

I-0200 © IC
SCHOOL YEAR

The school year shall consist of at least one hundred eighty (180) full instructional days for a regular school year calendar and one hundred fifty (150) full instructional days for a variable school year calendar, exclusive of any release time for in-service training.

Each instructional day shall consist of not less than the minimum amount of time prescribed in 22-2-8.1(B) N.M.S.A. for each respective program level exclusive of lunch with the following exceptions:

- Home visits or parent-teacher conferences may be held for up to:
 - thirty-three (33) hours of the full day kindergarten program; and
 - twenty-two hours of grades one (1) through six (6) programs.
- Consultation with parents to develop next step plans for students and for parent-teacher conferences may be held for up to twelve (12) hours of grades seven (7) through twelve (12) programs.

Whole or part days that are lost to weather, in-service training or other events shall be made up so students are given a full instructional year.

The Board shall establish the school calendar each year after recommendations from the Superintendent.

Adopted: January 19, 2010

LEGAL REF.: 22-2-8.1 NMSA

I-0800 IFDA
CONTINUOUS IMPROVEMENT EDUCATION

I. PURPOSE

The purpose of this policy is to ensure the principles and practices of continuous improvement philosophy are implemented throughout the District, including at school, classroom, and District-wide department levels. This approach supports the District mission of Maximize Individual Student Potential - Just Learn!

II. GENERAL STATEMENT OF POLICY

Implementation of the principles and practices of continuous improvement will maintain a focus on the needs of students and stakeholders and examine key student and stakeholder requirements to define the strategic direction of the District. Guided by this philosophy, District leadership will use data from a variety of sources including satisfaction and performance data to develop goals and measures.

The District will use the Malcolm Baldrige Education Criteria for Performance Excellence as the criteria to monitor the continuous improvement efforts of each school, classroom and District-wide department.

III. DEFINITIONS

A. Malcolm Baldrige Education Criteria for Performance Excellence - This criteria provides a valuable framework for performance excellence and can help assess and measure performance on a wide range of key institutional performance indicators. The self-assessment identifies strengths and opportunities for improvement in each of the seven criteria areas: 1) Leadership, 2) Strategic Planning, 3) Customer Focus, 4) Measurement, Analysis, and Knowledge Management, 5) Human Resources Focus, 6) Process Management, and 7) Performance Results.

Adopted: January 17, 2006

I-0900 © IGA
CURRICULUM DEVELOPMENT

The need and value of a systematic, ongoing program of curriculum development and evaluation involving students, parents, teachers, and administrators are recognized. It is essential that the school system continually develop and modify its curriculum to meet changing needs. The Board authorizes the Superintendent to develop the curriculum for the school system and to organize committees to review the curriculum. All curriculum changes shall be approved by the Board.

It shall be the responsibility of the Superintendent to develop proposals relating to curriculum modifications and additions that, in the opinion of the professional staff and consultants, are essential to the maintenance of a standards based program of education from prekindergarten (PK) through grade twelve (12).

All licensed personnel have professional obligations to the school program beyond regular classroom duties, and these obligations will include work on curriculum committees.

Adopted: date of manual adoption

I-1050 © IGD
CURRICULUM ADOPTION

All new programs and courses of study will be subject to Board approval, as will elimination of programs and courses and extensive alteration in their content. Curricular proposals from the professional staff may be presented to the Superintendent, who will be responsible for making recommendations to the Board on such matters.

Adopted: date of manual adoption

I-1100 © IGE
CURRICULUM GUIDES AND
COURSE OUTLINES

Curriculum guides shall be developed for the various subject areas. These guides shall present a minimal outline for instruction based on approved performance standards and a basis for further development of the particular courses.

The guides shall be designed to assist users in implementing the District philosophy regarding the teaching of a subject and will, when possible, suggest a variety of possibilities for instruction, patterns of individualization, variations of approaches, and materials.

The Superintendent will formulate procedures for the development and use of curriculum guides.

Adopted: date of manual adoption

REGULATION REGULATION

**CURRICULUM GUIDES AND
COURSE OUTLINES**

Development of Curriculum Guides

Curriculum guides should be developed by the staff members and teachers who are to use them.

If participation of the entire staff is not feasible, representatives of the staff and/or departments concerned shall be appointed to committees for study, creation, and revision of any particular guide.

When work is completed on a guide, the committee responsible for its development shall present it to the Superintendent.

Use of Guides

Curriculum guides are to serve as a framework from which a teacher will develop units of study, individual lesson plans, and approaches to instruction that will serve the students' particular needs at a particular time. The guides shall be used to map the logical sequence of instruction.

The principal, department heads, or other supervisors shall see that optimum use is made of available curriculum guides. Teachers will adhere to the guides.

I-1250 © IHA
BASIC INSTRUCTIONAL PROGRAM

The various instructional programs will be developed to maintain a balanced, integrated, and sequential curriculum that will serve the educational needs of all school-aged children in the District. The curriculum will be broad in scope and provide for a wide range in rate, readiness, and potential for learning.

The instructional program will include planned sequences of instruction, based on Public Education Department approved academic content and performance standards when instructing in specific Department required subject areas.

In kindergarten, first, second, and third grades, classes shall provide instruction in:

- reading and language arts skills, including phonemic awareness, phonics and comprehension, and mathematics daily; and grades *first* through *third* shall include:
- art;
- music;
- a language other than English; and
- instruction that meets content and performance standards in science, social studies, physical education and health education.

In fourth through eighth grades, instruction that meets academic content and performance standards shall be provided in the following subject areas:

- reading and language arts skills, with an emphasis on writing and editing for at least one (1) year and an emphasis on grammar and writing for at least one (1) year;
- mathematics;
- language other than English;
- communication skills;
- science;
- art;
- music;
- social studies;
- New Mexico history;
- United States history;
- geography;
- physical education; and
- health education.

Beginning in 2008-2009, algebra I shall be offered in a regular classroom setting or by on-line courses or agreement with high schools

Electives shall be offered that contribute to academic growth and skill development and provide career and technical education.

In high school, curricula shall be aligned with the placement tests administered by two (2) and four (4) year public educational institutions in New Mexico, be comprehensive in nature, and shall be aligned with the following state content and performance standards:

- mathematics;
- reading and language arts;
- health education;
- science; and
- social studies.

Beginning with the 2006-2007 school year the District shall offer at least one (1) honors or similarly academically rigorous class in both mathematics and language arts in each high school.

Beginning in the 2008-2009 school year, each school district shall also offer a program of courses for dual-credit, in cooperation with an institution of higher education, and a program of distance learning courses.

Beginning with 2009-2010 school year, each school district shall offer at least two years of language other than English in each high school.

The planned program for all students shall also include library instruction, individual study, guidance, other appropriate instructional activities, and all instruction required under state law and Secretary of Public Education regulations.

Adopted: June 19, 2007

LEGAL REF.: [22-2-8.11 NMSA \(1978\)](#)

[22-2C-3 NMSA \(1978\)](#)

[22-13-1 NMSA \(1978\)](#)

[22-13-1.1 NMSA \(1978\)](#)

[6.27.30.7 NMAC](#)

6.33.2.9 NMAC

**(Instruction on Sexuality
Performance Standards)**

Parental Opt-Out Decision/Choice

The District shall implement the State mandated comprehensive health education performance standards. Schools will provide parents/guardians with information annually regarding the “Opt-Out” provision for the Health Education curriculum. Parents may request that their child not participate in the parts of the curriculum that address the sexuality performance standards by completing a “Parental Opt-Out” request form. Schools will provide the “Parental Opt-Out” forms to parents as requested. Sexuality performance standards vary by grade level and lesson. Alternative lessons to the sexuality performance part of the health education curriculum shall be extensions of the health education curriculum at the grade level of the student whose parents request the exemption.

The Superintendent shall develop and implement regulations as needed that conform to New Mexico law.

Adopted: October 18, 2011

LEGAL REF.: 6.30.2.19 NMAC

EXHIBIT EXHIBIT

FAMILY LIFE EDUCATION

(Exemption Request Form)

Student's name _____

 Last First M.I.

Current grade _____ Birth date _____ Home phone _____

Work phone _____ Message phone _____

Parent's name _____

 Last First M.I.

Home address _____

 Street City Zip

I *do not* want the student listed above to participate in instruction for the sexuality performance standards of the health education curriculum. I understand that as an alternative to that instruction the student will receive instruction in an elective course offering approved as meeting graduation requirements selected by the school.

(Parent/guardian signature)

(Date)

I-2100 © IHAMC
HIV / AIDS EDUCATION

The District shall provide instruction in kindergarten (K) through grade twelve (12) on acquired immune deficiency syndrome and the human immunodeficiency virus as authorized by New Mexico Administrative Code.

The Superintendent shall develop and implement regulations on such instruction that conform to New Mexico law as needed.

Adopted: May 15, 2007

LEGAL REF.: 6.12.3.9 NMAC

HIV / AIDS EDUCATION

**(Instruction on Acquired Immune
Deficiency Syndrome and Human
Immunodeficiency Virus)**

The District will develop its own course of study to be included in the health education program for each grade. At a minimum, instruction shall:

- Be appropriate to the grade level in which it is offered.
- Be medically accurate.
- Discourage drug abuse.
- Define AIDS, ARC, HTLV-III.
- Define the symptoms and prognosis of AIDS.
- Explain how the virus is spread.
- Instruct in ways to reduce the risks of getting AIDS, stressing abstinence.
- Show the societal implications for this disease.
- Indicate local resources for appropriate medical care.
- Develop the ability to demonstrate refusal skills.
- Develop the ability to overcome peer pressure.
- Develop the ability to use decision-making skills.

I-2300 IHAQ
CAREER / TRANSITION TO WORK EDUCATION

Students will be expected to attend school in accordance with A.3.2.1. of Educational Standards for New Mexico Schools. Exceptions to this rule will be granted by the building administrator using the following criteria:

- Student and parents file (in writing) a request for work release demonstrating financial hardship due to full day attendance.
- The student can still earn enough credits to graduate with class.
- It can be demonstrated that the exception to a full day of school is more beneficial to the student's education.

The building administrator will keep a record of the request and decisions. A copy of this record should be forwarded to the Superintendent.

Adopted: date of manual adoption

I-2350 © IHB
SPECIAL INSTRUCTIONAL PROGRAMS

A long-range plan will be the basis for providing special education services for students with exceptional needs and education requirements. These services may include specialized programs, personnel, facilities, materials, and equipment needed to promote the individual physical, social, intellectual, and emotional growth of exceptional students.

The Superintendent shall develop procedures that provide educational opportunities for individuals with disabilities and that accomplish District compliance with federal laws including the Individuals with Disabilities Education Act (IDEA), the New Mexico revised statutes, and the lawful regulations of the Secretary of Public Education. Such procedures shall include, but not be limited to, the following provisions:

- All children with disabilities aged birth (0) through twenty-one (21) years within the District's jurisdiction are to be identified, located, and evaluated including children attending religious or private schools who are in need of special education and related services.
- A free appropriate public education (FAPE) shall be available to all children with disabilities aged three (3) through twenty-one (21) years within the District's jurisdiction, including children advancing from grade to grade, those who have been suspended or expelled from school in accordance with the applicable IDEA rules and regulations, and any child with a disability the District has placed in or referred to a private school or facility. The District may refer to and contract with approved public or private agencies as necessary to ensure the provision of FAPE for children with disabilities.
- A full individual evaluation encompassing existing and additional data shall be conducted for each child to determine if the child is a child with a disability and the educational needs of the child before the initial provision of special education and related services. A reevaluation of each child shall be conducted at least every third year.
- An individualized education program (IEP) shall be developed and implemented for each eligible child served by the District and for each eligible child the District places in or refers to a private school or facility. An IEP or an individualized family service plan (IFSP) will be in place for each child with a disability prior to the provision of FAPE.
- To the maximum extent appropriate, opportunities for the least restrictive setting, inclusion in educational exercises with regular program students, and for interaction with the total school environment will be provided to exceptional students, the exception to be only when the student's condition, with supplementary aids and services, make such regular class education unsatisfactory.
- All required procedural safeguards must be guaranteed to the exceptional students and their parents. The parents will be provided with notices of procedural safeguards in each specified instance and all due process conditions will be satisfied with respect to the provision of a free appropriate public education.
- Post a notice regarding the "Ombud Act" containing a description of services, name, address and phone number of the office in a conspicuous location and on the school website (form to be approved by the Ombud Act office) as well as:
 - Distribute information regarding the state Ombud act every school year.
 - Provide information as a part of the annual individual education plan process prior to each year's plan meeting.
- The District shall follow the established state and federal standards to protect the confidentiality of personally identifiable information at the collection, storage, disclosure, and destruction stages.
- To the extent essential to provide FAPE to children with disabilities aged three (3) through twenty-one (21), extended school year (ESY) services shall be made available and implemented as necessary.

- Criteria for the graduation of exceptional students, including accomplishment in reading, writing, and mathematics, shall be as specified in the District policy on graduation requirements. Such standards shall be equivalent to or greater than those established by the Secretary of Public Education.
- Each year conduct a review of the reasonable and acceptable ratio of students per teacher for each disability category.
- The discipline of exceptional students, and unevaluated students suspected of having a qualifying disability, is to be conducted in such a manner as to comply with FAPE and requirements of the IDEA.

The Superintendent is authorized and directed to establish procedures for the implementation of the New Mexico Policies and Procedures prepared by the Public Education Department Special Education Bureau and as modified for local circumstances, and to document District compliance with the law and this policy. The New Mexico Policy and Procedures will be made available to staff members and to parents as necessary to enhance compliance.

Adopted: November 17, 2023

LEGAL REF.: [22-13-6 NMSA \(1978\)](#)
[Special Education Ombud Act](#)
[20 U.S.C. 1400](#) *et seq.*, Individuals with Disabilities
 Education Act
[29 U.S.C. 794](#), Rehabilitation Act of 1973, Section 504

CROSS REF.: [IHBC](#) - Programs for at Risk Disadvantage Students

[IIB](#) - Class Size

[IKE](#) - Promotion, Retention, and Acceleration of Students

[IKF](#) - Graduation Requirements

[JKD](#) - Student Suspension/Expulsion

[JR](#) *et seq.* - Student Records

SPECIAL INSTRUCTIONAL PROGRAMS

PROCEDURAL SAFEGUARDS NOTICE

The Federal Regulations at 34 C.F.R. 300.504 on Procedural safeguards notice read as follows:

"Sec. 300.504 Procedural safeguards notice.

(a) General. A copy of the procedural safeguards available to the parents of a child with a disability must be given to the parents, at a minimum--

- (1) Upon initial referral for evaluation;
- (2) Upon each notification of an IEP meeting;
- (3) Upon reevaluation of the child; and
- (4) Upon receipt of a request for due process under Sec. 300.507.

(b) Contents. The procedural safeguards notice must include a full explanation of all of the procedural safeguards available under Secs. 300.403, 300.500-300.529, and 300.560-300.577, and the State complaint procedures available under Secs. 300.660-300.662 relating to--

- (1) Independent educational evaluation;
- (2) Prior written notice;
- (3) Parental consent;
- (4) Access to educational records;
- (5) Opportunity to present complaints to initiate due process hearings;
- (6) The child's placement during pendency of due process proceedings;
- (7) Procedures for students who are subject to placement in an interim alternative educational setting;
- (8) Requirements for unilateral placement by parents of children in private schools at public expense;
- (9) Mediation;
- (10) Due process hearings, including requirements for disclosure of evaluation results and recommendations;
- (11) State-level appeals (if applicable in that State);
- (12) Civil actions;
- (13) Attorneys' fees; and
- (14) The State complaint procedures under Secs. 300.660-300.662, including a description of how to file a complaint and the timelines under those procedures.

(c) Notice in understandable language. The notice required under paragraph (a) of this section must meet the requirements of Sec. 300.503(c)."

The following is a summary of sources for procedures that may be found in law, regulation and District policy other than the P.E.D. sample:

- An opportunity for parent of a child with a disability to examine all records § 34 C.F.R. 300.501, Policy JR and Regulation JR-R (Student Records).
- Procedures to protect the rights of the child whenever the parents of the child are not known § 34 CFR 300.501.
- Prior written notice to the parents is to be provided upon specific instances § 34 C.F.R. 300.503.
- Procedures designed to ensure the prior written notice is in the native language of the parents, unless it clearly is not feasible to do so. If the district is unable after making an effort, to provide the notice in the native language of the parent, then the Public Education Department (P.E.D.) should be contacted for assistance. See § 34 C.F.R. 300.503.
- Procedures for mediation shall be provided. Contact the P.E.D. for a list of mediators. See § 34 C.F.R. 300.507 *et seq.*
- An explanation of the State complaint procedure shall be provided § 34 C.F.R. 300.660 *et seq.*
- Due process procedures are to be included § 34 C.F.R. 300.507.
- Procedures that require the parent of a child with a disability, or the attorney representing the child, to provide notice within certain guidelines (it shall remain confidential) § 34 C.F.R. 300.507.
- Discipline procedures should be explained § 34 C.F.R. 300.507, and Policy JKD (Student Suspension/Expulsion).

Posting and Distribution of Ombud Information

Every public school providing special education services shall post in a conspicuous location in the public school a notice regarding the office that contains a brief description of the services provided by the office and the name, address and phone number of the office and shall also post it online on the public school's website, if applicable. The public school providing special education services shall distribute information regarding the state Ombud at the beginning of every school year, in addition to providing the information as part of the annual individual education plan process prior to scheduling the first individual education plan meeting of each school year. The form of the notice shall be approved by the Ombud office.

**I-2400 © IHBA
SPECIAL INSTRUCTIONAL PROGRAMS
AND ACCOMMODATIONS FOR
DISABLED STUDENTS**

(Section 504 of the Rehabilitation Act of 1973)

It is the responsibility of the District to identify and evaluate students who, within the intent of Section 504 of the Rehabilitation Act of 1973, need special services or programs in order that such students may receive the required free appropriate education.

For this policy, a student who may need special services or programs within the intent of Section 504 is one who:

- Has a physical or mental impairment that substantially limits one (1) or more major life activities, including learning; or
- Has a record of such impairment; or
- Is regarded as having such impairment.

Students may be eligible for services under the provisions of Section 504 even though they do not require services pursuant to the Individuals with Disabilities in Education Act (IDEA). Students who are identified as individuals with exceptional needs, according to IDEA criteria, are not addressed under this policy. The needs of such students are provided for under Policy IHB and its regulations and under state and federal laws and regulations.

Adopted: date of manual adoption

LEGAL REF.: [29 U.S.C. 706](#)
[29 U.S.C. 794](#)

CROSS REF.: [KED](#) - Public Concerns/Complaints about Facilities and
Services

REGULATION REGULATION

**SPECIAL INSTRUCTIONAL PROGRAMS
AND ACCOMMODATIONS FOR
DISABLED STUDENTS**

(Section 504 of the Rehabilitation Act of 1973)

Each qualified student within the District who is eligible to receive regular or special education or related aids or services, regardless of the nature or severity of the condition necessitating such programs or services, shall receive free appropriate education in the District.

Identification and referral procedures:

- Any student who needs or is believed to need special education or related services not available through existing programs in order to receive a free appropriate public education may be referred by a parent, teacher, or other licensed school employee for identification and evaluation of the student's individual education needs.
- The identification and evaluation will be completed by persons knowledgeable about the student, the student's school history, the student's individual needs, the meaning of evaluation data, and the placement options. The Superintendent will monitor the identification and evaluation to ensure that qualified personnel participate.
- The District will consider the referral and, based upon a review of the student's existing records, including academic, social, and behavioral records, make a decision as to whether an evaluation under this procedure is appropriate. If a request for evaluation is denied, the District will inform the parents or guardian of this decision and of their procedural rights.

Evaluation. Evaluation of the student and formulation of a plan of services will be carried out by the District according to the following procedures:

- The District will evaluate the nature of the student's disability and the impact of the disability upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation of a student who otherwise meets the criteria (such as age) for participation in the educational program and/or activities.
- No final determination of whether the student will or will not be identified as a student with a disability within the meaning of Section 504 will be made by the District without first inviting the parent or guardian of the student to participate in a meeting concerning such determination.
- A final decision will be made by the District in writing, and the parents or guardian of the student shall be notified of the Section 504 procedural safeguards available to them, including the right to an impartial hearing and review.

Plan for services:

- For a student who has been identified as having a disability within the meaning of Section 504 and in need of special education or related aids and services, the District shall be responsible for determining what special services are needed.
- In making such determination, the District shall consider all available relevant information, drawing upon a variety of sources, including, but not limited to, comprehensive assessments conducted by the District's professional staff.

- The parents or guardian shall be invited to participate in District meetings where services for the student will be determined, and shall be given an opportunity to examine all relevant records.
- The District will develop a written plan describing the disability and the special education or related services needed. The plan will specify how the regular or special education and related aids and services will be provided, and by whom.
- The District may also determine that no special education or related services are appropriate. If so, the record of the District proceedings will reflect the identification of the student as a person with a disability and will state the basis for the decision that no special services are presently needed.
- A student with a disability shall be placed in the regular educational environment of the District, with the use of the supplementary aids and services, unless the District demonstrates that such placement cannot be achieved satisfactorily. The student with a disability shall be educated with those who are not disabled to the maximum extent appropriate to the individual needs of the student.
- The District shall notify the parents or guardian in writing of its final decision concerning the services to be provided.
- If a plan for providing related services is developed, all school personnel who work with the student shall be informed of the plan.

Review of the student's progress. The District will monitor the progress of the student with a disability and the effectiveness of the student's education plan annually to determine whether special education or related services are appropriate and necessary, and that the student's needs are being met as adequately as the needs of a nondisabled student.

Prior to any subsequent significant change in placement, a comprehensive reevaluation of the student's needs will be conducted.

Procedural safeguards:

- The parents or guardian shall be notified in writing of all District decisions concerning the identification, evaluation, or educational placement of students made under this policy.
- The parents or guardian shall be notified that they may examine relevant records.
- As to such decisions by the District, the parents or guardian shall have the right to an impartial hearing ("Section 504 due process hearing"), with opportunity for participation by the parents or guardian and their counsel. In the notification of any District decision concerning identification, evaluation, or placement, the parents or guardian will be advised that:
 - A request for a Section 504 due process hearing should be made within thirty-five (35) days of notice of right to file (but not less than thirty [30] days).
 - The request shall be made to:

Name: Marlene Frazier

Address: P.O. Box 1199

Shiprock, N.M. 87420

Phone: 505-368-4984

- The hearing will be held in accord with Regulation IHBA-RB. The decision may be appealed only to a federal court of competent jurisdiction.
- Attorneys' fees are available only as authorized by law.

If a state due process hearing has been or will be held under the IDEA concerning issues relevant to the Section 504 proceeding, a hearing officer qualified as to IDEA and Section 504 proceedings may preside in a joint hearing. The issues for either IDEA or Section 504 determination shall be clearly defined at the outset, and determinations by the hearing officer will be separate and distinct.

If both the parents or guardian and the District agree that the student is not eligible for special education under the IDEA, neither party is required to exhaust administrative proceedings under the IDEA prior to the holding of a Section 504 due process hearing.

The hearing officer shall render a decision. The parents or guardian shall be notified in writing of the decision. Either party may seek review of the decision of the Section 504 hearing officer by a federal court of competent jurisdiction.

The parties shall abide by the decision of the Section 504 hearing officer unless the decision is appealed to a federal court of competent jurisdiction and the decision is stayed by the court.

REGULATION REGULATION

**SPECIAL INSTRUCTIONAL PROGRAMS
AND ACCOMMODATIONS FOR
DISABLED STUDENTS**

(Section 504 of the Rehabilitation Act of 1973)

Section 504 Due-Process Hearing Procedures

An impartial due process hearing will be utilized to resolve differences involving the education of a Section 504 qualified student with a disability when such differences cannot be resolved by means of a less formal procedure. In this instance, *due process* is defined as an opportunity to present objections and reasons for the objections to the decision and/or procedures of the committee regarding application of Section 504. A Section 504 due process hearing may be called at the request of the District or a parent, guardian, or surrogate of an affected student. The proceedings will be presided over and decided by an impartial hearing officer. *Impartial hearing officer* means a person selected to preside at a due process hearing to assure that proper procedures are followed and to assure the protection of the rights of both parties.

In all related hearing matters the following definitions shall apply:

- *Days* means calendar days.
- *Placement plan* means the program by which the decision concerning the educational placement of the student is decided.
- *Parents* means parents, guardian, or surrogate parent.

Parents or the District may initiate a due process hearing on a matter related to (1) eligibility and related procedures, (2) procedural safeguards, or (3) provision of a free and appropriate public education to the student.

Requests for a due process hearing must be submitted in writing to the Superintendent. Hearing notifications to the parents shall be given at least twenty (20) days prior to the date set for the hearing. The notice shall contain:

- A statement of time, place, and nature of the hearing.
- A statement of the legal authority and jurisdiction under which the hearing is being held.
- A reference to the particular section of the statutes and rules involved.
- A statement of the availability of relevant records for examination.
- A short and plain statement of the matters asserted.
- A statement of the right to be represented by counsel.

All written correspondence shall be provided in English and/or interpreted in the primary language.

Hearing Procedures

The hearing officer shall preside at the hearing and shall conduct the proceedings in an impartial manner to the end that all parties involved have an opportunity to:

- Present their evidence.

- Produce outside expert testimony and be represented by legal counsel and by individuals with knowledge or training with respect to problems of students with disabilities.

Parents involved in the hearing will be given the right to:

- Have the student present at the hearing.
- Open the hearing to the public.

In cases where there are language differences, an interpreter shall be provided.

The hearing officer shall review all relevant facts concerning the education placement.

- The hearing officer shall determine, subject to appeal by judicial review, whether the District has met all procedural aspects of the education accommodation plan.
- The hearing officer shall render a decision, subject to judicial review, that is binding on all parties, except that in all cases any action taken must comply with current New Mexico Revised Statutes and federal court decisions.
- The hearing officer shall ascertain that:
 - The procedures utilized in determining the student's needs have been appropriate in nature and degree.
 - The student's rights have been fully observed.
 - The provision of aids, services, or programs to the student may afford a free and appropriate education.
- If the parents' primary language is other than English, then the hearing officer shall appoint an interpreter.

Decision of the Hearing Officer

A copy of the hearing officer's decision shall be delivered to the District and the parent, guardian, or surrogate within ten (10) days following completion of the hearing, which in no event shall be later than forty-five (45) days after receipt of the request for a hearing.

- Notification will include a statement that either party may appeal the decision.

The decision of the hearing officer is binding on all parties concerned; it is subject only to judicial review.

Record of Hearing

A written or electronic verbatim recording of the Section 504 due process hearing shall be on file at the District office and will be available for review upon request to the parents and/or any of the involved parties. Parents may have a copy of the proceedings, in English and in the primary language of the home.

EXHIBIT EXHIBIT

**SPECIAL INSTRUCTIONAL PROGRAMS
AND ACCOMMODATIONS FOR
DISABLED STUDENTS**

(Section 504 of the Rehabilitation Act of 1973)

POLICY MEMORANDUM

TO: Staff

FROM:

RE: Responsibilities of the District to Students with Disabilities under Section 504 of the Rehabilitation Act of 1973.

This memorandum is to clarify certain responsibilities of the District under Section 504 of the Rehabilitation Act of 1973.

Section 504 prohibits discrimination against persons with disabilities, including both students and staff members, by school districts receiving federal financial assistance. Included in the U.S. Department of Education regulations for Section 504 is the requirement that students with disabilities be provided with free appropriate public education (FAPE). The regulations pertaining to FAPE are published at 34 Code of Federal Regulations, Part 104, Subpart D.) These regulations require identification, evaluation, the provision of appropriate services, and procedural safeguards.

With respect to most students with disabilities, many aspects of the Section 504 regulations concerning FAPE parallel the requirements of the Individuals with Disabilities Education Act (IDEA) (formerly the Education of the Handicapped Act) and New Mexico law. In those areas, by fulfilling our responsibilities under the IDEA and state law we are also meeting the standards of the Section 504 regulations.

However, in some other respects the requirements of the laws are different. There are some students who are not eligible for IDEA services but who nevertheless are eligible under Section 504, and to whom the District may therefore have responsibilities.

The IDEA defines as eligible only students who have certain specified types of impairments and who, because of one (1) of those conditions, need special education. Section 504, on the other hand, protects all students with disabilities, defined as those having *any* physical or mental impairment that substantially limits one (1) or more major life activities (including learning). *Section 504 covers all students who meet this definition, even if they do not fall within the IDEA-enumerated categories and even if they do not need to be in a special education program.*

An example of a student who is protected by Section 504 but who may not be covered by the IDEA is one who has juvenile arthritis but who has no mental impairments. Such a student has a health impairment but may not be covered by the IDEA if the student does not need placement in a special education program. However, the student is disabled for purposes of Section 504. A similar example might be a student with acquired immune deficiency syndrome (AIDS). Students with attention deficit/hyperactivity (ADD/H) or emotional disorders are another example. Such students may not meet the criteria for IDEA categories such as learning disabled or severely emotionally disturbed. However, if their disorders or conditions substantially limit their ability to function at school, they are disabled within the meaning of Section 504.

If the District has reason to believe that, because of a disability as defined under Section 504, a student needs *either* special education and related services *or* related services in the *regular* setting in order to participate in the school program, the District must evaluate the student; if the student is determined to be disabled under Section 504, the District must develop and implement a plan for the delivery of any needed services. Again, these steps must be taken even though the student is not covered by IDEA special education provisions and procedures.

What is required for the Section 504 evaluation and placement process is determined by the type of disability believed to be present, and the type of services the student may need. The evaluation must be sufficient to accurately and completely assess the nature and extent of the disability, and the recommended services. Evaluations more limited than a full special education evaluation may be adequate in some circumstances. For example, in the case of the student with juvenile arthritis, the evaluation might consist of the school nurse meeting with the parent and reviewing the student's current medical records. In the cases of ADD/H students, current psychoeducational evaluations may be used if such evaluations assessed the ADD/H issue. In other cases, additional testing may be necessary.

The determination of what services are needed must be made by a group of persons knowledgeable about the student. The group should review the nature of the disability, how it affects the student's education, whether special services are needed, and if so what those services are. The decisions about Section 504 eligibility and services must be documented in the student's file and reviewed periodically.

For the juvenile arthritic student, Section 504 services might be the provision of a typing course and use of a typewriter/word processor to improve writing speed or to provide a less painful means of writing. For the AIDS student, Section 504 services might be the administration and monitoring of medication, or a class schedule modified to address the student's stamina. For an ADD/H student, services might include modifications in the regular classroom, special assistance from an aide, a behavior plan, counseling, and/or the monitoring of medication.

It should also be noted that, under Section 504, the parents or guardian must be provided with notice of actions affecting the identification, evaluation, or placement of the student and are entitled to an impartial hearing if they disagree with District decisions in these areas. For disabilities covered only by Section 504 and not the IDEA, a Section 504 hearing will have to be made available that is separate from the IDEA hearing process. The District is exploring different frameworks for the adoption of procedures for conducting Section 504 hearings in the District, should the need arise.

In summary, it is important to keep in mind that some students who have physical or mental conditions that limit their ability to participate in the education program are entitled to rights under Section 504 even though they may not fall into IDEA categories and may not be covered by that law.

**I-2450 © IHBB
GIFTED AND TALENTED EDUCATION**

The Board requires that appropriate instructional programs be conducted to meet the needs of exceptionally gifted students of school age, in keeping with the District's goal of developing the special abilities of each student.

The framework for said programs shall encompass the following objectives:

- Expansion of academic attainments and intellectual skills.
- Stimulation of intellectual curiosity, independence, and responsibility.
- Development of originality and creativity.
- Development of positive attitude toward self and others.
- Development of desirable social and leadership skills.
- Career exploration and awareness.

Ability of candidates for this program shall be evidenced by:

- Achievement in schoolwork.
- Scores on tests measuring intellectual ability and aptitude.
- The judgments of teachers, psychologists, administrators, and supervisors familiar with the demonstrated abilities of the students.

To assist with review of the goals, priorities and operational plans for implementation of the gifted program and to demonstrate support for the gifted program the District shall create as many advisory committees as there are high schools or one (1) District-wide committee consisting of parents, community members, students, and school staff members and reflecting the cultural diversity of the enrollment.

Procedures shall be established by the Superintendent for identifying students of demonstrated achievement or potential ability.

Adopted: August 16, 2005

LEGAL REF.: [22-13-6.1 NMSA \(1978\)](#)

**I-2500 © IHBC
PROGRAMS FOR AT-RISK /
DISADVANTAGED STUDENTS**

(Student Assistance Team)

The Student Assistance Team (SAT) shall operate within every building in the District. The purpose of the SAT is to provide academic and/or behavioral support for students who are experiencing difficulties in the general education setting. The SAT is made up of the classroom teacher, the building principal or designee, the student's parents and other individuals with the expertise to provide recommendations and support for the student in need. The SAT will review all the relevant information collected and suggest appropriate interventions including classroom support and parent follow-up. This process may take nine (9) to eighteen (18) weeks, require multiple SAT meetings, on-going revision of intervention strategies, and detailed data collection and documentation of student progress.

The SAT process is directly tied to Promotion/Retention/Remediation.

The District adheres to the three-tiered model of student intervention as required by current state regulations at NMAC 6.29.1.9 D.

The three-tiered model of student intervention is described as follows:

- If general screening, a referral from a parent, a school staff member or other information available to a public agency suggests that a particular student may be experiencing significant difficulties in school, a properly constituted student assistance team (SAT) in the school shall:
 - Ensure that adequate screening in the areas of general health and well-being, language proficiency status, and academic levels of proficiency has been completed as part of broad general screening of all students in the District, in addition to addressing culture and acculturation, socioeconomic status, possible lack of instruction, and teaching and learning styles in order to rule out other possible causes of the student's educational difficulties and
 - Conduct the SAT child study process and consider, implement and document the effectiveness of appropriate interventions through curriculum-based measures (CBM);
 - If, however, a student has an obvious disability or a serious and urgent problem, the SAT address the student's needs promptly on an individualized basis.
- If curriculum-based progress monitoring demonstrates that the student's response to intervention has not been positive and significant after no more than eighteen (18) weeks, the SAT may refer the student for a full special education assessment, or it may resume the child study process to implement additional tier two interventions.
- If curriculum-based progress monitoring demonstrates that the student's response to intervention has been positive and significant after no more than eighteen (18) weeks, the SAT may continue to require the implementation of those interventions until the student no longer requires the interventions.

Adopted: August 20, 2013

LEGAL REF.: 6.29.1.9 NMAC
6.31.2.10 NMAC

PED Manual, *the student assistance team and the three-tier model of student intervention*

CROSS REF.: [IHB](#) - Special Instructional Programs
[IHBA - Special Instructional Programs and Accommodations
for Disadvantaged Students](#)
[IKE](#) - Promotion, Retention, and Acceleration of Students
[IKACA](#) - Parent Conferences

JIC - Student Conduct

[JK](#) - Student Discipline

I-2550 © IHBCA
PROGRAMS FOR PREGNANT /
PARENTING STUDENTS

Pregnant and parenting students should have the same educational opportunities as their peers. Such students may also need additional counseling and health services that are available through the public schools.

Pregnant students may elect to remain in the regular school program and shall not be involuntarily excluded from any part of the school program, provided, however, that reasonable safeguards are maintained both for the school's and the student's best interests.

Pregnant students shall notify school authorities of their status as soon as it is ascertained. At least ten (10) days of medical absence may be approved for a student who provides documentation of the birth of the student's child and time shall be provided for the student to make up the work.

Pregnant and parenting students of children under thirteen (13) shall be permitted four (4) days of excused absences for a child needing care upon proper documentation in accord with policy and statute. Time shall be provided for the student to make up the schoolwork missed during the absence. The Superintendent will establish procedures as necessary to implement this policy.

Parenting students shall not bring their children to school during the regular school day. Student's children will only be permitted in specified classes when requested by an instructor with the approval of the building administration. They are not to be in any other area of the school campus.

Adopted: November 17, 2023

LEGAL REF.: [22-12A-9 NMSA](#)

CROSS REF.: AD - Educational Philosophy/School District Mission
[IHBf - Homebound Instruction](#)

[IKEA - Make Up Opportunities](#)
[IIE](#) - Pregnant / Parenting Student

**PROGRAMS FOR PREGNANT /
PARENTING STUDENTS**

The District affirms the right of a pregnant/parenting student to continue participation in the public school program.

As soon as the pregnancy is medically confirmed, the student shall consult with a member of the counseling staff or the principal for the purpose of planning an educational program.

The pregnant student may remain in the present school program, with modifications as necessary, until the birth of a baby is imminent or until the physician states that continued participation would be detrimental to the student's health.

Efforts will be made to see that educational programs of the students are disrupted as little as possible; that they receive information on available health and counseling services, as well as instruction; and that they are encouraged to return to school after delivery or following the child's needed care.

I-2650 © IHBD
COMPENSATORY EDUCATION

(Title I)

The Superintendent shall pursue funding under Title I, Improving the Academic Achievement of the Disadvantaged, of the Elementary and Secondary Education Act, to supplement instructional services and activities in order to improve the educational opportunities of educationally disadvantaged or deprived children.

All schools, regardless of whether they receive Title I funds, shall provide services that, taken as a whole, are substantially comparable. Teachers, administrators, and other staff shall be assigned to schools in a manner that ensures equivalency among the District's schools. Curriculum materials and instructional supplies shall be provided in a manner that ensures equivalency among the District's schools.

Parents and pupils of private schools who are eligible for services as residents within the District shall be provided services on an equitable basis in accordance with 20 U.S.C. 6320 of the Elementary and Secondary Education Act.

Title I Parental Involvement

The District maintains programs, activities, and procedures for the involvement of parents/guardians of students receiving services, or enrolled in programs, under Title I. These programs, activities, and procedures are described in District-level and School-level compacts.

District-Level Parental Involvement Compact. The Superintendent shall develop a District-Level Parental Involvement Compact according to Title I requirements. The District-Level Parental Involvement Compact shall contain:

- The District's expectations for parental involvement;
- Specific strategies for effective parent involvement activities to improve student academic achievement and school performance; and
- Other provisions as required by federal law.

The Superintendent shall ensure that the Compact is distributed to parents/guardians of students receiving services, or enrolled in programs, under Title I.

School-Level Parental Involvement Compact. Each school principal shall develop a School-Level Parental Involvement Compact according to Title I requirements. This School-Level Parental Involvement Compact shall contain:

- A process for continually involving parents/guardians in its development and implementation;
- How parents/guardians, the entire school staff, and students share the responsibility for improved student academic achievement;
- The means by which the school and parents/guardians build and develop a partnership to help children achieve the state's high standards; and
- Other provisions as required by federal law.

Each school principal shall ensure that the Compact is distributed to parents/guardians of students receiving services, or enrolled in programs, under Title I.

Adopted: date of manual adoption

LEGAL REF.: [20 U.S.C. 6301](#) *et seq*

REGULATION REGULATION

COMPENSATORY EDUCATION

(Title I)

**District-Level Parental
Involvement Compact**

The District-level compact shall provide an understanding of the joint responsibility of the District and parents/guardians to improve students' academic achievement and school performance.

To that end, the District provides opportunities for parents/guardians involvement at the District level and the District involves parents/guardians in the joint development of the District's plan to help low-achieving children meet challenging achievement and academic standards (20 U.S.C 6312), and the process of school review and improvement (20 U.S.C. 6316) by:

- ◆ • Establishing a District-level committee with parents/guardians liaisons from each building as well as representatives from other impacted programs, including Head Start.
- ◆ • Establishing meaningful, ongoing two-way communication between the District, staff, and parents/guardians.
- ◆ • Developing a medium to communicate to parents/guardians about the plan and seek their input and participation.
- ◆ • Training personnel on how to collaborate effectively with families with diverse backgrounds that may impede parents/guardians participation (e.g. illiteracy or language difficulty).

The District provides the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parents/guardians involvement activities to improve student academic achievement and school performance by:

- ◆ • Providing ongoing District-level workshops to assist schools in planning and implementing improvement strategies.
- ◆ • Establishing training programs for school liaisons to bring the communication and facilitation skills to the schools they represent.
- ◆ • Providing information to parents/guardians about the various assessment tools and instruments that will be developed to monitor progress.
- ◆ • Seeking input from parents/guardians in developing workshops.

The District builds the capacity of schools and parents/guardians for strong parental involvement by:

- ◆ • Providing ongoing communication about the District-wide committee through District newsletters or other written or electronically communicated means.
- ◆ • Engaging the school parent organizations to actively seek out and involve parents/guardians through regular communication updates and information sessions.
- ◆ • Utilizing parent organizations to assist in identifying effective communication strategies based on their members' needs.

The District coordinates and integrates parents/guardians involvement strategies under this compact with parents/guardians involvement strategies under other programs, (such as the Head Start program, Reading First program, Early Reading First program, Even Start program, Parents as Teachers program, Home Instruction Program for Preschool Youngsters, and State-run preschool programs) by:

- ◆ • • Involving District and building representatives from other programs to assist in identifying specific population needs.
- ◆ • • Sharing data from other programs to assist in developing new initiatives to improve academic achievement and school improvement.

The District conducts, with the involvement of parents/guardians, an annual evaluation of the content and effectiveness of the parents/guardians involvement policy in improving the academic quality of the schools served under Title I, including identifying barriers to greater participation by parents/guardians in activities authorized by this section (with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background), and use the findings of such evaluation to design strategies for more effective parents/guardians involvement, and to revise, if necessary, the parents/guardians involvement policies described in this section by:

- ◆ • • Evaluating the effectiveness of the content and communication methods through a variety of methods, including: focus groups, surveys, workshops, and informal coffees with District and school administrative staff, parents/guardians, and teachers.
- ◆ • • Identifying barriers to effective evaluation by language support or other assistance as needed.
- ◆ • • Identifying potential policy and compact changes to revise and improve program(s).

The District involves parents/guardians in the activities of the schools served under Title I by:

- ◆ • • Providing communication and calendar information to parents/guardians of upcoming meetings, discussions or events and encouraging their participation.
- ◆ • • Providing school principal and parent organization coordination of events.

School-Level Parental Involvement Compact

The school-level parent involvement compact provides an understanding of the joint responsibility of the school and parents/guardians for improving student academic achievement and school performance. The school provides opportunities for parent/guardian involvement by:

- ◆ • • Convening an annual meeting, at a convenient time, to which all parents/guardians of participating children are invited and encouraged to attend, to inform parents/guardians of their school's participation under Title I and to explain the requirements of Title I, and the right of the parents/guardians to be involved. The school principal shall:
 - • • Invite all parents/guardians of participating children to the annual meeting at school.
 - • • Explain the rights of parents/guardians to be involved in establishing this compact.
 - • • Introduce and involve the school representatives on the District-level committee.
 - • • Provide an overview of Title I and give parents/guardians an opportunity to express questions and concerns.
 - • • Indicate the mechanisms by which the committee work will be communicated.
 - • • Seek the involvement and input of parents/guardians.

- ▪ ▪ Provide child care so that all parents/guardians who would otherwise be unable to attend may attend.

❖ ▪ ▪ Offering a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement. The school principal shall:

- ▪ ▪ Provide parents/guardians with opportunities to ask questions and dialogue informally about student academic achievement and school performance.
- ▪ ▪ Engage school-based parent organizations to assist with communication and implementation needs.
- ▪ ▪ Develop and use outreach programs to involve community groups and organizations.

❖ ▪ ▪ Involving parents/guardians in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including the planning, review, and improvement of the school parental involvement policy and the joint development of the school wide program plan (under 20 U.S.C. 1114). The school principal shall:

- ▪ ▪ Identify and establish a process by which an adequate representation of parents/guardians of participating children can occur.
- ▪ ▪ Establish a schedule for the school-based committee to plan, review, and recommend improvements to the District parent involvement policy.

❖ ▪ ▪ The school principal shall:

- ▪ ▪ Provide parents/guardians of participating children timely information about programs.
- ▪ ▪ Communicate updates through use of school newsletters, the District web site, e-mail and telephone contact, and home visits if needed.

The school principal will provide a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.

The school principal shall:

- ❖ ▪ ▪ Provide parents/guardians, upon request, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any suggestions as soon as practicably possible.
- ❖ ▪ ▪ Develop a feedback loop for parents/guardians to ask questions and receive follow-up.

If the school wide plan is not satisfactory to the parents/guardians of participating children, the school principal shall:

- ❖ ▪ ▪ Submit any comments when the school makes the plan available to the Board.
- ❖ ▪ ▪ Provide a process for parents/guardians to express concerns and complaints.

Shared Responsibilities for High Student Academic Achievement

The school is responsible for providing a high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I to meet the state's student academic achievement standards.

Each parent/guardian is responsible for supporting their children's learning, by:

- ◆ • •Monitoring attendance, homework, and television viewing.
- ◆ • •Volunteering in their child's classroom and participating, as appropriate, in decisions relating to their children's education and extracurricular activities.

Communication between teachers and parents/guardians occurs on an ongoing basis through:

- ◆ • •Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievements.
- ◆ • •Frequent reports to parents/guardians on their children's progress.
- ◆ • •Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.

Building Capacity for Involvement.

To ensure effective involvement of parents/guardians and to support a partnership among the school's involved, each school shall:

- ◆ • •Provide assistance to parents/guardians of children served in understanding the state's academic content standards and state student academic achievement standards, state and local assessments, monitoring a child's progress, and work with educators to improve the achievement of their children.
- ◆ • •Provide materials and training (such as literacy, technology, et cetera) to help parents/guardians work with their children.
- ◆ • •Educate teachers and other staff in the value and utility of contributions of parents/guardians and how to effectively communicate with and work with parents/guardians as equal partners.
- ◆ • •Implement and coordinate parent/guardian programs that will build ties between them.
- ◆ • •Coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program and public preschool and other programs and conduct other activities, such as parent/guardian resource centers that encourage and support parents/guardians in more fully participating in the education of their children.
- ◆ • •Ensure that information is sent to the parents/guardians of participating children in a format and language that parents/guardians can understand.
- ◆ • •Involve parents/guardians in the development of training for teachers, school principals, and other educators to improve the effectiveness of such training.
- ◆ • •Provide necessary literacy training from funds received under this part if the District has exhausted all other reasonably available sources of funding for such training.
- ◆ • •Pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs to enable parents/guardians to participate in school-related meetings and training sessions.
- ◆ • •Train parents/guardians to enhance the involvement of other parents/guardians.
- ◆ • •Use outreach programs to involve community groups and organizations.
- ◆ • •Arrange school meetings at a variety of times, or conduct in-home conferences between teachers and other educators, in order to maximize parental involvement and participation.

- ◆ • • Adopt and implement model approaches to improving parental involvement.
- ◆ • • Establish a District-wide parent advisory council to provide advice on all matters related to parental involvement in supported programs.
- ◆ • • Develop appropriate roles for community-based organizations and businesses in parent/guardian involvement activities.
- ◆ • • Provide such other reasonable support for parental involvement activities under this section as parents/guardians may request.

In carrying out the parental involvement requirements of this compact, the school, to the extent practicable, will provide full opportunities for the participation of parents/guardians with limited English proficiency or disabilities, including providing information and school reports in a format and, to the extent practicable, in a language such parents/guardians understand.

EXHIBIT EXHIBIT

COMPENSATORY EDUCATION

**(Checklist for Development, Implementation, and Maintenance
of Parent Involvement Compacts for Title I Programs)**

The development, implementation, and maintenance of parent/guardian involvement compacts must be accomplished with meaningful consultation with parents/guardians of children participating in Title I programs. The Superintendent designates a person to be responsible for the process of obtaining meaningful consultation. This checklist includes some measures designed to encourage meaningful consultation.

This is an annual checklist. Check steps as completed.

- ☐ Plan regular meetings throughout the school year with parents/guardians to discuss the District and/or school compacts; identify dates, convenient times, places, and persons whose attendance is desired. Offer meetings in the morning or evening, and, if funds are available under Title I for this purpose, provide transportation, childcare, or home visits, as such services relate to parent/guardian involvement.
- ☐ Plan an agenda for meetings to be held to discuss District and/or school compacts.
 - Always begin with “introducing where we are now” and end with “next steps.”
 - Agendas should provide for two-way communication between District and parents/guardians of children participating in Title I programs.
 - Agendas can be built around the federal compliance requirements as stated in the District- and school-level compacts as developed.
 - Agendas should also include a section to inform parents/guardians of their school's participation under Title I and to explain Title I's requirements regarding parent involvement, including the right of the parents/guardians to be involved.
 - Agendas should also include a section to describe and explain the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.
 - If requested by a parent/guardian, agendas should also include a section for parents/guardians to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children.
 - Agendas should also include a section to involve parents/guardians in the planning, review, and improvement of Title I programs, including the joint development of the school-wide program plan.
 - Another agenda topic is how funds are allotted for parent/guardian involvement in activities; parents/guardians of children receiving services must be involved in these decisions.
- ☐ Notify interested persons of meeting dates to discuss the District and/or school compacts, including:
 - ☐ Parents/guardians of students participating in Title I programs
 - ☐ Staff members
 - ☐ Students participating in Title I programs
 - ☐ School Board members

- ☐ Media
- ☐ Coordinators for other school programs, (e.g. Head Start and preschool programs)
- ☐ Officials of private schools
- ☐ Other
- ☐ Publicize the meeting dates, times, and locations to discuss District and/or school compacts.
- ☐ Make all Open Meetings Law notifications and postings for meetings to be held to discuss District and/or school compacts. (Notice and record keeping shall be in accord with the open meeting laws)
- ☐ Appoint a recording secretary to keep meeting minutes.
- ☐ Provide copies of working drafts to parents/guardians in an understandable and uniform format and, to the extent practicable, in a language the parents/guardians can understand.
- ☐ Determine “success” indicators to measure the effectiveness of the parental involvement compacts in improving the academic quality of the schools.
- ☐ Review the “success” indicators in order to evaluate the effectiveness of the parental involvement compacts in improving the academic quality of the schools.
- ☐ Identify barriers to greater participation by parents/guardians, with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. Use the findings of such evaluation to design strategies for more effective parent/guardian involvement.
- ☐ If the school-wide program plan is not satisfactory to the parents/ guardians of participating children, submit any parents/guardians comments on the plan when the school makes the plan available to the Board.
- ☐ Provide status reports to the Board and, periodically, request the Board’s approval of the parental involvement compacts as they evolve.
- ☐ Revise the applicable parental involvement compacts as necessary.

EXHIBIT EXHIBIT

COMPENSATORY EDUCATION

(Notice to Parents)

22-10A-16. Parental Notification (LEGISYR=2003)

Within sixty (60) calendar days from the beginning of each school year, every school district shall issue a notice to parents that they may obtain information regarding the professional qualifications of their children's teachers, instructional support providers and school principals. At a minimum, the information shall include:

- Whether the teacher has met state qualifications for licensure for the grade level and subjects being taught by the teacher;
- Whether the teacher is teaching under a teaching or assignment waiver;
- The teacher's degree major and any other license or graduate degree held by the teacher; and
- The qualifications of any instructional support providers if the student is served by educational assistants or other instructional support providers.

A local superintendent shall give written notice to the parents of those students who are being taught for longer than four (4) consecutive weeks by a substitute teacher or by a person who is not qualified to teach the grade or subject.

The local superintendent shall:

- Ensure that the notice required by this section is provided by the end of the four-week period following the assignment of that person to the classroom;
- Ensure that the notice required by this section is provided in a bilingual form to a parent whose primary language is not English;
- Retain a copy of the notice required pursuant to this section; and
- Ensure that information relating to teacher licensure is available to the public upon request.

**Improving Basic Programs Operated by
Local Educational Agencies:**

At the beginning of each school year, a school or district that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the District will provide the parents on request, information regarding the professional qualifications of the student's classroom teachers, including, at a minimum, the following: [20 U.S.C 6311(h)(6)(A)]

- ◆ • Whether the teacher has met the State qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- ◆ • Whether the teacher is teaching under emergency or other provisional status.
- ◆ • The teacher's baccalaureate degree major and any other graduate certifications or degrees.
- ◆ • Whether paraprofessionals provide services to the student and, if so, their qualifications.

A school must provide to parents information on the level of achievement of the parent's child in each of the state academic assessments. [20 U.S.C 6311(h)(6)(B)(i)]

A school must provide parents timely notice that the parent's child has been assigned, or has been taught for four (4) or more consecutive weeks by, a teacher who is not highly qualified. [20 U.S.C 6311(h)(6)(B)(ii)]

Academic Assessment and Local Education Agency and School Improvement

A school or district shall promptly provide to parents of each student enrolled in an elementary school or a secondary school identified for school improvement, corrective action or restructuring: [20 U.S.C 6316(b)(6)]

- ◆ • •An explanation of what the identification means, and how the school compares in terms of academic achievement to other district schools and the state educational agency;
- ◆ • •The reasons for the identification;
- ◆ • •An explanation of what the school identified for school improvement is doing to address the problem;
- ◆ • •An explanation of what the District or State educational agency is doing to help the school address the achievement problem;
- ◆ • •An explanation of how the parents can become involved in addressing the academic issues that caused the school to be identified for school improvement; and
- ◆ • •An explanation of the parents' option to transfer their child to another public school (with transportation provided by the agency when required) or to obtain supplemental educational services for the child.

Whenever the school fails to make adequate yearly progress and/or is restructured, the District shall provide the teachers and parents with an adequate opportunity to comment and participate in developing a plan. [20 U.S.C 6316(b)(8)(c)]

The District shall provide annual notice to parents of each student enrolled in an elementary school or a secondary school identified for school improvement under 20 U.S.C. 6316(b)(1)(E)(i), for corrective action under 20 U.S.C. 6316(b)(7)(C)(i), or for restructuring under 20 U.S.C. 6316(b)(8)(A)(i): [20 U.S.C. 6316(e)(2)(A)]

- ◆ • •The availability of supplemental education services;
- ◆ • •The identity of approved providers that are within the District or whose services are reasonably available in neighboring districts; and
- ◆ • •A brief description of those services, qualifications, and demonstrated effectiveness of each such provider.

Parental Involvement

Parents shall be notified of the parental involvement policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. [20 U.S.C 6318(b)]

Each school shall: [20 U.S.C 6318(c)]

- ◆ • •Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation, and to explain the requirements of this part, and the right of the parents to be involved;
- ◆ • •Offer a flexible number of meetings;
- ◆ • •Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs including the planning, review, and improvements of the school parental involvement policy and

the joint development of the school-wide program plan under 20 U.S.C. 6314(b)(2);

- ◆ • • Provide parents of participating children:
 - • • Timely information about programs under this part;
 - • • A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and
 - • • If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.

Voluntary Public School Choice Program

The school or District shall provide to parents of students in the area to be served by the Voluntary Public School Choice program with prompt notice of: [20 U.S.C. 7225d(a)(2)]

- ◆ • • The existence of the program;
- ◆ • • The program's availability; and
- ◆ • • A clear explanation of how the program will operate.

I-2900 IHBE
BILINGUAL INSTRUCTION / NATIVE
LANGUAGE INSTRUCTION

Central Consolidated School District (CCSD) in accordance with guidelines specified in the Educational Standards of New Mexico assures the delivery of the following program:

- Providing a well defined English language development program;
- Delivering language arts in the home language;
- Including the New Mexico cultures in selected aspects of the curriculum;
- Providing for linguistic, cultural, and conceptual development in the home language.

The New Mexico Bilingual Multicultural Education Act of 1973 insures equal educational opportunities for students. It is designed to encourage the cognitive and affective development of students by:

- Utilizing the cultural and linguistic background of students in the curriculum;
- Providing students with opportunities to expand their conceptual and linguistic abilities and potentials in a successful and positive manner; and
- Teaching students to appreciate the value and beauty of cultural diversity. Since the Act provides for bilingual education, CCSD is committed to provide equal educational opportunities to students who have been identified.

Adopted: date of manual adoption

LEGAL REF.: [22-23-1 NMSA \(1978\)](#)

CROSS REF.: IHB - Special Instructional Programs

[IHBA - Special Instructional Programs and Accommodations](#)

for Disabled Students

I-3000 © IHB
HOMEBOUND INSTRUCTION

Requests for homebound instruction must be made to the office of the Superintendent, and, if approved, teachers of homebound students will be sent to the homes of eligible students. Classroom teachers are expected to work with the teachers of homebound students concerning materials to be covered in order that each homebound student may rejoin the class upon return to school.

Adopted: date of manual adoption

CROSS REF.: [JHD](#) - Exclusions and Exemptions from School Attendance

I-3350 © IHBHD
DISTANCE LEARNING

Distance learning is a process used to provide instruction for credit when the student and primary instructor are not necessarily physically present at the same time and/or place. The Superintendent is authorize to establish distance learning and the District shall provide the necessary access to the technology for all classes or activities. In addition, access shall be provided in electronic formats that are usable by a person with a disability using assistive technology, based on the American standard code for information interchange, hypertext markup language and extensible markup language.

The Superintendent may enter into an agreement with providers of distance learning as deemed necessary to accomplish the purposes stated herein. All distance learning courses or programs shall meet or exceed school and/or state standards, have an updated syllabi, and be selected based upon the approved curricular program offerings of the School District as established by the Board. The agreement in each case shall state that should the provider exhibit distance learner irregularities, not follow the content standards and benchmarks of the State, policies and regulations of the Board or the code of the Public Education Department, prompt removal or non-use of the distance learning provider will occur on the sole determination of the District as made by the Superintendent.

Credit for completion of distance learning courses shall be granted only by the School District based upon the School District grading system.

The Superintendent shall appoint site coordinators as needed, who shall monitor students' work, approve or disapprove students' requests to participate in any distance learning. Students requesting to participate shall have completed all prerequisites for the subject or grade, and agreed to participate within the established regulations and parameters. Such regulations and parameters include but are not limited to those established by NMAC 6.30.8.(8), (9), (10), and (11).

Distance learning classes may be taken within or outside of the normal school day but must be scheduled so that there are no conflicts.

Students in distance learning classes or programs shall be evaluated, tested and monitored at the same intervals as other students in the grade level in the student's school, and shall be subject to the statewide assessments as required in the Assessment and Accountability Act. The student shall be present as required at the school for these activities and at other times as established by the site coordinator and student or parent for the purpose of receiving or providing assigned materials.

Student privacy and security of individual student data shall be maintained in accord with District policies on Copyright Compliance, Use of Technology Resources in Instruction, and Student Records.

Should a student fail to comply with the rules or policies, in addition to any other disciplinary actions, the student may be denied credit for the distance learning course or program in which the student was enrolled.

Adopted: June 17, 2008

LEGAL REF.: [22-13-1.1 NMSA](#) (1978)
[22-30-6 NMSA](#) (1978)
[6.30.7.8 NMAC](#)
[6.30.8.7 NMAC](#)
[6.30.8.8 NMAC](#)

CROSS REF.: [EGAD](#) - Copyright Compliance

[IJNDB](#) - Use of Technology Resources in Instruction

[JR](#) - Student Records

DISTANCE LEARNING

Distance learning classes may be taken within or outside of the normal school day but must be scheduled so that there are no conflicts.

Students in distance learning classes shall be physically present at the school for monitoring purposes at least quarterly and for semester examinations. They shall be present at other times as established by the site coordinator and student or parent for the purpose of receiving or providing assigned materials.

Only students who are regularly enrolled in a school district or charter school shall be allowed to enroll in distance learning courses for credit.

Students must have a primary enrolling district. Should a student enroll in a distance learning course offered by a district or charter school other than the student's enrolling district, the student can only be counted once as a qualified student for state equalization guarantee funding purposes as defined in Section [22-8-2](#) of the New Mexico Statutes Annotated for determining membership in the student's enrolling district. Any reimbursement for cross-district enrollment for distance learning courses shall be arranged between the districts through signed written documents.

Qualified distance learning students enrolled in asynchronous distance learning courses must log onto their computers a minimum of four (4) times per week and certify that they are the enrolled student each time they log on to their computers. Students enrolled in synchronous distance learning courses shall log on to their computer at the scheduled class time and certify that they are the enrolled student.

A qualified distance learning student may enroll in and receive credit or a grade for a distance learning class or program that is at a different grade level than the student's current grade level. However, a student cannot take the same course twice for credit.

A home school student may participate in the statewide cyber academy by enrolling for one-half (1/2) or more of the minimum course requirements approved by the department for public school students in the school district in which the student resides; or, if the student is enrolled for less than one-half (1/2) of the minimum course requirements, the student may participate in the statewide cyber academy by paying not more than thirty-five percent (35%) of the current unit value per curricular unit.

A student enrolled in a nonpublic school may participate in the statewide cyber academy if the school in which the student is enrolled enters into a contract with the school district in which the nonpublic school is located.

A student who is detained in or committed to a juvenile detention facility or a facility for the long-term care and rehabilitation of delinquent children may participate in the statewide cyber academy if the facility in which the student is enrolled enters into a contract with the school district in which the facility is located.

**I-3500 IHBJ
INDIAN EDUCATION**

Under the provision of the Educational Amendment of 1978 (Public Law 95-561), Central Consolidated School District (CCSD) assures that the following policies and procedures will be implemented to ensure participation and monitoring of programs by Indian parents and Navajo Nation Chapter Representatives in the education process. Furthermore, the CCSD Board adopts the following policies and procedures to ensure timely dissemination of information concerning the Title VIII Impact Aid Program.

The School Board and District administrative staff of CCSD will provide and maintain equal opportunities for all students to participate in school-sponsored activities and programs.

**Opportunity for Comment on Participation
and Equity of Participation**

CCSD will give the Navajo Nation Chapter Representatives and parents of the Indian children an opportunity to comment on the participation of Indian children on an equal basis in all educational programs and activities offered by the District.

This will continue through duly called Board, parental and special meetings. Each meeting will be publicized with notification by mail to all District Navajo Nation Chapters and Diné Division of Education officials. The public at large will be notified through the newspaper and radio in both English and Navajo languages.

A local parental advisory committee will be elected by each of the District's Navajo Nation Chapters. It will serve to make recommendations in planning, evaluating, and monitoring annual Indian Education Policies and Procedures and to recommend to the Board changes needed for improvement of existing programs. Each meeting will be publicized with the same notification as above.

**Assessment of Indian Student Participation on
Equitable Basis**

CCSD will review on an annual basis school data and comments to assess the extent of Indian students' participation in the educational programs on an equal basis. CCSD will give Navajo Nation Chapter Representatives and Indian parents an opportunity to review and comment on the assessment of Indian student participation on an equal basis.

- CCSD practices Equal Educational Opportunities – refer to School Board Policy JB.
- No discrimination because of race, sex, handicap condition, nationality, or religious affiliation may be practiced in providing educational opportunities.
- Gender will not be used as a determinant for participation in a program except when gender is a valid qualification.
- Applicable state and federal statutes are to be followed in providing equal educational opportunity.

**Assessment of Equitable Participation
and Opportunity to Modify**

CCSD will utilize its resources through an Indian Educational Parental Committee to advise the District to modify its educational program to ensure equal participation in the educational programs by Indian children, when necessary.

The local school administration shall review recommendations when an informal concern is voiced on program modifications and implement adjustments as needed to insure compliance.

The local Board will review and consider recommended program modifications to ensure educational progress and equal participation of Indian students.

The District grievance policy and procedures will be followed to affect a timely and appropriate resolution of formal complaints.

Dissemination of Title VIII Information to Navajo Nation Chapter Representatives and Parents

CCSD will disseminate, in a timely manner, the following materials to Navajo Nation Chapter Representatives and Indian parents to ensure adequate time to receive comments and responses. The local parental advisory committee will be consulted during the development of the following materials and information.

- The Title VIII Impact Aid Application.
- Evaluation of educational programs assisted by Title VIII funds.
- Title VIII Indian Policies and Procedures.
- Programs and plans to be initiated.

After formal adoption, copies will be provided to parties listed below:

- A Copy will be sent to the Executive Director of the Diné Division of Education and the New Mexico Public Education Department when it is available.
- A copy will be sent to each Navajo Nation Chapter House within the boundary of the District when it is available.
- Summaries of these materials will be submitted to the local newspaper with a notice that a copy of the technical documents will be sent to any parent who requests a copy through the Superintendent's office when it is available.
- The local parental advisory committee will be consulted during the development of the above materials and information sent to each of their designed chapter houses.

Navajo Nation Chapter Representative and Parent Views Regarding Application, Evaluation, and Plans

CCSD will hold a school Board meeting after materials have been disseminated for public discussion of the materials or for public input. CCSD will hold these meetings in accordance with the New Mexico Open Meeting Resolution and the Board policies. The New Mexico Open Meeting Resolutions requires adequate notice be given to the public prior to the convening of the meeting. In no case will the materials contained above under "Dissemination of Title VIII Information" be addressed without adequate advance notice.

Information such as location, place, and agenda items of Board meetings or public hearings will be publicized in local news media and announced in Navajo on local radio stations prior to the actual meetings.

Ample opportunities will be given to the public to place an item on the agenda and the public may submit written comments and/or oral testimony at the meeting.

When necessary, an ad hoc committee(s) may be formed to make recommendations to the Board and the advisory committee on educational issues.

Active Consultation and Regular Involvement of Navajo Nation Chapter Representatives and Parents

CCSD will seek input on a regular basis from the fourteen (14) Navajo Nation Chapters (local community tribal governing organizations) within the boundaries of CCSD.

The Navajo Nation Chapter Representatives will be given the opportunity to comment or to give input to the appropriate District officials through oral testimony or written documents.

Concerns expressed by Navajo Nation Chapter Representatives will be addressed in a timely manner by the Board and the administration of CCSD to clarify any questions regarding the instructional programs or the District's budget. These concerns will be heard in accordance with the Board policies.

The District's Community Liaison personnel will be available to attend public meetings regarding the District's programs. This person will be able to present and address questions in the Navajo and English language.

Description of Methods, Utilized to Afford Navajo Nation Chapter Representatives and Parents Opportunity to Make Views Known

CCSD encourages the consultation and involvement with Title VII and other related programs and committees which contain Indian parents to present their views regarding the needs of their children and the ways they can assist their children to realize the benefits from the education programs assisted with Title VIII funds.

CCSD will solicit from Navajo Nation Chapter Representatives and parents through these specific procedures:

- During the annual Impact Aid meeting conducted at each school, parent/teacher conferences, parent workshops and other educational functions, time will be allowed to receive input.
- The frequency, time, and location of such meetings will be publicized.
- Schools will post meeting dates and times on marquees or in other conspicuous places on school property.
- A public meeting will be provided for parents and Navajo Nation Chapter Representatives to comment on items prior to the Boards adoption of education programs concerning Indian children.

Based on a multi-year cycle, a content area will be assessed annually to identify program needs of the children of the District. The student achievement data will be assessed on a yearly basis. The results will be reviewed by the advisory committee for any recommendations or input to the Board as they formulate educational plans.

Specific Procedures to Assess Meaningfulness and Modification of District's Indian Policies and Procedures

CCSD adopts these procedures for assessing the meaningfulness of Indian input and modifying policies and procedures based on that input.

- The Diné Division of Education and New Mexico Public Education Department monitoring teams will have opportunities to make recommendations concerning the educational programs.
- The parental advisory committee will review the extent of meaningful Indian parental involvement and make recommendations to the Board for improvement of parental involvement and input.

These recommendations will be addressed at a duly called board meeting. Items listed in area four (4) will be utilized to publicize this meeting.

Adopted: date of manual adoption

LEGAL REF.: [22-23A-1 NMAC \(1978\)](#)

[20 U.S.C. 7701](#) *et seq.*

I-4550 © IIB
CLASS SIZE

Regular Education

The Superintendent shall coordinate efforts with each building principal in establishing a reasonable student-teacher ratio in each school that accommodates the District's staffing allocations and ensures compliance with the maximum class size standards set by the District and the State.

Special Education

It is the intent of the District to maintain a special education student-teacher ratio that will allow the teacher to work effectively and efficiently toward the IEP objectives of each student with a disability and to work with classroom teachers to prevent learning problems whenever possible.

Adopted: date of manual adoption

LEGAL REF.: [22-2-8.2 NMSA \(1978\)](#)
[22-10A-20 NMSA \(1978\)](#)
[6.29.1.9 NMAC](#)

CROSS REF.: IHB - Special Instructional Programs

REGULATION REGULATION

CLASS SIZE

Teacher-Student Ratios and Staff- Student Ratios

It is the intent of the District to maintain student-teacher ratio that will allow the teacher to work effectively and efficiently toward the state standards.

The teacher-student ratios shall be as follows:

Class Loads

Class loads shall be in compliance with the most current class load requirements in Section 22-2-8.2 NMSA 1978.

The individual class load for elementary school teachers shall not exceed twenty (20) students for kindergarten; provided that any teacher in kindergarten with a class load of fifteen (15) to twenty (20) students shall be entitled to the assistance of an instructional assistant.

The average class load for elementary school teachers at an individual school shall not exceed twenty-two (22) students when averaged among grades one (1), two (2) and three (3); provided that any teacher in grade one (1) with a class load of twenty-one (21) or more shall be entitled to the full-time assistance of an instructional assistant.

The average class load for an elementary school teacher at an individual school shall not exceed twenty-four (24) students when averaged among grades four (4), five (5) and six (6).

The daily teaching load per teacher for grades seven (7) through twelve (12) shall not exceed one hundred sixty (160) students, except the daily teaching load for teachers of required English courses in grades seven (7) and eight (8) shall not exceed one hundred thirty-five (135) with a maximum of twenty-seven (27) students per class and the daily teaching load for teachers of required English courses in grades nine (9) through twelve (12) shall not exceed one hundred fifty (150) students with a maximum of thirty (30) students per class.

Students receiving special education services integrated into a regular classroom for any part of the day shall be counted in the calculation of class load averages. Students receiving special education services not integrated into the regular classroom shall not be counted in the calculation of class load averages. Only classroom teachers charged with responsibility for the regular classroom instructional program shall be counted in determining average class loads. In elementary schools offering only one (1) grade level, average class loads may be calculated by averaging appropriate grade levels between schools in the School District.

CROSS REF.: IHB - Special Instructional Programs

I-4700 © IIE
STUDENT SCHEDULES
AND COURSE LOADS

The Board requires that each student at the end of grades eight (8) through eleven (11) develop an interim next-step plan that sets forth the coursework for the grades remaining until high school completion or transition following high school. The Board shall ensure each student has the opportunity to develop a plan based upon reports of college and workplace readiness assessments and other factors and be reasonably informed about:

- Curricular and course options, including:
 - honors or advanced placement courses, dual-credit courses, distance learning courses, career clusters or remediation programs that college and workplace readiness assessments indicate to be appropriate;
- Opportunities available that lead to different post-high-school options; and
- Alternative opportunities available if the student does not finish a planned curriculum.

The plan shall explain any differences from previous interim next-step plans, shall be filed with the principal of the student's high school and shall be signed by the student, the student's parent or guardian and the student's guidance counselor or other school official charged with coursework planning for the student. An individualized education program (IEP) filed with the principal that meets the applicable transition and procedural requirements of the federal Individuals with Disabilities in Education Act for qualified students shall satisfy the next-step requirements for that student.

It shall be the responsibility of the principal, with the cooperation of assigned counselors, to assist students in the scheduling of coursework. All students in the high school are required to enroll in four (4) classes unless excused by the school administrator.

Dual Credit

Dual credit programs allow high school students to enroll in college courses prior to graduation and receive high school and college credit simultaneously for elective courses approved by the school or core courses verified as meeting Public Education Department standards and benchmarks when these courses are aligned to meet postsecondary requirements also. To offer dual credit in academic and career technical courses the District must execute a dual credit agreement with a qualified postsecondary institution. Such agreement must address the components found in [6.30.7.8 NMAC](#) and be signed by both entities.

Adopted: June 17, 2008

LEGAL REF.: [22-13-1.1 NMSA \(1978\)](#)

[6.30.7.8 NMAC](#)

[6.30.8.7 NMAC](#)

[6.30.8.8 NMAC](#)

I-5250 © IJ
INSTRUCTIONAL RESOURCES
AND MATERIALS

Textbooks and Supplies

The Board shall furnish textbooks for each class that conforms to curriculum requirements and related printed subject matter materials as necessary for students in grades kindergarten (K) through twelve (12). The Superintendent shall establish procedures to assure sufficient copies of textbooks so that a student in a class using a textbook may have access to and may take the book home to read assignments, do homework, make up work, or use as necessary.

Students and their parents shall be held responsible for proper care of books and school property. Books must be kept clean and unmarked. Parents may be required to pay for any damage to school property.

The Superintendent is authorized to establish a replacement-fee schedule and make it available to students, staff members, and parents. Students and parents will be advised of this replacement-cost policy upon enrollment or at the beginning of each school year.

**Access to Instructional Material
by Parents and Guardians**

The Superintendent shall establish procedures that permit parents or guardians of students enrolled in the District access to the instructional materials currently used by, or being considered for use by, the District in accordance with the terms of this policy. The request by the parent or guardian must be in writing and must specify the materials that the parent or guardian wishes to review.

Such procedures shall make available at least one (1) copy of the instructional materials for review by the parents or guardians. Printed textbooks, printed supplementary books, and printed subject-matter materials may be checked out from the District premises by parents or guardians for periods not to exceed forty-eight (48) hours. All other materials, including films, may be reviewed only on the District premises.

Parents or guardians will be notified when and where the instructional materials may be picked up or reviewed. Materials will be made available on a first-come, first-served basis.

Adopted: June 17, 2008

LEGAL REF.: [22-15-8 NMSA \(1978\)](#)
[22-15-9 NMSA \(1978\)](#)

CROSS REF.: [ABA](#) - Community Involvement in Education

[DN](#) - School Properties Disposition

[IJJ](#) - Textbook/Supplementary Materials Selection

and Adoption

[IJL](#) - Library Materials Selection and Adoption

[KB](#) - Parental Involvement in Education

[KEC](#) - Public Concerns/Complaints about Instructional

Resources

REGULATION REGULATION

**INSTRUCTIONAL RESOURCES
AND MATERIALS**

A system of assignment of responsibility for textbooks shall be instituted in each classroom where textbooks are required based upon whether textbooks are available by "class set," individual assignment or otherwise with the ultimate aim of allowing each student access to take home the textbook. The information shall be maintained in the classroom or alternatively as determined by the supervisor of the classroom teachers so that responsibility for and availability of textbooks and materials can be assessed.

**Availability of and Access to Instructional
Materials by Parents or Guardians**

Parents or guardians of students enrolled in the District shall have access to instructional materials currently in use, or being considered for use, in the District. Such access shall be governed by the following:

- Requests must be in writing and must specify the materials that the parents or guardians want to review.
- Requests shall be submitted to the office of the principal.
- At least one (1) copy of such instructional materials shall be available for parent or guardian review.
- Printed textbooks, supplementary books, and other printed subject matter may be checked out for removal from District premises for up to forty-eight (48) hours. All other materials, including films, may be reviewed only on District premises.
- School personnel involved in handling requests to review materials will notify the parents or guardians as to when and where such materials may be picked up or reviewed.
- Materials will be available on a first-come, first-served basis.

Objections to Learning Materials and Activities

A student whose parent or guardian objects to any learning material or activity may be withdrawn from the activity or from the class or program in which the material is used, providing:

- The objection is in writing and is specific in its description of the activity or learning material to which the parent or guardian objects.
- The objection includes a statement that the parent or guardian understands that the educational information and concepts covered in the activity or material may not be covered in any other manner or form and that the parent or guardian understands that the student may not be able to make up the material or activity in any other way.
- Although the student may be unable to make up for the missed activity or material, no penalty will accrue to the student in grades or credit, with the exception that, if the objection removes a student from a substantial portion of a class, promotion and credit decisions will be based on applicable District policies.
- All such objections shall be directed to the principal of the school in which the student is enrolled, who shall forward a copy of the written objection to the Superintendent, indicating that the student has been removed from the activity or stating the reason for nonremoval.
- Upon receiving a principal's recommendation for removal or nonremoval, the Superintendent will review the situation and make a decision regarding the matter and communicate that decision to the parent or guardian and the principal.

- Within ten (10) days after receiving notification of such decision from the Superintendent, the parent or guardian may request an appeal to the Board.

**I-5800 © IJJ
TEXTBOOK / SUPPLEMENTARY
MATERIALS
SELECTION AND ADOPTION**

The Board will approve the budget for the purchase of new textbooks and supplementary books. The Superintendent shall establish textbook selection procedures that shall provide for the appropriate involvement of staff members, students, and community members. Written notice to parents and other community members will be provided and parents will be involved in the instructional materials adoption process. Also, public notice regarding the instructional materials adoption process will be provided. The textbook and supplementary materials selection process must include a review of options available on the multiple list provided for in Section [22-15-8 of the New Mexico Statutes Annotated](#). The procedures established may provide for textbook selection committees. Recommendations from such textbook selection committees will be forwarded to the Superintendent.

In recommending books, committees will strive for continuity of textbooks that support continuity of standards based instruction.

Objectives of Selection

It is the responsibility of the school textbook committees to:

- Recommend resources that will support and enrich the curriculum, taking into consideration the varied interests, abilities, learning styles, and maturity levels of students served.
- Recommend resources that will stimulate growth in factual knowledge, critical analysis of differing sides of issues, literary appreciation, aesthetic values, and recognition of various societal values.
- Place principle above personal opinion and reason above prejudice in the recommendation of resources of the highest quality in order to assure a comprehensive collection of resources appropriate for the complete education of all students.

The Superintendent will establish procedures for the purchase and distribution of all necessary textbooks, supplemental books, and other related instructional materials from the adopted list free of cost to students.

Removal of Textbooks/Supplementary Materials

Textbook selection committees may recommend to the Superintendent that certain previously adopted textbooks or supplementary materials be deleted from the approved list.

Adopted: June 17, 2008

LEGAL REF.: [22-15-8 NMSA \(1978\)](#).

CROSS REF.: [DN](#) - School Properties Disposition

[II](#) - Instructional Resources and Materials

[IIL](#) - Library Materials Selection and Adoption

[KEC](#) - Public Concerns/Complaints about Instructional

Resources

REGULATION REGULATION

**TEXTBOOK / SUPPLEMENTARY
MATERIALS
SELECTION AND ADOPTION**

(Criteria for Selection)

Textbook selection committees shall be guided by the following:

- Resources shall be recommended to support and enrich the school curriculum and to meet the personal needs of the students.
- Resources that are recommended shall be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social development of students for whom the materials are selected.
- Resources that are recommended shall provide a background of information that will motivate students to examine their own attitudes and behavior, to comprehend their duties, responsibilities, rights, and privileges as participating citizens in our society, and to make intelligent judgments in their daily lives.
- Resources that are recommended shall provide information on differing sides of issues so that users may develop the practice of critical analysis.
- Resources shall be recommended for the atypical student as well as for the average student.
- Resources shall be recommended for their strengths rather than rejected for their weaknesses, and shall be judged as a whole.
- Recommendations shall support and be consistent with general education goals of the District and goals and objectives of specific courses.

I-5950 © IJL
LIBRARY MATERIALS
SELECTION AND ADOPTION

The Superintendent shall annually recommend to the Board an expenditure level for the purchase of library books and materials. The Superintendent shall approve the purchase of library materials that:

- Enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the students served.
- Stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.
- Provide a background of information that will enable students to make intelligent judgments in their daily lives.
- Provide materials representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage.
- Assure a comprehensive collection appropriate for the users of the library.
- Provide a current, balanced collection of books, basic reference materials, texts, periodicals, and audiovisual materials that depict in an accurate and unbiased way the cultural diversity and pluralistic nature of American society.

The Superintendent is authorized to establish a professional library for the use of the District staff.

The Superintendent will establish procedures for the removal of the following categories of books and other material from the library:

- Damaged materials.
- Materials that no longer present current information.
- Materials that no longer support the goals of the District.
- Materials that have not been used frequently enough to justify the use of library space.

Adopted: date of manual adoption

REGULATION REGULATION

**LIBRARY MATERIALS
SELECTION AND ADOPTION**

The following standards shall be used in the selection of library books and materials:

- Materials that widen the boundaries of the students' thinking, that enrich their lives and help them fulfill their recreational and emotional needs.
- Materials that have imaginative appeal and a style that is interesting and free from monotony.
- Materials that stimulate the imagination, provide for mental growth, develop a taste for good writing, and draw attention to the beautiful and artistic.
- Books that provide pleasurable reading for the reader's sake.
- Books that are illustrated in a manner that complements the text, have quality art, and are suitable for the intended readers.
- Materials that adequately cover a wide range of reading ability.

I-6000 © IJM
SPECIAL - INTEREST MATERIALS
SELECTION AND ADOPTION

Commercial organizations offer a variety of materials for use by teachers in the classroom. Many of these materials are of high educational value, with little or no advertising emphasis. Other materials are primarily advertising and have only limited educational value.

In general, supplementary materials (printed materials, models, films, slides, pictures, charts, exhibits for educational purposes, etc.) from commercial, political, religious, or other nonschool sources should have approval by the principal. This approval may be given to materials that are of obvious educational quality, supplement and enrich text and reference book materials, are timely and up to date, and promote American democratic ideals and moral values.

Advertising materials of a commercial, political, or religious nature should not be displayed or distributed in the schools or on the school grounds. Students may not be used as the agents for distributing nonschool materials to the homes. The Superintendent shall be the final judge of whether or not such materials shall be utilized with students and will establish necessary procedures for their evaluation, approval, and use.

Adopted: date of manual adoption

I-6300 © IJND
TECHNOLOGY RESOURCES

(Movies/Videos)

It is the policy of the District that there is educational value in utilizing movies and videos in classrooms only when such movies and videos extend and/or reinforce the concepts being taught and have been planned for in advance.

The Superintendent shall develop regulations governing the use of movies/
videos in the classroom.

Adopted: date of manual adoption

REGULATION REGULATION

TECHNOLOGY RESOURCES

(Movies/Videos)

Movies and videos with ratings other than for general audiences of all ages are not to be shown in classrooms or at any District facility (this includes buses and motels where students are present) except when:

- The movie or video has been previewed by the teacher or other licensed staff member.
- The movie or video has been determined to not contain material that is objectionable or inappropriate for the age group to which it is intended to be shown.
- The responsible site administrator has approved the use of the movie or video prior to its showing.
- The teacher or other licensed staff member has provided advance notification to each student's parent(s), or other responsible adult, of the title of the movie or video and the date on which it will be shown.
- A student whose parent(s) or other responsible adult has provided notice of their disapproval will not be permitted to view the movie or video.

Parents have the right to request that their child not view any movie or video, regardless of its rating or the purpose for which it is to be shown.

**I-6400 © IJNDB
USE OF TECHNOLOGY RESOURCES
IN INSTRUCTION**

**Appropriate Use of Electronic
Information Services**

The District may provide electronic information services (EIS) to qualified students, teachers, and other personnel who attend or who are employed by the District. Electronic information services include networks (e.g., LAN, WAN, Internet), databases, and any computer-accessible source of information, whether from hard drives, tapes, compact disks (CDs), floppy disks, flash drives, memory cards or other electronic sources. The use of the services shall be in support of education, research, and the educational goals of the District. To assure that the EIS is used in an appropriate manner and for the educational purposes intended, the District will require anyone who uses the EIS to receive instruction in and follow its guidelines and procedures for appropriate use. Instruction in appropriate online behavior shall include how to interact with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response. Anyone who misuses, abuses, or chooses not to follow the EIS guidelines and procedures will be denied access to the District's EIS and may be subject to disciplinary action.

Each user will be required to sign an EIS user agreement. The District may log the use of all systems and monitor all system utilization. Accounts may be closed, and files may be deleted at any time. The District is not responsible for any service interruptions, changes, or consequences. The District reserves the right to establish rules and regulations as necessary for the efficient operation of the electronic information services.

The District does not assume liability for information retrieved via EIS, nor does it assume any liability for any information lost, damaged, or unavailable due to technical or other difficulties.

Web and Internet Publishing

Documents created for the Web must have a purpose that falls within at least one (1) of the following two (2) categories: 1) Support of curriculum, instruction, and learning, and 2) Communication with parents and the community.

All information must accurately reflect the mission, goals, policies, program, and activities of the School District. All subject matter should relate to curriculum, instruction, and general information that is appropriate, or it should relate to activities of the District or the schools within the District.

Filtering and Internet Safety

The District shall provide for technology protection measures that protect against Internet access by both adults and minors to visual depictions that are obscene, child pornography, or, with respect to use of the computers by students, harmful to students. The protective measures shall also include monitoring the online activities of students.

Limits, controls, and prohibitions shall be placed on student:

- Access to inappropriate matter.
- Safety and security in direct electronic communications.
- Unauthorized online access or activities.
- Unauthorized disclosure, use and dissemination of personal information.

Electronic communication directed at a student, that is published with the intent that it be seen by or disclosed to that student and that substantially interferes with the student's ability to participate in or benefit from the services, activities or privileges provided by the public school are prohibited.

The Superintendent is responsible for establishing and enforcing the District's electronic information services guidelines and procedures for appropriate technology protection measures (filters), monitoring, and use.

Adopted: November 17, 2023

LEGAL REF.: [20 U.S.C. 9134](#), The Children's Internet Protection Act
[47 U.S.C. 254](#), Communications Act of 1934 (The Children's
Internet Protection Act)

CROSS REF.: [EGD](#) - Use of Technology in Office Services

**USE OF TECHNOLOGY RESOURCES
IN INSTRUCTION**

(Safety and use of Electronic
Information Services)

Use of the electronic information services (EIS) requires that the use of the resources be in accordance with the following guidelines and support the education, research, and educational goals of the District. Filtering, monitoring, and access controls shall be established to:

- Limit access by minors to inappropriate matter on the Internet and World Wide Web.
- Monitor the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications.
- Monitor for unauthorized access, including so-called "hacking", and other unlawful activities by minors online.
- Restrict access by minors to materials harmful to minors.

Content Filtering

A content filtering program or similar technology shall be used on the networked electronic information system (EIS) as well as on standalone computers capable of District authorized access to the Internet. The technology shall at a minimum limit access to obscene, profane, sexually oriented, harmful, or illegal materials. Should a District adult employee have a legitimate need to obtain information from an access-limited site, the Superintendent may authorize, on a limited basis, access for the necessary purpose specified by the employee's request to be granted access.

Monitoring

As a means of providing safety and security in direct electronic communications and to prevent abuses to the appropriate use of electronic equipment, all computer access to the Internet through the District electronic information systems (EIS) or standalone connection shall be monitored periodically or randomly through in-use monitoring or review of usage logs.

Access Control

Individual access to the EIS shall be by authorization only. Designated personnel may provide authorization to students and staff who have completed and returned an electronic information services user agreement. The Superintendent may give authorization to other persons to use the EIS.

Acceptable Use

Each user of the EIS shall:

- Receive instruction about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response.
- Use the EIS to support personal educational objectives consistent with the educational goals and objectives of the School District.
- Agree not to submit, publish, display, or retrieve any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or illegal material.

- Abide by all copyright and trademark laws and regulations.
- Not reveal home addresses, personal phone numbers or personally identifiable data unless authorized to do so by designated school authorities.
- Understand that electronic mail or direct electronic communication is not private and may be read and monitored by school employed persons.
- Not use the network in any way that would disrupt the use of the network by others.
- Not use the EIS for commercial purposes.
- Follow the District's code of conduct.
- Not attempt to harm, modify, add, or destroy software or hardware nor interfere with system security.
- Understand that inappropriate use may result in cancellation of permission to use the educational information services (EIS) and appropriate disciplinary action up to and including expulsion for students.

In addition, acceptable use for District employees is extended to include requirements to:

- Maintain supervision of students using the EIS.
- Agree to directly log on and supervise the account activity when allowing others to use District accounts.
- Take responsibility for assigned personal and District accounts, including password protection.
- Take all responsible precautions, including password maintenance and file and directory protection measures, to prevent the use of personal and District accounts and files by unauthorized persons.

Each user will be required to sign an EIS user agreement. A user who violates the provisions of the agreement will be denied access to the information services and may be subject to disciplinary action. Accounts may be closed and files may be deleted at any time. The District is not responsible for any service interruptions, changes, or consequences.

Details of the user agreement shall be discussed with each potential user of the electronic information services. When the signed agreement is returned to the school, the user may be permitted use of EIS resources through school equipment.

EXHIBIT EXHIBIT

USE OF TECHNOLOGY RESOURCES
IN INSTRUCTION

ELECTRONIC INFORMATION SERVICES
USER AGREEMENT

Details of the user agreement shall be discussed with each potential user of the electronic information services. When the signed agreement is returned to the school, the user may be permitted use of EIS resources.

Terms and Conditions

Acceptable use. Each user must:

- Use the EIS to support personal educational objectives consistent with the educational goals and objectives of the School District.
- Agree not to submit, publish, display, or retrieve any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or illegal material.
- Abide by all copyright and trademark laws and regulations.
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- Maintain supervision of students using the EIS.
- Agree to directly log on and supervise the account activity when allowing others to use District accounts.
- Take responsibility for assigned personal and District accounts, including password protection.
- Take all responsible precautions, including password maintenance and file and directory protection measures, to prevent the use of personal and District accounts and files by unauthorized persons.

Personal responsibility. I will report any misuse of the EIS to the administration or system administrator, as is appropriate.

I understand that many services and products are available for a fee and *acknowledge my personal responsibility for any expenses incurred without District authorization.*

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

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

Services.

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

By signing this agreement I acknowledge receiving training in appropriate online behavior and to abide by the School District policy and regulations on appropriate use of the electronic information system, as incorporated herein by reference.

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

Name _____

Signature _____ Date _____
(Student or employee)

School _____ Grade (if a student) _____

Note that this agreement applies to both students and employees.

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

Parent or Guardian Cosigner

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

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

Parent or Guardian Name (print) _____

Signature _____ Date _____

I-6500 © IJOA
FIELD TRIPS

Field trips must be planned within the context of the school program and must be appropriate for the age level, grade level, and curriculum. Due to limitations imposed by local conditions, field trips may be limited by the Superintendent. All field trips must be specifically approved by the Superintendent long enough in advance so that arrangements can be made prior to the trip. Before any student is taken from the school grounds on a field trip, written permission must be obtained from the parents or legal guardians. Transportation shall be provided only by District school vehicles, driven by authorized personnel.

Adopted: date of manual adoption

REGULATION REGULATION

FIELD TRIPS

Local. Field trips which do not require students to be away overnight may be approved by the building administrator.

Extended. Field trips requiring one (1) or two (2) nights away from home must be approved by the Superintendent or the Superintendent's designee.

Unique. It is the policy of the Board to discourage field trips requiring extensive travel, extended absences from school and/or excessive cost.

Field trips requiring more than two (2) nights away from home, or of a unique nature in destination or activity will be referred to the Board for approval.

Approval of intent by the Superintendent. Approval of intent must be received before announcement to parents and students and prior to fund raising activities. Request for preliminary approval must include:

- A statement of educational objectives of the trip.
- A proposed budget including costs to students and sources of finance.
- An estimate of the number of students participating.
- A general plan or schedule for the trip.
- A time schedule listing time of departures, travel, arrival and activities.

Final approval by the Board of Education. Requests for final approval must be addressed to the Superintendent, be submitted before the second Tuesday of the month for approval at that month's School Board meeting and include:

- A detailed itinerary of the trip including educational activities, accommodations and travel arrangements.
- Planned adult supervision.
- A detailed budget including receipts and disbursements anticipated.
- Assurance that the above details have been provided to parents and that written parental authorization for the trip has been documented.

Conditions. The ability of a student to pay costs of the trip must not be a factor in determining participation in trips during school time. Schools may organize voluntary field trips outside of school time in which student ability to pay is a factor in determining participation.

Arrangements for supervision of students on extended or unique field trips are subject to approval by the Superintendent.

The written consent from parents must be obtained for every child participating in a field trip. Permission slips must inform parents of the following:

- Name, location and date(s) of the event.
- Cost to the student.
- Mode of transportation to be used.

- Name of the supervisor overseeing the activity.
- Parents' responsibility.

No student may participate unless a signed parent permission slip for the specific event is on file with the building administrator.

The sponsor must provide the driver and/or chaperone a copy of the approved itinerary including the route(s) to be followed and a summary of their responsibilities. For trips other than interschool athletics, supervision of one (1) adult per ten (10) students is required.

Coaches, sponsors and drivers can not take family members on activity trips, unless they are eligible participants.

Whenever possible, bus transportation should be provided. A passenger manifest must be left at the school before departure for a field trip. The use of private vehicles is not allowed.

I-6550 © IJOB
COMMUNITY RESOURCE
PERSONS / SPEAKERS

The District recognizes that one of the greatest resources of the school is to be found in the people of the community who have special knowledge and particular talents to contribute to the school program. Therefore, the use of community resources and citizens to serve in furthering the educational program is encouraged. Staff members should study the needs of their respective schools, survey the resources available in the school community, weigh their probable usefulness, and then present to the Superintendent for approval any staff-developed plans for using those community resources. The Superintendent will consider all such plans, on both their merit and their implications, as if they were to be carried out throughout the District. Use of outside personnel and resources would be under procedures authorized by the Superintendent.

Adopted: date of manual adoption

I-6600 © IJOC
SCHOOL VOLUNTEERS

Volunteers can make many valuable contributions to the students and educational programs of the District. A volunteer program is approved subject to suitable rules, safeguards, and regulations as developed by the Superintendent.

The Superintendent shall promote appropriate annual recognition of volunteer services.

Adopted: date of manual adoption

LEGAL REF.: [22-10A-5 NMSA 1978](#)

CROSS REF.: [GCFE](#) - Professional Staff Certification and Credentialing

Requirements (fingerprinting requirements)

[GDFA - Support Staff Qualifications and Requirements](#)

(fingerprinting requirements)

[GCF - Professional Staff Hiring](#)

[GDF](#) - Support Staff Hiring

I-6700 © IKA
GRADING / ASSESSMENT SYSTEMS

A District-developed grading system will be utilized.

Teachers will keep a careful record of the grades assigned to students.

Written reports to the parents concerning student achievement will be made.

Teachers will confer with parents when necessary concerning academic progress and discipline of students.

Teachers will report to parents on students' conduct, scholarship, attendance, or excessive tardiness.

Special Education

Grades reporting achievement of special education students not taking regular education classes shall be given on a basis commensurate with the students' abilities and based on their individual progress rather than in competition with classmates. The permanent record cards for such students shall indicate enrollment in special education for those classes.

Parents of special education students shall be counseled regarding the significance of the grading system in order to avoid misinterpretation of the achievement grade.

Adopted: date of manual adoption

REGULATION REGULATION

GRADING / ASSESSMENT SYSTEMS

The evaluation of pupil progress is the continuing responsibility of each professional staff member and requires the highest professional skill. The grading scale is as follows:

A = 90 - 100

B = 80 - 89

C = 70 - 79

D = 60 - 69

F = 59 and Below

Any variations must have prior approval of the Superintendent.

The use of the Satisfactory or Unsatisfactory (S or U) grades is left up to the discretion of the local building administration.

Grading standards shall conform to the following Board guidelines:

- Official reporting of grades shall be on a nine-week basis for grades kindergarten (K) through twelve (12). The Superintendent may approve modifications.
- Grades shall reflect a student's progress in meeting the objectives of a course/curriculum.
- Grades will not be used to impose personal bias, nor should they be used in a discriminatory or unfair manner, nor will they be used as a means of punishment.
- Teachers shall maintain accurate records that reveal how they have determined each student's grades.

I-6750 © IKAA
TESTS AND EXAMINATIONS

Final examinations may be used as evaluation of student achievement when they are conducted in such a way that they effectively evaluate the achievement of the goals and objectives on which learning activities have been based.

Adopted: date of manual adoption

REGULATION REGULATION

TESTS AND EXAMINATIONS

Principals will develop testing schedules for their schools. Such schedules will then be reported to the Superintendent.

I-6800 © IKAB
REPORT CARDS / PROGRESS REPORTS

District Report Cards

Each school district must distribute copies of the state-wide indicators, containing the descriptions and information required by code.

The School District Report Card may be used to make such a report.

Student Progress Reports

It is essential that students' progress in school be fully communicated to their parents.

Each school will report students' progress to the students and to their parents or guardians as appropriate. The reports will be clear, concise, and accurate, and will provide a basis of understanding among teachers, parents, and students for the benefit of the individual students. The Superintendent will develop progress report forms or cards in accordance with this policy.

The following specific requirements are established:

- Parents will be informed regularly, and at least four (4) times a year, as to the progress their children are making in school.
- Parents will be alerted and conferred with as soon as possible when a student's performance or attitude becomes unsatisfactory or shows marked or sudden deterioration.
- Insofar as possible, distinctions will be made between a student's attitude and academic performance.
- At comparable levels, the school will strive for consistency in grading and reporting except as this is inappropriate for certain classes or certain students.
- When grades are given, school staff members will take particular care to explain to parents the meaning of marks and symbols as they apply to student achievement.
- When no grades are given but evaluation is made informally in terms of the student's own progress, such evaluation will be a realistic appraisal of the skills developed by the student.
- Reports of progress for students qualified for services under the Individuals with Disabilities Education Act (I.D.E.A.) shall be based on their progress in the general curriculum and shall address whether the progress is sufficient to enable the student to achieve the goals stated in the student's individualized education program (IEP) by the end of the school year.

**K through 3 Literacy
Progress Report**

If a kindergarten (K) through grade three (3) student is not proficient in literacy, as determined by the middle of year benchmark assessment for literacy, the student's teacher shall notify the student's parent or legal guardian formally, in writing, and hold a parent-teacher conference.

Adopted: November 17, 2023

LEGAL REF.: [22-2C-6 NMSA \(1978\)](#)
6.19.9 NMAC

CROSS REF.: [IKACA](#) - Parent Conferences

I-6900 © IKACA
PARENT CONFERENCES

A parent shall be notified no later than the end of the second grading period that the parent's child is not academically proficient, and a conference consisting of the parent and the teacher shall be held to discuss possible remediation programs available to assist the student in becoming academically proficient. For the student in K - 3 who is not proficient in literacy, the parents shall be notified formally, in writing following the middle of year benchmark assessment for literacy and a parent-teacher conference will be held. Specific academic deficiencies and remediation strategies shall be explained to the student's parent and a written intervention plan developed containing time lines, academic expectations and the measurements to be used to verify that a student has overcome academic deficiencies.

The Superintendent will establish procedures for such conferences. In addition to scheduled opportunities, parents shall have opportunities to arrange conferences with teachers at other times during the year.

Adopted: November 17, 2023

LEGAL REF.: [22-2C-6 NMSA \(1978\)](#)
[6.19.9 NMAC](#)

CROSS REF.: [IKAB](#) - Report Cards/Progress Reports

[IKE](#) - Promotion and Retention of Students

PARENT CONFERENCES

(Literacy Proficiency Notification and Conference)

- Written notification shall include:
 - student performance on the benchmark assessment for literacy and ongoing progress monitoring;
 - specific interventions implemented to-date;
 - strategies for parents or legal guardians to implement at home; and
 - parent or legal guardian options including: (i) daily intervention; (ii) remediation; or (iii) alternative programs.
- During the parent-teacher conference, the teacher shall review:
 - the student's performance in comparison to grade-level literacy standards;
 - results that indicate the student is not proficient in literacy as determined by benchmark assessments for literacy;
 - goals for student growth that will lead to proficiency in literacy by the end of the academic year; and
 - whether or not the student is on track to be college and career ready as measured by the middle of the year benchmark assessment for literacy.

Following the middle of the year notification and parent conference, the student assistance team (SAT) shall develop an academic improvement plan for any student not proficient in literacy, as determined by the middle of year benchmark assessment for literacy. The academic improvement plan shall clearly outline progress monitoring activities, associated timelines, and delegation of responsibilities for those interventions to ensure student progress toward proficiency in literacy by the end of the year.

I-6950 © IKAD
GRADE ADJUSTMENTS

The District requires that teachers follow the procedures established to implement the District grading system. Therefore, all grades shall be determined following procedures established by policy or established procedure. For example, a class assignment grade, test grade or one posted to a report card, cumulative record, or transcript shall conform to the procedures established. A change to a grade can only be made as indicated below or in the alternative, if it can be shown through a hearing process that the teacher issuing the grade did not implement the District grading system in establishing the grade by following the policy or procedure to a reasonable degree.

A grade indicating an assignment, subject or curricular area grade status of incomplete may be changed by the issuing teacher or a school official following the directions of the issuing teacher. A grade may be changed to correct mechanical or clerical errors. A mechanical/clerical error may include an arithmetic error, transcribing error, or posting error. A teacher aware of such an error may request a grade change by submitting "A Grade Change Request Form" to their building principal for approval.

**Changing a Class Test or Assignment
Grade Not Yet a Student Record**

A grade that has been entered in the teacher's record keeping system by the teacher of a subject or curricular area for the purpose of accumulating grades toward a course grade and *has not yet been entered as a grade* for a subject or curricular area on a student's report card, in the cumulative record or on a transcript *is not considered a student record for purposes of Family Educational Rights and Privacy Act (FERPA)* by this Governing Board. If the parent or guardian of a student or an eligible student believe a grade, *not yet a student record*, is inaccurate, misleading, or in violation of students rights or can show proof that the teacher failed to reasonably follow the guidelines in the school grading system, the grade may be considered for change as indicated herein. The first step is to contact the school records custodian and request that the record be changed. If the custodian cannot change the record to the requester's satisfaction the custodian will ask that a request in writing be submitted using "A Grade Change Request Form" and the hearing process shall be as found in the hearing procedure established by this policy under the condition that the final determination shall be made at the second level of the hearing process by the custodian of the records. Following Level II of the hearing procedure the decision to comply or decline to comply will be made by the records custodian with the decision being final and no further appeal being allowed.

**Changing a Course Grade that
is a Student Record**

A course grade that has been entered for a subject or curricular area on a student's report card, in the cumulative record or on a transcript *is considered a student record* under FERPA by this Governing Board. If the parent or guardian of a student or an eligible student believe a student record grade is inaccurate, misleading, or in violation of the students rights or can show proof that the teacher failed to reasonably follow the guidelines in the school grading system, the grade may be considered for change as indicated in the hearing procedure established by 34 Code of Federal Regulations 99.20 and 99.21. The first step is to contact the school records custodian and request that the record be changed. If the custodian cannot change the record to the requester's satisfaction the custodian will ask that a request in writing be submitted using "A Grade Change Request Form." The form shall be completed by the requestor and returned to an administrator in the school who shall place the request in the hands of the school records custodian for disposition in accord with the hearing procedures established.

Adopted: February 24, 2009

LEGAL REF.: 6.30.10.1 *et seq.* NMAC
[20 U.S.C. 1232](#)
[34 C.F.R. 99](#)

CROSS REF.: [IKA](#) - Grading/Assessment Systems

[IKAB](#) - Report Cards/Progress Reports

[IL](#) - Evaluation of Instructional Programs

[ILB](#) - Test Assessment Administration

[JR](#) - Student Records

GRADE ADJUSTMENTS

Procedures to Seek to Correct

Education Records

[34 C.F.R. 99.20 and 99.21]

Parents of students and eligible students have a right to seek to change any part of the student's record they believe is inaccurate, misleading, or in violation of student rights [34 C.F.R. 300.618 and 99.20].

For the purpose of outlining the procedure to seek to correct education records, the term *incorrect* will be used to describe a record that is inaccurate, misleading, or in violation of student rights. The term *correct* will be used to describe a record that is accurate, not misleading, and not in violation of student rights. Also, in this section, the term *requester* will be used to describe the parent or guardian of a student or the eligible student who is asking the District to correct a record.

To establish an orderly process to review and correct education records for a requester, the District may make a decision to comply with the request for change at several levels in the procedure [34 C.F.R. 300.618 and 99.20].

First-level decision. A parent of a student or an eligible student who finds an item in the student's education records that appears to be inaccurate, misleading, or in violation of student rights should immediately ask the record custodian to correct it. If the record is incorrect because of an obvious error and it is a simple matter to make the record change at this level, the record custodian will make the correction. However, if the record is changed at this level, the method and result must satisfy the requester.

If the custodian cannot change the record to the requester's satisfaction or the record does not appear to be obviously incorrect, the custodian will:

- Provide the requester a copy of the questioned record at no cost.
- Ask the requester to initiate a written request for the change.
- Follow the procedure for a second-level decision.

Second-level decision. The written request to correct a student's education records through the procedure at this level should specify the correction the requester wishes the District to make. It should at least identify the item thought to be incorrect and state whether the requester believes the item:

- Is inaccurate and why,
- Is misleading and why, or
- Violates student rights and why.
- Resulted from the teacher failing to reasonably follow the guidelines in the school grading system and why.

The request will be dated and signed by the requester.

Within two (2) weeks after receiving a written request, the record custodian will study the request, discuss it with other school officials (including the person who made the record or those who may have a professional concern about the District's response to the request), make a decision to comply or decline to comply with the request, and complete the appropriate steps to notify the requester or move the request to the next level for a decision.

If, as a result of this review and discussion, a decision is reached that the record should be corrected, the record custodian will affect the change and notify the requester, in writing, of that action. Each such notice will include an

invitation for the requester to inspect and review the student's education records to make certain the record is in order and the correction is satisfactory.

If a decision is reached that the record is correct, the custodian will make a written summary of any discussions with other officials and of the findings in the matter. This summary and a copy of the written request will be transmitted to the Superintendent.

Third-level decision. The Superintendent will review the material provided by the record custodian and, if necessary, discuss the matter with other officials such as the school attorney or the Board (in executive session unless otherwise requested by parent[s]). The Superintendent will then make a decision concerning the request and complete the steps at this decision level. Ordinarily, this level of the procedure should be completed within two (2) weeks. If it will take longer, the Superintendent will notify the requester in writing of the reasons for the delay and a date when the decision will be made.

If the Superintendent decides the record is incorrect and should be changed, the record custodian will be advised to make the changes. The record custodian will advise the requester of the change.

If the Superintendent decides the record is correct, a letter to the requester will be prepared that will include [34 C.F.R. 300.619 and 99.20]:

- The District's decision that the record is correct and the basis for the decision.
- A notice to the requester explaining the requester's right to ask for a hearing to present evidence that the record is incorrect and that the District will grant such a hearing.
- Instructions for the requester to contact the Superintendent to discuss acceptable hearing officers, convenient times, and a satisfactory site for the hearing. (The District will not be bound by the requester's positions on these items but will, as far as possible, arrange the hearing as the requester wishes.)
- Advice that the requester may be represented or assisted in the hearing by other parties, including an attorney, at the requester's expense.

Fourth-level decision. After the requester has submitted (orally or in writing) any wishes concerning the hearing officer and the time and place for the hearing, the Superintendent will, within one (1) week, notify the requester when and where the District will hold the hearing and whom it has designated as the hearing officer [34 C.F.R. 300.621, 99.21, 99.22, and 99.34].

At the hearing, the hearing officer will provide the requester a full and reasonable opportunity to present material evidence and testimony to demonstrate that the questioned part of the student's education records is incorrect as shown in the requester's written request for a change in the record (second level).

Within one (1) week after the hearing, the hearing officer will submit to the Superintendent a written summary of the evidence submitted at the hearing. Along with the summary, the hearing officer will submit recommendations, based solely on the evidence presented at the hearing, that the record should be changed or should remain unchanged.

The Superintendent will prepare the District's decision within two (2) weeks after the hearing. That decision will be based on the summary of the evidence presented at the hearing and on the hearing officer's recommendation. However, the District's decision will be based solely on the evidence presented at the hearing. Therefore, the Superintendent may overrule the hearing officer if the hearing officer's recommendation is deemed inconsistent with the evidence presented. As a result of the District's decision, the Superintendent will take one (1) of the following actions:

- If the decision is that the District will change the record, the Superintendent will instruct the record custodian to correct the record. The record custodian will correct the record and notify the requester as at the second-level decision [34 C.F.R. 300.620 and 99.21].
- If the decision is that the District will not change the record, the Superintendent will prepare a written notice to the requester that will include [34 C.F.R. 300.620 and 99.21]:

- The District's decision that the record is correct and will not be changed.
- A copy of a summary of the evidence presented at the hearing and a written statement of the reasons for the District's decision.
- Advice to the requester that an explanatory statement may be placed in the student's education records stating the reasons for disagreement with the District's decision and/or the reasons for believing the record to be incorrect.

Final administrative step in the procedure. When the District receives an explanatory statement from a requester after a hearing, it will maintain that statement as part of the student's education records as long as it maintains the questioned part of the record. The statement will be attached to the questioned part of the record and whenever the questioned part of the record is disclosed the explanatory statement will also be disclosed [34 C.F.R. 300.620 and 99.21].

I-6981 © IKAD-E

EXHIBIT EXHIBIT

GRADE ADJUSTMENTS

GRADE CHANGE REQUEST FORM

Please print:

Name _____ Date _____

Address _____

Telephone _____ Another phone where you can be reached _____

During the hours of _____

E-mail address _____

I wish to request a grade change for:

Name of student: _____

Student school identification if any: _____

Name of school (department), program, or class in which the grade was given:

What was the grade given for (course, test or assignment)? _____

Specify the problem as you see it. Describe any attempts you have made to solve the problem. Be sure to note relevant dates, times, and places.

If you believes the item:

- Is inaccurate explain why.
- Is misleading explain why.
- Violates the students rights explain why.
- Resulted from the teacher failing to reasonably follow the guidelines in the school grading system explain why.

If there is anyone who could provide more information regarding this, please list name(s), address(es), and telephone number(s).

Indicate what you think can and should be done to solve the problem. Be as specific as possible.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Signature of Requestor and Date

I-7050 © IKB
HOMEWORK

The development of study skills and self-discipline are integral and indispensable elements of a quality educational process.

Homework should be assigned consistent with the maturity, special needs, potential, and achievement level of the individual student. It should not carry the stigma of punishment. Its assignment should be specifically addressed to the objectives of the instructional program, and, in addition, students should develop responsibility for actively pursuing knowledge without immediate supervision outside as well as within the classroom.

Students, regardless of their intellectual capacity, should understand that mastery of skills is not always possible within the time constraints of the classroom. Each student should leave the District with a firm foundation for pursuing knowledge and developing skills on an independent basis.

The Superintendent is responsible for procedures that will achieve objectives through homework, including, but not limited to, the following:

- Intervention that changes deficient performance to performance that meets acceptable standards.
- Reinforcement and mastery of critical skills and concepts. Special emphasis will be placed on the mastery of basic skills.
- Challenge through exploration of concepts and skills that complement and elaborate those introduced in the classroom.
- Feedback from the teacher through correction and clarification of all outside assignments.

Adopted: date of manual adoption

I-7100 © IKC
CLASS RANKINGS / GRADE
POINT AVERAGES

Rank in class is required by colleges and universities on transcripts submitted for entrance evaluation.

Class rank shall be determined as follows:

- Class ranking will be determined each semester beginning with the first semester of the ninth grade.
- Class rank will be based only on the grades earned in classes that meet or exceed graduation requirements.
- Total grade points begin accumulating with the ninth grade. These are divided by total units attempted to produce the accumulative grade point average.

Adopted: date of manual adoption

REGULATION REGULATION

**CLASS RANKINGS / GRADE
POINT AVERAGES**

For the purpose of computing grade point average (GPA), the following point system is used.

For courses designed in high school handbooks as being weighted courses the following scale applies:

A = 5.0
B = 4.0
C = 3.0
D = 2.0, and
F = 0

All other high school courses, the following scale applies:

A = 4.0
B = 3.0
C = 2.0
D = 1.0, and
F = 0

I-7150 © IKD
HONOR ROLLS

An honor roll system is an additional means for encouraging goal setting by students and for providing recognition of students who have achieved those goals.

Honor rolls will be used in grades four (4) through twelve (12). The Superintendent will establish the minimum achievement level for all honor rolls, and such determination may be subject to Board approval. Students will be informed of the honor roll system and instructed to ensure an understanding of the specific grades and methods used to compute the honor roll formula.

The District will promote public recognition of students who have attained honor roll status.

Adopted: date of manual adoption

**I-7200 © IKE
PROMOTION AND RETENTION
OF STUDENTS**

Regular Education

The District is dedicated to the continuous development of each student.

The Board shall approve School-District-developed remediation programs and academic improvement programs to provide special instructional assistance to students in grades one (1) through eight (8) who do not demonstrate academic proficiency. The cost of remediation programs and academic improvement programs shall be borne by the School District. Remediation programs and academic improvement programs shall be incorporated into the School District's educational plan for student success and filed with the department.

Remediation programs and academic improvement programs include tutoring, extended day or week programs, summer programs and other research-based interventions and models for student improvement.

Diagnosis of weaknesses identified by a student's academic achievement may serve as criteria in assessing the need for remedial programs or retention.

Grades One through Eight

At the end of grades one (1) through seven (7), three (3) options are available, dependent on a student's academic proficiency:

- The student is academically proficient and shall enter the next higher grade;
- The student is not academically proficient and shall participate in the required level of remediation. Upon certification by the School District that the student is academically proficient, he shall enter the next higher grade; or
- The student is not academically proficient after completion of the prescribed remediation program and upon the recommendation of the teacher and school principal shall either be:
 - Retained in the same grade for no more than one (1) 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
 - Promoted to the next grade if the parent refuses to allow the child to be retained. In this case, the parent shall sign a waiver indicating a desire that the student be promoted to 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 timelines 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 then be retained in the same grade for no more than one (1) year in order to have additional time to achieve academic proficiency; or
 - If a K-3 student, an exemption from retention may be allowed only for good cause or pursuant to the completion of a retention waiver letter provided by the District in accordance with 6.19.9.10 NMAC.

At the end of the eighth (8th) grade, a student who is not academically proficient shall be retained in the eighth (8th) grade for no more than one (1) school year to become academically proficient or if the student assistance team determines that retention of the student in the eighth (8th) 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 (8th) 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.

A student who does not demonstrate academic proficiency for two (2) successive school years shall be referred to the student assistance team for placement in an alternative program designed by the School District. Alternative program plans shall be filed with the department.

Grades K - 3 Literacy Insufficiency

If a student has not achieved grade-level literacy proficiency by the end of year benchmark assessment for literacy, the student's teacher shall notify the student's parent or legal guardian formally, in writing, as at the midyear but with the retention option pursuant to 22-2C-6 NMSA.

Grades Nine through Twelve

The cost of summer and extended day remediation programs and academic improvement programs offered in grades nine (9) through twelve (12) shall be borne by the parent; however, where parents are determined to be indigent according to guidelines established by the department, the School District shall bear those costs.

Special Education

Any student qualified as a special education eligible student who is unable to meet regular academic requirements for promotion must meet the requirements of an alternative curriculum derived from the regular curriculum, which will be developed by an individualized educational program (IEP) team on an individual basis. Students placed in special education will complete the course of study as prescribed in their individual promotion plans and implemented through their individual education programs. Course work will be presented at a level commensurate with the student's ability. The student's permanent file shall identify the courses completed through special education.

Adopted: November 17, 2023

LEGAL REF.: [22-2C-6 NMSA \(1978\)](#)

6.19.9 NMAC

CROSS REF.: [IHBC](#) - Programs for At-Risk/Disadvantaged Students

[IKAB](#) - Report Cards/Progress Reports

[IKACA](#) - Parent Conferences

I-7250 © IKEA
MAKE UP OPPORTUNITIES

The Superintendent shall develop and implement standards that shall apply to requirements for student make up assignments because of absence. Among those reasons are parent or doctor authorized medical absences, pregnancy, care for a child under thirteen (13), religious instruction, tribal obligations, injury, bereavement of a family member, other family emergencies, and observance of major religious holidays of the family's faith.

School administrators are authorized to excuse students from school for necessary and justifiable reasons as determined from the circumstances surrounding the cause of the absence.

Adopted: November 17, 2023

LEGAL REF.: [22-12A-9 NMSA](#)

CROSS REF.: [EBAA](#) - Reporting of Hazards/Warning Systems

[IHBCA](#) - Programs for Pregnant/Parenting Students

[JH](#) - Student Absences and Excuses

MAKE UP OPPORTUNITIES

The following standards shall apply in the District for make up work due to student absence. Adjustments may be made when it is in the best interest of the student(s).

- It will be the student's responsibility to ask for make up work and to arrange for a time to make up tests when the student returns from an absence.
- The student has the responsibility to work with the teacher to develop a plan for making up homework and tests.
- If work is not turned in by the time the make up assignment is due, and the student fails to provide an acceptable explanation of the extenuating circumstances that would merit an extension, the teacher may reduce the grade on the assignment.
- When a student has been absent for illness, ample time will be given for make up work once the student returns to school.
- In situations where the student will be absent for more than three (3) days, due to illness (i.e., chicken pox, measles, etc.), or when the parent notifies the office that the student will be absent more than one (1) week for other reasons, teachers may provide required assignments in advance or send assignments to the student.

I-7300 © IKEB
ACCELERATION

Acceleration includes whole-grade promotion. For a K - 3 student subject matter acceleration is also to be offered. Additional options may be included per 6.19.9.11 NMAC for K - 3 students.

When circumstances indicate that acceleration is in the best interest of the student, close cooperation between the parents and all school personnel involved is imperative. Each student will have individual consideration, and decisions will be made only after a careful study of facts relating to the student's growth and development. The student's academic achievement level and mental ability are important, but physical and social characteristics are also determining factors. A decision should be based on sufficient data collected over a period of time and motivated by a desire to place the student in the school program where the greatest success will result.

The final decision to accelerate a student rests with the Superintendent. Parental involvement in all steps of the process is vital. Parental consent to the acceleration of a student should be in writing.

If parents do not approve of a decision regarding the acceleration of the student, they may appeal the decision to the Superintendent. Further appeal, if necessary, may be made to the Board.

Adopted: November 17, 2023

LEGAL REF.: [22-2C-6 NMSA \(1978\)](#)
6.19.9 NMAC

CROSS REF.: [IKE](#) - Promotion and Retention of Students

I-7350 © IKF
GRADUATION REQUIREMENTS

Regular Education

Ninth grade class of 2009-2010 and after. A minimum of twenty-four (24) units of credit aligned to the state academic content and performance standards as listed below are required for graduation for those beginning with the ninth (9th) grade class of 2009-2010. A student may receive a high school diploma of excellence after having demonstrated accomplishment of the standards or a portfolio of standards-based indicators in mathematics, reading and language arts, writing, social studies, and science adopted by the Secretary of Public Education. A student may also receive the Seal of Bilingual-Biliteracy on the diploma of excellence and have it noted on the school transcript by studying and attaining proficiency in a language other than English. If a student exits from the school system at the end of grade twelve (12) without having satisfied the above requirements, the student shall receive an appropriate state certificate indicating the number of credits earned and the grade completed. If within five (5) years after a student exits from the school system, the student satisfies the requirements listed, the student may receive a high school diploma of excellence. Graduation requirements shall not be changed for a student entering the ninth (9th) grade from the requirements specified in law at the time the student enrolled in the ninth (9th) grade.

Graduation requirements may be met as follows:

- By successful completion of subject area course requirements.
- By mastery of the standards or a portfolio of standards-based indicators adopted by the Secretary of Public Education in accordance with 6.19.7 NMAC and other competency requirements for the subject as determined by the Board.
- By earning credits through correspondence courses that meet graduation requirements and/or by passing appropriate courses at the college or university level if the courses are determined to meet standards and criteria established by the Board.

Graduation requirements are:

For students entering as ninth (9th) graders in 2009-2010 at least one (1) unit of the following twenty-four (24) units must be earned in an advanced placement or honors program, a dual-credit course or distance learning course.

English (grammar, nonfiction writing and literature emphasis)	4.0 units***
Math (one [1] equal to algebra II or higher unless parents sign off and a financial literacy course may meet one of the required units)	4.0 units* ***
Science (two [2] with a laboratory component)	3.0 units* ***
United States History and Geography, World History and Geography, and Government and Economics and one- half (0.5) unit of New Mexico History	3.5 units
Physical Education or marching band or Jr. ROTC or NMAA sanctioned interscholastic sports	1.0 unit
Career cluster course, workplace readiness or language	1.0 unit
Electives including student service learning	<u>7.5 units**</u>
Total	24.0 units

*For students entering the ninth (9th) grade in the 2017-2018 school year and after, a course in computer science may satisfy either a unit of mathematics or science, but not both, if taken after competency is determined in the subject for which the unit is applied.

******For students entering the eighth (8th) grade in the 2012-2013 school year and after, a course in health education is required prior to graduation.

*******A department-approved work-based training or career and technical education course that meets state academic content and performance standards in English, mathematics, or science shall qualify as one (1) of the requirements needed for graduation in each of these areas.

A student shall develop and file an updated final next-step plan during the senior year and prior to graduation that conforms with the requirements for a student curriculum plan pursuant to 22-13-1.1 NMSA 1978. The plan shall explain any differences from previous interim next-step plans, shall be filed with the principal of the student's high school and shall be signed by the student, the student's parent or guardian and the student's guidance counselor or other school official charged with coursework planning for the student. An individualized education program (IEP) filed with the principal that meets the applicable transition and procedural requirements of the federal Individuals with Disabilities in Education Act for qualified students shall satisfy the next-step requirements for that student.

Final examinations shall be administered to all students in all classes offered for credit.

Parents are to be notified in writing not later than the conclusion of the third (3rd) nine (9)-weeks grading period of their student's senior year if the student is at risk of not meeting all graduation requirements. Progress reports are to be provided to parents and students at each grading period.

A high school student required to transfer to an out-of-state school by the transfer of the student's parents, who are members of the New Mexico National Guard or the armed forces of the United States, may request that a diploma be issued by the New Mexico high school of transfer. The student must meet the guidelines and comply with the requirements of the New Mexico Statutes Annotated regarding military dependent transfers and their courses and grades must meet or exceed New Mexico's requirements for graduation as determined by the School District.

Special Education

Listed above, under "Regular Education," are the requirements that must be completed before a student may receive a high school diploma or diploma of excellence. Completion of graduation requirements for special education students who do not meet the required units of credit shall be determined on a case-by-case basis in accordance with the special education course of study and the individualized education program of the student.

Adopted: November 17, 2023

LEGAL REF.: [22-13-1.1 NMSA \(1978\)](#)
[22-13-1.4 NMSA \(1978\)](#)
6.19.7 NMAC
6.29.1.9 NMAC

CROSS REF.: [IGD](#) - Curriculum Adoption
[IGE - Curriculum Guides and Course Outlines](#)
IHA - Basic Instructional Program
[IIE](#) - Student Schedules and Course Loads
[IKA](#) - Grading/Assessment Systems

[JFABC](#) - Admission of Transfer Students
[JG](#) - Assignment of Students to Classes

REGULATION REGULATION

GRADUATION REQUIREMENTS

(Alternatives for Meeting Graduation Requirements)

Correspondence Study

With the permission of the building administrator, students may take approved correspondence courses. No more than one-half (1/2) credit in correspondence study can be earned in each semester for a course as would be for a regular building program unless approved by the building administrator. Courses required for graduation must be taken according to the Educational Standards for New Mexico Schools and the District.

Concurrent Enrollment

Exceptionally well-qualified high school students in their junior or senior years may be admitted under the concurrent enrollment program to colleges in their attendance area based on the recommendation from their high school counselor and approved by the building administrator. The emphasis of this program is to allow students to benefit from courses that are not generally offered at their high schools. Students must remain enrolled at the high school for a minimum of four (4) periods.

Post-Secondary Credits

With prior approval of the building administrator, post-secondary credits may be earned and applied toward elective graduation requirements. Comparability will be the primary factor in determining if post-secondary credits will be allowed. In general, the work required from a post-secondary class must be comparable to the seat time of a high school semester course. A three (3) credit-hour course from an approved post-secondary institution may be approved up to, but not exceeding, a one-half (.5) high school credit. No more than one (1), three (3) credit-hour post-secondary course may be taken per semester. A maximum of two (2) high school elective credits may be earned through post-secondary course work.

I-7400 © IKFA
EARLY GRADUATION

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

The Superintendent will establish procedures to evaluate each request and will ensure that the parents or guardian are informed of any restrictions or limitations to be placed on the student in the event the request is approved, including restrictions on cocurricular activities.

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

Adopted: date of manual adoption

I-7450 IKFB
GRADUATION EXERCISES

Participation

Graduation exercises will be held for students who have met state requirements for graduation from high school with a high school diploma. A cap and gown, as determined by the District, are required for participation.

Participation in high school commencement exercises is encouraged but is not compulsory. However, since these exercises require planning and rehearsals, the following rules shall apply:

- Students who wish to participate must be present at the rehearsals. Failure to do so, except for legitimate reasons for absence, may be cause for excluding students from participating in the exercises.
- Students may not participate in the commencement exercises unless they have successfully completed the requirements for a high school diploma. Students must pay all fees fines and charges due.
- Students eligible for an appropriate state certificate, indicating the number of credits earned and the grade completed, will not be allowed to participate in the regular commencement exercises with their graduating class. A separate ceremony will be held to recognize students earning the state certificate of completion. Students must pay all fees, fine and charges due.

Valedictorian and Salutatorian Selection

The class valedictorian and salutatorian will be the students with the first and second highest grade point averages. The awards will be based on seniors who were enrolled by the twentieth (20th) day at the District high school where they are enrolled at the present time.

Calculations for the class valedictorian and salutatorian will be based on a fair and consistent policy for all seniors. The following average formula will be used to calculate all GPAs at the high school level:

- $\text{Weighted Average} = \frac{\text{The sum of the (weights times the grade)}}{\text{the sum of the weights}}$

Pass/fail classes will not be used to calculate students' grade point average to receive valedictorian or salutatorian awards. All grades will be calculated on a four-point scale. Further, to be eligible to be selected as valedictorian and/or salutatorian a student must complete a minimum of nine (9) honors or advanced placement classes during their sophomore, junior and senior years. Until such time as Newcomb High School is able to offer a total of nine (9) honors and/or advanced placement classes, a Newcomb High School student must complete the maximum number of honors and/or advanced placement classes offered by Newcomb High School in order to be eligible for selection as the valedictorian and/or salutatorian. Selection of valedictorian and salutatorian at Career Prep High School shall be based solely on GPA for seniors who are enrolled by the twentieth (20th) day at Career Prep.

Notification of the unofficial honors recipients will be made at the end of the third (3rd) grading quarter. Final official award notifications will be made after the calculations at the end of the fourth (4th) quarter.

Grade point averages will be rounded off to the nearest hundredth of a point. If students are tied with identical GPAs they will be declared Co-Valedictorian and/or Co-Salutatorian.

Registration handbooks and/or school student handbooks will list honor classes, advanced placement classes and classes that are taken for non-credit or those classes which do not have GPA credit.

Honor Graduate Selection

Each high school is encouraged to develop procedures to recognize and honor students who have demonstrated academic excellence in all disciplines through a joint planning effort of staff, students, parents and administration. Pass/fail classes will not be used to calculate students' grade point average to receive an Honor Graduate Award.

Adopted: March 20, 2012

**I-7500 © IL
EVALUATION OF INSTRUCTIONAL
PROGRAMS**

(Testing Programs)

The use of tests is one indication of the success and quality of the educational program. In the case of an individual student, tests, in combination with other criteria, can provide an indication of student achievement.

The Board authorizes participation in:

- A standardized testing program.
- A District testing program that will be subject to regular review and evaluation.
- Evaluation of all proposed testing instruments and periodic evaluation.
- In-service education of teachers and other staff members in the use of tests and interpretation of test results.

Test results of individual students are confidential data; they shall be provided to parents as appropriate.

Adopted: date of manual adoption

LEGAL REF.: [22-13-1.2 NMSA \(1978\)](#)

CROSS REF.: [IKF](#) - Graduation Requirements

I-7600 © ILB
TEST / ASSESSMENT ADMINISTRATION

(State-Mandated Testing)

Security of Testing Materials

The employee(s) designated by the Superintendent to coordinate and administer the mandated tests adopted by the New Mexico Secretary of Public Education shall:

- Keep all test materials in locked storage.
- Not reproduce any test materials in any manner.
- Not disclose any actual test items to students prior to testing.
- Not provide answers of any test items to any students.
- Administer only practice tests that are provided by the test publishers. Previous editions of the test series being used in the statewide testing program may not be used as practice tests.
- Strictly observe all timed subtests. The test publishers' suggested time limits for untimed subtests shall be followed as closely as possible in order to maintain uniformity in test administration.
- Follow directions for administering the test explicitly. No test item may be repeated unless otherwise indicated in the directions.
- Not change a student's answer.
- Return all test materials to the Superintendent immediately upon completion of testing.
- Comply with and enforce the Secretaries rules established for the security and administration of the testing programs.

Failure to comply with these requirements or others as required by New Mexico Statutes Annotated or by New Mexico Administrative Code (NMAC) shall be considered cause for discipline, including but not limited to suspension or termination. All violations of this policy shall be reported to the Secretary of Education in accord with the NMAC.

**Standards Adopted by the
Secretary of Education**

The District shall establish specific objectives to accomplish the goals established by the Secretary of Public Education. The Superintendent will make recommendations for such objectives based upon the data gathered annually.

The Superintendent will establish regulations and procedures for assessing student achievement of standards adopted by the Secretary of Public Education and for reporting and utilizing test results and nontest indicator data.

Reporting results. The District will provide to the parent or guardian of each student who participates the associated grade equivalents, percentiles, and stanines from standardized norm-referenced testing. The District shall provide the parent or guardian of each student the resulting scores on the test of standards adopted by the Secretary of Public Education and associated scores for the District, the county, and the state.

The District will provide the public, through a report card, scores for each school in the District and for the District as a whole in regard to the New Mexico assessment.

Adopted: date of manual adoption

LEGAL REF.: 6.10.7.7 NMAC Definitions.

6.10.7.8 NMAC

6.10.7.9 NMAC

6.10.7.10 NMAC

6.10.7.12 NMAC

6.10.7.13 NMAC

6.10.7.14 NMAC

[6.29.1.1 NMAC](#)

CROSS REF.: [IL](#) - Evaluation of Instructional Programs (Testing Programs)

[ILC](#) - Use and Dissemination of Test Results

I-7750 © ILC
USE AND DISSEMINATION
OF TEST RESULTS

Test scores may provide a record of each student's academic progress in comparison with national norms.

Test scores will be maintained as a part of the student's educational record. Such permanent record will be sent to another school system upon request of the school or the parent upon transfer of the student.

No individual or unauthorized agency outside the school system will be permitted to have access to a student's test record or permanent record without written permission from the parent, or from the student if eighteen (18) years of age.

The parent may have access to the test record of a student under age eighteen (18) by making an appointment with the principal's office.

Adopted: date of manual adoption

LEGAL REF.: 6.10.7.7 NMAC (1978) *et seq.*

I-7850 © ILE
EVALUATION OF
INSTRUCTIONAL PROGRAMS

The instructional programs of the District will be regularly evaluated, and periodic reports will be provided to the Board. The Board will rely on the Superintendent to provide regular evaluation of the educational program and instructional processes. The Superintendent may also arrange for evaluations to be conducted by outside agencies within the budgeted funds of the District.

Adopted: date of manual adoption

I-7950 © IMA
TEACHING METHODS

(Lesson Plans)

The Board considers written lesson plans a useful tool to ensure continuity of instruction.

The Superintendent shall establish procedures that set forth the requirements for lesson plans and for their preparation and review. Such procedures shall reflect current standards of the profession and shall have as their primary objective the best possible educational program for the students of the District.

To facilitate more effective instruction, lesson plans should be prepared sufficiently in advance of the class presentation to allow plan books to be inspected and compared to the guidelines established by the Superintendent.

Teachers shall make thorough preparation for all daily lessons and shall prepare their plans to reflect such preparation.

Adopted: date of manual adoption

REGULATION REGULATION

TEACHING METHODS

(Lesson Plans)

Guidelines for the implementation of this administrative regulation shall include:

- Lesson plans shall be developed according to District-wide formats and shall reflect the scope and sequence of the courses of instruction. Acceptable alternatives may be approved by the principal.
- Lesson plans should include information pertinent to the effective implementation of a lesson. When commercially prepared plans are in use, lesson plans may simply refer to the appropriate aspects of such plans.
- While teachers are required to be thoroughly prepared for each daily lesson, plans may be prepared for each lesson or on a long-term basis (i.e., unit of work), whichever is most appropriate. Material to be used in a lesson(s) - such as duplicated material, cassette tapes, films, filmstrips, transparencies - may serve as an integral part of the plan.
- Lesson plans for individualized programs should be consistent with the general overview and purpose of the instructional program. The progress of individual student(s) must be a consideration in the plan.
- Teachers are to provide adequate directions for substitutes, the purpose of which shall be to continue, if possible, the ongoing program or, if more appropriate, a meaningful educational alternative that relates to the subject area.
- The provision that copies of lesson plans must be available for substitute teachers.

I-8000 © IMB
TEACHING ABOUT
CONTROVERSIAL / SENSITIVE ISSUES

Democratic tradition often involves dealing with controversial issues. Knowledge and understanding of such issues are an indispensable part of education.

The teacher holds a position of authority and respect in the classroom and community, and by virtue of that position has great influence in the formation of the values of all students. It must be clear that personal views are not a part of the instructional program and must be tempered by the responsibility to maintain professionalism.

To ensure that controversial issues are dealt with fairly and objectively, and with instruction as their goal, such issues may be a part of the curriculum as long as the following policies are observed:

- Teachers should instruct students in the principles and techniques of the scientific method and provide opportunities for practice in applying established facts to specific problems.
- Teachers should seek to develop in students the ideals of truth and honesty.
- All personnel should seek to create an atmosphere in which difference of opinion can be voiced without fear and hostility and with mutual respect for all viewpoints.
- Constitutional guarantees of due process and freedom of speech will continue to be observed as to students and teachers alike when they are involved in a controversial issue.
- Teachers should encourage the suspension of judgment and conclusions until all relevant and significant facts have been assembled, critically examined, and checked for accuracy.
- Teachers should seek to develop in students a sense of responsibility for their beliefs, opinions, attitudes, and actions.
- Teachers should place major emphasis upon "why" and "how" to think rather than "what" to think.

Adopted: date of manual adoption

**I-8250 IMD
SCHOOL CEREMONIES
AND OBSERVANCES**

The following shall be adhered to regarding required opening exercises and school programs as they pertain to customs and holidays:

- Each student shall be provided with an opportunity to participate in the Pledge of Allegiance or other patriotic observance each day.
- Students whose parents have informed the school that they are not to take part in observances will be expected to observe the courtesy of not disturbing others.
- When special days or significant events are recognized, it is recommended that appropriate classroom and assembly programs be presented in keeping with the traditional and historical significance of the event or season.

Adopted: date of manual adoption

LEGAL REF.: [22-5-4.5 NMSA \(1978\)](#)

[22-27-3 NMSA \(1978\)](#)

[6.10.2.9 NMAC](#)

[6.10.2.8 NMAC](#)

I-8250 © IMDB
FLAG DISPLAYS

The United States Flag and New Mexico Flag shall be displayed in each classroom and on or within all public school buildings. No flag is to be flown at half-staff unless approved by the Superintendent of Schools and/or designee, who will follow state and federal guidelines.

Adopted: August 20, 2013

LEGAL REF.: [22-2-9 NMSA](#)

[22-5-4.5 NMSA \(1978\)](#)

6.10.2.9 NMAC

[6.10.2.8 NMAC](#)

I-8550 © IMG
ANIMALS IN SCHOOLS

The Superintendent may establish procedures for appropriately and humanely bringing live animals into a classroom. Such procedures shall forbid the transporting of live animals on school buses.

The exception to this ban is that seeing-eye and service dogs are permitted on school buses and in classrooms to perform the functions for which they are trained.

Adopted: November 17, 2023

LEGAL REF.: [28-11-1.1 NMSA et seq. \(1978\)](#)
28 C.F.R. 35.104, Americans with Disabilities Act, Title II
28 C.F.R. 35.136, Americans with Disabilities Act, Title II

ANIMALS IN SCHOOLS

Animals may be brought into the classroom for educational purposes and as service animals. Service animals are permitted in any areas where their service owner is normally permitted. However, they must be appropriately and humanely cared for, and properly handled. Any person who wishes to bring an animal into the classroom must receive prior permission from the principal. The following guidelines shall apply to animals in the schools:

- For Service animals, when it is not obvious what service an animal provides, only limited inquiries are allowed. Staff may ask two (2) questions: 1) is the dog a service animal required because of a disability, and 2) what work or task has the dog been trained to perform. Staff cannot ask about the person's disability, require medical documentation, require a special identification card or training documentation for the dog, or ask that the dog demonstrate its ability to perform the work or task.
- Prior to granting permission, check with the school office regarding any known allergies among students in the classroom. If allergies exist, parents must be contacted for further direction. Separation, in the case of allergies to service animals is the appropriate remedy.
- Animals shall not be transported on school buses (except service animals).
- Teachers must assume primary responsibility for the humane and proper treatment of any animals in the classroom.
- Only the teacher or students designated by the teacher are to handle the animals.
- If animals are to be kept in the classroom on days when classes are not in session, the teacher must make arrangements for their care and safety.
- Staff members or students who have been bitten by an animal shall report such incident to the principal and the nurse immediately. The principal should notify the public health authorities if the injury merits medical follow-up. Public health authorities should determine the appropriate action and period of confinement for an animal if an injury results. Any animal involved in a serious injury must be impounded until authorization for release is granted by health authorities.

I-8600 © IMH
CLASS INTERRUPTIONS

The Superintendent shall establish regulations limiting class interruptions, with particular emphasis on use of communication devices and interruptions by salespersons or visitors.

Adopted: date of manual adoption

REGULATION REGULATION

CLASS INTERRUPTIONS

It will be the responsibility of the principal to limit the clerical duties of classroom teachers as much as possible and to reduce, to a minimum, interruptions of classroom programs. Teachers should not be called out of their classrooms for telephone calls, salespersons, or visitors. Exceptions may be made in emergencies. The classroom setting shall not be interrupted by the use of the interschool communication system unless authorized by the principal.

