher**

- c. Algebra 1
 - d. Geometry
 - c. Algebra 2
 - d. -one unit = or > than Algebra 2
- 3. Three (3) credits in Science, (2) of which must have a laboratory component**
- e. Biology First Year
 - f. Chemistry
 - c. Physics
- 4. Three and a half (3.5) credits in Social Sciences**
- g. New Mexico History - 0.5 credit
 - h. United States History/Geography - 1 credit
 - c. World History/Geography - 1 credit
 - d. U.S. Governments/- 1 credit
- 5. One (1) credit in Physical Education (ROTC/Marching Band/Flags/Interscholastic Sports) sanctioned by NMAA**
- 6. Half (.5) credit in Health Education**
- 7. One (1) credit in a Career Cluster/Workplace Readiness-**
- 8. Two (2) credits in Modern Language**
- 9. (7) Electives (Elective courses will contain Pathway Courses)**
- 10. One of the above credits must include; Advanced Placement course, or a Dual Credit course offered by a College or University, or Distance Learning course.**
- 11. Pass All State Assessments**

Students enrolling or re-enrolling in the Gadsden Independent School District:

1. Credits shall be transferable with no loss of value between schools that are accredited.
2. Students transferring from a home school or private school to the district shall be placed at the grade level appropriate to the age of the student, or to the student's score on an achievement test administered according to the statewide or district testing programs.
3. Credits earned through correspondence or extension study may be accepted if such credits are from schools approved or accredited by the National Home Study Counsel, the State Board of Education, of the state in which they are located, or by a college or university which is regionally accredited for such purposes.
4. A final examination shall be administered to all students in all courses offered for credit.
5. A student cannot take the same course twice for credit.
6. Dual enrollment credit, both academic and vocational, may be earned simultaneously from both the public school district and the post-secondary institution(s). Dual enrollment requires an agreement between the two entities.
7. Students entering high school starting in the Fall 2009-2010 (Class of 2013 and thereafter) will have to pass the New Mexico State Assessment Requirements as determined by PED.
8. While enrolled in middle school, students who qualify may take designated courses offered at the High School level for credit and used to meet graduation requirements.
9. In order to participate in the graduating ceremonies, students must have satisfactorily completed 26 credits and passed the New Mexico State Assessment Requirements, as determined by PED Alternate Demonstration of Competency (ADC).
10. All High Schools will identify and recognize the top 10% of the graduation class as part of the graduation ceremony.

ACADEMIC AND CAREER NEXT-STEP PLAN

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

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

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

Special Education

Awarding a high school diploma or Conditional Certificate of Transition (CCT) to students in special education shall be in accordance with Graduation Options for Students with Disabilities Technical Assistance Manual Revised May, 2010.

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 diploma or a New Mexico diploma of excellence, after July 1, 2010. A student may be awarded a diploma using any of the following programs of study:

Graduation Options for Students with Disabilities (IDEA)

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

1. **Standard Graduation Option** - means a program of study based upon meeting or exceeding all requirements for graduation as identified in the New Mexico Statutes and Rules, with or without reasonable accommodations. In addition, a student must participate in the Statewide College and Workplace Readiness Assessment System and pass all sections of the current state graduation examination(s) administered under standard administration or with state approved accommodations and meet all other standard graduation requirements established by the district. The IEP team selects required courses and electives based on the student's post-secondary goals, strengths, interests, and needs. If the IEP team chooses a graduation option other than the standard, the IEP team must provide documentation for selecting an alternative graduation option.
2. **Career Readiness Graduation Option** - means an alternative program of study meant to develop the student's career interest as it relates to the career clusters. The student's program of study must address the New Mexico Public Education Department's (NMPED) content standards with benchmarks and performance standards. The student must achieve competency in all areas of the NMPED employability and career development standards with benchmarks and performance standards as defined in the IEP, with or without reasonable accommodations. In addition, a student must participate in the Statewide College and Workplace Readiness Assessment System and take the current state graduation examination(s) under standard administration or with state-approved accommodations and achieve a level proficiency determined by the IEP team. The student must earn at least the minimum number of credits required by the district for graduation through standard or alternative courses. The IEP team determines the course of study the student will complete. The course of study and the student's IEP goals must be designed to assist the student in achieving competency in all areas of the NMPED employability and career development standards with benchmarks and performance standards. The course work shall include a minimum of four units of career development opportunities and learning experiences. The experiences may include career readiness and vocational course work, work experience, community-based instruction, student service learning, job shadowing, mentoring or entrepreneurships related to the student's occupational choices. The career readiness graduation option takes into account the individual student's strengths, interest, career preference, and needs and allows for the substitution of classes as appropriate. The IEP team uses the IEP to document mastery of those standards and benchmarks.
3. **Ability Graduation Option** - means an alternative program of study based upon meeting or surpassing IEP goals and objectives, with or without reasonable modification of delivery and assessment methods, referencing skill attainment at a student's ability level, which may lead to meaningful employment. The IEP team designs the ability program of study to meet the student's needs with IEP goals, objectives, and benchmarks developed to provide the most appropriate program for the student. The IEP goals and functional curriculum course work must be based on the State Standards with Benchmarks and Performance Standard or the State Expanded Grade Band Expectations. Typically, IEP teams develop the ability program of study for students with severe cognitive and/or physical disabilities or students with severe mental health

challenges. The ability program of study varies from the standard high school graduation requirements. Students on the ability program of study must participate in the Statewide College and Workplace Readiness Assessment System and take the current state graduation examination(s) or the State's Alternate Assessment and achieve a level of proficiency determined by the IEP team. The IEP team must individualize the ability program of study for each student's needs.

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

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

Conditional Certificate of Transition

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

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

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

1. The IEP team provides sufficient documentation and justification that the issuance of a conditional certificate of transition for an individual student is warranted;
2. Prior to the student's projected graduation date, the IEP team provides prior written notice stating that the student will receive a conditional certificate of transition;
3. The district ensures that a conditional certificate of transition is not a program of study and does not end the student's right to FAPE;
4. The district ensures that a conditional certificate of transition entitles a student who has attended four years or more of high school to participate in graduation activities, and requires that the student continue receiving special education supports and services needed to obtain the high school diploma;
5. The district ensures that, prior to receiving a conditional certificate of transition, the student has a continuing (C) or transition (T) IEP;
6. The student's continuing or transition IEP outlines measures, resources and specific responsibilities for both the student and the district to ensure that the student receives a diploma.

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

1. Code of Federal Regulation 34 (34. CFR) Part 300
2. New Mexico Statutes 1978 annotated Chapters 22 and 22a 1998 replacement Chapter 22 article 2 - 8.3
3. New Mexico Statutes 1978 annotated Chapters 22 and 22a 1998 replacement Chapter 22 article 2 -8.4 Section D
4. New Mexico Standards for Excellence 6 NMAC 6.30.2.10 Section 9 parts A & B, H & I
5. New Mexico State Regulations 90-2 Amendment 2
6. New Mexico State Regulations 90-2 Amendment A, D-1
7. Title 6 ,Chapter 19, Part 7, 6.19.7.2 NMAC-N,1/30/09
8. Replaces Policy: IKF

9. GIFTED SERVICES

Gifted education in New Mexico is under the umbrella of Special Education. A gifted child in this state is defined as a school-age person whose intellectual ability paired with subject matter aptitude/achievement, creativity/divergent thinking, or problem solving/critical thinking is so outstanding that a properly constituted Individual Education Plan (IEP) team decides that special education services are required to meet the child's educational needs. Gifted services may include, but are not limited to, cluster grouping in regular classrooms, cluster scheduling for core courses, seminars, and summer institutes. Acceleration and enrichment are other ways to meet the differentiated needs of gifted students. For information on the procedures for identifying and evaluating students for gifted services, please contact the Director of Special Education at (575) 882-6221.

COURSE SELECTION

GUIDELINES

New Courses will only be offered if requested by a minimum of 15 students, for example AP Economics. The Central Management Team (CMT) must approve exceptions.

- 1) High School Schedules:
 - **Chaparral High School** (7 year-long classes)
 - **Gadsden High School**, (7 year-long classes)
 - **Santa Teresa High School** (7 year-long classes)
 - **Alta Vista Early College High School** (5 classes per semester)
- 2) Schedule changes are only granted for the following reasons:
 - a) The student is misplaced in a class and does not have the necessary skills or prerequisites.
 - b) The student has taken the course before and successfully completed it.
 - c) A senior needs a required course for graduation.
 - d) The principal will be the final authority in approving all schedule changes.
- 3) In order to enroll in a course, students must have been enrolled in and successfully completed the prerequisites for that course in the previous semesters.
- 4) Students will be enrolled in required courses appropriate to their grade classification and ability.
- 5) Students not present the first the first 10 consecutive days of school (No Shows) will forfeit their class choices during pre-registration. If classes are a forfeit, students may select classes from those that still remain open.
- 6) No class fees will be refunded after student has been enrolled in a course 10 or more days.
- 7) Students who enroll in any one of the High Schools after the first six (6) weeks may **not** receive credit for that semester, pending appeal to the principal/designee. The only exception is a student transferring from another school in which they were enrolled immediately prior to registration at GISD High Schools.

COURSE FEE SCHEDULE

This is the fee schedule for the following courses:
 All Fine and Performing Arts Courses
 \$10.00
 All Career Pathway Courses
 \$10.00

COURSES WHICH CAN BE TAKEN MORE THAN ONCE FOR CREDIT

The chart below identifies courses which can be taken more than once and defines the maximum allowable enrollment opportunities and awarding of credit. **Students may not repeat any other courses for credit.**

Title	Course Number	Times
Art Portfolio 11814922		4
Athletic Training 30254000		4
Baseball 30103110		4
Boys Soccer 30054110		4
Boys Basketball 30044110		4
College Success 08903100		2
Computer and Info Sciences Co-op-OJT 03977123		2
Community Service 0862 08514302 at AVECHS		2
Concert Band 11224911		4
Contemporary Band 11254120		4
Cheerleading		4
Cross Country 30024100		4
Executive Internship without Seminar 08530175		2
Executive Internship with Seminar (Do Not have this course number)		2
Expressive Movement 11034925		4
Football 30013100		4
Girls Volleyball 30033120		4
Girls Soccer 30053120		4
Girls Basketball 30043120		4
Instrumental Ensemble 11264916		4
1132 Individual Technique-Vocal 11314921 Vocal Ensemble Active		2

Title	Course Number	Times
Marching Band 11234912		4
Study Skills 08033000 (DPA ONLY)		4
Tennis 30084200		4
Seminar (Gifted)		2
Softball 30123120		4
State Test Program 08023100		2
Study Skills 08033000		2
Weight Training 23223220		4
Wrestling 30064100		

GRADES AND GPA

GRADING SYSTEM FOR SENIOR HIGH SCHOOL (A7/1/85; R8/27/96)

- 1) The teacher will assess all students and record all grades numerically. No grades will be represented by dots, dashes, stars or other non-numerical symbols.
- 2) Grades are determined on the basis of total possible points for grading period; curving of grades is not permitted.
- 3) Each semester will have two terms and each term grade will be calculated numerically by averaging all grades.
- 4) A percentage grade will be derived from the numerical grade and will be assigned a letter equivalent based upon the following scale:

"A" Level Performance: 90-100
"B" Level Performance: 80-89
"C" Level Performance: 70-79
"D" Level Performance: 60-69
"F" Level Performance: Below 60

- 5) Weighted grades will be awarded to the following classes: AP courses, and Dual Credit. The distribution will be as follows:

90-100	}	<i>Weighted</i>
80-89		
70-79		
60-69	}	<i>Not</i>
<i>Weighted</i>		
50-59		

- 6) The session average for Chaparral High School, Santa Teresa High School and Gadsden High School will be determined by the following percentages:

45% - 1 st 9 Weeks	45% - 3 rd 9 Weeks
45% - 2 nd 9 Weeks	45% - 4 th 9 Weeks
10% - Final Exam	10% - Final Exam

- 7) Student progress will be assessed frequently and reported to the student. It is required that, at a minimum, students' parents will be notified of student progress at regular intervals prior to the end of a semester.
- 8) The weight of various assignments during the **semester** will be left to the discretion of the teacher. However, the weighing of assignments must be logical, fair and described in the classroom procedures so the students are aware of the system being used.
- 9) Grades will reflect academic performance skill levels. Grades will absolutely not be used as disciplinary censure. ***GPA will be determined by the total grade points earned. Grade points will be figured based upon the credited courses.***

AWARDING HALF CREDITS

Half credits will be awarded on case by case basis upon approval of school principal and or the superintendent. Examples of situations wherein ½ credits might be considered include:

- Competing athletes
- Desert Pride Academy students returning to Home campus
- Early College High School students returning to former campus
- Students transferring from another district
- GISD students transferring to another district at end of first semester

CLASS RANKING REQUIREMENTS

(Based on a numerical system, as indicated above)

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

- All High schools' class ranking is based on GPA's according to letter grade converting to GPA points.

PRE-AP COURSES/ADVANCED STUDIES

The courses listed below are those courses that have been determined to be Pre-AP courses and as such they will be by prerequisites, invitation and teacher/counselor recommendation. Teacher must attend AP Summer Institute and submit Certificate of Completion of coursework to Principal.

Pre-AP English 2
Biology Advanced Studies
Chemistry Advanced Studies

ADVANCED PLACEMENT COURSES

The Advanced Placement Courses listed below are the courses that have been designed to meet the rigorous academic requirements of the Advanced Placement (AP) Program. The AP Program is a cooperative educational endeavor between secondary schools, colleges and universities. Students may elect to take the AP examination in each AP course they have successfully completed in order to demonstrate college-level achievement. Upon passing the exam, the university may decide to award college or university credit for the course. These courses will be weighted in PowerSchool. Instructor teaching the class must be AP certified and must submit syllabi by January of each year.

AP Art (Studio Art)
AP Calculus AB
AP Calculus BC
AP Statistics
AP Biology
AP Physics

AP U.S. History
AP English 3(Lang/Comp)
AP English 4(Lit/Comp)
AP Government (Comparative
Government and politics)

AP Chemistry
AP World History
AP Spanish 3 (Language)
AP Spanish 4 (Lit/Culture)
AP French 4(Lang/Culture)
AP Human Geography
AP Psychology

DUAL CREDIT

What is Dual Credit? Dual Credit courses are college level courses offered by Doña Ana Community College, New Mexico State University and Eastern New Mexico University. 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.

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

How to participate in Dual Credit: Student must take the Accuplacer placement exam and pass 2 or more of the following:

- **Math** = CCDM 114N (41-65)
- **Reading** = CC DR 105N (48-55)
- **Writing** = CC DE 110N (65-74)

Or achieve a composite score on the ACT of 15 or a PSAT composite score of 860.

Students must also complete the following:

- Dual Credit Request Form
- NMSU Application for Undergraduate Admission form
- Transportation Agreement
- Additional permission and/or agreement forms for individualized courses as set forth by DACC

Where are classes offered: Dual credit classes for Gadsden Independent School District Students are offered at the Chaparral, Gadsden and Sunland Park DACC branches. Some Dual Credit classes are also offered at the school campus.

When are Dual Credit courses offered: Dual Credit courses are offered each fall and spring semesters and additional courses may be available during the summer sessions. All courses follow the NMSU and DACC academic Calendar

Grades: Grades for 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 Dual Credit Director to the GISD Coordinator for Career Technical Education. *Only three (3-hour) Dual Credit courses are given 1 High School elective credit.* Grades earned in the Dual Credit Program will be posted on college transcripts.

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

Career & Technical Education

Career Pathways in the seven (7) New Mexico Career Clusters: Arts & Entertainment, Business Services, Communication & Information Systems, Energy & Environmental Technology, Engineering, Construction & manufacturing, Health & Biosciences, Hospitality & Tourism are available for all students in the Gadsden Independent School District. All students will be encouraged to choose a CTE pathway that will have a four (4) course sequence that may lead to an industry recognized certification and or employment in a high demand, high wage job. These pathways may also lead to a program of study at Dona Ana Community College (DACC). All CTE courses are available to all GISD high school students.

Distance Learning/Edgenuity

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

Alta Vista Early College High School

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

Criteria for Admission

- Student must be an incoming freshman
- Student must demonstrate desire and determination
- Student data will be reviewed
- Student should be recommended by current teachers
- Students must submit a complete application, interview, and submit letters of recommendation
- Students will be accepted for admission on a per school year basis

Process for admission:

- ECHS Student Application
- Submit Teacher Recommendations
- Parent Questionnaire
- Parent and Student Interview
- Student must attend Summer Orientation

Requirements for continued enrollment:

- ECHS students must maintain good attendance record
- Student must attain mastery in each academic class

Curriculum:

- High School Core Courses
- Individualized Post-Secondary Plan of Study

Summer Program:

- ECHS provides incoming freshmen with a summer bridge orientation which focuses on math and science fundamentals as well as team building skills.

DESERT PRIDE ACADEMY

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

Criteria for Admission

1. Student must be 16 – 21 years of age.
2. Student must be at least one school year behind in their academic credits.
3. Student must be recommended by the superintendent or high school principal, and/or have been recommended for long-term suspension, and/or have dropped out of school, and/or have been released from a correctional institution.
4. Students who meet the criteria for admission and are recommended by an I.E.P. committee may also be accepted for admission.
5. Students must complete an application, interview, intake process with parent and be approved by the Desert Pride Academy principal.
6. Students will be accepted for admission on a per-semester basis.

Process for Admission

1. Student must meet the criteria for admission.
2. Student will enroll at Desert Pride Academy for one semester

Requirements for Continued Enrollment

1. Student must have a good attendance record.
2. Student must complete credits in eighty percent of the classes enrolled each semester.
3. Student must demonstrate good behavior; show respect, and positive attitude.
4. Student must be approved by Desert Pride Academy (administration, teachers, and staff) to be accepted for subsequent semesters.

Curriculum

1. The student attendance rate must be ninety percent or higher and master the academic benchmarks required for the subject to receive one academic credit for the class.
2. The student will follow a self-paced curriculum individualized to his/her academic needs.
3. The student, with the exception of graduating seniors, may earn a maximum of six credits per semester.
4. The student will meet the state requirements for a high school diploma.

Note: Elementary and Middle School students referred to Desert Pride Academy are referenced in the Middle School Handbook

DPA Registration Procedures

- Students will bring Letter of Recommendation or Long Term Suspension Hearing Results to DPA.
- Students will fill out and return application packet.
 - Students who turn in a Letter of Recommendation will continue to attend class at their home campus until they are approved by DPA principal.
 - Students who are Long Term Suspended will take priority for DPA.
- Referring school will track students being recommended to DPA. (Recommendations and Long Term Suspensions.)
- A person will be designated from each school to email a list of the recommended students every Friday to DPA secretary for a status update.
- DPA secretary will ensure to respond by email on Friday if the list is received by 9:00 am Friday. Any lists received after 9:00 am Friday will be updated by no later than 12:00 pm Monday. DPA is closed by 11:00 am on Friday.
- Student will take Registration In-Take Procedures approved and signed by a DPA administrator to their home campus to start the transfer process.

Home campus will supply student with:

- Copy of the Withdrawal form (no entry into Power School will be made), this is just for paper trail records.
 - Unofficial Transcript – Transcripts from out of district should be transcribed by home campus.
 - Current schedule
 - Grades
 - Test Scores
- Students' attendance will continue to be tracked by the home campus.
 - DPA Data Clerk will drop home campus schedule, update attendance and enter the students DPA schedule the day the student starts at DPA.
 - The home campus will follow attendance policy as necessary for those students. To include attendance letters and Family Intervention Specialist referrals.
 - After the students starts at DPA; DPA data entry clerk will then be responsible for inputting or updating the students' demographics, attendance, grades, etc.
 - DPA students' cum folder will be housed at their home campuses.
 - DPA secretary will send a weekly list of students enrolled to the data clerk and registrar of the home campus.

Withdrawal Procedures

- When a DPA student needs to be withdrawn from school for whatever reason. The DPA data entry clerk will take the necessary action to withdraw the student (paperwork and Power School).
 - Send out the Family Intervention Specialist if necessary.
 - Provide documentation for the withdrawal; transfer, new school request, DPA recommendation to return to home campus, etc.
- Once the paperwork is complete, DPA secretary must send the original copy of the withdrawal form and documentation to the home campus; to be filed in the students' cum folder.
 - The withdrawal form must be sent to the home campus; within a week of the students' withdrawal date.
- DPA secretary will send a weekly list of withdrawals to the data clerk and registrar of the home campus.

Home Campus and DPA Senior Procedures

The High Schools will supply Desert Pride Academy Administration with a matrix of counselor student assignments (by grade level or alpha whichever the school follows.) This is to facilitate contact between counselors. The contact for DPA is Juana Mendoza (575) 882-0142.

- The graduation certification rests with the home campus; therefore DPA will work with each High School to ensure that all students' graduation requirements have been met.
- Counselors from the home campus should schedule a meeting each semester with DPA counselor to review prospective seniors' graduation progress.
 - At the time of the appointment; DPA counselor will have prospective seniors' transcripts and credit check available for their home campus counselor to review their graduation progress.
- DPA counselor will supply a December & May graduate list in a timely manner.
 - DPA administration will ensure that the schools receive these lists in May at least ten (10) days prior to graduation.
- Any discrepancy found will be corrected as follows:
 - DPA counselor will advise DPA administration of the discrepancy.
 - DPA counselor will research the proper documentation to correct the issue.
 - Documentation for the correction will be given to DPA data clerk.
 - DPA data clerk will make the correction in Power School within a 2 day window.
 - DPA counselor will be supplied with a clean corrected transcript, after the correction has been made.
 - DPA counselor will supply home campus counselor a corrected transcript for review.

Rosa Hood, Director of Secondary Instructional Support
Julian Encina, CTE Counselor
Guadalupe Armendariz, Chaparral High School
Liliana DeLaGarza, Alta Vista Early College
Jenny Mendoza, Gadsden High School
Denise Werge, Santa Teresa High School

Notice of Non-Discrimination

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.

The following person(s) has been designated to handle inquiries regarding the non-discrimination policies:

Section 504 Coordinator
Title IX Coordinator
4950 McNutt Road
Sunland Park, NM 88063
575-882-6200

Aviso de No Discriminación

El Distrito Escolar Independiente de Gadsden no discrimina por motivos de raza, color, origen nacional, sexo, discapacidad o edad en sus programas y actividades, y proporciona un acceso equitativo a los Boy Scouts y otros grupos juveniles designados.

La persona (s) siguiente ha sido designada para atender las consultas relativas a las políticas de no discriminación:

Coordinador de la Sección 504
Coordinador del Título IX
4950 McNutt Road
Sunland Park, NM 88063
575-882-6200

