

**CAPITAN MUNICIPAL SCHOOLS
BOARD OF EDUCATION**

**SECTION H
INSTRUCTIONAL PROGRAM**

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H.1 Instructional Goals and Objectives

All parts of the curriculum are interrelated and important to the development of the student. The physical, emotional, social, aesthetic, moral, and cognitive developments of the student are all elements of importance within the school program.

The District will provide basic communication and computational skills, an experience-based curriculum and exploration of different disciplines and decision-making techniques to enable the student to choose between alternatives.

Specifically, the District instructional program will be designed and implemented to provide for at least the minimum instructional areas required by statute and shall include:

- Skills in communication – reading and language arts skills, including phonemic awareness, phonics, comprehension, grammar, and writing.
- Skills in computation – mathematics.
- Appreciation of the world of work.
- Appreciation of the importance of physical fitness.
- Research and problem-solving skills in science and mathematics.
- Ability to think analytically, critically, and independently.
- Accessibility to Foreign Language instruction
- Ability leading to citizen responsibility.
- Understanding and respect for our cultural heritage and history.
- Appreciation for the intrinsic value of education.
- Appreciation of the fine arts.
- Skills in the use of topographical and standard maps.
- Skills in technology.

Adopted: December 2009; Revised April 2014

H.2 Educational Plan for Student Success (EPSS)

The Capitan Municipal Schools Educational Plan for Student Success will be the “Strategic Plan” for the District. School plans may also be developed that address the same focus areas and goals as the CMS District EPSS.

Adopted: December 2009

H.3.0 School Calendar

The CMS Board of Education will establish, upon recommendation of the Superintendent, an official calendar for the ensuing school year not later than the regular March meeting. The regular calendar will include the number of student days, number of workdays for staff members, and will indicate holiday periods. The calendar adopted will be consistent with existing statutes and New Mexico Administrative Code. Community and staff input will be included in the process of developing the school calendar.

Adopted: December 2009

H.3.1 School Day

The regular school session may be temporarily altered by the CMS Board of Education upon recommendation by the Superintendent when such alteration is in the best interest of the District.

The Superintendent may close the schools, delay the opening of schools, or dismiss schools early for emergency reasons and to protect the health and safety of students and staff members. The Superintendent shall prepare guidelines for the proper and timely notification of concerned person in the event of such emergency closing, and shall in all cases inform the Board President as soon as possible.

Adopted: December 2009

H.4.0 Curriculum Development

The CMS Board of Education realizes the need for an ongoing program of curriculum development and evaluation involving students, parents, teachers, and administrators. The school system shall continually develop and modify its curriculum to meet changing needs. The Board authorizes the Superintendent to develop the curriculum for the school system and to organize committees to review the curriculum. All substantive curriculum changes shall be approved by the CMS Board of Education.

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

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

Adopted: December 2009

H.4.1 Curriculum Adoption

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

Adopted: December 2009

H.4.2 Curriculum Guides and Course Outlines

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

The guides shall be designed to assist users in implementing the District philosophy regarding the teaching of a subject and will, when possible, suggest a variety of possibilities for instruction, patterns of individualization, variation of approaches, and materials. The curriculum guides shall serve as the framework from which a teacher will develop units of study, individual lesson plans, and approaches to instruction that will serve the students' particular needs at a particular time. The guides shall be used to map the logical sequence of instruction. The Principals shall see that optimum use is made of available curriculum guides and teachers will adhere to the guides.

The Superintendent will formulate procedures for the development and use of curriculum guides. These curriculum guides will be developed by the staff members and teachers who are to use them. When work is completed on a guide, the personnel responsible for its development shall present it to the Superintendent.

Adopted: December 2009

H.4.3 Basic Instructional Program

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

The instructional program will include planned sequence of instruction based on the New Mexico Public Education Department's approved academic content and performance standards when instructing in specific PED required subject areas.

H.4.3-A Kindergarten, First, Second, and Third Grades

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

- reading and language arts skills, including phonemic awareness, phonics and comprehension, and mathematics daily; and grades first through third shall include:
- electives that may include art, music, foreign language, or other electives as available;
- instruction that meets content and performance standards in science, social studies, physical education, and health education.

H.4.3-B Fourth, Fifth, Sixth, Seventh, and Eighth Grades

Classes in grades four through eight shall provide instruction that meets academic content and performance standards in the following subject areas:

- reading and language arts skills, with an emphasis on writing and editing for at least one (1) year and an emphasis on grammar and writing for at least one (1) year;
- mathematics;
- communication skills;
- science;
- electives that may include art, music, foreign language, or other electives as available;
- social studies;
- New Mexico History
- United States History

- Geography;
- physical education; and
- health education.

Algebra I shall be offered to eighth grade students in a regular classroom setting or by on-line courses or distance learning agreements with high schools.

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

H.4.3-C High School

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

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

The District shall offer at least one (1) Honors, Advanced Placement or Dual-credit class in both mathematics and language arts.

The District shall offer a program of courses for dual-credit in cooperation with an institution of higher education, and a program of distance learning courses.

The planned program for all students shall include, at a minimum, instruction required under state law and Secretary of Public Education regulations.

H.4.3-D Family Life Education

The District shall implement the State mandated health education performance standards. Parents may request that their child not participate in the parts of the curriculum that address the sexuality performance standards by completing a request for exemption on the form provided by the school. Alternative lessons to the sexuality performance part of the health education curriculum shall be extension of the health education curriculum at the grade level of the student whose parents request the exemption.

The Family Life Education Exemption Request Form is found in Appendix H-1 of the CMS Board of Education Policy Manual.

H.4.3-E HIV/AIDS Education

The District shall provide instruction in kindergarten (K) through grade twelve (12) on acquired immune deficiency syndrome and the human immunodeficiency virus as authorized by New Mexico Administrative Code. The District will develop its own course of study to be included in the health education program for each grade. At a minimum, the instruction shall:

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

Adopted: December 2009; Revised April 2014

H.5.0 Special Instructional Programs

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

It is the policy of the Capitan Municipal Schools to ensure that a free appropriate public education (FAPE) is available to all children with disabilities from birth through the school year in which the student reaches 21 years of age, including children who have been suspended or expelled from school.

The guidance document adopted by the Capitan Municipal Schools Board of Education (May, 2008) is the *Capitan Municipal School District Procedures for the Provision of Special Education Services for Students with Disabilities and Gifted Students*. This document is found in Appendix H-2.

Adopted: December 2009; Reviewed April 2013

H.5.1 Child Find Interventions

It is the policy of the Capitan Municipal Schools to ensure that all children with disabilities residing in the Capitan Municipal Schools district including children with disabilities attending non-public schools, regardless of the severity of their disabilities, and who are in need of special education and related services, are identified, located, and evaluated and a practical method is

developed and implemented to determine which children with disabilities are currently receiving needed special education and related services in accordance with the IDEA (and its implementing federal regulations, state statutes and rules).

It is the policy of the Capitan Municipal Schools to ensure that a free appropriate public education (FAPE) is available to all children with disabilities beginning no later than when the child turns three through the school year in which the student reaches 21 years of age, including children who have been suspended or expelled from school in accordance with the IDEA (and its implementing federal regulations, state statutes and rules).

H.5.1-A Age Limits

The Capitan Municipal Schools special education policies and procedures apply to students from ages 3 through 21 (or those turning 3 through 22 during the school year) with disabilities who reside within the jurisdiction of the Capitan Municipal Schools and who are eligible for special education and related services.

H.5.1-B Children in Private Schools

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

H.5.1-C Gifted Students

A “gifted child” means a school-age person -- as defined in NMSA 1978 Section 22-13-6(D) -- whose intellectual ability paired, with subject matter aptitude/achievement, creativity/divergent thinking, or problem-solving/critical thinking meets the eligibility criteria in 6.31.2.12 NMAC, and for whom a properly constituted Individual Education Plan (“IEP”) team determines that special education services are required to meet the student’s educational needs.

Procedures regarding child find, evaluations, and services for students with disabilities do not apply to school-age gifted children who are (1) attending private school, (2) schooled at home, (3) in state-supported educational programs, or (4) in detention and correctional facilities.

Adopted: December 2009

H.5.2 Disability/Exceptionality Determination

It is the policy of the Capitan Municipal Schools to ensure that children are assessed in all areas of suspected disability/exceptionality under the IDEA (and its implementing federal regulations, state statutes and rules), and that upon completion of the administration of such tests and other evaluation materials administered according to the evaluation procedures of the IDEA (and its implementing federal regulations, state statutes and rules), a group of qualified professionals and the parent of the child determine if the child is a child with a disability under state and federal standards.

Adopted: December 2009

H.5.3 Procedural Safeguards

It is the policy of the Capitan Municipal Schools to ensure that children with disabilities and their parents are afforded the procedural safeguards required under the IDEA (and its implementing federal regulations, state statutes and rules) including with respect to the confidentiality of records and personally identifiable information.

H.5.3-A Full and Individual Evaluation

It is the policy of the Capitan Municipal Schools to ensure that children with disabilities are evaluated in accordance with the IDEA (and its implementing federal regulations, state statutes and rules), including by having in place procedures to ensure that testing and evaluation materials and procedures utilized for the purposes of evaluation and placement of children with disabilities are selected and administered so as to not be racially or culturally discriminatory. Such materials or procedures shall be provided and administered in the child's native language or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to do so, and no single procedure shall be the sole criterion for determining whether a child is a child with a disability or for determining an appropriate education program for a child with a disability.

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

H.5.3-B Individualized Education Program (IEP)

It is the policy of the Capitan Municipal Schools to ensure that an Individualized Education Program (IEP) or an Individualized Family Service Plan (IFSP) is developed, reviewed, and revised for each child with a disability in accordance with the IDEA (and its implementing federal regulations, state statutes and rules).

H.5.3-C Least Restrictive Environment

It is the policy of the Capitan Municipal Schools to ensure that to the maximum extent appropriate, children with disabilities, including children in public and non-public institutions or other care facilities, are educated with children who are not disabled, and that special classes, separate schooling, or other removal of children with disabilities from the regular education environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

H.5.3-D Discipline/Behavior

It is the policy of the Capitan Municipal Schools to ensure that children with disabilities (including a child not yet eligible if the school had knowledge prior to the disciplinary conduct that the child was a child with a disability under the IDEA and meets the standards for receiving protection under the IDEA) are disciplined for a violation of the student code of conduct in accordance with the IDEA (and its implementing federal regulations, state statutes and rules),

including with respect to any disciplinary removal from the current educational placement to an appropriate interim alternative educational setting, another setting, suspension, or expulsion.

H.5.3-E General Administration

It is the goal of the Capitan Municipal Schools to provide a full educational opportunity for all children with disabilities consistent with the state's full educational opportunity goal including by having a comprehensive system of personnel development, a curriculum that meets the New Mexico Standards for Excellence, an accountability system that complies with state standards including the Student Teacher Accountability and Reporting System (STARS) and the Special Education Accountability System (SEAS), collaboration with other agencies, a funding system that complies with state standards, and a program for gifted children that complies with state standards.

H.5.3-F Procedures

It is the policy of the Capitan Municipal Schools to have in effect procedures and programs to implement this policy governing special education that are consistent with the IDEA (and its implementing federal regulations, state statutes and rules).

The Superintendent of schools shall develop procedures to implement this policy governing special education that are localized for the Capitan Municipal Schools and conform to the standards of the New Mexico Special Education Policies and Procedures manual developed by the New Mexico Public Education Department.

The purpose of these procedures shall be to implement the IDEA (and its implementing federal regulations, state statutes and rules), and therefore, shall be interpreted consistent with the IDEA. The procedures shall not be for the purpose of creating a requirement that is not otherwise imposed by the IDEA (and its implementing federal regulations, state statutes and rules), and shall not be read to create a higher standard. This handbook of procedures developed by the Superintendent shall be posted on the Capitan Municipal Schools' website or otherwise made accessible to the general public.

Adopted: December 2009

H.5.4 Transition Services

Appropriate post-secondary transition planning for students with disabilities is essential. The Capitan Municipal Schools will integrate transition planning into each special education student's Individualized Education Plan ("IEP") process for grades 8 through 12, and the school district will establish and implement appropriate policies, procedures, programs, and services to promote successful post-secondary transitions for students with disabilities.

Transition services for special education students aged 14 through 21 are a coordinated set of activities for a student with a disability that emphasizes special education and related services designed to meet unique needs and prepare the student for future education, employment, and independent living. Such services are designed to be within a result-oriented process focused on improving the academic and functional achievement of the student with a disability to facilitate

the student's movement from school to post-school activities, including post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation as determined appropriate for each student by the IEP team.

Transition services will be based on the individual student's needs, taking into account the student's strengths, preferences, and interests. Accordingly, the transition planning incorporated into a student's IEP should include as appropriate for each individual student instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and (when appropriate) acquisition of daily living skills and the provision of a functional vocational evaluation. The IEP must comply with federal regulations regarding appropriate measurable post-secondary goals, and the transition services (including courses of study) needed to assist the student in reaching those goals.

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

Adopted: December 2009

H.5.5 Transfer of Parental Rights to Student

When a special education student becomes 18 years old, by operation of state law, the Capitan Municipal Schools will transfer all parental rights to the student, unless the student has been determined to be incompetent, by a court, under state law.

H.5.5-A Determination of Competence

A person's age of majority begins on the first instant of his or her eighteenth birthday, and a person who has reached the age of majority is an adult for all purposes not otherwise limited by state law. A guardianship proceeding under the probate code is the only way an adult in New Mexico legally can be determined to be incompetent and have the right to have his or her decisions taken away.

Under New Mexico law, neither the School District nor any student's Individualized Education Plan ("IEP") team has the power to make such determinations.

H.5.5-B Transfer of Rights

When a student with a disability reaches age 18 and does not have a court-appointed general guardian, limited guardian, or other person who has been authorized by a court to make educational decisions on the student's behalf or who has not signed a power of attorney as

provided under New Mexico law, the School District, by operation of law, will transfer all rights accorded to parents under federal and state law to the student.

H.5.5-C Notice Requirements

Each annual IEP review for a student who is 16 or older will include a discussion of the rights that will transfer when the student turns 18 and, as appropriate, a discussion of the parents' plans for obtaining a guardian before that time. Each student's IEP beginning not later than when the student turns 17 should include a statement that the student and his or her parent have been informed of the rights that will transfer to the student at age 18.

Adopted: December 2009

H.5.6 Discipline of Students Receiving Special Services

The procedural safeguards regarding discipline are not applicable to students who are solely identified as gifted. Special Education students are not immune from school disciplinary processes, nor are they entitled to remain in a particular educational program when their behavior substantially impairs the education of other students in the program. Nevertheless, the individual needs of exceptional students must be met to the extent required by state and federal law.

The Capitan Municipal Schools will comply with applicable state and federal laws and regulations pertaining to long-term suspension or expulsion of special education students, or with any other disciplinary change of the student's current educational placement, as specified in the federal regulations implementing the reauthorization of the Individuals with Disabilities Education Act ("IDEA") 2004. The Capitan Municipal Schools will implement disciplinary procedures for special education students. These procedures will include, but not be limited to, the following topics:

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

H.5.6-A Long Term Suspension of Expulsion

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

H.5.6-B Reporting a Crime

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

Adopted: December 2009

H.5.7 Preschool for Eligible Children

The Capitan Municipal Schools will work to increase opportunities for eligible pre-school children by promoting consistent learning standards; supporting in-service training of early childhood education providers; and encouraging collaborative relationships between early childhood service providers.

The Capitan Municipal Schools will ensure that a FAPE is available for each pre-school child with a disability within district boundaries no later than the student's third birthday, and that an IEP is in effect by that date.

H.5.7-A Eligibility for Preschool Services

Preschool special education is designed to serve children aged 3 through 5 who have been determined to have a developmental delay, as measured by appropriate diagnostic instruments and procedures, with respect to one or more of the following:

- Physical development
- Communication development
- Cognitive development
- Social or emotional development
- Adaptive behavior.

H.5.7-B Promoting Student Progress

The Capitan Municipal Schools will strive to do the following:

- Enhance the knowledge and skill of the preschool Individualized Education Program ("IEP") team, including parents, to facilitate transition from early childhood programs Part C to pre-school Part B;
- Ensure consistency in decision-making regarding pre-school eligibility and service options;
- Improve mechanisms for tracking student progress and outcomes to evaluate the impact of early intervention programs.
- Work to ensure a smooth and effective transition from Part C to Part B by establishing a productive working relationship with Part C providers, including communication with the providers regarding Child Find efforts by the district.

H.5.7-C Transition Services

Not later than 180 days prior to the child's third (3rd) birthday, the Part C provider should schedule a transition planning conference to facilitate the child's transition from early childhood Part C programs to pre-school Part B. When invited by the Part C provider, Capitan Municipal Schools personnel will participate in this conference. Transition services will be included in the child's IEP.

A student who will turn three during the school year who qualifies for receipt of special education services (as determined by an MDT) may enroll in the district's preschool program at the beginning of the school year.

Adopted: December 2009

H.5.8 Participation of Advocates in Meetings

The Capitan Municipal Schools understand that parents often want the assistance of an advocate while they are dealing with the school district. With this in mind, the District seeks to provide guidance to anyone who seeks to serve in the capacity of an advocate.

H.5.8-A Role of Advocate for Parent Assistance

To assist the parent(s) in understanding the role of an advocate, the district will:

- Advise the parent(s) that they are the persons whose knowledge is important in understanding their child's needs.
- Advise parents that the role of an advocate is to assist them in understanding the requirements of the Individuals with Disabilities Education Act.

H.5.8-B Advocate Guidelines

Advocates are expected to adhere to the following guidelines:

- Treat with civility all persons involved in the special education process, including school personnel.
- Advise parent(s) of their role as members of the IEP team and the role of the other IEP team members. Help parents find their voice, but do not become their voice.
- Encourage parent(s) to be prepared when attending an IEP meeting to identify and discuss their concerns and their child's specific needs.
- Consider the schedules of others, as well as your own. Be punctual in honoring scheduled meetings or appointments. Absent exigent circumstances, a reasonable request for scheduling accommodations should be granted.
- Express to parents the importance of being cohesive, collaborative members of the IEP team.
- Do not interject your opinion unless asked.
- Prepare the parents so that they can advocate for their child rather than you.
- Do not attempt to run the IEP meeting or to interject your view or perception of the needs of the child. This is for the parents to provide.
- Do not serve as a mechanism for harassment, intimidation, threats or retaliation or become disruptive to the educational process.
- Comply with district requests to direct inquiries and comments to the person or organization of their choice.
- Advise the parents to follow the chain of command in voicing their concerns and assist them in identifying those concerns. Refrain from making your concerns those voiced by the parents.

- Assist parents in learning how to reconcile differences through negotiation, expeditiously and without needless delay and expense.

Adopted: December 2009

H.5.9 Gifted and Talented Education

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

The framework for these programs shall encompass the following objectives:

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

Ability of candidates for this program shall be evidences by:

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

Adopted: December 2009

H.6 Responsibilities of the District in Regards to Section 504 of the Rehabilitation Act of 1973

With respect to most students with disabilities, many aspects of Section 504 regulations concerning FAPE parallel the requirements of IDEA and New Mexico law. By fulfilling those responsibilities and state law the District is also meeting the standards of the Section 504 regulations.

There are some students who are not eligible for IDEA services who are nevertheless eligible under Section 504 and to whom the District has responsibilities. A student meeting Section 504 eligibility who does not qualify under IDEA is defined as any student having any physical or mental impairment that substantially limits one (1) or more major life activities (including learning). If a disorder or disorders substantially limits a student's abilities to function at school, they are disabled within the meaning of Section 504. Students who have physical or mental conditions that limit their ability to participate in the education program are entitled to rights under Section 504 even though they may not fall into IDEA categories and may not be covered by the law.

The 504 Compliance Officer shall be the Director of Special Programs.

H.6-A Determination of Eligibility

A Section 504 determination of disability must be done with an evaluation that is sufficient to accurately and completely assess the nature and extent of the disability and the recommended service(s). Evaluations need not be as extensive as those required for a full special education evaluation.

H.6-B Determination of Services

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

H.6-C Notification of Parents/Guardians

Parents/Guardians must be provided with notice of actions affecting the identification, evaluation, or placement of the student and are entitled to an impartial hearing if they disagree with District decisions in these areas. This hearing shall be separate from any IDEA hearing process for disabilities covered only by Section 504.

Adopted: December 2009

H.7 Programs for Pregnant/Parenting Students

Pregnant/Parenting students should have the same educational opportunities as their peers. Such students may also need additional counseling and health services. Pregnant students should inform the District school nurse about the pregnancy as soon as the status is ascertained. The Principal shall meet with the student for the purpose of planning her education program.

Pregnant students may elect to remain in the regular school program and shall not be involuntarily excluded from any part of the school program, provided, however that reasonable safeguards are maintained both for the school's and the student's best interests. The student may remain in her present school program, with modifications as necessary, until the birth of her baby is imminent or until her physician states that continued participation would be detrimental to her health.

Efforts will be made to see that the educational program of the student is disrupted as little as possible, that she receives information on available health and counseling services, and that she is encouraged to return to school after delivery.

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

Adopted: December 2009

H.8 Title I

The District shall pursue funding under Title I, Improving the Academic Achievement of the Disadvantaged of the Elementary and Secondary Education Act, to supplement instructional services of educationally disadvantaged or deprived children.

The District shall meet the Title I requirement for parental involvement. This involvement will also include information that provides the understanding of the joint responsibility of the District and Parents/guardians to improve students' academic achievement and school performance.

The District shall provide the necessary professional development to assist staff in meeting the goals of the program.

Adopted: December 2009

H.9 Bilingual Instruction

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

- utilizing the cultural and linguistic background of students in the curriculum;
- providing student with opportunities to expand the conceptual and linguistic abilities and potential in a successful and positive manner; and
- teaching students to appreciate the value and beauty of cultural diversity.

The Act provides for bilingual education and the District is committed to provide equal educational opportunities to students. The District will assure the following in accordance with guidelines:

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

Adopted: December 2009

H.10 Homebound Instruction

Requests for homebound instruction must be made to the Superintendent. If approved, teachers of homebound students are expected to work with the homebound student concerning materials to be covered in order that each homebound student may rejoin the class upon return to school. The District shall designate a person to act as the "teacher of homebound student" who shall serve as the liaison between the student and the classroom teacher(s) during the period of homebound status. The classroom teacher(s) shall work closely with the liaison to ensure that work is received by the student. The liaison shall ensure that all completed work is returned to the classroom teacher(s) in a timely manner.

The District shall work with the family of the homebound student to determine how often the homebound teacher shall meet with the student. Parent/guardian must be present at the time of the homebound teacher visit.

Adopted: December 2009

H.11 Student Course Planning

H.11.1 Next Step Plans

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

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

The Next Step Plan shall explain any difference from previous interim Next Step Plans. All senior students shall file a final Next Step Plan that shall explain any differences from previous interim plans. All interim and final Next Step Plans shall be filed with the Principal of the high school, and shall be signed by the student, the student's parent/guardian, and the student's guidance counselor or other school personnel charged with coursework planning for the student. An IEP filed with the Principal that meets the applicable transition and procedural requirements of the federal IDEA for qualified students shall satisfy the Next Step requirements for that student.

It shall be the responsibility of the Principals with the cooperation of the counselor to assist students in the scheduling of coursework.

Adopted: December 2009

H.11.2 Dual Credit

Dual credit programs allow high school students to enroll in college courses prior to graduation and receive high school and college credit simultaneously for elective courses. To offer dual credit, the District must execute a dual credit agreement with a qualified post-secondary institution. Such agreement must address the components found in NMAC 6.30.7.8 and be signed by the District and the post-secondary institution. Courses approved for dual credit are offered tuition free for the student. The District is responsible for textbooks and materials.

Dual credit courses will count as elective credit and may not be taken for remedial work or credit recovery.

Dual credit courses may not substitute for courses required and offered at Capitan High School unless scheduling issues require this concession. In such cases, prior approval must be obtained from the CHS Principal and the Superintendent.

Adopted: December 2009

H.11.3 Distance Learning

Distance Learning is a process used to provide instruction for credit when the student and primary instructor and not necessarily physically present at the same time and/or place but are linked through technology. Distance learning courses at Capitan High School may be provided through ITV (synchronous broadcasting of a class) or be available on-line in either a synchronous or asynchronous mode. Distance learning courses utilize highly qualified teachers.

The Superintendent is authorized to establish distance learning and the District shall provide the necessary access to the technology for all classes or activities. In addition, access shall be provided in electronic formats that are usable by a person with a disability using assistive technology, based on the American standard code for information interchange hypertext markup language, and extensible markup language.

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

Credit for the completion of distance learning courses shall be granted only by the District based upon the District grading system. Students requesting to participate in any distance learning shall have completed all prerequisites for the subject or grade, and agree to participate within the established regulations and parameters. Such regulations and parameters include but are not limited to those established by NMAC 6.30.8.(8), (9), (10), and (11). The Superintendent shall appoint site coordinators as needed who shall monitor students' work.

Distance learning classes may be taken within or outside the normal school day but must be scheduled so that there are no conflicts. The student shall be evaluated, tested, and monitored at the same intervals as other students in the same grade and shall be subject to the statewide assessments as required in the Assessment and Accountability Act. The student shall be present as required at the school for these activities and at other times as established by the teacher/site coordinator and the student or parent for the purpose of receiving or providing assigned materials.

Students must have a primary enrolling district. Should a student enroll in a distance learning course offered by a district other than the student's enrolling district, the student can only be

counted once as a qualified student for state equalization guarantee funding purposes. Any reimbursement for cross-district enrollment shall be arranged between the districts through signed written agreements. A home-school student may participate in the statewide cyber academy (IDEAL-NM) by enrolling in one-half (½) or more of the minimum course requirements of the District. If the student is enrolled for less than this requirement, the student may participate by paying not more than thirty-five percent (35%) of the current unit value per curricular unit.

Computer Assisted Instruction without an online teacher does not meet the requirements for a distance learning course. Distance learning does not include educational software that utilizes only on-site teaching and self-paced learning.

H.11.4 Concurrent Enrollment

High School students may be provisionally admitted to an Early College Program. Students may enroll in college classes while simultaneously enrolled in high school but do not receive high school credits as awarded in the dual credit program. The District does not cover any expenses incurred for concurrent enrollment classes.

Adopted: December 2009

H.12 GRADUATION REQUIREMENTS

Graduation requirements may be met as follows:

- By successful completion of subject area course requirements (this includes dual credit, distance learning coursework, and approved correspondence work, or the approved computer assisted credit recovery program at CHS).
- By mastery of the standards or a portfolio of standards based indicators adopted by the Secretary of Public Education and other competency requirements for the subject as determined by the Board.
- The CMS Board of Education requires completion of 26 credits for graduation. The requirements are detailed in the CHS/CMS Course Description Book, which is approved annually by the Board of Education.

Adopted: December 2009; Revised July 2012

H.12.1 Additional Graduation Requirements

- For students entering the ninth (9th) grade beginning the 2009-2010 school year, at least one (1) of the credits required for graduation shall be earned as an Advanced Placement or Honors course, a dual-credit course, or a distance learning course. These may not be remedial or credit recovery courses.
- In addition to completing credit requirements, students must pass state administered exit exams:
 - Until July 1, 2010, a student who has not passed a state graduation examination in the subject areas of reading, English, mathematics, writing, science, and social science shall not receive a high school diploma. If a student fails to pass the state graduation exam and exits high school after earning the credits for graduation, the student has 5 years to continue to take the exam. If the exam is passed within those five years, the student may receive a high school diploma.
 - Beginning with the 2010-2011 school year, a student shall not receive a New Mexico Diploma of Excellence if the student has not demonstrated competence in the areas of mathematics, reading and language arts, writing, social studies, and science. Also included is a section on the Constitution of the United States and the Constitution of New Mexico. If a student exits the school system at the end of grade twelve without having satisfied this requirement, the student shall receive an appropriate state certificate indicating the number of credits earned and the grade completed. If within five years after a student exits from the District the student satisfies this requirement, the student may receive a New Mexico Diploma of Excellence.

H.12.2 Early Graduation

Early graduation requests must be approved by the Board of Education. The Board, at its discretion, may approve an early graduation request by a student if the following conditions are met:

- The student has completed the required number of credits to graduate.
- The student may complete up to four (4) credits of correspondence work, on-line, or distance learning courses from an approved program to be included in the number of credits required for graduation. One three (3) hour course from a University is equivalent to one (1) in High School. The counselor must approve all course work.
- The student must pass the required New Mexico High School graduation exam.
- A student approved for early graduation will not be ranked by grade point average with the senior class and will not be eligible for valedictorian or salutatorian.
- A "gifted or accelerated" student who requests correspondence or distance learning courses as identified through their I.E.P. may request a waiver of the conditions for enrolling in these courses.

Adopted: December 2009

H.13 Graduation Exercises

Because the CMS Board of Education believes that completion of the requirements for a diploma is an achievement that improves the community as well as the individual, the Board wishes to recognize that achievement in a publicly celebrated graduation exercise.

Graduation exercises will be held for students who have met state and local requirements for graduation. Participation in the commencement exercises is encouraged but is not compulsory. However, since these exercises require planning and rehearsals, the following rules shall apply:

- Students who wish to participate must be present at the rehearsal. Failure to do so, except for legitimate reasons, may be cause for excluding students from participating in the exercises.
- Students may not participate in the commencement exercises unless they have successfully completed all requirements for graduation including passing all parts of the state mandated exit exam, and paid all fees, fines, and charges due.

Adopted: December 2009

H.14 Class Sizes

The Superintendent shall coordinate efforts with each school Principal in establishing a reasonable student-teacher ration in each school that accommodates the District's staffing allocations and ensures compliance with the maximum class size standards set by the District and the State of New Mexico in Section 22-10A-20 NMSA 1978. The state requirements are as follows:

- Kindergarten – shall not exceed twenty (20) students; provided that the kindergarten teacher with a class load of fifteen (15) – twenty (20) students shall be entitled to an instructional assistant.
- Average class load for elementary school teachers shall not exceed twenty-two (22) students when averaged among grades one (1), two (2), and three (3); provided that any teacher in grade one (1) with a class load of twenty-one (21) or more shall be entitled to an instructional assistant.
- Average class load at an elementary school for grades four (4) and five (5) shall not exceed twenty-four (24) students.
- The daily teaching load per teacher for secondary staff (grades 6 – 12) shall not exceed one hundred sixty (160),
 - except the daily teaching load of teachers of required English teachers in grades six (6) through eight (8) shall not exceed one hundred thirty-five with a maximum of 26 students per class and
 - the daily teaching load for teacher of required English in grades nine (9) through twelve (12) shall not exceed one hundred fifty students with a maximum of thirty students per class

It has been the practice of the CMS Board of Education to strive to keep class sizes as small as possible to meet the needs of each student. Thus, the Board establishes the following maximum sizes for classes in the District:

- Kindergarten 14 students
- Grade 1 18 students
- Grade 2 and 3 20 students
- Grade 4 and 5 (average) 24 students
- English classes grades 6 – 12 25 students

The maximum class size established by the CMS Board of Education cannot be exceeded without the approval of the Board. The Superintendent for the educational benefit of students may approve lower class sizes.

Adopted: December 2009

H.15.0 Grading Systems

A District developed grading system will be utilized and teachers will keep a careful record of the grades assigned to students. Report cards will be available online through PowerSchool to the parents concerning student achievement at least four (4) times per year. Student progress information is available at anytime through PowerSchool. Written reports will be made when requested by parents/guardians. Teachers will confer with parents when necessary concerning academic progress and discipline.

Adopted: December 2009

H.15.1 Subject Grade

The primary responsibility for assignment of student grades shall rest with the classroom teacher. The teacher shall maintain a PowerSchool file for all academically graded subjects. The student grades shall be based upon the student's mastery of the content of the course, as well as the student performance indicators, content standards and benchmarks mandated by the District's Educational Plan for Student Success (EPSS) and State Educational Standards adopted by the New Mexico Public Education Department and applicable to the academic subject or grade level. If the grading system for a student enrolled in special education varies from School District or state standards, the variance shall be addressed in the student's IEP.

The grading system should be consistent within the class for the entire year and the student should understand the system thoroughly as to the content on which the grade for the course depends, the weight attached to various phases of the material, the manner in which the letter grade is devised, and the meaning of the final letter grade which is sent home as a report to the parent.

H.15.1-A Elementary Grading

Elementary School Grading System: Students in grades 1-5 must maintain an overall average of 70% in the four core subjects, Language Arts, Math, Social Studies, and Science with at least a 70% in Math and Reading in order to be promoted to the next grade level.

H.15.1-B Middle School Grading

The teacher will establish a uniform system of grading. This system is based up attainment of what the teacher requires. Content of the course shall be set up to be measured by numerical percentages which are then transferred to letter equivalents.

The following grade scale will be used consistently unless otherwise noted: Grade Point Average (GPA) is calculated by averaging all courses that meet the requirements for graduation. The following scale is used for calculation:

Grades	Average Range	Grade Points
A	90-100	4
B	80-89	3
C	70-79	2
D	60-69	1
F	below 60	0

Each nine week's grade will count forty (40) percent and the semester test will count twenty (20) percent of the semester average. Grades will be reported on the report card as a letter grade. The average for each nine (9) weeks plus the semester test will be used to determine the student's average.

H.15.1-C High School Grading

The following grade scale will be used consistently unless otherwise noted: Grade Point Average (GPA) is calculated by averaging all courses that meet the requirements for graduation. The following scale is used for calculation:

Grades	Average Range	Grade Points
A	90-100	4
B	80-89	3
C	70-79	2
D	60-69	1
F	below 60	0

Each nine week's grade will count forty (40) percent and the semester test will count twenty (20) percent of the semester average. Grades will be reported on the report card as a letter grade. The average for each nine (9) weeks plus the semester test will be used to determine the student's average.

It shall be the policy of the Capitan Municipal Schools to give semester examinations to secondary students and to keep these examinations on file in the Principal's office for a minimum of seven (7) years. Semester examinations shall be administered to all students in all classes offered for credit.

Adopted: December 2009; Revised April 2014

H.15.2 District Report Card

The CMS District report card shall be used to make the annual report of the state wide indicators containing the descriptions and information required by code.

Adopted: December 2009

H.15.3 Student Progress Reports

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

The following specific requirements are established:

- Parents will be informed regularly, and at least four (4) times a year, as to the progress their children are making in school.
- Parents will be alerted and conferred with as soon as possible when a student's performance or attitude becomes unsatisfactory or shows marked or sudden deterioration.
- Insofar as possible, distinctions will be made between a student's attitude and academic performance.
- Reports of progress for students qualified for services under IDEA shall be based on the student's individual goals for progressing through the curriculum. The report shall address whether the progress is sufficient to enable the student to achieve the goals stated in the student's IEP.

Adopted: December 2009

H.16.0 Promotion and Retention of Students

The District is dedicated to the continuous development of each student. The considered retention of a student will follow specific procedures to ensure that all avenues are explored before a student is retained.

Adopted: December 2009

H.16.1 Kindergarten through Fifth Grade

It is anticipated that all children will advance at least one grade level each year; however, children may be retained or promoted according to the merits of each individual case. In the event of the recommended retention of a pupil the following criteria will be followed:

- The parent shall be notified no later than the end of the first semester that his/her child is failing to make adequate yearly progress.
- A conference consisting of the parent and the teacher shall be held to discuss possible remediation/intervention programs available to assist the student in attaining adequate yearly progress. Specific academic deficiencies and remediation/intervention strategies shall be explained to the student's parent.
- A written plan developed containing timelines, academic expectations and the measurements to be used to verify that a student has overcome his/her academic deficiencies.
- Adequate yearly progress shall be based on statewide assessments, alternative district level assessments (to include, but not limited to, the district short-cycle assessments), and student performance in school.
 - At the end of the school year, if the student has made adequate yearly progress he/she shall enter the next higher grade.
 - If the student has not made adequate yearly progress upon completion of the prescribed remediation/intervention program and upon the recommendation of the teacher and school Principal the student shall be retained in the same grade for no more than one school year with an academic improvement plan developed by the student assistance team (SAT) in order to meet adequate yearly progress.
- In the case of a parental refusal for retention, the parent shall sign a waiver indicating his/her desire that the student be promoted to the next higher grade with an academic improvement plan designed to address specific academic deficiencies. The academic improvement plan shall be developed by the SAT outlining timeline and monitoring activities to ensure progress toward overcoming those academic deficiencies.
- Students failing to make adequate yearly progress at the end of that year shall then be retained in the same grade for no more than one year in order to have additional time to master the required content standards.

Adopted: December 2009

H.16.2 Sixth through Eighth Grade

Mastery of core course curriculum shall be used as a basis for assigning grade levels. For a middle school student to pass to the next grade level, he or she must pass three of the four core courses (Math, Science, Social Studies, and English) with a D or better. In the event of the recommended retention of a pupil the following guidelines shall be in place:

- The parent shall be notified no later than the end of the first semester that his/her child is failing to make adequate yearly progress
- A conference consisting of the parent and the teacher shall be held to discuss possible remediation/intervention programs available to assist the student in attaining adequate

yearly progress. Specific academic deficiencies and remediation/intervention strategies shall be explained to the student's parent

- A written plan developed containing timelines, academic expectations and the measurements to be used to verify that a student has overcome his/her academic deficiencies.
- Adequate yearly progress shall be based on statewide assessments, alternative district level assessments (to include, but not limited to, the district short-cycle assessments), and student performance in school.
 - At the end of the school year, if the student has made adequate yearly progress they shall enter the next higher grade.
 - If a student in grades six (6) or seven (7) has not made adequate yearly progress upon completion of the prescribed remediation/intervention program and upon the recommendation of the teacher and school Principal the student shall be retained in the same grade for no more than one school year with an academic improvement plan developed by the student assistance team in order to meet adequate yearly progress.
 - At the end of the eighth grade, a student who fails to make adequate yearly progress will be retained in the eighth grade for no more than one school year to make adequate yearly progress. If a student is retained in the eighth grade, the student assistance team shall develop a specific academic improvement plan that clearly delineates the student's academic deficiencies and prescribes a specific remediation/intervention plan to address those academic deficiencies.
- In the case of a parental refusal for retention, the parent shall sign a waiver indicating his/her desire that the student be promoted to the next higher grade with an academic improvement plan designed to address specific academic deficiencies. The academic improvement plan shall be developed by the student assistance team (SAT) outlining timeline and monitoring activities to ensure progress toward overcoming those academic deficiencies.
- Students failing to make adequate yearly progress at the end of that year shall then be retained in the same grade for no more than one year in order to have additional time to master the required content standards.

Adopted: December 2009

H.16.3 Special Education

Any student qualified as eligible under IDEA who is unable to meet regular academic requirements for promotion must meet the requirements of an alternative curriculum derived from the regular curriculum developed by an IEP team on an individual basis. Students placed in special education will complete the course of study as prescribed in their individual promotion plans and implemented through their individual education programs. Course work will be presented at a level commensurate with the student's ability.

Adopted: December 2009

H.17 Student Placement

Children may be placed according to their educational needs in a given subject, grade level, or for any other reason that the school administration or teacher deems advisable.

Early advancement of a kindergarten student to first grade is subject to the student meeting the below listed qualifications:

- Completion of a full year of kindergarten at a private school at age 4; or
- Completion of a home-school kindergarten and is able to perform academically and socially as a first grader as assessed by school personnel.

Adopted: December 2009

H.17.1 Middle School Advanced Coursework

If a middle school student is placed in a high school academic course of mathematics, English, Social Studies or Science as a result of an IEP meeting, the student will receive high school credit in Capitan towards graduation for that course. These students will be required to meet all the requirements for credit in the course, including the semester exam.

If the student subsequently transfers to another school district, that school district will have the authority to determine if it will accept the course(s) towards their graduation requirements.

Adopted: December 2009

H.17.2 High School Classification

In order for high school students to be classified in a certain grade, the following number of earned credits shall apply:

Freshman – 0 to 6	Junior – 14 to 20
Sophomore – 7 to 13	Senior – 21 and above

For state graduation data and testing purposes, high school students shall be classified as:

H1 – first year in high school, H2 – second year in high school, H3 – third year in high school, H4 – 4th year in high school. These designations are not credit-dependent.

Adopted: December 2009; Revised April 2014

H.18 Parent Conferences

The Superintendent will establish procedures for regular conferences with students, teachers, and parents. In addition, parents are encouraged to initiate conferences with teachers at other times during the year.

Adopted: December 2009

H.19 Homework

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

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

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

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

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

Adopted: December 2009

H.20 Teaching Methods

The Board considers written lesson plans a useful tool to ensure continuity of instruction. The Superintendent shall establish procedures that set forth the requirements for lesson plans and for their preparation and review. Such procedures shall reflect current standards of the profession and shall have as their primary objective the best possible educational program for the students of the District. Guidelines for the implementation of these procedures shall include:

- Lesson plans shall be developed according to District-wide formats and shall reflect the scope and sequence of the courses of instruction and reference appropriate New Mexico Standards and Benchmarks. Acceptable alternatives may be approved by the Principal.
- Lesson plans should include information pertinent to the effective implementation of a lesson. When commercially prepared plans are in use, lesson plans may simply refer to the appropriate aspects of such plans.
- While teachers are required to be thoroughly prepared for each daily lesson, plans may be prepared for each lesson or on a long-term basis (i.e. unit of work), whichever is most appropriate. Material to be used in a lesson(s) - such a duplicated material, tapes, films, transparencies – may serve as an integral part of the plan.

- Lesson plans for individualized programs should be consistent with the general overview and purpose of the instructional program. The progress of individual student(s) must be a consideration in the plan.
- Teachers are to provide adequate direction for substitutes, the purpose of which shall be to continue, if possible, the ongoing program or, if more appropriate, a meaningful educational alternative that relates to the subject area.
- The provision that copies of lesson plans must be available for substitute teachers.

To facilitate more effective instruction, lesson plans should be prepared sufficiently in advance of the class presentation to allow plans to be reviewed by the Principal.

Adopted: December 2009

H.21.0 Evaluation of Instructional Programs

The instructional programs of the District will be regularly evaluated, and periodic reports will be provided to the Board. The Board will rely on the Superintendent to provide regular evaluation of the educational program and instructional processes.

Adopted: December 2009

H.21.1 Testing Programs

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

The Board authorizes participation in:

- National, state, and local assessment programs.
- A District assessment program that will be subject to regular review and evaluation.
- Evaluation of all proposed assessment instruments and periodic evaluation of their use and value.
- In-service education of teachers and other staff members in the use of assessments and interpretation of assessment results.

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

Adopted: December 2009

H.21.2 State Mandated Testing

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

H.21.2-A Student Participation

All students shall participate in the academic assessment program. The District shall follow Public Education Department adopted standards for reasonable accommodations in academic testing for students with disabilities and limited English proficiency, including when and how accommodations may be applied. The Superintendent will establish procedures for reporting and utilizing test results.

H.21.2-B Test Security

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

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

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

H.21.2-C Use and Dissemination of Test Results

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

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

Adopted: December 2009

H.22.0 Instructional Resources and Materials

It is the policy of the Capitan Municipal Schools Board of Education that any student enrolled in the Capitan District in any grade kindergarten through twelve, is entitled to the free use of instructional material. And, any student enrolled within the Capitan Municipal School District in any early childhood education program as defined by Section 22.13.3 NMSA 1978 is also entitled to the free use of instructional materials.

Instructional materials for student use may be selected from the multiple listing adopted by the Public Education Department. Parents and other community members shall be invited to be involved in the District's adoption process. Public notice may include publication in a local newspaper.

Each student will be provided access to a textbook in the core areas in order to ensure academic success. The provision of textbooks may either be by the issuance of individual copies to each student enrolled in the class or the provision of a classroom set for daily classroom use with additional sets, when necessary, available for checkout in the school's library or from the classroom teacher.

Adopted: December 2009

H.22.1 Selection of Equipment, Books and Materials

In every case, where feasible, the selection of equipment, books and materials shall be made only after consultation with the employees who will be held responsible for their use.

For the selection of basic textbooks for general use, parent representation will be invited from each school involved in the selection process, with notice provided to parents and the community of the selection process.

When selecting materials, every effort shall be made to articulate vertically and horizontally across the curriculum.

Adopted: December 2009

H.22.2 Lost/Stolen Books

The Capitan Municipal Schools will hold the parent, guardian or student responsible for the loss; damage or destruction of instructional materials while such material is in the possession of the student. The District may withhold the grades, diploma and transcripts of the student responsible for damage or loss of instructional material until the parent, guardian or student has paid for the damage or loss.

Should a parent, guardian or student be unable to pay for damage or loss, the District shall work with the parent, guardian or student to develop an alternative program in lieu of payment. Where

a parent or guardian is determined to be indigent according to guidelines established by the Public Education Department, the District will bear the cost.

The District shall keep accurate records of all instructional materials, including cost records, on forms and by procedures prescribed by the Public Education Department.

Adopted: December 2009

H.22.3 Removal of Textbooks/Supplementary Materials

Staff members and Principals may recommend to the Superintendent that certain previously adopted textbooks or supplementary material be deleted from the approved list.

Adopted: December 2009

H.23.0 Library Materials

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

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

Capitan Municipal Schools support the principles of self-choice in literary pursuits as set forth in *The Students' Right to Read* of the National Council of Teachers of English (NCTE), the *Library Bill of Rights* of the American Library Association (ALA), and the position statement in *Freedom to Read* of the ALA (detailed information is available at the Capitan High School Library).

H.23-A Challenge of Material Selection

Despite the quality of selection, professional staff members acknowledge that a parent or community member may question use or availability of a particular material. In the event a personal conference with the appropriate parties does not resolve the question, a "Citizen's Request for Reconsideration of a Work" form will be made available to the complainant (form available at the Capitan High School Library). Upon completion of the form, it should be

submitted to the building Principal, who will schedule the appropriate briefings and meetings with either the Capitan High School, Capitan Middle School, or Capitan Elementary Advisory Committee for recommendation to the Superintendent for final resolution.

Adopted: December 2009

H.23.1 Professional Library

The Superintendent is authorized to establish a professional library for the use of the District staff. The Superintendent will establish procedures for the removal of the following categories of books and other material from the professional library:

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

Adopted: December 2009

H.24 Special Interest Materials

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

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

Students may not be used as the agents for distributing nonschool materials to the homes. The Superintendent shall be the final judge of whether or not such materials shall be utilized with students.

Adopted: December 2009

H.25 Movies and Videos in the Classroom

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

Movies and videos with ratings other than those that are acceptable to general audiences of all ages are not to be shown in classrooms or at any District facility. This includes buses and motels where students are present except when:

- The movie or video has been previewed by the teacher or other licensed staff member.

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

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

Adopted: December 2009

H.26 Use of Electronic Information

The Superintendent or designee shall implement, monitor, and evaluate electronic media resources for instructional and administrative purposes. This access is explained in the District Acceptable Use Policy. The District does not assume liability for information retrieved via the electronic information services nor does it assume any liability for any information lost, damaged, or unavailable due to technical or other difficulties. The District Acceptable Use policy is found in Appendix H-3.

Adopted: December 2009

H.27 Field Trips

Field trips must be planned within the context of the school program and must be appropriate for the age level, grade level, and curriculum. Due to limitations imposed by local conditions, field trips may be limited by the Superintendent. All field trips must be specifically approved by the Superintendent long enough in advance so that arrangements can be made prior to the trip, written permission must be obtained from the parents/guardians. Transportation shall be provided only by District vehicles, driven by authorized personnel. In general, field trips shall be conducted within the normal school day.

The following criteria will be used when planning field trips:

- All trips and the arrangements for them must have prior approval of the building Principal
- All trips must be within budgetary allotments for such purposes.
- Each field trip will be adequately supervised so that good discipline may be maintained.
- Each child who goes on a field trip must have parental permission.
- Students are to follow school rules and bus rules.
- The teacher will provide the parents with information concerning the purpose and destination of the trip, transportation, eating arrangements, date and time of departure,

estimated time of return and a detailed itinerary when a field trip will extend beyond the school day.

Parents are not permitted to separately drive student(s) to a field trip. A parent may drive himself/herself to a field trip to volunteer. In rare cases a parent may be asked to chaperone with Principal approval. In that instance, the parent would ride the bus with the students.

With prior written permission and administrative approval, a parent/guardian may pick up his/her student at the conclusion of a field trip and provide separate return transportation.

Any overnight field trips shall have prior written approval of the Superintendent. Any out of state travel must also have Board approval.

Adopted: December 2009

H.28 Community Resources

The District recognizes that one of the greatest resources of the school is to be found in the people of the community who have special knowledge and particular talents to contribute to the school program. Therefore, the use of community resources and citizens to serve in furthering the educational programs is encouraged. Any person selected for this purpose must follow the regulations that apply to all visitors to District schools.

Adopted: December 2009

H.29 School Volunteers

Volunteers can make many valuable contributions to the students and educational programs of the District. Volunteers are welcome in the schools and shall abide by the following guidelines that apply to all visitors in the schools:

- All volunteers must sign in at the school office upon entering the building.
- Volunteers must obtain and wear a pass while in the building
- Volunteers at no time shall be alone with any students.
- Volunteers should be under the supervision of a specific teacher or the building administrator.
- Volunteers shall sign out at the conclusion of the visit.

Adopted: December 2009

H.30 Teaching About Controversial/Sensitive Issues

Democratic tradition often involves dealing with controversial issues. Knowledge and understanding of such issues are an indispensable part of education. The teacher holds a position of authority and respect in the classroom and community, and by virtue of that position has great influence in the formation of the values of all students. It must be clear that personal views are not a part of the instructional program and must be tempered by the responsibility to maintain professionalism.

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

- Teachers should instruct students in the principles and techniques of the scientific method and provide opportunities for practice in applying established fact to specific problems.
- Teachers should seek to develop in students the ideals of truth and honesty.
- All personnel should seek to create an atmosphere in which difference of opinion can be voiced without fear and hostility and with mutual respect for all viewpoints.
- Teachers should encourage the suspension of judgment and conclusions until all relevant and significant facts have been assembled, critically examined, and checked for accuracy.
- Teachers should seek to develop in students a sense of responsibility for their beliefs, opinions, attitudes, and actions.
- Teachers should place major emphasis upon “why” and “how” to think rather than “what” to think.

Adopted: December 2009

H.31 School Ceremonies and Observances

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

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

Adopted: December 2009

H.32 Animals in Schools

Animals may be brought into the classroom for educational purposes. However, they must be appropriately and humanely cared for and properly handled. Any person who wishes to bring an animal into the classroom must receive prior written permission from the Principal. The following guidelines should be followed:

- Prior to granting permission, teachers should check with the school nurse regarding any known allergies among students in the classroom. If allergies exist, parents must be contacted for further direction.
- Animals shall not be transported on school buses.
- Teachers must assume primary responsibility for the humane and proper treatment of any animals in the classroom.
- Only the teacher or students designated by the teacher are to handle the animals.

- If animals are to be kept in the classroom on days when classes are not in session, the teacher must make arrangements for their care and safety.
- Staff members or students who have been bitten by an animal shall report such incidents to the Principal or school nurse immediately. The Principal should notify the public health authorities if the injury merits medical follow-up. Public health authorities should determine the appropriate action and period of confinement for an animal if an injury results. Any animal involved in a serious injury must be impounded until authorization for release is granted by health authorities.

Seeing-eye and service dogs are permitted on school buses and in classrooms to perform the functions for which they are trained. A laminated identification card may be requested for verification of the dog's status.

Adopted: December 2009