

ESTANCIA MUNICIPAL SCHOOLS

Policy Manual Index

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402 Curriculum Design

- 402.1** **Objective** - The district curriculum endeavors to offer well-planned instructional activities that will help all students acquire competency. State and Federal Laws dictate that students from all schools must achieve a level of competency. The Board will adopt district standards and curriculum, beginning with the state standards viewed through the lens of community norms and expectations following a period of staff review and parent and community input.
- 402.2** **Guides** - Course outlines are to be developed by teachers for all grade levels and subjects based upon the Board's adopted curriculum and standards. This will include the development of pacing guides and/or projection maps annually, outlining which standards will be addressed by quarter to ensure all District adopted standards are addressed.
- 402.3** Each year teachers and administration will review student learning data and determine the need for any curriculum changes to be proposed to the Superintendent and the Board of Education for the succeeding year.

403 Special Instructional Programs

403.1 Special Education: Identification of Eligible Students

403.1.1 Purpose: To ensure that the *Estancia Municipal School District* operates in compliance with applicable laws and regulations regarding the identification of, and provision of appropriate services to, exceptional students.

403.1.2 Position: Each eligible special education student in the School District will be afforded a full educational opportunity. This goal will be met consistent with the state's goals through ensuring the provision of a free appropriate public education ("FAPE"), complying with state and local procedures, and improving performance goal indicators.

403.1.3 Definition of disability

- A. Categories of disability as defined in the applicable state and federal laws include autism, deaf-blindness, emotional disturbance, hearing impairment, mental retardation, multiple disabilities, orthopedic impairment, other health impairment, specific learning disabilities, speech or language impairment, traumatic brain injury, visual impairment, and developmental delay. Developmental delay is limited to children ages 3-9.
- B. Students who have been determined to have one of the identified areas of disability whose disability requires the provision of specialized instruction will be considered for special education eligibility by a properly constituted IEP/MDT team.

403.1.4 Age limits: The School District's special education policies and procedures apply to students from ages 3 through 21 (or those turning 3 through 22 during the school year) with disabilities who reside within the jurisdiction of the School District and who are eligible for special education and related services.

403.1.5 Child find: Students who meet the age limits and disability criteria above who reside within the jurisdiction of the School District and who are in need of special education and related services will be identified, located, and evaluated.

403.1.6 Children in private schools: Students who meet the age limits and disability criteria above, who attend private schools within the jurisdiction of the School District, and who are in need of special education and related services will be identified, located, and evaluated.

403.1.7 Gifted children

- A. A "gifted child" means a school-age person as defined in NMSA 1978 Section 22-13-6(D) whose intellectual ability paired with subject matter aptitude/achievement, creativity/divergent thinking, or problem-solving/critical thinking meets the eligibility criteria in 6.31.2.12 NMAC and for whom a properly constituted Individual Education Plan ("IEP") team determines that special education services are required to meet the student's educational needs. The School District will have procedures to identify students who are enrolled in its public schools and who may be gifted.
- B. Procedures regarding child find, evaluations, and services for students with disabilities do not apply to school-age gifted children who are (1) attending private school, (2) schooled at home, (3) in state-supported educational programs, or (4) in detention and correctional facilities.

403.2 Special Education: Eligibility Determinations

403.2.1 Purpose: To ensure that the *Estancia Municipal School District* determines eligibility for special education services in compliance with federal and state laws and regulations.

403.2.2 **Position:** The School District will determine students’ eligibility for special education services through interventions, evaluations, and other assessments, as provided by federal and state laws and regulations.

403.2.3 **Consent:** Some actions, including but not limited to evaluation, re-evaluation, initiating services, and administering tests not given to all children, require parental consent, subject to certain exceptions under New Mexico regulations. No action that requires prior written parental consent will be taken without first obtaining that consent. Evaluations will be conducted within 60 days of receiving informed written parental consent.

403.2.4 **Evaluations and re-evaluations:** Evaluations are provided at no cost to parents. Referrals for individualized evaluations are completed within a reasonable time and are documented appropriately. Evaluation materials are not discriminatory and are provided in the child’s primary language or mode of communication unless it is clearly infeasible to do so. A variety of assessment tools are used for evaluation, and limited English proficiency is not used to measure a child’s need for special education and related services.

Evaluations will use a variety of assessment tools and strategies to get information regarding students functional, developmental and academic information about the student. The choice of technically sound assessment instruments will be determined by the evaluator.

A re-evaluation is done if the IEP team determines conditions warrant or at the request of the parent or teacher.

Full and individual evaluations will first be conducted before the initial provision of special education and related services.

403.2.5 **Failure to consent:** If the parent fails to respond or refuses to consent to the initial evaluation or initial placement in special education the school district is not in violation of federal or state regulations governing the provision of a Free Appropriate Education.

403.3 **Special Education: Procedural Safeguards**

403.3.1 **Purpose:** To ensure that the *Estancia Municipal School District* complies with applicable laws and regulations pertaining to procedural safeguards for exceptional students.

403.3.2 **Position:** The School District will establish, implement, and maintain procedural safeguards that meet the requirements of state and federal law. School District employees involved with special education and related services will be appropriately trained and will comply with all applicable procedural requirements.

403.3.3 **Notice:** Parents of eligible special education students are provided with advance written notice of IEP and other meetings in which they have the right to participate. These parents are also given reasonable prior notice of any actions proposed or refused by the local educational agency (“LEA”). Copies of New Mexico’s procedural safeguards notice are given to parents as mandated by federal and state law.

403.3.4 **Confidentiality of, and access to, information:** The School District will comply with all federal and state laws governing confidentiality of, and access to, student information, including but not limited to the Family Educational Rights and Privacy Act (“FERPA”), the Individuals with Disabilities Education Act (“IDEA”), and the Health Insurance Portability and Accountability Act (“HIPPA”).

The School District will permit parents to inspect and review any educational records relating to their children that are collected, maintained, or used by the School District. The School District may presume that a parent has the authority to inspect and review records relating to his or her child unless the School District has been advised that the parent does not have such authority under

applicable state law governing matters such as guardianship, separation, and divorce. The School District will also permit eligible students to inspect and review their own educational records collected, maintained, or used by the School District.

In compliance with federal and state laws and regulations, the School District may disclose personally identifiable information from educational records of a student to officials of another school district where the student seeks or intends to enroll. No prior consent for such disclosure is required, but the School District will make a reasonable attempt to notify the parent or eligible student of such a disclosure unless

- (1) The disclosure is initiated by the parent or eligible student, or
- (2) The School District's annual notification to parents and/or students includes a notice that the School District forwards education records to other agencies or institutions that have requested the records and in which the student seeks or intends to enroll. Upon request, the School District will give the parent or eligible student a copy of the record that was disclosed.

Parents or eligible students may request an opportunity for a hearing to challenge the contents of these records. The School District will provide such a hearing if required by, and as provided under, state and federal laws and regulations.

The School District shall keep a record of parties obtaining access to student educational records (except parents and authorized School District employees), including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.

403.3.5

Due process complaints

- A. **Timelines:** The School District will inform parents of their right to file for due process. The School District will adhere to the procedures set forth in federal and state laws pertaining to timelines applicable to the filing and handling of due process complaints. Due process complaints must be brought within two (2) years of the alleged action that forms the basis of the complaint.
- B. **Student status:** During the period awaiting a decision of the hearing officer to whom a due process complaint was presented, the student involved will remain in his or her current educational placement, subject to the exceptions provided in federal or state law. If the School District and the student's parent(s) disagree over which placement is the current educational placement, and if the parties cannot resolve this disagreement, the hearing officer will determine the current placement, except as otherwise provided for in federal regulations relating to a disciplinary action where the student will remain in the placement determined by the school district.

403.3.6

State complaint process: Pursuant to New Mexico laws and regulations, the School District will notify parents that the New Mexico Public Education Department ("NMPED") can accept and investigate formal complaints that:

- A. The LEA has failed to comply with state or federal laws and regulations covering programs for students under the IDEA,
- B. The LEA has failed to comply with the state regulations regarding services for gifted children, or
- C. The parents request a review of, or an appeal from, a decision of a public agency with respect to such a complaint.

The School District will comply with state and federal laws and regulations pertaining to such a complaint.

403.4 Special Education: Individualized Education Plan

403.4.1 Purpose: To ensure that the *Estancia Municipal School District* operates in compliance with applicable laws and regulations regarding educational plans serving exceptional students.

403.4.2 Position: An Individualized Education Plan (“IEP”) is developed for each eligible special education student in the School District, except for gifted students enrolled in private or home schools within the School District’s jurisdiction.

403.4.3 Team members: The School District will provide an IEP team for each eligible special education student. Members of a given IEP team will be chosen in accordance with applicable state and federal laws and regulations. School District personnel who will participate are the following:

- (1) not less than one regular education teacher,
- (2) not less than one special education teacher;
- (3) school site representative or designee, who shall meet the federal definition of an LEA representative;
- (4) person who can interpret the educational impact of testing results; and
- (5) other as appropriate. Other public agencies may be invited to participate in a student’s IEP process, particularly with respect to transition services such as the provision of adult services for individuals with disabilities after graduation or at the point of exiting from the high school program.

403.4.4 Development, review, and revision: IEPs are developed, implemented, reviewed, and revised in accordance with applicable federal and state laws and regulations, and in no event less than once every twelve (12) months. Statements pertaining to transition services beginning when a student reaches the age of fourteen (14) and to transition service needs will be developed in conformity with applicable laws and as deemed appropriate by the IEP team.

403.4.5 Least Restrictive Environment considerations: Educational placements and services for students with disabilities are provided in the least restrictive environment (“LRE”) appropriate to individual needs, except for students who are convicted as adults and incarcerated in adult prisons. To the maximum extent appropriate, all students with disabilities are educated with students who are non-disabled. Special classes, separate schooling, or other removal of students with disabilities from the regular education environment occurs only if the nature or severity of a disability precludes the student from achieving satisfactorily in the regular education environment, even when supported by supplementary aids.

Students enrolled in the School District who, for reasons of illness or other disabilities, are prevented from attending regular classes in their schools may receive instruction in their homes. The School District will provide instructional programs at all levels for homebound special education students in accordance with state and federal laws and regulations. Such instruction will be provided by the School District at no cost to the parents.

A student with a disability who is placed in, or referred to, a private school facility by the School District is entitled to receive full and equal special-education-related services. If parents place a student in a private school or facility because of a disagreement about FAPE, due process may be used to resolve the issue, in accordance with state and federal laws and regulations.

403.5 Special Education: Notice of Proposed Actions to Parents

403.5.1 Purpose: To ensure that the *Estancia Municipal School District* provides notice regarding proposed School District actions to the parents of special education students affected by these actions, in compliance with federal and state laws and regulations.

403.5.2 Position: The School District will give written notice¹ to the parents of a student with a disability within a reasonable time² before the School District proposes or refuses to initiate or change the identification, evaluation, or educational placement of the student or the provision of a free appropriate public education (“FAPE”) to the student. If the notice relates to a proposed action that also requires parental consent³, the School District may give notice at the same time it requests parental consent.

403.5.3 Content of Notice: The notice of proposed action will include:

- A. (1) A description of the action proposed or refused by the School District,
(2) A description of the action proposed or refused by the parent/guardian;
- B. (1) An explanation of why the School District proposes or refuses to take the action,
(2) An explanation of why the parent proposes or refuses the action;
- C. A description of each evaluation procedure, assessment, record, or report the School District used as a basis for the proposed or refused action;
- D. A statement that the parents of a student with a disability have protection under the federal regulations and, if this notice is not an initial referral for evaluation, the means by which a copy of a description of the procedural safeguards can be obtained;
- E. A description of other options that the student’s Individualized Education Plan (“IEP”) team considered and the reasons those options were rejected; and
- F. A description of other factors that are relevant to the School District’s proposal or refusal.

403.5.4 Notice in Understandable Language: The notice of proposed action shall be written in language understandable to the general public, provided in the native language of the parent or other mode of communication used by the parent, unless it is clearly not feasible to do so. If the parent’s native language or other mode of communication is not a written language, the School District shall take steps to ensure that (1) the notice is translated orally or by other means to the parent in his or her native language or other mode of communication; (2) that the parent understands the content of the notice; and (3) that there is written evidence that the two requirements listed herein have been met.

A parent of a special education student may elect to receive notices of proposed actions by electronic mail, if the School District makes that option available.

403.6 Special Education: Transfer of Parental Rights to Students

403.6.1 Purpose: To ensure that the *Estancia Municipal School District* transfers parental rights to special education students in compliance with federal and state laws and regulations.

¹Referred to as either Prior Written Notice or Written Notice of Proposed Action.

²This usually will occur at the IEP team meeting.

³Consent is required at initial evaluation, re-evaluation and initial placement into special education.

- 403.6.2** **Position:** When a special education student becomes 18 years old, by operation of state law the School District will transfer all parental rights to the student, unless the student has been determined to be incompetent, by a court, under state law.
- 403.6.3** **Determination of Competence:** A person’s age of majority begins on the first instant of his or her eighteenth birthday, and a person who has reached the age of majority is an adult for all purposes not otherwise limited by state law. A guardianship proceeding under the probate code is the only way an adult in New Mexico legally can be determined to be incompetent and have the right to have his or her decisions taken away. Under New Mexico law, neither the School District nor any student’s Individualized Education Plan (“IEP”) team has the power to make such determinations.
- 403.6.4** **Rights Transferred:** When a student with a disability reaches age 18 and does not have a court-appointed general guardian, limited guardian, or other person who has been authorized by a court to make educational decisions on the student’s behalf or who has not signed a power of attorney as provided under New Mexico law, the School District, by operation of law, will transfer all rights accorded to parents under federal and state law to the student.
- 403.6.5** **Notice Requirements:** Each annual IEP review for a student who is 16 or older will include a discussion of the rights that will transfer when the student turns 18 and, as appropriate, a discussion of the parents’ plans for obtaining a guardian before that time. Each student’s IEP beginning not later than when the student turns 17 should include a statement that the student and his or her parent have been informed of the rights that will transfer to the student at age 18.
- 403.7** **Special Education: Transition**
- 403.7.1** **Purpose:** To ensure that the *Estancia Municipal School District* develops transition plans for special education students in compliance with federal and state laws and regulations.
- 403.7.2** **Position:** Appropriate post-secondary transition planning for students with disabilities is essential. The School District will integrate transition planning into each special education student’s Individualized Education Plan (“IEP”) process for grades 8 through 12, and the School District will establish and implement appropriate policies, procedures, programs, and services to promote successful post-secondary transitions for students with disabilities.
- 403.7.3** **Transition Services:** Transition services for special education students aged 14 through 21 are a coordinated set of activities for a student with a disability that emphasizes special education and related services designed to meet unique needs and prepare the student for future education, employment, and independent living. Such services are designed to be within a result-oriented process focused on improving the academic and functional achievement of the student with a disability to facilitate the student’s movement from school to post-school activities, including post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation as determined appropriate for each student by the IEP team.
- Transition services will be based on the individual student’s needs, taking into account the student’s strengths, preferences, and interests. Accordingly, the transition planning incorporated into a student’s IEP should include as appropriate for each individual student instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and (when appropriate) acquisition of daily living skills and the provision of a functional vocational evaluation. The IEP must comply with federal regulations regarding appropriate measurable post-secondary goals, and the transition services (including courses of study) needed to assist the student in reaching those goals.

403.7.4 **Termination of Transition Services:** Once a student either (1) graduates from secondary school with a regular diploma, or (2) reaches the age of 22, the School District will provide the student with a summary of his or her academic achievement and functional performance, including recommendations on how to assist the student in meeting his or her post-secondary goals. If the student turns 22 during the school year, the student shall be allowed to complete the school year and shall continue to receive special education and related services, including transition services, during that school year. If the student turns 22 prior to September 1 of the school year, the student is no longer eligible to receive special education and related services, including transition services.

403.8 **Special Education: Discipline**

403.8.1 **Purpose:** To ensure that the *Estancia Municipal School District* discipline procedures for exceptional students comply with applicable laws and regulations.

403.8.2 **Position:** The School District will strive to provide for the basic welfare, educational opportunity, and safety of all its students. The procedural safeguards regarding discipline are not applicable to students who are solely identified as gifted. Special education students are not immune from school disciplinary processes, nor are they entitled to remain in a particular educational program when their behavior substantially impairs the education of other students in the program. Nevertheless, the individual needs of exceptional students must be met to the extent required by state and federal law.

403.8.3 **Additional requirements to general discipline policy:** The School District will comply with applicable state and federal laws and regulations pertaining to long-term suspension or expulsion of special education students, or with any other disciplinary change of the student’s current educational placement, as specified in the federal regulations implementing the reauthorization of the Individuals with Disabilities Education Act (“IDEA”) 2004. The School District will implement disciplinary procedures for special education students. These procedures will include, but not be limited to, the following topics:

- A. Initial determination(s) as to whether the student’s conduct warrants disciplinary action, including long-term suspension or expulsion;
- B. Parental notification of the incident for which discipline is considered or implemented;
- C. A manifestation determination inquiry to ascertain whether the student’s behavior is a manifestation of the disability. Relevant members of the IEP team will conduct the inquiry and apply the two-prong inquiry.
- D. Specific rules are applicable when a student with a disability is charged with the following conduct while on school premises or at a school function under the jurisdiction of the local educational agency (“LEA”): possession of a weapon, possession or use of illegal drugs, or inflicting serious bodily injury upon another person.
- E. Functional behavioral assessments and behavioral intervention plans; and
- F. Alternative educational services during any period of long-term suspension or expulsion.
- G. The school administrator will contact either the special education director or the site special education supervisor before proposing long term suspension/expulsion.

403.8.4 **Student status:** Where long-term suspension or expulsion is imposed upon a student with a disability for behavior that was not a manifestation of the disability, the School District will provide alternative educational services determined by the IEP team to be in compliance with, and to the extent required by, applicable state and federal law.

403.8.5 Nothing in this policy prevents a school from reporting a crime committed by a student with a disability to appropriate authorities.

Board Adoption: June 10, 2008

403.9 The Estancia Board of Education will follow the Special Education State and Federal guidelines as set by the Public Education Department, Office of Special Education.

Technical Revision Adopted and Approved: March 10, 2009

404 Instructional Resources

- 404.1** The selection of instructional materials for use in Estancia Municipal Schools is an undertaking of critical importance in the educational process. A textbook review committee and the Superintendent of Schools shall perform this task in conformity with the Public Education Department guidelines and the provisions of the Public School Reform Act of 1986.
- 404.2** Every student will have a textbook for each class that uses a text.
- 404.3** Students shall be allowed to check out textbooks for home use.
- 404.4** Written notice will be given to parents and other community members when the Local Instructional Material Review Process begins.
- 404.5** Parents will be invited to participate in the adoption process for instructional materials.

Board Revision and Adoption: February 10, 2015

406 Guidance Program

406

The Estancia School District Guidance Program is integrated with the total education program. The counselors support the physical, social, intellectual, emotional, and vocational growth of each student.

407 Testing Program

- 407.1** **Testing** - Testing Program of the School District. The school district will establish and maintain a standardized basic testing program, which can be used, communicated and interpreted by school personnel and by district patrons.
- 407.1.1** **Objective-Based Testing** - The school district will cooperate with the Public Education Department in the objective-based testing as a part of the Statewide Evaluation Assessment by administering tests at selected grades and at times designated by the Public Education Department.
- The school district will comply with the evaluation components of each of the Federal Programs approved by the Board of Education.
- Tests for special education students will be administered in accordance with State Special Education program guidelines.
- 407.1.3** **Test Security** - Estancia Municipal Schools will follow the guidelines established by the State of New Mexico and Federal Guidelines.
- 407.2** **General Screening** - General screening is a general education process by which Estancia Municipal Schools determine whether a child needs to be referred for alternative services or if some other program modifications are appropriate.
- 407.2.1** Each Building Principal shall establish a standing Student, Teacher Assistance Team (STAT) facilitated by the school counselor. The team shall be composed of no less than three (3) educational professionals.
- 407.2.2** The Director of Student Services shall ensure that the general screening procedures are carried out to identify possible special needs.
- 407.2.3** Estancia Municipal Schools shall utilize the Student, Teacher Assistance Team procedures for identifying those within the general school population who may have special needs.
- 407.2.4** An annual review of all students' standardized test results will be completed before the beginning of the year. The classroom teacher will be responsible for the review -- and for subsequent referrals to STAT. Any student performing at the 25th percentile or below (National Percentile) or who has been referred based on observation of classroom performance shall be screened. STAT shall also screen students who are considered to be in danger of failing or dropping out of school as identified by classroom teachers, the counselor or administration.
- 407.2.5** Annual screening tests will be administered to all kindergarten students enrolled in the Estancia Municipal Schools.

412 Academic Achievement

412.1

Grading - In compliance with New Mexico Administrative Code 6.29.1, Estancia Municipal Schools will have a standardized grading system. All grading and reporting practices will support the learning process and encourage student success. It is the policy of the Board of Education to support its professional staff in this professional duty. District-wide grading and reporting practices will include the following components:

- a. a written report to parents regarding the performance of their children tested with the New Mexico standards-based assessments;
- b. for grades 2-12, a standardized alphabetic grading system, based on the 4.0 scale;
- c. alignment of all district and school curriculum to the New Mexico content standards with benchmarks and performance standards; and
- d. all school report card grades shall reflect standards-based academic performance.

There are four levels of student achievement relating to the NMSBA:

Advanced = superior achievement

Proficient = full mastery of the standards for a particular grade

Nearing Proficiency = partial mastery of the standards

Beginning Step = minimal mastery of the standards

There are five levels of student achievement relating to the PARCC:

Level 5 - Exceeded Expectations

Level 4 - Met Expectations

Level 3 - Approached Expectations

Level 2 - Partially Met Expectations

Level 1 - Did Not Yet Meet Expectations

The district's grading system is based upon equal intervals as follows:

- A or 4 = 90% - 100%
- B or 3 = 80% - 89%
- C or 2 = 70% - 79%
- D or 1 = 60% - 69%
- F or No Credit = 0% - 59%
- No Credit = insufficient evidence for determination of proficiency level

Kindergarten and First Grade may use an alternative E, S, N, U grading scale with administrative approval.

In order to strike an appropriate balance between practice and assessment, teachers will weight all scores collected into two basic categories:

1. Lesson and Practice Activities = 40% (ie., classwork, homework, group activities, reviews, etc.) Assigned homework needs to be relevant, attainable, age appropriate, and structured around content with which students have a high degree of familiarity.
2. Unit and Course/Grade Level Understanding and Performance = 60% (ie., formative and summative assessments, major performance tasks such as essays, presentations, lab experiences, projects, etc.)

Board Adoption: July 14, 2010
Board Technical Revision: August 23, 2012
Board Technical Revision: August 2, 2016

412.1.1

Grading Periods - Reporting and grading periods are stipulated yearly on the school calendar.

412.1.2 Progress / Deficiency Reports (Grades 7-12). Deficiency reports are to be sent out at least four weeks prior to the end of a nine-week period. If a student receives an "F" on a report card, a deficiency report must have been sent to the parents.

Board Technical Revision Adoption: June 08, 2010

412.1.3 Semester Grades (Grades 7-12). Semester grades are to be derived in the following manner:

1. After semester examinations are given, the semester grades will be derived by weighting the two quarterly grades so that these two grades will comprise 4/5 of the semester grade and the semester test grade will be the other 1/5 of the grade.
2. Semester exam grades in all classes will be calculated using the authentic percentage earned by the student.

Board Technical Revision Adoption: December 21, 2010

412.1.4 Honor Courses (Weighted Classes - Grades 9-12). The following academic courses are weighted when arriving at cumulative grade point averages:

Concurrent Enrollment English
AP Courses (Advanced Placement)
Advanced Algebra / Pre-Calculus
Honors Chemistry
Calculus I
Calculus II
Advanced Physics
Advanced World History
Advanced US History
Advanced Biology

The following weighting will apply on a 4.0 scale:

A = 5.0
B = 4.0
C = 3.0
D = 2.0

Physics will be removed as a weighted course effective with the graduating class of 2012.

Board Revision and Adoption: July 10, 2007

March 11, 2008

April 08, 2008

June 13, 2017

412.1.5. Final Course and Other Student Grade Changes. The Estancia Municipal School District policy will follow Title 6 NMAC Chapter 30, Part 10 for student grade changes. The Estancia policy establishes procedures to change a student's final course grade.

Board Technical Revision and Adoption: November 11, 2008

412.1.6 Academic Integrity

Estancia Secondary Schools (7-12) expects all students to abide by ethical academic standards. Academic dishonesty—including plagiarism, cheating or copying the work of another, using technology for illicit purposes, or any unauthorized communication between students for the purpose of gaining advantage during an examination, assignment or project—is strictly prohibited. The Academic Integrity Policy covers all school-related tests, quizzes, reports, class assignments, and projects, both in and out of class. The purpose of the Academic Integrity Policy is to prepare students for the reality created by the technology explosion, for the world of college and beyond, where cheating and plagiarism have dire consequences.

Plagiarism is not the same as cooperation or collaboration. Teachers often expect, even encourage, students to work on assignments collectively. This is okay, as long as whose work being presented is clearly relayed.

- **Collaboration** is to work together (with permission) in a joint intellectual effort.
- **Plagiarism** is to commit literary theft; to steal and pass off as one’s own ideas or words, and to create the production of another. When you use someone else’s words, you must put quotation marks around them and give the writer or speaker credit by citing the source. Even if you revise or paraphrase the words of someone else, if you use someone else’s ideas you must give the author credit. Some Internet users believe that anything available on-line is public domain. Such is not the case. Ideas belong to those who create and articulate them. To use someone else’s words or ideas without giving credit to the originator is stealing.
- **Cheating** includes, but is not limited to, copying or giving an assignment to a student to be copied (unless explicitly permitted by the teacher). Cheating also includes using, supplying, or communicating in any way unauthorized materials, including textbooks, notes, calculators, computers or other unauthorized technology, during an exam, assignment or project.
- **Forgery or stealing** includes, but is not limited to, gaining unauthorized access to exams or answers to an exam, altering computer or grade-book records, or forging signatures for the purpose of academic advantage.

The determination that a student has engaged in academic dishonesty shall be based on specific evidence provided by the classroom teacher or other supervising professional employee, taking into consideration written materials, observation, or information from others.

Students found to have engaged in academic dishonesty shall be subject to disciplinary as well as academic penalties, as outlined below.

Range of Consequences	
First Offense	Immediate Action <ul style="list-style-type: none"> ▪ Teacher contact with parent ▪ Teacher referral to administration ▪ A zero on test, exam, assignment or project ▪ 1 day Out-of-School Suspension ▪ Extra-curricular Activity Disciplinary Action
Second Offense (in any course)	<ul style="list-style-type: none"> ▪ Immediate Action ▪ Parent/Student/Administrator Meeting set up by teacher ▪ School Leadership Team (SLT) will meet and based on following information will sanction student with 1-9 days of Out-of-School Suspension <ul style="list-style-type: none"> • Circumstances of cheating • Student Impact Statement
Third and Further Offense	<ul style="list-style-type: none"> ▪ Immediate Action ▪ Due Process Hearing (Superintendent)

Board Technical Revision and Adoption: November 01, 2016

412.2 **Honor Roll** - Estancia Municipal Schools will recognize students for their academic excellence by establishing honor roll requirements in each school. Student handbooks will contain the specific requirements for recognition and will be approved annually by the Board of Education.

412.3 **Valedictorian/Salutatorian Selection** – Selection is based on GPA of freshman year, sophomore year, junior year, and Senior year (8 full semesters). To best reflect Estancia Municipal Schools’ program, a Valedictorian/Salutatorian candidate must have completed at least half of their credits at Estancia High School. In addition, Valedictorian/Salutatorian candidates must take at least two (2) honors/AP courses.

Calculation: Take total units earned from required courses (not to include electives) divided by total credits required.

Regular Class	Honors Class
All A's -4.0	All A's - 5.0
All B's -3.0	All B's - 4.0
All C's-2.0	All C's - 3.0
All D's -1.0	All D's - 2.0
All F's -0	All F's - 0

Board Technical Revision and Adoption: November 11, 2008
Board Technical Revision and Adoption: October 11, 2011
Board Technical Revision and Adoption: November 01, 2016

412.4 **Graduation Requirements** - High School Requirements. In alignment with New Mexico Public Education Department (PED) Specifications, requirements for graduation from High School for students entering the ninth grade in or after the fall of 2020 shall be equal to the NM PED credit requirement in grades nine (9) through twelve (12). The units shall be based upon the required and elective subjects as outlined in this section. Students must pass a Graduation exam to receive a diploma. Students failing the exam will receive a certificate indicating the number of units earned and grade completed. Students shall follow the graduation requirements set forth in policy at the time of their enrollment as freshmen.

Any middle school student who enrolls in an approved high school course may receive regular high school units based upon the student’s educational plan.

Board Revision and Adoption: May 13, 2008
Board Technical Revision and Adoption: November 11, 2008
Board Technical Revision and Adoption: March 9, 2021

412.4.1 Required Subject Units
See Rubric below.

Subject	Graduation Requirements
English	4 Major emphasis on grammar, nonfiction writing and literature
Math	4 At least one shall be the equivalent to or higher than Algebra 2, unless parent submitted written, signed permission for student to complete a lesser mathematics unit
Science	3 (2 of which shall have a lab component) Science course examples: Biology, Environmental Science, Chemistry, Physics, Physical Science, Integrated Science, etc. *The school mandate to achieve four science credits will be required beginning with the 2021 cohort.
Social Science	3.5 (U.S. History/ Geography, World History/Geography, Government/Economics, & ½ unit of New Mexico History)
Physical Education	1
Advanced Placement, Honors Course, Dual Credit or Distance Learning	1 Core or Elective Areas
Health Credit	.5
Career Cluster Course, Workplace Readiness, or a Language other than English	1
Electives	6
Graduation	NM Diploma of Excellence required
Total Units	24

Graduation from Estancia Municipal Schools signifies that students have satisfactorily completed their required course of study. The total number of credits will reflect statutory requirements outlined by and consistent with the New Mexico Public Education Department.

In order to provide options for students in science, Estancia Municipal Schools will recognize the Agriculture class of Animal Science as a science course.

In order to promote rigor and recognize students who go above and beyond in the number of credits they have earned, specialty courses they have completed (such as Accelerated Placement, Dual Credit, STEM, Vocational, etc.), or certifications they have achieved while a student at Estancia High School, the District will recognize these accomplishments on the diplomas as warranted by established criteria.

Board Technical Revision and Adoption: November 11, 2008

Board Revision: August 09, 2011

Board Revision: July 11, 2017

Board Revision: March 9, 2021

412.4.2 Elective Subjects - Units from subject areas of Business Technology, Communication Skills, Vocational Education, Foreign language, English, Fine Arts, Math, Physical Education, Practical Arts, Science, Social Sciences.

- a. Equivalencies of the above may be allowed by the guidance and counseling office with the approval of the Principal for transfer students and for special cases, provided that all State requirements for graduation are met.

412.4.3 The Estancia High School Internship Work-Study Program allows students with paid jobs and/or unpaid internships to prepare for the world of work and earn high school elective credit. The hourly requirements, based on the district calendar are and 60 hours per semester for a =1/2 credit (one credits per year). Only two (2) credits of work-study will be allowed. Grades will be based on monthly time sheets and the completion of a Mock Interview, a professional resume, and two completed job applications and a semester job evaluation completed by the employer to be presented to the guidance/administrative office.

Board Technical Revision and Adoption: November 11, 2008

June 13, 2017

Board Revision: November 10, 2020

412.4.4 One unit shall be awarded for any activity meeting daily for at least forty (40) minutes for the full school year, except where special regulations apply to laboratory courses, vocational courses, and the like. NO partial unit shall be awarded except by special directive of the Principal who may allow half units to be awarded.

Board Technical Revision and Adoption: November 11, 2008

412.4.5 Optional / Alternative Units as approved by the PED and local Board of Education will be approved for one math, science, English and communication skills and Physical Education unit, i.e., a full-year course in Drama, Spanish I, Vocational Ag., Occupational Food Service or Occupational Child Development for a Communication Skills unit, a full-year course in Applied Communications for an English unit; a full year course in Accounting I, or Business Math for a Math unit, and a full-year course in Athletics for a Physical Education unit.

Board Revision and Adoption: November 11, 2008

- 412.5 Promotion and Retention** - Upon satisfactory completion of local requirements and a students' demonstration of proficiency on the state standards set by the Public Education Department in grades one through seven, there are three options for promotion / retention.
- 412.5.1** The student is academically proficient and shall enter the next higher grade.
- 412.5.2** The student is not academically proficient and shall participate in remediation. Upon certification by the School District that the student is academically proficient, he / she shall enter the next higher grade.
- 412.5.3** The student is not academically proficient after completion of the remediation and upon the recommendation of the certified school instructor and school principal shall either be:
- a. 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 become academically proficient, at which time the student shall enter the next higher grade; or
 - b. Promoted to the next grade if the parent refuses to allow the child to be retained pursuant to paragraph a. In this case, the parent shall sign a waiver indicating the parent's desire that the student be promoted the next higher grade with an academic improvement plan designed to address specific academic deficiencies. The academic improvement plan shall be developed by the student assistance team outlining time lines and monitoring activities to ensure progress toward overcoming those academic deficiencies. Students failing to become academically proficient at the end of that year as measured by grades, performance on school district assessments and other measures identified by the school district shall be retained in the same grade for no more than one year in order to have additional time to achieve academic proficiency.
- 412.6** At the end of the eighth grade, a student who is not academically proficient shall be retained in the eighth grade for no more than one school year to become academically proficient or if the student assistance team determines that retention of the student in the eighth grade will not assist the student to become academically proficient, the team shall design a high school graduation plan to meet the student's needs for entry into the work force or a post-secondary educational institution. If a student is retained in the eighth grade, the student assistance team shall develop a specific academic improvement plan that clearly delineates the student's academic deficiencies and prescribes a specific remediation plan to address those academic deficiencies.

Board Technical Revision and Adoption: May 12, 2009

- 412.7 Instruction Outside of Regular Class Attendance** - Special units earned through any course or action other than regular attendance at class sessions must meet with State regulations before they may be allowed.
- 412.7.1 Correspondence Course** - It is preferred that students enroll in courses offered at the school they are attending within the District. If a student cannot meet the prescribed units within the graduating year or if extenuating circumstances arise, credits from correspondence courses will be accepted.
- The correspondence courses must be earned from an institution accredited by the North Central Association of Colleges and Schools. No more than two (2) units are allowed by correspondence courses.
- 412.7.2 Homebound Instruction** - In the event of long-term illness or injury, the District will take steps necessary to provide the appropriate education. Homebound instruction is an alternative. For Special Education students, the Estancia Municipal Schools will follow the guidelines set forth in the State Standards.

412.7.3 Home Schooling - State Statutes are enacted to address requirements for home schooling. The Public Education Department is responsible for approving Home Schooling applications.

412.7.4 Repeated Courses - A student may repeat any course, either during the summer or the regular academic year from any accredited school program, and it shall count as part of the total units taken. If a course required to obtain a diploma is failed, the student must repeat that course or a course determined to be equivalent to it with a passing grade, as certified and so noted on the transcript by the high school principal, as meeting the graduation requirements. However, credit is not allowed for the same course taken more than once. Therefore, a student who repeats a specific course of study will receive the higher of the two grades. Both course titles and grades will be recorded on the transcript with the lower grade being identified as a repeated course with an R. The higher grade will be used in calculating the cumulative GPA. The lower grade will remain on the transcript, but will not be calculated into the cumulative GPA.

Board Technical Revision and Adoption: October 09, 2012

412.7.5 Alternative Education Program – Estancia High School offers an alternative education program. One goal of this program is to offer an alternative means of graduation for students who have passed their traditional graduation date. Students in this situation will be required to meet the state minimum unit requirements for graduation. This alternative program unit requirement may also apply to students with extenuating circumstances as determined by the principal.

412.8 Alternative Demonstration of Competency (ADC)

Objective - The curriculum endeavors to offer well-planned instructional activities that will help all students acquire competency. State and Federal Laws dictate that students from all schools must achieve a level of competency.

In order to graduate from high school, students are required by state law, NMSA 22-13-1.1, to demonstrate academic competency in five areas: mathematics, reading, writing, science, and social studies. Students primarily meet this requirement by scoring proficiently on the statewide annual assessments. However, students who remain unable to demonstrate competency in this way 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).

Students may use state-developed End of Course (EoC) exams or standardized college and career readiness (CCR) assessments to demonstrate their academic competency. At the local level, ADC may be accomplished through school-based projects such as extended papers, theses, or research; performances or works of art that can be recorded electronically; or community-based projects such as internships, service learning, or after-school job performance.

The District shall establish an Alternative Demonstration of Competency for students in compliance with state statute and regulations. The Superintendent is authorized to develop Administrative Regulations to implement this policy.

The District shall ensure that all students have equitable access to Alternate Demonstration of Competency and shall develop procedures to identify eligible students.

Students may demonstrate competency by meeting any of the cut-scores or methods for demonstrating competency that have been provided by the New Mexico Public Education Department. Students may also demonstrate competency with a rigorous portfolio of standards-based indicators by using the local procedures adopted by the Superintendent pursuant to this policy. This may include, but is not limited to, performance-based assessments, admissions to college, or teacher administered final exam scores.

An alternate demonstration of competency must not contain those items listed in Rule 6.19.7.10(B) NMAC.

Students who believe they have demonstrated competency by another method not adopted may appeal to the Superintendent or Designee and shall be deemed to have met competency in that area if the appeal is successful.

In all cases the Superintendent or Designee makes the final determination of whether or not a student has demonstrated competency in the required subjects. The Superintendent's determination of alternative demonstration of competency will include whether the alternative demonstration of competency is complete and scoreable, addresses academic content standards, and adequately demonstrates competency.

Students may demonstrate competency during school or up to five years after they exit school.

Legal Reference: NMSA 1978, §§ 22-13-1.1 *et. seq.* (2010).

Purpose - The purpose of the Alternate Demonstration of Competency is to establish procedures to allow students an alternate means of demonstrating competency to satisfy graduation assessment requirements.

The ADC is a process developed by the district that allows students the opportunity to demonstrate competency outside of the primary method of meeting cut-scores established by the Public Education Department on the New Mexico Standards-Based Assessment (NMSBA)/Partnership for Assessment of Readiness for College and Careers (PARCC), End of Course Exams (EOCs) and College and Career Readiness Assessments (ACT, SAT, etc.).

A student who has exhausted all applicable and available assessment opportunities may submit one portfolio review request per assessed subject area, with all required supporting documentation.

The district adopted portfolio is the collection of 1) review request form, 2) supporting evidence, and 3) scoring rubric. The portfolio is a document completed by the student, parent, and counselor and signed by the high school Instructional Principal, requesting that a portfolio be considered as an alternate demonstration of competency to meet one or more of the five assessed graduation requirements. Once the document has been completed and approved at the school level by a committee of teachers of the tested content area, the school counselor, and the school administrators, it will then be forwarded to the Superintendent for his/her approval. After that, the final list of approved ADC's will then be communicated to the student and parents/guardians.

Timeline - A Portfolio ADC is only available after the student has exhausted all testing avenues built into graduation requirements (ie. Graduation assessment, EOCs). Requests for ADC must be made prior to February 1st of the current school year to allow for proper research and presentation. Student presentations will be scheduled by the school guidance counselor prior to the last two (2) weeks of the school year.

Student Expectations - Students must take initiative to request the ADC from the school guidance counselor, complete the ADC Request form for permission from principal to proceed. All work completed must be the student's own research, compilation and presentation.

Portfolio - An Alternate Demonstration of Competency consisting of two rubrics:

- 1) Content Area scoring and
- 2) Student Presentation in front of the ADC Committee.

Rubric - The content area scoring rubric awards a maximum number of points for efforts of students completed identified assessments, courses, etc. This rubric counts for half of the total possible points a student can earn to meet competency.

The student presentation rubric is completed by a committee based on scores given to rubric components. This rubric counts for half of the total possible points a student can earn to meet competency.

Committee - The committee will consist of a secondary administrator, high school guidance counselor and at least two instructors endorsed in the content area in which the student is submitting a portfolio. This committee, after reviewing the portfolio, posing questions to student presenting the portfolio, individual scoring of presentation through a rubric and a committee discussion, will make the final determination as to whether or not the student successfully presented a portfolio that demonstrates alternate demonstration of competency for that particular content area. The committee membership will be assigned by the school principal.

Please review the High School Handbook for the most recent requirements pertaining to this policy.

Board Adoption: December 08, 2015

413 Controversial Materials, Methods, and Issues

413.1

No partisan political activity or any religious indoctrination shall be permitted on the part of any school employee at any time during the working day or at school activities.

415 Pledge of Allegiance

415.1

Pledge of Allegiance - The Public Education Department has ruled that the Pledge of Allegiance is to be recited daily in each school. The policy of the Estancia Municipal Schools is that the Pledge of Allegiance will be recited in individual classrooms or classes may recite the Pledge of Allegiance by the flagpole. Teachers should be sure that students are aware that this exercise is intended to foster respect for the ideals upon which the United States is based.

Participation in reciting the Pledge is a voluntary activity for any member of our school community. Individuals may choose not to participate for a number of reasons, including:

Family or personal convictions of a religious nature; Citizenship in another sovereign nation; or as a logical extension of their Constitutional rights.

Individuals who choose not to participate in the Pledge are expected to conduct themselves in a respectful, non-disruptive manner during the recitation. This is intended to protect the rights of the participants.

There is no requirement for any individual to petition for exemption or to formally register his or her objection to participation. It is sufficient merely to refrain from participation.

Teachers are responsible for safeguarding the rights of all parties and for notifying the administration of any actual or anticipated problems.

416 Parent Involvement Policy

416.1

The Estancia Municipal School District will provide opportunities for the involvement of parents and legal guardians in all of its Title I Schools.

Board Technical Revision and Adoption: November 11, 2009

417 Health Requirement Sexuality Opt-Out Policy

417

Parents/Guardians have the ability to request that their child be exempted from the parts of the required health education curriculum that address the sexuality performance standards. Students should not be exempted from the entire class, only the lessons addressing the sexuality performance standards.

The following steps must be followed in order to request an exemption from the parts of the health education curriculum that addresses the sexuality performance standards. This procedure should be looked upon as a partnership between the parents and the school, designed to best meet the needs of each student and family. The following steps must be taken:

- a) Parents/Guardians will be informed of the Opt-Out Policy during pre-registration and registration.
- b) The parent/guardian must contact the teacher and request a meeting.
- c) The parent/guardian and teacher (and administrator if deemed necessary) should review the entire curriculum and come to an agreement to identify specifically what areas of the sexuality performance standards to exempt the students.
- d) The teacher should supply the parents with the state standards that are met by the requested exempt lessons and agree upon an alternative assignment(s) that will meet the Health Education standards.
- e) A written agreement should be drawn up that includes the following:
 - 1) Anticipated dates the student will be out of class
 - 2) Where and to whom the student is to report to on these days
 - 3) The assignment that has been agreed upon by both teacher and parent(s)
 - 4) The standards that are being met
 - 5) How the student will be evaluated for this agreement
 - 6) Principal's approval

The teacher should make available any resources (lesson plans, books, and videos) that are ordinarily used in the class or are available as alternative materials. However, the parent may use alternative materials that meet the state standards.

Board Adoption: July 12, 2011