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CURRICULUM & INSTRUCTION

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ROLE OF CURRICULUM AND INSTRUCTION

The Jemez Mountain Public School's goal is to prepare students to become productive, responsible citizens and to develop individual talents and interests. The District provides students opportunities for educational success, which enables them to pursue employment and further education. Jemez Mountain Public Schools follow the New Mexico Common Core State Standards and the New Mexico Standards of Excellence as required by state statute.

3.2 INSTRUCTIONAL PROGRAM

Instruction in the District will aim to provide maximum opportunity for learning for all students. Learning activities will be appropriate to the individual needs and developmental levels of the students. Programs of study made available to the students will be consistent with policies of the New Mexico Public Education Department. The Superintendent will submit reports to the Jemez Mountain Public Schools Board of Education evaluating various aspects of the program of instruction and making recommendations for improvement in the program, including revising, dropping, or adding courses of instruction.

3.2.1 District Curriculum and Services

The administration will prepare and disseminate District curriculum that is consistent with state requirements and District goals. Schools will organize instruction to implement District curriculum objectives. A balanced program of student activities will be provided.

3.2.2 Middle School Required and Elective Program

The Superintendent or the Superintendent's designee is authorized to provide a process for the approval of middle school instructional programs within the regulations established by the State Public Education Department.

The Superintendent will develop procedures to ensure that all middle school instruction, including elective courses not specifically authorized by law to be taught at middle school, will have academic value, stated student competencies, and a process for evaluation. Students will receive instruction in state or District required subjects at middle. However, the middle school may combine required subjects in any pattern that accomplishes State and District competencies. The middle school is responsible for using the required and/or elective program to provide all students with instruction to meet competencies in health, physical education, fine arts, practical (vocational) arts, and computer skills at some time during the middle school years.

3.2.3 High School Required and Elective Programs for Graduation

Graduation requirements will be established, updated and administered in accordance with Public Education Department regulations.

3.2.4 High School Elective Credit

The Superintendent is authorized to provide a process for the approval of high school elective credits within regulations established by the Public Education Department.

The Superintendent and/or designee will develop procedures to ensure that elective courses will have academic value, adequate contact time, and articulated student competencies.

3.2.5 Concurrent Enrollment and Dual Credit programs refer to programs that allow high school students to enroll in college-level courses offered by a public post-secondary institution prior to high school graduation. Dually enrolled students may earn credit toward high school graduation and a post-secondary degree or certificate simultaneously as defined in NMAC 6.30.7. Dual credits earned will be calculated into the student's GPA for the purposes of class rankings, academic eligibility and other reasons as deemed appropriate by administration and allowed by law.

3.2.6 A concurrently enrolled student refers to students who, on their own, are enrolled in a public post-secondary institution. Students are responsible for paying for tuition, instructional materials and applicable fees at that post-secondary institution. Jemez Mountain Public Schools will transcript credit earned from accredited institutions upon receipt of an official grade or transcript record from the institution; however, these credits/grades will not be calculated into the student's GPA for the purposes of class rankings or athletic eligibility.

3.2.7 A dual credit student refers to students who have met eligibility requirements to enter the Dual Credit Program. Within the Dual Credit Program, JMPS and its partner postsecondary institution(s) have entered into a dual credit agreement that establishes student eligibility and course eligibility. Courses may be academic or career technical, but may not be remedial or developmental. Within this program, the post-secondary institution will waive tuition and general fees and JMPS will fund required instructional materials in accordance with NMAC 6.30.7. JMPS will transcript credit earned from the partner institution upon receipt of an official grade or transcript record. Grades for dual credit will calculated for eligibility with the same frequency as in-school classes.

3.3 CALENDAR OF ATTENDANCE

3.3.1 The adopted school calendar will provide for at least the minimum length and number of days required by law. Substitute or additional days shall be scheduled by the Superintendent to make up for lost days of instruction.

3.3.2 The school calendar for the ensuing year(s) shall be drafted by a committee designated by the Superintendent. The Superintendent shall submit to the Board of Education a proposed calendar with the proposed budget for the upcoming year.

3.3.3 The school calendars shall set forth the closing of schools during designated holidays. Staff orientation, parent-teacher conferences, and staff in-service days shall also be designated.

3.4 CURRICULUM PROCESS

The Jemez Mountain Public Schools Board of Education recognizes that curricula and assessment must be the driving force for instruction. Instruction must prepare students for success in society, business and higher education. Curriculum must draw its strengths and goals from all concerned.

3.4.1 The Jemez Mountain Public Schools curriculum process shall be standards-based and incorporate and reflect the cultural values, strengths, and expectations of the school communities as well as the expectations of general society and higher education.

3.4.2 The Educational Plan for Student Success (EPSS) will serve as the basis for the development, alignment and implementation of curricula.

3.4.3 The allocation of resources and staff development shall support curricula and instruction. Recruitment, hiring and evaluation shall be based on employee and applicant demonstration of the skills and knowledge indicated in the state competencies and identified by the District EPSS and the District Professional Development Plan.

3.4.4 The course of study of the Jemez Mountain Public Schools defines the knowledge, skills and qualities students are expected to develop and acquire. The course of study is aligned to the New Mexico State Statutes, New Mexico Standards for Excellence, Common Core State Standards, District Educational Plan for Student Success, local curricula and local school board goals. The Standards for Excellence are found in NMAC 6.29 regulations.

3.4.5 In addition to the requirements listed above the District provides child centered and developmentally appropriate early childhood programs for 3 and 4 year old children with disabilities, unless the parent or guardian chooses not to enroll their child.

3.4.6 The District provides services for children who have been identified through language proficiency assessment in accordance with the Bilingual Multicultural Act to ensure equal educational opportunities.

3.4.7 The District provides school health programs (Health Education, Physical Education and School Counseling) that provide opportunities for all students to develop healthy behaviors.

3.5 ACCOUNTABILITY AND MONITORING

The Jemez Mountain Public Schools monitors instruction on a continual basis to document compliance and implementation of program requirements, Standards for Excellence, District Educational Plan for Student Success, and the District Course of Study.

3.5.1 Monitoring instruction is the responsibility of the campus administrator and on an annual basis the District Leadership Team will visit schools, review building EPSS documents and current school data, and provide feedback and support where needed.

3.5.2 The monitoring process will include: Short cycle Assessment Data, State testing results, classroom observations, instructional plans, student work, accountability data system information, federal programs data, special education program data and multi-cultural education program data.

3.6 ASSESSMENTS AND EVALUATIONS

The Jemez Mountain Public Schools shall utilize a comprehensive system to evaluate all aspects of the educational program.

3.6.1 The assessment system is used to collect, measure, quantify, and describe multiple types of student generated data to create a profile for a student, sub-groups of students, program, school and/or District. This system provides the District, schools, and community with necessary information about the total student population and specific populations of interest.

3.6.2 Using specific data enables the District to continuously build a systematic collection of student data with which to make sound instructional decisions and judgments from an informed position.

3.6.3 The assessment system includes all statewide student performance indicators.

3.6.4 The District includes data from short-cycle assessments, the Educational Plans for Student Success Focus Areas, general screening in Health and Language, Special Programs, i.e. Multicultural Education, ELL Education, Special Education, Vocational Education; Federal Programs, i.e. Title I, Title II, Homeless, Safe Schools (discipline); Post-Secondary, Transportation, Food Service, and Technology.

3.6.5 Adequate and financially feasible training shall be provided for involved school personnel in reporting, reviewing and interpreting data on an annual basis.

3.6.6 Testing Security Standards set forth by Public Education Department Regulations NMAC 6.10.7.6 through 6.10.7.14 shall be adhered to through procedures and training provided by the District Testing Coordinator.

3.7 ANNUAL REPORTING

3.7.1 On an annual basis the Jemez Mountain Public Schools shall post a Report Card of all of the accountability indicators for the general public. Per state regulation this report shall be printed in the local newspaper. The District will also post the report card on the District web site and have additional copies available at each school site.

3.7.2 The Quality of Ed survey shall be administered on an annual basis through the District's webpage. Data shall be published in the District Report Card.

3.8 PLEDGE OF ALLEGIANCE TO U.S. FLAG

3.8.1 The United State Flag shall be displayed and flown at all public schools in the District. (Pursuant to NMAC 6.10.2.8.A)

3.8.2 The Pledge of allegiance shall be recited each day in each public school within the State. (Pursuant to NMAC 6.10.2.8B)

3.8.3 Exemption by Membership in Recognized Religious Denominations

Parents or guardians belonging to a recognized religious denomination whose religious teaching prohibits their child's recitation of the pledge of allegiance shall present a certificate stating that the parents or guardians are bona fide members of said religious denomination and that the religious teaching of the denomination prohibits their child's recitation of the pledge of allegiance.

3.8.4 Exemption by Certification of Religious or Conscientious Objection

Parents or guardians who are not bona fide members of recognized religious denominations described above, but whose religious or conscientious beliefs, held either individually or jointly with others, do not permit the recitation of the pledge of allegiance, shall present a certificate stating that the parents or guardians have a religious or conscientious objection to their child's recitation of the pledge of allegiance.

3.8.5 Display of the New Mexico Flag and recitation of the salute to the New Mexico Flag should occur at the time of the recitation of the U.S. Pledge of Allegiance on a daily basis.

3.9 TITLE IX EQUALITY AND UNIFORM COMPLAINT PROCEDURES

3.9.1 In accordance with Title IX of the Educational Amendment of 1972, Jemez Mountain Public Schools provides equal educational opportunities for students, thus prohibiting discrimination in education based on gender.

3.9.2 Title IX is the portion of the Education Amendments that provides no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, participation in, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance.

3.9.3 Uniform Complaint Procedures

The Board recognizes that the District is responsible for complying with applicable state and federal laws and regulations governing educational programs.

3.9.4 The District shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination on the basis of ethnicity, religion, gender, gender identity, age, sexual harassment, color, or physical/mental disability, or failure to comply with state and/or federal laws in adult, basic education, consolidated categorical programs, vocational education, child nutrition programs, special education programs, and federal school safety planning requirements.

3.9.5 The Board encourages the early, informal resolution of complaints at the site level whenever possible.

3.9.6 The Board acknowledges and respects every individual's right to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the facts. This includes keeping the identity of the complainant confidential except to the extent necessary to carry out the investigation or proceedings, as determined by the Superintendent or designee on a case-by-case basis.

3.9.7 The Board prohibits retaliation in any form for participating in complaint procedures, including but not limited to the filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

3.9.8 Filing a Complaint:

A. The District will accept and investigate complaints from organizations or individuals with respect to applicable educational programs. The complaint must:

(1) be written;

(2) be signed by the complaining party or his or her designated representative;

(3) contain a statement that the District has violated a requirement of a state or federal statute or regulation;

(4) contain a statement of the facts on which the complaint is based and the specific requirement alleged to have been violated.

3.9.9 Impartial Review and Decision:

A. Upon receipt of a complaint, the District will acknowledge receipt of the complaint in writing and will:

(1) conduct an impartial investigation which shall include a review of all relevant documentation presented and may include an independent on-site investigation; and

(2) give the complainant the opportunity to submit additional information, either orally or in writing, about the allegations in the complaint; and

(3) review all relevant information and make an independent determination as to whether the District has violated a requirement of an applicable state or federal statute or regulation.

B. A written decision, which includes findings of fact, conclusions, and the reasons for the decision and which addresses each allegation in the complaint, shall be issued by the District and mailed to the parties within sixty (60) calendar days of receipt of the written complaint.

3.9.10 For a complete version of the State of New Mexico Complaint Procedure, see NMAC 6.10.3

3.10 INSTRUCTIONAL MATERIALS

The Jemez Mountain Public Schools shall adopt materials to support the District Course of Study. The District will follow the state instructional materials adoption cycle to provide resources that support standards-based instruction.

3.10.1 Instructional Materials shall be selected to:

A. Support the District's Educational Plan for Student Success focus areas/goals.

B. Enrich and support the curriculum, taking into consideration the identified student needs and diversified interests, language, abilities and maturity levels of the students and provide resources to support standards-based instruction.

C. Enhance literacy and creativity, and literary and aesthetic appreciation;

D. Promote citizenship;

E. Provide a fair representation of the many religious, ethnic, and cultural groups and their contributions to our American heritage and multicultural society;

F. Present various viewpoints on many subjects that will assist in the development of critical judgment and perceptions of students;

G. Provide recognition and examples of minority groups to ensure that there will be no discrimination or bias or prejudice toward gender, language, race, religion, handicap or age.

3.10.2 Materials will meet the following criteria: authenticity and scholarship; appropriateness in relation to religion, sexism, political ideologies, sex, profanity, and content, motivational qualities, technical qualities, purpose, scope of the material, language, format, special features and potential use.

3.10.3 Final decisions on purchase will rest with the Superintendent.

3.11 ASSURANCES FOR DISTRIBUTION OF INSTRUCTIONAL MATERIALS

In accordance with the expectations of Senate Bill 1019 of the 2007 Session, the Jemez Mountain Public Schools will ensure any student attending our schools is entitled to the free use of instructional materials. The District will provide textbooks or e-books to each student for use in each class and at home as necessary. The building principal shall be responsible for compliance with this policy.

3.12 STUDENT FEES

All fees to be paid by students in connection with any course work or activity must be approved by the Superintendent or designee who shall provide advance notice to the Board of the proposal. No fee may be charged for any course work, which is required by law, regulation or policy. Technology equipment distributed to students shall have an annual fee to cover insurance costs.

3.13 RESPONSIBILITY FOR LOSS, DAMAGE OR DESTRUCTION OF INSTRUCTIONAL MATERIALS AND EQUIPMENT

Each parent, guardian or student is responsible for the loss, damage or destruction of instructional material and equipment - including technology - while in the student's possession. Jemez Mountain Public Schools may withhold the grades, diploma and transcripts of the student responsible for damage or loss, until such time as the materials have been replaced or repaid. When a parent, guardian or student is unable to pay for damage or loss, the school will work with the parent, guardian or student to develop an alternative plan in lieu of payment; however, grades, transcripts and diplomas will be held until the debt is satisfied. Where a parent or guardian is determined to be indigent according to guidelines established in the NMAC regulations, the District will bear the cost of the instructional materials.

3.14 TEXTBOOKS AND LIBRARY MEDIA CENTER

3.14.1 A textbook committee will be selected from the staff under the supervision of the Curriculum Office.

3.14.2 Students are responsible for payment for lost textbooks and library books. It is the responsibility of the principal, teacher or librarian to enforce this policy.

3.14.3 A textbook record, listing all textbooks issued, must be made out by the teacher for each student, except for books only temporarily issued a student.

3.15 SELECTION AND EVALUATION OF MATERIALS FOR LIBRARY MEDIA CENTER

3.15.1 Materials are selected by qualified representative personnel, consisting of librarians, teachers, coordinators and administrators.

3.15.2 Materials are selected by actual examination of the material from reviews or from recommended bibliographies or lists of materials.

3.15.3 The following evaluative criteria are used:

A. Materials are chosen which support the curriculum

B. Materials are chosen which have a high interest level among the student body.

C. Materials are contributing to literary appreciation or have aesthetic value.

D. Materials are selected because of the content and emphasis of the entire work.

E. Materials are chosen which give a realistic view of society and its problems.

F. Provide materials representative of the many ethnic and cultural groups and their contributions to our American heritage.

G. Materials on controversial issues are represented by both sides of the issue in an objective way.

3.15.4 Students have the right to see and/or read any materials in the media centers which they and their parents feel will contribute to their growth and development. The Library-media Center shall withhold materials from certain students upon request of their parents; otherwise, all materials in the Center are available to all students.

3.16 CONTROVERSIAL MATERIALS, METHODS AND ISSUES

3.16.1 The Board recognizes that it is frequently necessary for pupils to study controversial issues and that in order to deal effectively with controversial issues and topics, teachers will sometimes use materials or methods that might lead to misunderstandings. In considering such matters, it shall be the purpose of our schools to recognize the pupil's right and/or obligation:

A. to study any controversial issue which has political, economic, or social significance and concerning which the student should begin to have an opinion;

B. to have free access to all relevant information;

C. to study under competent instruction in an atmosphere of freedom from bias and prejudice;

D. to form and express independent opinions on controversial issues without jeopardizing relations with the teacher of the school;

E. to recognize that a reasonable compromise is often an important facet in decision making in our society;

F. to respect minority opinions.

3.16.2 Complaints and Challenges to Teaching Methods and Materials

A. If a school or staff member is challenged on the use of methods or materials, the following procedures will apply.

1. An attempt will be made to resolve the challenge or complaint informally. School personnel shall meet with the complainant to hear the specific concerns and recommendations and to explain how and why the challenged material or method was selected for use in the classroom or library.

2. The complainant may still challenge the material or method by submitting a written statement, which identifies the complainant's specific concerns. No action to review challenged materials or methods will be taken until a written request for review is filed.

3. The review shall be undertaken by the appropriate District

curriculum committees. The review process shall always include the opportunity for citizen comment. There will be no restrictions on the use of the challenged materials or methods by students until the entire review process is completed and has been reviewed by the Superintendent.

4. The Superintendent shall accept or reject the review committee's recommendation and so inform the board. The complainant may again challenge the Superintendent's recommendation to the Board at this time.

5. The decision of the Board shall be final.

3.17 COPYRIGHT LAWS

It is the intent of the Jemez Mountain Public Schools to adhere to the provisions of the copyright laws. Although there continues to be controversy regarding interpretations of those copyright laws, the following procedures represent a sincere effort to operate legally:

3.17.1 The ethical and practical problems caused by software, video and text piracy will be taught to all staff and students in all schools in the District.

3.17.2 District employees will be expected to adhere to the provisions of Public Law 96-517, Section 7 (b) which amends Section 117 of Title 17 of the United States Code to allow for the making of a back-up copy of computer programs. This states that ". . . it is not an infringement for the owner of a copy of a computer program to make or authorize the making of another copy or adaptation of the computer program provided:

A. That such a new copy of adaptation is created as an essential step in the utilization of the computer program in conjunction with a machine and that it is used in no other manner,

-or-

B. That such a new copy and adaptation is for archival purposes only and that all archival copies are destroyed in the event that continued possession of the computer program should cease to be right."

3.17.3 District employees will be expected to adhere to the provisions of the Copyright Act concerning photocopying text. Specifically, the provisions in Sections 107 and 108 which state ". . . Notwithstanding the provisions of Section 106, the fair use of a copyrighted work, including such use by reproduction in copies or recordings or by any other means specified by that section, for purposes such as criticism, comment, news reporting, teaching (including multiple copies for classroom use), scholarships, or research, is not an infringement of copyright. In determining whether the use made of a work in any particular case is a fair use the factors to be considered shall include----

A. the purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;

B. the nature of the copyrighted work;

C. the amount and substantiality of the portion used in relation to the copyrighted work as a whole; and

D. the effect of the use upon the potential market for or value of the copyrighted work."

3.17.4 District employees will be expected to adhere to the provisions of the Copyright Act concerning video materials. Specifically, the provisions in Section 110, 110 (1) and 110(4) state ". . . (1) performance or display of a work by instructors or pupils in the course of face-to-face teaching activities of a nonprofit educational institution, in a classroom or similar place devoted to instruction, unless, in the case of motion picture or other audiovisual work, the performance or the display of individual images is given by means of a copy that was not lawfully made . . . and that the person responsible for the performance knew or had reason to believe was not lawfully made. " (Citation)

3.17.5 These sections are understood to permit displaying or performing audio visual works in nonprofit education institutions under the following conditions:

A. They must be shown as part of the instructional program.

B. They must be shown by students, instructors or guest lecturers.

C. They must be shown either in a classroom or other school location devoted to instruction such as a studio, workshop, library, gymnasium, or auditorium if it is used for instruction.

D. They must be shown either in a face-to-face setting or where students and teacher(s) are in the same building or general area.

E. They must be shown only to students and educators.

F. They must be shown using a legitimate (that is, not illegally reproduced) copy with the copyright notice included.

3.17.6 District employees will be expected to adhere to the provisions of the Copyright act concerning Off-Air Taping. Specifically, the restrictions, which state..."

A. Video-taped recordings may be kept for no more than 45 calendar days after the recording date, at which time the tapes must be erased.

B. Video-taped recordings may be shown to students only within the first 10 school days of the 45-day retention period.

C. Off-air recordings must be made only at the request of an individual teacher for instructional purposes, not by school staff in anticipation of later requests by teachers.

D. The recordings are to be shown to students no more than two (2) times during the 10-day period, and the second time only for necessary instructional reinforcement.

E. The taped recordings may be viewed after the 10-day period only by teachers for evaluation purposes, that is, to determine whether to include the broadcast program in the curriculum in the future.

F. If several teachers request videotaping of the same program, duplicate copies are permitted to supply their request; all copies are subject to the same restrictions as the original recording.

G. The off-air recordings may not be physically or electronically altered or combined with others to form anthologies, but they need not necessarily be used or shown in their entirety.

H. All copies of off-air recordings must include the copyright notice on the broadcast program as recorded.

I. These restrictions apply only to nonprofit education institutions, which are further "expected to establish appropriate control procedures to maintain the integrity of these restrictions."

3.17.7 Legal or insurance protection of the District will not be extended to employees who violate copyright laws.

3.17.8 The District will designate an individual who may sign license agreements for software, videos or texts for the schools in the District. (Each school using software, videos or texts covered by a license agreement also should have a signature on a copy of the license agreement for local control.)

3.17.9 The principal of each school is responsible for establishing practices which will implement this policy at the school level.

3.18 INTERNET ACCESS AND NETWORKED RESOURCES

3.18.1 The Board recognizes that as telecommunications and other new technologies alter the ways that information may be accessed, communicated and transferred by members of the society, those changes will also alter instruction and student learning. The Board supports access by students to rich information resources along with the development by staff of appropriate skills to analyze and evaluate such resources. The Board expects that staff will blend thoughtful use of such information throughout the curriculum and that the staff will provide guidance and instruction to students in the appropriate use of such resources. The Board believes that the benefits to students from the utilization of these resources and the resulting opportunities for collaboration, exceed any potential disadvantages.

3.18.2 The Board authorizes the Superintendent to prepare appropriate procedures for acceptable use of the Internet and other networked resources and for reviewing and evaluating the effect of Internet access on instruction and student achievement.

(Please reference the District's Technology Security Policy for more details.)

3.19 LIBRARY BILL OF RIGHTS

3.19.1 The board supports the School Library Bill of Rights, provided by the American Library Association, which asserts that the responsibility of the school library is:

A. to provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the students served;

B. to provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards;

C. to provide a background of information which will enable pupils to make intelligent judgments in their daily lives;

D. to provide materials on opposing sides of controversial issues so that young citizens may develop the practice of critical reading and thinking;

E. to provide materials representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage;

F. to place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the users of the library.

3.20 USE OF VIDEOS, DVD'S AND MOVIES IN SCHOOLS

The Board of Education recognizes that videos, DVD's and movies, which directly relate to the instructional program, may be of benefit for classroom viewing.

3.20.1 Any film shown in any school must be thoroughly documented as to their educational validity.

3.20.2 When possible, pertinent film clips should be shown, rather than viewing any film in its entirety. Films must have prior approval by the principal, assistant principal or designee.

3.20.3 Elementary, 6th and 7th grade

In K-7th grade, movies can only be shown if they carry a G or PG rating and must have prior approval by the principal, assistant principal or designee. No R or PG-13 rated films will be used or shown in grades K-7th. Signed parental permission slips must be received for each elementary student who will see a PG rated film.

3.20.4 Eight Grade and High School

In grades 8-12, films may be rated G, PG or PG-13. No R rated films will be used or shown in the school. In the 8th grade a parental permission slip must be received for each student who will see a PG-13 rated film.

3.20.5 At all grades, a parent/guardian who believes that his/her student should not view an approved movie or video can request by phone, or in writing, other reasonable options or activities in place of the video or movie.

3.20.6 The teacher will accommodate the parent's request for an optional assignment.

3.20.7 Enforcement:

A. Any movie shown in any classroom must be "logged" in the office and have prior approval by the principal, assistant principal or designee.

B. At the high school level PG-13 rated films, like all other films, must be thoroughly reviewed, well documented and have a supporting statement as to the films educational validity. Every film to be shown must be reviewed and approved in advance by the building administrator or designee.

3.21 GUEST SPEAKERS AND SENSITIVE INSTRUCTIONAL MATERIALS

The teacher must preview instructional materials dealing with personal or sensitive subjects before they are introduced into the classroom. If materials are sensitive but the instructor believes they are germane to the subject being taught, the principal, in consultation with the Superintendent, shall adjudge their propriety and pertinence.

3.21.1 The principal's deliberation should include among other things, consideration of the general standards of the clientele served by the Jemez Mountain Public Schools.

3.21.2 The instructor is also responsible for personal or sensitive subjects introduced or discussed by guest speakers in the classroom. An instructor must make every effort to present both sides of an issue and not be exclusive or push their own beliefs.

3.21.3 Teachers shall provide students advance notice of the possibility of the use of sensitive materials prior to their use so that students finding the materials offensive may be excused from that portion of the assignment or presentation and provided with an alternative assignment more in keeping with their beliefs.

3.21.4 Parents/guardians may make such a request on behalf of their currently enrolled children.

3.21.5 Teachers shall notify the building principal of any apparent problem, which arises from the use of sensitive materials or from remarks by a guest speaker.

3.21.6 At the appropriate grade levels, parents should be given advance notice of presentations on topics involving human sexuality.

3.21.7 The practice of informing the building principal of any guest speakers invited to a classroom, whether the topic is controversial or not is recommended for all staff members.

3.22 INSTRUCTION IN LANGUAGES OTHER THAN ENGLISH

3.22.1 Multicultural programs may be offered if there are students who have difficulty in writing, speaking, or understanding the English language because they live in an environment in which another language is spoken.

3.22.2 Many children enroll in the Jemez Mountain Public Schools who lack the communicative skills to achieve and participate in the English language oriented curricula and school activities. It is the intent of the School District to provide educational opportunities for these children to become successful members of the school population and to achieve English language communication skills for career opportunities.

3.22.3 Through the use of their native language, children who are dominant in a language other than English, enhance conceptual development and the acquisition of communication skills. Recognizing this, the District shall provide a ~~bilingual~~ multicultural program or other appropriate programs to improve and accelerate student acquisition of English language skills.

3.23 HOME SCHOOLS

In accordance with Section 22-1-2.1 [NMSA 1978] and in compliance with regulations promulgated by the Secretary of Education, the Jemez Mountain Public School's Board of Education acknowledges the right of parents or guardians to establish home schools. Home school, as defined by state statute, means "…the operation by the parent (or guardian) of a school-age person of a home study program of instruction that provides a basic academic educational program, including reading, language arts, mathematics, social studies and science."

3.23.1 A home school student is eligible to participate in three athletic activities at the public school in the attendance zone in which the student resides and meets eligibility requirements as specified by the New Mexico Activities Association regulations [Reg. 10.5.2].

3.23.2 Request to participate forms must be filled out and returned to the AD of the high school in the student's attendance zone or the Assistant Principal in the Middle School. Building Principals must provide the final signature to allow home school students to participate and must ensure all requirements are met for participation.

3.23.3 A student in a home school who meets the eligibility criteria in rules promulgated by the Public Education Department and Higher Education Department may apply for dual credit courses and online courses provided that the student pay the full cost of dual credit and/or online credit and provide transportation to and from the campus in which the course is taken.

3.23.4 A student in a home school can enroll in up to one-half (1/2) day at a public school within their home attendance area.

A home school student must request to participate on an annual basis at the beginning of an athletic activity or at the beginning of the school year for a co-curricular activity.

3.24 HOMEBOUND/HOSPITALIZED INSTRUCTION

3.24.1 "Homebound" or "Hospitalized" means a student who is capable of profiting from academic instruction but is unable to attend school due to illness, disease, accident, or handicapping conditions.

3.24.2 Student Eligibility

Students shall be eligible for Homebound/Hospital instruction under the following conditions:

A. Receipt by the Principal of a licensed physician's statement, resulting from injury or severe illness other than customary childhood diseases;

B. Determinations that the student will be absent from instruction at least ten (10) consecutive days;

C. Assignment by the Multi-disciplinary Team (for Special Education students only) or the 504 team.

Determination of non-medical cases warranting this type of instruction shall be made on a case-by-case basis by the Superintendent or his/her designee in consultation with appropriate school staff and parents.

3.24.3 Homebound/Hospital services will only be provided in not-for-profit institutions within the District.

3.24.4 Administrative procedures for students assigned to homebound/hospital instruction shall be developed and distributed by the Superintendent.

3.25 SECTION 504 REHABILITATION ACT

INTRODUCTION

Section 504 of the Rehabilitation Act of 1973 ensures that no qualified student shall, on the basis of disability, be excluded from participation in or be denied the benefits of, or otherwise be subjected to discrimination under any program or activity of the Jemez Mountain Public Schools. A student is considered disabled under Section 504 if he/she has a physical or mental impairment that substantially limits one or more of his/her major life activities, such as learning, reading, concentrating, thinking, communicating, walking, seeing, hearing, breathing, working, and performing manual tasks.

The Board is committed to ensuring that all students are afforded an equal educational opportunity and that no student is discriminated against on the basis of a disability, a record of a disability, or the misperceptions of others that the student has a disability. The District shall provide a free appropriate public education to each qualified student with a disability within in the District's jurisdiction, regardless of the nature or severity of the person's handicap.

No unlawful discrimination against any student with a disability shall knowingly be permitted in any program or practices of the District. This policy extends to all aspects of the School District's educational program, as well as to the use of all School District facilities, and participation in all School District-sponsored activities, including extracurricular activities and athletics.

The District has developed and shall implement, with respect to actions regarding the identification, evaluation, or educational placement of students who, because of disability, need or are believed to need special instruction or related services, a system of procedural safeguards that includes notice, an opportunity for the parents or guardian of the student to examine relevant records, an impartial hearing with opportunity for participation by the person's parents or guardian and representation by counsel, and a review procedure. Compliance with the procedural safeguards of the IDEA is one means of meeting this requirement.

3.25.1 Child Find and Notice

The District shall identify and locate qualified children with disabilities within the jurisdiction of the District who are not receiving a public education.

The District shall annually notify persons with disabilities and/or their parents or guardians of the District's responsibilities of Section 504.

3.25.2 Evaluation and Placement

The District shall conduct an evaluation of any student who because of disability, needs or is believed to need special education or related services before taking any action with

respect to the initial placement of the student in regular or special education any subsequent significant change in placement.

The District has established standards and procedures for the evaluation and placement of students. Procedures are available from the District 504 Coordinator and/or campus Coordinators or Principals.

3.25.3 The Superintendent shall designate a Section 504 Coordinator who shall be responsible for continuing surveillance of School District educational and extracurricular programs and activities with regard to compliance with Section 504 and all pertinent regulations, including making recommendations to the Superintendent on the development of all necessary procedures and regulations implementing this policy.

The identification of the Section 504 Coordinator will be posted on the district website and posted in all schools in a place accessible to parents.

The District may also maintain a campus 504 Coordinator at each campus. The building principal may also perform this duty. Information on the designation of campus Coordinators is available through the principal of each building and by the District 504 Coordinator.

3.25.4 Complaints

The District will provide prompt and equitable resolution complaints regarding Section 504 of the Rehabilitation Act 1973. (34 CFR 104.7 b)

For complaints regarding discrimination or harassment based on disability, in accordance with School Board Policy 2.29, reports will be made to the principal, assistant principal, counselor, the Superintendent, or the designated 504 Coordinator. The procedures for investigation of such complaints are outlined in policy 2.29.3.

For Complaint regarding the identification, evaluation, or educational placement of a student with a disability under Section 504, the following procedures are established.

PROCEDURES

a. Step 1. A written grievance form signed by the complainant shall be submitted to the campus Section 504 Coordinator or the building principal. The campus coordinator shall further investigate the matters of grievance and reply in writing to the complainant within 5 business days.
b. Step 2. If the complainant wishes to appeal the decision of the campus Section 504 Coordinator or the building principal, he or she may submit a signed statement of appeal to the designated District Section 504 Coordinator within 10 business days after receipt of the campus Coordinator's or Principal's response. The District Coordinator shall meet all parties involved, formulate a conclusion, and respond in

writing to the complainant within 5 business days.

c. Step 3. If the complainant wishes to appeal the decision of the District Coordinator, he/she may submit a signed statement of appeal to the District Superintendent within 10 business days after the receipt of the District Coordinator's response. The Superintendent shall meet with all parties involved, formulate a conclusion and respond in writing to the complainant within 5 business days.
d. Step 4. If the complainant remains unsatisfied, he/she may appeal through a signed written statement to the Board of Education within 10 days of the Superintendent's response in an attempt to resolve the grievance, the board shall meet with the concerned parties within 40 days of the receipt of such an appeal. A copy of the Board's disposition of the appeal shall be sent to each concerned party within 10 days of this meeting.

Parents shall be given written notice of their due process rights to an impartial hearing if they have a concern or complaint about the District's actions regarding the identification, evaluation and/or educational placement of a student with disabilities.

3.26 TRANSFER STUDENTS FROM NON-ACCREDITED SCHOOLS

Students from non-accredited schools will be assigned to a grade level according to the following criteria:

A. Evaluation of a student's progress and competencies using at least:

1) the classroom teacher's recommendation from sending school;

2) age-grade consideration;

3) counselor's evaluation;

4) when needed, diagnostic evaluation;

5) administrator/teacher/department head/ counselor conferences.

B. The initial assignment will be considered temporary for the first nine (9) weeks unless reassignment is deemed necessary by the Principal prior to that time. If reassignment is necessary, this should be done within nine (9) weeks of the student's enrollment.

C. The Principal shall have the authority after consultation with all involved to place the student in the grade, course(s) and level in which the student can be successful.

D. Credits earned in the non-accredited school will be honored if course content approximates the JMPS requirements as determined by the Principal.

3.27 GUIDANCE AND COUNSELING

The Board of Education is committed to ensuring that a high quality school counseling program that is comprehensive, developmentally and age appropriate, and reflects the diversity of the Jemez Mountain Public Schools is provided equitably to all students in the district.

3.27.1 We believe that social and emotional learning delivered through a comprehensive, developmentally appropriate school counseling program has a positive impact on student academic performance.

3.27.2 We believe school counseling is integral to the mission of schools and to the total educational program. School counseling programs remove barriers to learning and promote the knowledge and skills necessary for the academic achievement and personal growth of all students through prevention and intervention services.

3.27.3 Jemez Mountain Public Schools counseling services will align with the national and state school counseling standards.

3.27.4 <u>In All Schools:</u>

a) Counselors provide a comprehensive, developmentally appropriate school counseling program to all students.

b) The school-counseling program aligns with the JMPS educational mission.

c) Counselors provide information and support to students and families about academic programming, community supports, and other relevant information.

d) School counselors work with teachers and parents to ensure and support student's academic success through collaborative decision making utilizing formative and state assessment data, recommend appropriate academic interventions and continuously monitor student attendance and academic progress.

e) The school-counseling program is based on the American School Counseling Association's National Model and Standards and includes prevention, interventions, and crisis response services.

f) School counselors promote personal, interpersonal, health, academic and career development for all students through classroom guidance lessons, counseling and other services.

g) School counselors address the unique needs of individual students through academic, behavioral and social interventions, which are culturally appropriate to ensure educational excellence for all students.

h) School counselors communicate the role and goals of the school-counseling program with all stakeholders including students, parents, staff, administrators, and community.

i) School counselors work with students and families to support students in their transition from one grade level to another.

j) School counselors collect and analyze both qualitative and quantitative data to identify and address student needs and to develop, implement, evaluate and continuously improve the counseling program.

3.27.5 At the Elementary Level:

a) The school-counseling program promotes school success by assisting students in acquiring the skills and attitudes necessary for academic achievement.

b) The school counseling program teaches decision making, problem solving and resiliency skills.

c) School counselors foster the development of self-awareness, positive self-concept, self-advocacy, interpersonal skills and career awareness.

3.27.6 At the Middle School Level:

a) The school-counseling program focuses on building academic and social competence and career awareness.

b) School counselors coordinate, monitor and manage the process by which eighth grade students develop a rigorous, appropriate comprehensive plan, (Next Step Plan) that prepares them to meet high school graduation requirements, and reflects post-secondary and career planning.

3.27.7 At the High School Level

a) School counselors coordinate, monitor and manage the process by which students develop a rigorous, appropriate comprehensive plan, (Next Step Plan) that prepares them to meet high school graduation requirements, and reflects post-secondary and career planning. Counselors also provide information to all students about advanced placement, dual credit and distance learning course options and opportunities.

b) The school-counseling program equips students to develop competence in decision-making, career planning, interpersonal relationships, personal responsibility and other skills essential to being a productive citizen.

3.28 GRADUATION/CREDIT REQUIREMENTS

3.28.1 Purpose

Graduation from the Jemez Mountain Public Schools signifies that students have satisfactorily completed their required course of study. In order to receive a diploma, students must meet all specified requirements as established by faculty, the local Board of Education, and as outlined in New Mexico Administrative Code.

3.28.2 Local Board Expectation

A. By the end of the fall semester, high school staff will make every reasonable effort to notify seniors and their parents/guardians if the student is in danger of failing to meet the requirements established for participating in the graduation exercises and receiving a diploma.

B. No student may participate in the graduation ceremony without meeting all graduation requirements.

C. Only students of the Jemez Mountain Public Schools may participate in graduation ceremonies.

D. The Jemez Mountain Public Schools will neither compel nor censor student prayer at graduation. There will be no involvement of the Board or school staff in the planning, preparations, or delivery of such prayer**.**

E. Early Graduation Policy. Early graduates (defined as H1, H2, H3 students by the PED) will be added to the list of honor graduates if their GPA is higher than the GPA of the last honor graduate of the graduating class. The graduation program will signify their early graduations with an asterisk or similar symbol. Early graduates class rank will be based on their ranking in their cohort. Early graduates are not eligible to be the Valedictorian or Salutatorian. Early graduates will not be allowed to participate in the ceremony the following year. Students interested in Early Graduation should contact their high school counselor.

F. Graduation ceremonies are festive occasions but are also academic events marked by seriousness and formality because they are occasions recognizing the significant effort of students, their families, faculty and administrators have devoted to achieving completion of high school. Students and guests are expected to show decorum consistent with the occasion.

G. Graduation dress code:

1. Students participating in graduation ceremonies shall wear a cap and gown, and shoes should be appropriate for a formal occasion such as a business function. No flip flops or sneakers will be permitted.
2. In addition to a cap and gown, the administration, in consultation with each site principal, shall develop a standardized guideline for the approval of "honor cords" and "honor stoles" and club or honor pins as decorative regalia to gowns.

3. Regalia of nationally recognized honor societies, including but not limited to the National Honor Society, National Art Honor Society, student government and other authorized student organizations, AVID, Key Club and JROTC shall be included in the permitted decorations to gowns. Other honor regalia reflecting personal academic awards or achievements shall be approved by the site principals prior to being permitted.

4. Students may ware culturally significant dress under their gowns or the traditional cap. Other appropriate attire to be worn under caps and gowns shall be approved by the site principal.

5. During the graduation ceremonies, no elected officials other than current school board members or past board members who are presenting diplomas may sit on the stage. Commencement speeches shall be limited to those speakers selected by the graduating class, subject to the approval of the site principal.

3.28.3 Graduation Requirements

A. All students at *Coronado High School*, including special education students (except student's on an Ability Pathway) with an Individualized Education Program (NMAC 6.29.1.9.J), starting with the class of 2017, must complete 24.5 credits to be eligible for a diploma.

B. All students at Coronado *High School*, including special education students (except student's on an Ability Pathway) with an Individualized Education Program (NMAC 6.29.1.9.J), starting with the class of 2017, must complete 25.5 credits to be eligible for a diploma.

C. Jemez Mountain Public Schools follow all graduation requirements set forth by the NMPED. Requirements for each graduating class can be found on NMPED

website under "Graduation" in the "A-Z Directory." Additional required graduation units beyond state requirements are to be taken in approved courses.

Table 4: District-Approved Alternative Demonstrations of Competency

Reading	Math	Writing	Science	Social Studies
Performance on the SBA or PARCC assessment which is within 5% of the cut scores established by PED	Performance on the SBA or PARCC assessment which is within 5% of the cut scores established by PED	Performance on the SBA or PARCC assessment which is within 5% of the cut scores established by PED	Performance on the SBA or PARCC assessment which is within 5% of the cut scores established by PED	An average passing score on all semester exam grades for all social studies courses
Performance on the EoC which is within 3 points of the cut scores established by PED	Performance on the EoC which is within 3 points of the cut scores established by PED	Performance on the EoC which is within 3 points of the cut scores established by PED	Performance on the EoC which is within 3 points of the cut scores established by PED	Performance on the EoC which is within 3 points of the cut scores established by PED
Scores from a college placement exam showing placement in a non-developmental level course	Scores from a college placement exam showing placement in a non-developmental level course	Scores from a college placement exam showing placement in a non-developmental level course	Scores from a college placement exam showing placement in a non-developmental level course	Scores from a college placement exam showing placement in a non-developmental level course
WORKKEYS Exam in Reading for Information-score of 3 or better	WORKKEYS Exam in Applied Mathematics – score of 3 or better	WORKKEYS Exam in Business Writing – score of 3 or better	WORKKEYS Exam in Applied Technology – score of 3 or better	WORKKEYS Exam in Teamwork – score of 3 or better
Acceptance to a 4-year institute of higher learning, **or** an accredited 2	Acceptance to a 4-year institute of higher learning, **or** an accredited 2	Acceptance to a 4-year institute of higher learning, **or** an accredited 2	Acceptance to a 4-year institute of higher learning, **or** an accredited 2	Acceptance to a 4-year institute of higher learning, **or** an accredited 2

year post-secondary educational institute **or** the US Military	year post-secondary educational institute **or** the US Military	year post-secondary educational institute **or** the US Military	year post-secondary educational institute **or** the US Military	year post-secondary educational institute **or** the US Military

NMSA 1978, §§22-13-1.1 et. Seq. (2010); 6.19.7 NMAC (2009); 6.29.1.9 NMAC (2009).

D. Students who entered high school in 2009-2010 or after must pass the New Mexico PARCC Exam in order to receive a high school diploma. The test is administered and may be taken once as a sophomore, once as a junior and twice as a senior as needed to successfully pass all sub-tests. The appropriateness of administering the PARCC to special education students will be determined by the Multidisciplinary Team.

E. With approval of the Board of Education, the Superintendent may request written approval from the Secretary of Education to award a diploma to a student who has not passed the competency examination and who is not covered under other provisions.

F. All students must demonstrate competency in the subject areas of reading, writing, mathematics, science, and social studies through End of Course exams and earn all credits to graduate in order to receive a New Mexico Diploma of Excellence.

Students who are unable to demonstrate competency using the state options may apply for an alternative form of competency. To be considered for this option, students must successfully complete all required credits.

Students choosing this option must submit the Alternative Demonstration of Competency Application to the Graduation Review Committee at each high school by March 1st of the graduating year.

The Graduation Review Committee consists of the building principal or designee, the student's counselor, one or more of the student's teachers, and a special education designee as applicable.

3.28.4 Credit Regulations

A. Credits shall be transferable with no loss of value among schools that are accredited by a State Board of Education in the United States, United States territories, or Department of Defense schools.

B. Online courses may be used to provide graduation credit to currently enrolled

students, but whether or not they will be used to calculate GPA is up to the discretion of administration.

C. A final examination shall be administered to all students in all courses offered for credit.

D. A student cannot take the same course twice for credit.

E. Concurrent enrollment and dual credit, both vocational and academic, may be earned simultaneously from both the school district and post-secondary institution(s).

Concurrent Enrollment and Dual Credit programs refer to programs that allow high school students to enroll in college-level courses offered by a public post-secondary institution prior to high school graduation. Dually enrolled students may earn credit toward high school graduation and a post-secondary degree or certificate simultaneously as defined in NMAC 6.30.7.

A concurrently enrolled student refers to students who, on their own, are enrolled in a public post-secondary institution. Students are responsible for paying for tuition, instructional materials and applicable fees at that post-secondary institution. Jemez Mountain Public Schools will transcript credit earned from accredited institutions upon receipt of an official grade or transcript record from the institution.

A dual credit student refers to students who have met eligibility requirements to enter the Dual Credit Program. Within the Dual Credit Program, JMPS and its partner post-secondary institution(s) have entered into a dual credit agreement that establishes student eligibility and course eligibility. Courses may be academic or career technical, but may not be remedial or developmental. Within this program, the post-secondary institution will waive tuition and general fees and JMPS will fund required instructional materials in accordance with NMAC 6.30.7. JMPS will transcript credit earned from the partner institution upon receipt of an official grade or transcript record.

F. For students entering the ninth grade in 2009-2010 or later, at least one of the units required for graduation must be earned as an advanced placement or honors course, a dual-credit course, or a distance learning course.

G. All core academic courses offered for credit must align to the 9-12 New Mexico Standards for Excellence (NMAC 6.29)

H. Elective credit courses must meet PED content standards with benchmarks and must:

1. include a written, sequential curriculum;

2. be taught by an instructor with a secondary teaching license;

3. include a final examination; and

4. be reviewed and approved by the Board of Education.

3.28.5 Earned Credit Requirements and Grade Level Classification

A. A student in their first year of high school will be classified as a 9th grader (H1).

B. A student in their second year of high school will be classified as a 10th grader (H2).

C. A student in their third year of high school will be classified as a 11th grader (H3).

D. A student in their fourth and subsequent years of high school will be classified as a 12th grader (H4, H5, H6).

3.28.6 Remediation/Non-Remediation Classes

A. Remediation/Reinforcement Classes

Summer School courses may be offered for remediation and reinforcement, for those students in grades seven through twelve. These courses will be paid for by the student, with the exception of those students who qualify for tuition waivers.

B. Non-Remediation Classes

Non-remediation courses may be offered for high school students who wish to accelerate or supplement their education. The cost of these courses will be completely funded by student enrollment fees.

Fee schedules will be reviewed annually

3.28.7 State Seal of Bilingualism and Bi-literacy

A. 6.29.1.9 State Statute Proficiency Requirements

PROFICIENCY REQUIREMENTS:

To earn the bilingualism-bi-literacy seal on the Jemez Mountain Public Schools diploma of excellence, students must meet the graduation requirements as specified in

Subsection J of 6.29.1.9 NMAC, and demonstrate proficiency in a language other than English, through one of the following methods:

(1) Certification by an individual Native American Tribe

(2) Units of credit and an assessment

Certification by the Navajo Tribe

The Navajo Tribe may certify that a student is proficient in the Tribal language. The Navajo Tribe has developed the method and process for determining proficiency in their respective Tribal language.

The student must receive a grade of C or higher in four units of credit in a language other than English. All four units of credit must be in the same language other than English and shall consist of language courses, language arts courses, content area courses or any combination thereof. For the purposes of meeting the requirements of this option, a student may not use units of credit in English language arts or English as a second language for English language learners.

The student must meet the assessment of proficiency requirement as follows:
(a) The student must attain a score of three or higher on an advanced placement examination for a language other than English; or
(b) The student must attain a score of four or higher on an international baccalaureate examination for a higher-level language other than English course; or
(c) The student must score proficient on a national assessment of language proficiency in a language other than English; or
(d) The student may demonstrate proficiency by passing a New Mexico assessment in a world language other than English.

B. NMAC 6.32.3.9 TRANSCRIPT: The graduate's high school transcript must also indicate that the graduate received the state seal on the graduate's New Mexico diploma of excellence.

Navajo Nation Oral Language Proficiency Criteria for NM Language Proficiency Seal

Definition of Navajo Language Proficiency: Student must be proficient and fluent in Navajo language. He/she must be able to speak accurately, easily, conjugating verbs correctly, conveying meaning through complex sentences, be able to put across their message clearly.
Seal of Navajo Language Proficiency awarded to:

- Graduating High School seniors only
- Must meet Deadline of no later than December 15 of each year.
- Navajo Nation will recommend student's for language seal to NM PED
- Student does not have to be Navajo
- For NM Students only

Criteria for a Speaker of Navajo language:

1. Be able to introduce themselves appropriately in correct order, (clan, born for, maternal grandfathers, paternal grandfathers, where their mother's home area is, their parents and grandparents, related clans, something about their personal background that they can share (nothing private).
2. Demonstrate proficiency with a 10 minute oral presentation before a committee in Navajo on a topic. (Topics will be provided by OSCAD).
3. Be able to answer a set of questions given by the Committee
4. Demonstrate proficiency by listening to a video clip on a cultural topic and follow it up by a 10 minute oral presentation discussing the topic to the committee.
5. Be able to adequately fulfill the rubric used by the Committee
6. <u>No English language use allowed</u>

Criteria for Navajo as a Second Language Learner:

1. Demonstrate proficiency with a 10 minute oral presentation before a committee in Navajo on a topic. (Topics will be provided by OSCAD).
2. Introduce selves correctly; in correct order (clan, born for, maternal grandfathers, paternal grandfathers), where they are from (mother's home area), their parents and grandparents, related clans. Be able to talk about themselves.
3. Be able to answer a set of questions given by the Committee
4. Must take Navajo I, II, III; <u>courses must be on a High School transcript and earned from an accredited</u> institution, High School, College or University.
5. Be able to adequately fulfill the rubric used by the Committee
6. <u>No English language use allowed</u>

Committee Component (4):

1. 1 OSCAD Staff
2. 2 School District (1 language teacher, 1 other; a person who is proficient and fluent in Navajo language, and who works with Navajo language education)
3. 1 Community

Students will be tested at school.

Not considered as credit to fulfill Navajo Language course(s) requirement:

- Navajo History
- Navajo Government
- Navajo Culture
- Navajo Studies
- Rosetta Stone
- Short Summer Language Camp/Course (3 weeks or less)
- Chapter language camp/program

3.29 GRADUATION REQUIREMENTS FOR SPECIAL EDUCATION STUDENTS

The Individualized Education Program (IEP) team is responsible for determining whether students with disabilities and receiving special education services have completed a planned program of study making him/her eligible to receive a diploma or certificate.

3.29.1 Upon completion of a planned program of study that meets the following requirements of NMAC 6.29.1.9.J.13 the student will be awarded a diploma:

- A standard program of study meeting or surpassing all requirements for graduation based on New Mexico Standards for Excellence with or without modification of delivery and assessment.

- A career readiness program of study based upon meeting the Public Education Department's Career Readiness Standards with Benchmarks as defined in the IEP.

- An ability program of study based upon IEP goals and objectives, referencing skill attainment at a student's ability level, which may lead to meaningful employment.

3.29.2 A student who receives special education services may be granted a certificate when:

- The IEP team provides documentation and justification for the use of a certificate for an individual student and a follow-up plan of action.

- A student who receives a certificate is eligible to continue receiving special education services until receipt of a diploma or until the end of the academic year in which the student turns 22 (twenty-two) years of age. The receipt of a diploma terminates the service eligibility of students with special needs.

3.30 DISTRICT GRADING SYSTEM

The grading periods for Jemez Mountain Public Schools will be every nine weeks. Jemez Public Mountain Schools, grades K-5, uses Proficiency Scales to clearly communicate student progress toward learning goals. Teachers utilize student assignments and assessments as evidence toward determining proficiency. The following chart describes the 0-4 proficiency levels

4.0 Advanced	My understanding goes beyond ***all*** of the Complex Learning Goals.
The student consistently **exceeds** *grade level expectations on* ***all*** *Complex Learning Goals as demonstrated by a body of evidence that shows a depth of understanding and flexible application of grade level concepts.*	
3.5 Advanced	My understanding goes beyond ***some*** of the Complex Learning Goals.
The student consistently **exceeds** *grade level expectations on* ***some*** *Complex Learning Goals as demonstrated by a body of evidence that shows a depth of understanding and flexible application of grade level concepts.*	
3.0 Grade Level Proficiency (Complex Goals)	I know all of the Simple and Complex Learning Goals.
The student consistently **meets** *grade level expectations on* ***all*** *Simple and Complex Learning Goals as demonstrated by a body of evidence that shows independent understanding and application of grade level concepts.*	
2.5 Nearing Proficiency	I know all of the Simple Learning Goals plus some of the Complex Learning Goals.
The student consistently **meets** *grade level expectations on* ***all*** *Simple and* ***some*** Complex *Learning Goals as demonstrated by a body of evidence that shows independent understanding and application of grade level concepts.*	
2.0 Grade Level Foundation Nearing Proficiency (Simple Goals)	I know all of the Simple Learning Goals.
The student **meets** *foundational grade level expectations on* **all** *Simple Learning Goals as demonstrated by a body of evidence that shows basic understanding and application of grade level concepts.*	
1.0 Beginning Step	I know some of the Simple Learning Goals.
The student **meets** *foundational grade level expectations on* **some** *Simple Learning Goals as demonstrated by a body of evidence that shows basic understanding and application of grade level concepts.*	
0.0 No Evidence	No evidence of knowing the Learning Goals.

In grades 6-12, grades will be reported each 9 weeks using the following scale:

A = 90-100	Outstanding in thoroughness, accuracy
B = 80-89	Above average in performance
C = 70-79	Average in performance
D = 60-69	Below average in performance but acceptable for credit
F = 59 & under	Not acceptable for credit
I =	Incomplete work: an "I" grade must be removed within the time specified by the classroom teacher with prior written approval by the principal.
WF	Withdraw with F

Pluses (+) may be given with A's, B's, C's and D's as follows:

A+	=97.5-100
A	=89.5-97.4
B+	=87.5-89.4
B	=79.5-87.4
C+	=77.5-79.4

All instructors of these classes, sports, and activities must make sure the students understand the PE standards as each student will

C	=69.5-77.4
D+	=67.5-69.4
D	=59.5-67.4
F	=59.4 & under

3.30.1 A. For purpose of computing a student's grade-point average the following point system will be used: A+ = 4.3; A = 4.0; B+ = 3.3; B = 3.0; C+ = 2.3; C = 2.0; D+= 1.3; D = 1.0; F = 0. Advanced placement courses will have grades weighted in the following manner: A = 5.0; B+ - 4.3; B = 4.0; C+ = 3.3; C = 3.0; D+ = 2.3; D = 2.0; F = 0.

Students transferring into the district will have their honors classes transcribed at a 4.0 grading scale.

1) A special education student's Multidisciplinary Team is responsible for identifying a diploma pathway for an individual student. State guidelines and timelines will be followed for each student.

2) Jemez Mountain Public Schools recognizes the need to academically challenge its students with an accelerated curriculum whenever feasible. Therefore, the schools may permit students to take high school courses and earn required graduation credits prior to grade 9, thereby allowing them to pursue more advanced course work in high school.

An administrative procedure will be developed to insure that any such course offered below the 9th grade for graduation credit meets all the criteria of the comparable course at Coronado's High School.

A high school level class taken before the ninth (9TH) grade will not be repeated if the student has already taken a higher-level course in the same subject area. If a student repeats a class, the last class counts and grades and credit in that class will replace the previous class. No credit will be given for the previous class.

B. As part of the general instructional progression from middle school to high school, a core class at the high school level is made available to 7th and 8th grade middle school students who demonstrate the need for a higher-level math class than what is provided at the middle school level. In such cases, Jemez Mountain Public Schools allows such students who demonstrate a need to take a high school class in this core area. In some cases, the course may be offered at the middle school if taught by a highly qualified secondary endorsed teacher.

<u>High School CORE Courses approved for Middle School Students to take on the High School campus:</u>

- Geometry
- Algebra II

Electives:

No electives may be taken on the high school campus. Some elective courses may be taken through IDEAL-NM.

Athletics/Activities approved for meeting High School Physical Education graduation requirements:

Due to the policies of the New Mexico Athletics and Activities Association, which allows for 8th graders to make their open enrolment choice and participate in a high school sport or activity, JMPS policy 3.28.3 allows a student to meet the Physical Education requirement in the following manner:

Participants in a sport or activity who are NOT in a class have the following requirements:

- 3 Complete Seasons of a Sport= 1 Year
  2 Complete Seasons of a Sport= 1 Semester
  (Cheer, Dance, Football, Volleyball, Cross Country, Basketball, Wrestling, Swimming, Golf, Baseball, Softball, Tennis, Track and Field)
- 3 Complete Seasons of an Activity= 1 Year
  2 Complete Seasons of an Activity= 1 Semester
  (Band, Color Guard or Bowling)

All instructors of these classes, sports, and activities must make sure the students understand the PE standards as each student will have to pass the EOC (End of Course Exam) for Physical Education.

In regard to the NMAA and JMPS policies mentioned above, it is possible that an 8th grader can meet the physical education requirement prior to their 9th grade year.

Gifted Education or Enrichment

Students with a Gifted IEP will follow the same standards as all students in need of higher level CORE instruction in Math. Through the gifted education framework and the practices of teachers through the JMPS Model of Instruction, enrichment in other areas of giftedness will be addressed by the gifted education and regular education teachers within the students home attendance school.

3.30.2 P.E./Athletics Credit

Jemez Mountain Public Schools Board of Education supports providing opportunities for high school students to earn credits through participation in structured P.E./Athletics classes. The Board directs the administration to develop procedures to implement and monitor any such programs. These administrative procedures should include, but not be limited to, such issues as curricular adequacy, open enrollment opportunities and annual FTE/fiscal impact at school sites.

Physical Education Requirement Jemez Mountain Public Schools
In any of the circumstances below a semester of one class can be combined with a semester of another (example 1 semester of ROTC and 1 semester of Basketball fulfills the requirement)
2 semesters of any 7th hour sport (including Football, Volleyball, Soccer, Basketball, Wrestling, Baseball or Softball and any others)
2 semesters of PE, Lifetime Sports & Activities, Personal Fitness, Aerobics, Weightlifting, ROTC or Marching Band
Participants in a sport or activity who are NOT in a class have the following requirements:
3 Complete Seasons of a Sport= 1 Year 2 Complete Seasons of a Sport= 1 Semester (Cheer, Dance, Football, Volleyball, Cross Country, Basketball, Wrestling, Swimming, Golf, Baseball, Softball, Tennis, Track and Field)
3 Complete Seasons of an Activity= 1 Year 2 Complete Seasons of an Activity= 1 Semester (Color Guard or Bowling)

Have to pass the EOC (End of Course Exam) for Physical Education.

3.31 END OF COURSE TESTING AND GRADES

Final examinations shall be administered to all students in grades 9-12 for all classes offered for credit. If a required class for graduation is taken prior to the 9th grade, the same final examination shall be administered for that course. All grades given for the final examination shall be a part of the student's final grade for the course. For courses with an End of Course Exam (as required by the Public Education Department), the End of Course Exam will be taken in place of the final examination. All final exams and End of Course exams will count as 20% of the semester grade.

3.32 REMEDIATION/RETENTION/PROMOTION/ACCELERATION POLICY

3.32.1 Purpose

Remediation and Academic Improvement Programs to provide special instructional assistance to students in grades kindergarten through eight who fail to attain adequate yearly progress shall be established in each school building.

These remediation and academic programs shall be incorporated into each building's educational plan for student success.

3.32.2 Alignment

The remediation programs, academic improvement contracts and promotion policies of the Jemez Mountain Public Schools shall be aligned with the state content standards and based on the following:

• Statewide Assessment results;

- PARCC
  - Common Core Curriculum

• Local Levels may include but not limited to, Common Interim Assessments, (insert new name for DIBELS)

• Student performance in school

3.32.3 Definitions for This Policy

A. "Academic Improvement Plan" means a written document developed by the student assistance team that describes the specific content standards required for a certain grade level that a student has not achieved and that prescribes specific remediation programs such as summer school, extended school day or school week and tutoring;

B. "Alternative school-district determined assessment results" means the results obtained from student assessments developed by the local school board and conducted at an elementary grade level or middle school level;

C. "Statewide assessment results" means the results obtained from the PARCC and New Mexico Achievement Assessment that is administered annually to students in grades three through nine pursuant to New Mexico State Board of Education rules; and

D. "Student assistance team" means a group consisting of a student's:

1. teacher(s)

2. school counselor

3. school administrators; and

4. parent(s) or legal guardian (s)

3.32.4 Procedures

A parent or guardian shall be notified no later than the end of the second grading period that his/her child is failing to make adequate yearly progress.

A conference shall be held with the parent or guardian to discuss and set up a remediation program to assist the student in attaining yearly progress. The written plan shall include:

A. timelines;

B. academic expectations; and

C. measurements to be used to verify that a student has overcome his academic deficiencies.

Remediation programs and academic programs may include but are not limited to tutoring, extended days or week programs, summer programs and other research-based models for student improvement.

3.32.5 Options

At the end of grades one through seven, three options are available, dependent on a student's yearly progress:

A. The student has made adequate yearly progress and shall enter the next higher grade;

B. The student has not made adequate yearly progress and shall participate in the required level of remediation. Upon certification by the teacher and/or building principal that student has subsequently, made adequate yearly progress, he shall enter the next higher grade; or

C. The student has not made adequate yearly progress upon the recommendation of the certified teacher and school principal shall either be:

1. retained in the same grade for no more than one school year with an

Academic Improvement Plan;

2. promoted to the next grade if the parent or guardian refuses to allow his child to be retained. In this case,

a) the parent shall sign a waiver indicating his/her desire to have the child promoted to the next grade with an Academic Improvement Plan.

b) students failing to make adequate yearly progress at the end of that next year shall be retained in the same grade for no more than one year.

c) Academic Improvement Plans shall be developed by a Student Assistance Team consisting of a student's: teacher (team of teachers); school counselor; school administrator; and parent or legal guardian

3.32.6 Grade Eight Retention

At the end of the eighth grade, a student who fails to have made adequate yearly progress shall be retained in the eighth grade for no more than one year in order to attain proficiency.

A student in the eighth grade not demonstrating adequate yearly progress may not be waivered for promotion by his parent or guardian.

3.32.7 Special Education

Promotion and retention discussions affecting a student enrolled in special education shall be made in accordance with the provisions of the individual educational plan established for that student.

3.32.8 Summer School

Jemez Mountain Public Schools may offer summer school courses for remediation, reinforcement or advancement.

A. Remediation/Reinforcement Classes

Summer school courses may be offered for remediation and reinforcement for those students in grades 7 through 12. These courses will be paid for by the student, with the exception of those students who qualify for tuition waivers.

B. Non-Remediation Classes

Non-remediation courses may be offered for high school students who wish to accelerate or supplement their education. The cost of these courses will be completely funded by student enrollment fees.

3.32.9 Valedictorian and Salutatorian Determination

Academic recognition is determined on the student's grade point average (GPA) from credit requirements. All calculations will be made on eight semesters. Ties will be considered only on the third decimal place (thousandth, i.e. 4.327/4.326). These credits will include the sixteen standard graduation required subject courses and all electives.

The Valedictorian will be the student who has the highest grade point average (GPA) as determined under the above criteria. The Salutatorian will be the student with the second highest grade point average as determined under the above criteria. If there is a tie for Valedictorian or Salutatorian, they will be "co" Valedictorian or Salutatorian. To be eligible for Valedictorian and Salutatorian, the student must have attended Coronado High School seven (7) consecutive semesters to be eligible.

The Valedictorian and Salutatorian will be selected according to the criteria set forth above after the end of the third quarter of the senior year.

The Administration of Jemez Mountain Public Schools encourage students to pursue enrichment opportunities that add value to the high school educational experience. These experiences may include student exchange opportunities, specialized academies and other enrichment programs. With pre-approval of the high school principal and/or designee, eligibility requirements may be waived to allow for such educational opportunities. If waived, the student must attend a district high school for the second semester of their senior year. Written notification will be provided to the student and/or parents that the above requirements have been waived, with a copy of the approved waiver placed in the students file.

3.33 FINAL GRADE CHANGE REQUIREMENTS

The Jemez Mountain Public Schools Board of Education acknowledges that uniformly applied rules for correction of erroneous grades are necessary to assure the integrity of final grades and course grades and to assure public confidence in the grading process. Therefore, any course grade change, test grade or assignment grade change, which is not made in accordance with the following requirements, is deemed a violation of this Policy and will result in disciplinary proceedings against the employee and/or student involved.

3.33.1 Statewide Tests/Adequate Yearly Progress/Graduation

Test results on any statewide test used to determine adequate yearly progress or graduation from high school may not be changed unless a grade change is necessary due to a clearly clerical mistake, such as when a student is misidentified. In such circumstances, the Superintendent or the District Testing Coordinator shall promptly notify the assessment and accountability division of the New Mexico Public Education Department (PED) for guidance.

3.33.2 Final Course Grade Change

A. If a parent, legal guardian of a student, or a student of legal age (Person Requesting) disputes the accuracy of a final course grade, the person requesting must submit a written request for the final course grade change, with supporting documentation, in substantially the same form as the school provides. Unless the student is still enrolled in the school district at the time of the course grade change request, the request must be made within fifteen (15) days after the student has exited the school unless extenuating circumstances permit consideration of a longer time. Requests for final course grade changes of students who are currently enrolled shall be made no later than two (2) weeks after final course grade reports for that semester have been delivered.

B. No final course grade change shall be considered for any prior school year unless the school determines that a mathematical error or misidentification of a student has resulted in a failing grade and, but for that error, the student would have received a passing grade.

C. Not later than five (5) school days after receipt of the request, the principal of the student's school, or the principal's designee, shall respond in writing to the request. The response shall state whether the request is denied or allowed, and if allowed, what new grade will be entered. Any grade change must be based on articulated reasons in the response such as extenuating circumstances, additional graded work submitted by the student, additional or make-up testing, or any other meaningful criteria that can be verified.

D. During the investigation period following receipt of a course grade change request, the principal, or appropriate designee, shall make a good faith attempt to obtain written input from the teacher who issued the grade in dispute. The teacher shall state reasons to support or oppose the requested grade change and provide any documentation to support the teacher's reasons. During the investigation period the course grade, as originally entered, shall remain effective for determining a student's eligibility for participation in extra-curricular activities or other school sponsored activities in which a minimum grade point is required.

E. No person shall pressure or retaliate against the teacher for making a certain recommendation. The principal or designee shall be responsible for reviewing the request, approving and signing the final written response to any grade change request and for ensuring that this policy was followed.

F. The written response shall be mailed to the person requesting by first class mail to the address as shown on the request for grade change form. Posting by mail shall be deemed delivery.

G. The final written response shall also inform the person requesting that he or she has five (5) school days following notification of the written response to request a hearing before the of Schools to appeal the decision. If a hearing request is timely, the hearing shall be set within ten (10) school days following receipt of the request and shall give the person requesting at least two (2) school days advance written notice of where and when the hearing will be held. The person requesting, at his or her own expense, may have an attorney or other representative at the hearing.

H. The hearing officer shall render a written decision as soon as possible but no later than five (5) school days after the hearing. The decision shall be based only on evidence presented at the hearing and shall include a summary of this evidence and the reasons for the decision. No record shall be made at the hearing.

I. If the hearing officer decides to uphold the decision of the principal, or principal's designee, the person requesting shall be notified of that decision. The person requesting shall have the right to submit to the principal of the school a statement of objection to the hearing officer's decision. Any statement from the requesting party shall be placed in the student's cumulative record folder, shall be disclosed by the school whenever the contested portion of the cumulative record is disclosed, and shall not be destroyed unless the contested portion of the cumulative record is destroyed.

3.33.3 Test Grade or Assignment Grade Change

A person making a request shall submit a written request to the teacher of the class giving

a test grade or assignment grade for a grade change. The request shall specify the factual grounds for the request. Any request for a change to a test grade or assignment grade must be made within five (5) school days following receipt of that grade.
The teacher shall respond to the request in writing no later than five (5) school days following the request. A student not of legal age must have his or her parent or legal guardian sign the teacher's written response acknowledging receipt.

3.33.4 A person requesting, who disputes the teacher's decision, on the test grade or assignment may appeal to the principal by submitting a written request for review by the Principal within three (3) school days of the teacher's decision. The principal shall review the teacher's decision and underlying documentation and shall render a written decision within five (5) school days. The principal's decision shall be final and not subject to review.

3.33.5 Pending a final decision, the test or assignment grade, as originally entered shall remain effective for determining a student's eligibility for participation in extra-curricular activities or other school-sponsored activities in which a minimum grade point is required.

3.33.6 General Provisions

Any course grade change must be available to all students who are similarly situated.

The school shall strictly adhere to all requirements under the Family Educational Rights and Privacy Act (FERPA). Nothing stated herein shall in any way limit or eliminate the rights afforded to parents under federal regulations 34CFR Sections 300.618 through 300.621 under the Individuals with Disabilities Education Act, and 34 CFR Sections 99.20 through 99.22 under FERPA, both as they relate to amendment of a student's educational records.

3.34 RELIGION IN THE SCHOOLS

3.34.1 The Board of Education recognizes that religion has played an undeniable role in the formation of the world's peoples, its civilizations, the foundation of our country, and the lives of its citizens. The place of religion in our society should be recognized as an important one.

3.34.2 At the same time, under the Constitution of the United States, our schools may neither actively sponsor nor interfere with religion.

3.34.3 The proper role of religion in the public schools is in its educational value in the study of subjects such as history, literature, and art, and in non-religious recognition of the place of religion in society. In that capacity, and when appropriate within the curriculum, the subject of religion can provide a basis for schools to teach our children about various belief systems, and their current and historical impact on human culture. The non-religious study of religion also provides a basis for the schools to play a vital role in instilling understanding, tolerance and mutual respect among people of different backgrounds.

3.34.4 The Superintendent shall issue administrative procedures for implementing this policy.

3.35 RELEASE TIME FOR RELIGIOUS INSTRUCTION

3.35.1 Provided there is no financial penalty to the School District, released time for religious instruction will be allowed in accordance with Section 22-12-3, NMSA1978, as follows:

3.35.2 "Any student may, subject to the approval of the local school board, be excused from school to participate in religious instruction for not more than one (1) class period each school day with written consent of his/her parents at a time period not in conflict with the academic program of the school. The local school board and its employees shall not assume responsibility for the religious instruction or permit them to be conducted on school property."

3.36 PUBLIC PERFORMANCE BY STUDENTS

3.36.1 Teachers will be encouraged to provide students for public performances when:

A. such performances fit both the aims of the schools and the needs of the students;

B. such performances are free from the kinds of appeals and pressures that limit the best development of participants;

C. no student is excluded because of race, color, sex, creed, or disability;

D. such performances is appropriate to the age group.

3.36.2 Students may perform under school sponsorship when admission fees are charged only if the proceeds are used for charitable, educational, or civic purposes. Payment for performances under school sponsorship may be accepted by the schools but not by individual students. Costs directly related to performances, the supervision of students, and liability protection for the participants will be the responsibility of the school district.

3.36.3 Approval for all public performances will be given by the office of the Superintendent when the above criteria have been met.

3.37 CO-CURRICULAR AND EXTRA-CURRICULAR PROGRAMS

3.37.1 Student activities at school are a vital part of the total educational program and should be used as a means for developing wholesome attitudes and good human relations, as well as knowledge and skills. The Board of Education believes that school citizenship, as reflected in student activities, is a measure of the achievement of important school goals. The greatest values derived from both co-curricular and extra-curricular student school activities occur when such activities are developed and encouraged through participation of the student body, interested members in the community, and the school staff.

3.37.2 The Board of Education further believes that any program of student activities should:

A. Require all student extra-curricular participation to be on a voluntary basis.

B. Permit the formation of student clubs, and other organized groups to promote or pursue specialized athletic, social service and social activities.

3.37.3 Three types of clubs or groups are permitted in the Jemez Mountain Public Schools:

A. School-Sponsored Clubs: Student clubs or groups that are sponsored by the school because their purposes and goals are related to the school's curriculum, such as Spanish Club;

B. Student-Initiated Club: Student clubs or groups initiated by students that are recognized, but not sponsored by, the school because their purposes and goals are not related to the curriculum, but which are permitted to meet at school during non-instructional time; and

C. Outside Clubs or Groups: Youth clubs or groups, such as Boy Scouts and Girl Scouts, which include students as members, but which are neither "sponsored" nor "recognized" by the school, and which are merely permitted the use of school facilities after school hours on an equal footing with other community groups.

3.37.4 Student Clubs shall be formed as follows:

A. Students who wish to form a School-Sponsored Club shall make a request to the Principal for approval and sponsorship.

B. Students who wish to form a Student-Initiated Club shall make a request to the Principal for approval and recognition.

C. Both types of clubs must be open to all students on an equal basis, must be voluntary, and must operate on the basis of the procedural guidelines established by the student council acting in concert with the Principal.

D. School-Sponsored Clubs shall be assigned a faculty sponsor, and if no faculty member is willing to accept such appointment, the formation of the club may be delayed or denied.

E. Student-Initiated Clubs shall have assigned to them a faculty supervisor, and, if the club is religiously oriented, the faculty member shall be limited to non-participatory and custodial responsibilities; if no faculty member is willing to accept such appointment, the formation of the club may be delayed or denied.

F. Approval of the formation of any club will not be denied on the basis of the speech or viewpoint of the club or its members, except that such approval may be denied if the proposed clubs meetings would materially and substantially interfere with the orderly conduct of educational activity within the school, or would impede the ability of the administration to maintain order and discipline on school premises, to protect the well-being of students and faculty, to assure that attendance at religious meetings is voluntary, and to make such regulations as required by consideration of space, safety, and the common good.

G. Lists of School-Sponsored Clubs, sponsored by the school, and of Student-Initiated Clubs recognized by the school, will be maintained by the school and posted on the school's website. Parents may request in writing to restrict their child's participation in specific clubs or activities.

3.37.5 In addition to other limitations and restrictions governing students and student organizations, all non-curricular, Student-Initiated Clubs are subject to the following limitations:

A. Meetings or activities at school of religiously oriented Student-Initiated Clubs may include no employees or agents of the school except upon assignment by the administration in a non-participatory, custodial capacity; and

B. Non-school persons may not direct, conduct, control, or regularly attend meetings or activities of such clubs at school.

3.37.6 Advertising in the school by Student-Initiated Clubs and by Outside Clubs or Groups shall be limited to announcements of the times and places of such clubs' meetings as part of the daily routine of the school in providing such information.

3.37.7 Without exception, all students and non-students involved in any manner whatsoever with co-curricular and extra-curricular programs are required to comply with the Concussion Management Policy and Concussion Management Protocol set forth in Policy 2.65. Failure to comply with the Concussion Management Policy and Concussion

Management Protocol will result in penalties up to and including the suspension of the co-curricular or extra-curricular activity for the remainder of the school year.

See also Policies 4.59, 5.11 and 5.14.

3.38 EXTENDED YEAR PROGRAMS

3.38.1 Jemez Mountain Public Schools may provide an extended year program providing opportunities for enrichment and remedial instruction for Jemez Mountain Public Schools' students and other non-resident students.

3.38.2 The extended year program shall be on a self-supporting financial basis, therefore, nominal tuition fees for pupils shall be charged except for students in programs that are funded by the federal government or other outside agencies. Scholarships of sliding schedule fees may be available according to the student's family income.

3.38.3 The administration is authorized to hire necessary teaching/ supervisory/clerical personnel in order to efficiently operate the program.

3.38.4 Transportation shall be the responsibility of each parent.

3.38.5 The administration shall have the right to cancel announced courses for which there is not sufficient enrollment and to refund fees.

3.38.6 The coordinator of extended year programs may dismiss a student for violation of school rules.

3.38.7 The extended year program curriculum shall be established in line with the needs and interest of students.

3.38.8 Current qualified staff members shall be given first preference for teaching the extended year program courses.

3.40 HOMEWORK POLICY

Quality of Homework

In the Jemez Mountain Public Schools it is expected that homework will be assigned at all levels. Homework assigned to students should be well designed and relate directly to class work; it should extend students' learning beyond the classroom. Homework is most useful when teachers carefully prepare the assignment, thoroughly explain it, and give prompt feedback when work is completed.

The district recognizes the difference between guided practice (classroom work) and independent practice (homework). Homework is assigned for the purpose of helping students to become independent learners, follow directions, make judgments and comparisons, generate additional questions for study, and to develop responsibility and self-discipline.

3.41 SCHOOL VOLUNTEERS

3.41.1 Volunteers can make valuable contributions to our schools, not only in the instructional program but also in connection with special activities, field trips, school health program, etc. The Board of Education therefore endorses a volunteer program, subject to suitable regulations and safeguards. This would include, but not be limited to, the volunteer signing up with the district and subject to a background check and completion of district training.

3.41.2 Retirees, parents, and other citizens shall be encouraged to serve as volunteers to help teachers and other licensed personnel enrich and expand the work done in the classrooms at every level of education in the school district. Volunteers will become members of a teaching team working together to achieve the educational goals of the school district and to maximize the learning opportunities for children.

3.42 ANIMALS AT SCHOOL SITES

3.42.1 It is the intent of the Jemez Mountain Public Schools to provide a healthy learning environment for all children. The Board recognizes that some children and adults have health conditions caused or exacerbated by animals and the health of these individuals needs to be protected. The presence of animals, except service animals, in the buildings will be screened on a case-by-case basis,
and limited in such a manner as to reduce the potential for injury and liabilities. New Mexico recognizes and distinction between a service animal and a support animal or comfort animal, and consideration as to whether a person may have a support animal or comfort animal will be considered on a case-by-case basis, and if permission is granted, the support or comfort animal will be subject to the bases for removal set forth in 3.42.4, below.

3.42.2 The Board also recognizes that animals can be linked to legitimate educational purposes and objectives, but strives to be respectful of our diverse cultural and ethnic population. The Board acknowledges that allowing animals, except service animals, indoors may be a cultural concern for some members of our school community.

3.42.3 The Board; therefore, directs the administration to develop and implement procedures and guidelines that require all animals, including service animals, brought into schools to be linked to specific curricular objectives and be allowed in school only during the time period those objectives are being addressed.

3.42.4 JMPS may ask an individual with a disability to remove a service animal from the premises if:

A. the service animal is out of control and the animal's handler does not take effective action to control the service animal; or
B. the service animal is not housebroken.