

# Deming Public Schools

## District Parent/Student Handbook



**Growing Champions...**  
**Every Student...Every Day!**

Vicki K. Chávez  
Superintendent



1001 S. Diamond  
Deming, NM 88030  
(575) 546-8841

Dear Parent:

Our goal is to provide a school environment that meets the academic, emotional and social needs of your child/ren. To support this goal, we have published the Student Handbook which can be found on the District website, [demingps.org](http://demingps.org). We believe in the partnership between home and school and understand how important you are to our students' success. You are the key to creating positive educational and behavioral goals for your child/ren.

After you have read the Handbook, please sign this letter below and return it to your child/ern's teacher. We will keep it on file as documentation that you and your student understand what is expected of them when they attend Deming Public Schools. If you do not have access to a computer, you can come by the school and use one of our computers or request a copy of the Student Handbook from your school site.

If you have questions, please feel free to call your child's school site.

Respectfully,

Vicki K. Chávez  
Superintendent

## STUDENT HANDBOOK

The purpose of the Student Handbook is to give Deming Public School District students and their parents an understanding of the general rules and guidelines for attending and receiving an education in our schools. Students, parents, and staff need to be familiar with district policies, some of which are required by law and are intended to promote school safety and a positive atmosphere for learning.

This document was developed and reviewed with the assistance of school administrators. In case of conflict between Board Policy and the provisions of the *Student Handbook*, the Board Policy most recently adopted by the Board will prevail.

Students and parents should be aware that this document is reviewed frequently since policy adoption and revision is an ongoing process. The *Handbook* is not a contract between the school and parents or students. It can be amended at any time at the discretion of the District. If the District revises the *Handbook* during the school year, the administration will attempt to communicate those changes to parents and students. Revisions within the current school year will be highlighted.

The campus administration may impose procedures and additional guidelines appropriate to each campus to support their needs. These procedures will be posted and given to students. Please contact your school for the most up to date information. This *Handbook* is intended to inform all stakeholders of appropriate expectations. The *Handbook* is being provided to the community in English, Spanish, Arabic, and Somali. Contact your school or the Department of Instruction for additional support for translation and interpretation services.

## MISSION STATEMENT

The Board of Education, staff, and community join forces to provide a high quality, comprehensive education for all Deming Public Schools students so that they will have the opportunity to prepare themselves to become productive, responsible, and culturally enriched citizens allowing them to meet the challenges of an ever-changing, global society.

## VISION

“Learning Today for Living Tomorrow”

# STUDENT HANDBOOK TABLE OF CONTENTS

The full content of referenced Deming Public Schools Policies is available on the district website, [www.demingps.org](http://www.demingps.org), or by contacting the Superintendent's office. The Policy Manual contains all policies and procedures concerning the school district and its employees.

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# ENROLLMENT/WITHDRAWAL

## **ADMISSIONS ([Policy 301](#))**

All school-age persons in the state have a right to a free public education and are required to attend public, private or homeschool, or a state institution, until the school-age person is at least eighteen years of age unless that person has graduated from high school or received a general educational development certificate. Exceptions for documented hardship cases must be approved by the superintendent.

### **Enrollment Requirements for All Children/Youth**

Persons seeking to enroll a child or youth at Deming Public Schools for the first time, in grades Pre-kindergarten through grade 12, shall be required to produce documentation affirming the following:

- Proof of Date of Birth
- Proof of Residence
- Proof of Immunizations

See district website for more details. [www.demingps.org/online-registration-e4261532](http://www.demingps.org/online-registration-e4261532)

### **Grounds for Denial of Enrollment or Re-enrollment ([Policy 302](#))**

Within the school district's hearing and appeals process, grounds for denial of enrollment or re-enrollment in an otherwise qualified school-age child or youth shall be limited to:

- The student seeking enrollment or re-enrollment has been placed on long-term suspension or expelled from another school district in New Mexico or in any other state during the preceding twelve-month period; or
- The student's behavior in a school district in New Mexico or in another state during the preceding twelve month period makes the student's enrollment or re-enrollment detrimental to the welfare or safety of other students or school personnel as determined by the Superintendent or his/her designee.

## **HOME SCHOOLS ([Policy 650](#))**

Home Schools are operated by a parent or legal guardian of a school-age person who instructs a home study program, including, but not limited to, reading, language arts, mathematics, social studies, and science. Students who are homeschooled are not considered public school students.

Prior to dropping a student to Home School, parents/legal guardians must notify the state of the establishment of a home school electronically or send written notification to the Secretary of Education within thirty (30) days of the establishment of a home school and re-notify the state on or before **April 1st** of each subsequent year. Interested persons may find additional information at:

New Mexico Public Education Department Attn: Home School Notification  
300 Don Gaspar Santa Fe, NM 87501

[Home Schooling – New Mexico Public Education Department \(state.nm.us\)](http://state.nm.us)

## **HOMELESS STUDENTS ([Policy 404](#))**

The Deming Board of Education recognizes the District's responsibility in meeting the needs of homeless students. Therefore, the Board directs the Superintendent to develop and disseminate guidelines that detail the rights of homeless students.

Homeless children have the right to:

- Enroll in the local school; or continue attending their school or origin (the school they attended when permanently housed or the school in which they were last enrolled), if that is your preference and is feasible
- Enroll in school immediately, even if lacking documents normally required for enrollment
- Receive a free, appropriate public education
- Receive education services comparable to those provided to other students, according to your children's needs
- Receive transportation to and from the origin if you request so
- School meals at no cost

For information on services for homeless students, contact the District's Liaison for Homeless Children and Youth at (575) 543-1043.

## **IMMUNIZATIONS (Policy 357)**

New Mexico State Law requires students to be vaccinated prior to enrolling in school. According to NMAC 6.12.2.8, no student shall be enrolled in the public, nonpublic, or home schools in the state unless the student can present satisfactory evidence of commencement or completion of immunization in accordance with the immunization schedule and rules and regulations of the public health division.

- Satisfactory evidence means a statement, certificate or record signed by a primary care provider licensed in the United States or other recognized licensed health facility stating the required immunizations have been administered.
- Children of military families shall be enrolled and conditionally placed in the school setting for which they are eligible for thirty (30) days while the student obtains the required immunizations.
- Children of homeless families shall be enrolled, and the school health personnel and administration will work with the families while obtaining required immunizations.
- Exemptions may be filed in the state for two reasons: medical or religious. The New Mexico Immunization Exemption form and attached documents must be filed with the State of New Mexico, prior to admitting the student to the school setting. The school will be required to make a copy of the filed exemption form for the student health records. New Mexico approved exemptions will be valid for a period of 9 months and will not extend beyond the end of the school year in which the child is currently enrolled.
- Non-Compliance means the student's school immunization record is not compliant with the NM immunizations required for school age children.
- When a student is non-compliant with immunizations an Immunization Notice will be sent home with the student. A fifteen-day grace period will be given to provide evidence of compliance.
- After the fifteenth day, should the student remain in non-compliant standings a Disenrollment Immunization Notice will be sent home with the student. An additional fifteen-day grace period will be given to provide evidence of compliance. At the end of the grace period, disenrollment proceedings will begin

## **OPEN ENROLLMENT (Policy 302)**

The District has an open-enrollment program. District resident pupils may enroll in another school district or in another school within this District. Resident transfer pupils and nonresident pupils may enroll in schools within this District, subject to the procedures set forth in Policy 302.

## **RESIDENCE CHECKS**

Residence checks will be conducted when the residency of the student comes into question. If a student is found not to reside at the address in question, the parent will be asked to provide proof of residency.

## **ATTENDANCE AREAS (Policy 303)**

Attendance zones shall be established by the Board of Education and all modifications or alternatives in zone boundaries shall be approved by the Board. The Superintendent of Schools shall make recommendations to the Board or the maintenance or alteration of established attendance zones.

## **TRANSFERS (Policy 304)**

### **In-District Transfers**

Students may transfer to another school within the district other than the one in whose zone they reside only if the transfer will not cause the number of pupils in the classroom to exceed the number permitted by the state or by federal comparability regulations or whether reasonable accommodations can be provided by existing or established programs within that school or classroom. No transportation will be provided for transfer students.

### **Transfer of Credits**

Credits from schools that are accredited by a Public Education Department (PED) in the United States or its territories or the Department of Defense shall be transferable with no loss of value.

Transferred credit from correspondence extension study, foreign study, home study courses or non-Public Education Department accredited nonpublic schools that satisfies any of the PED's criteria will be acceptable for fulfilling District graduation requirements.

## WITHDRAWING FROM SCHOOL

Whenever it is necessary for a student to withdraw from school prior to the end of the school year, parents/legal guardians must fill out an official DPS Withdrawal Form in person. We cannot accept requests over the phone. Only properly identified parents/legal guardians approved to do so may withdraw a student from our rolls. Early withdrawal of High School students may result in loss of credit as determined by the school administration.

# ATTENDANCE

## ATTENDANCE FOR SUCCESS ACT ([Policy 300](#))

(Formerly the NEW MEXICO COMPULSORY SCHOOL ATTENDANCE ACT)

It is the intent of the Attendance for Success Act (ASA) that school age persons receive an education and do not dropout or otherwise withdraw prematurely prior to completing an educational program. The ASA creates a multi-tiered progressive system of intervention strategies and supports that is preventative and non-punitive at the school level. To that end, a school-age person shall attend public school, private school, home school or a state institution until the school-age person is at least eighteen years of age unless that person has graduated from high school or received a general educational development certificate. A parent may give written, signed permission for the school-age person to leave school in case of a documented hardship approved by the local superintendent. ASA prohibits out-of-school suspension and expulsion as a punishment for unexcused absences and habitual truancy and allows withdrawal for non-attendance only after exhausting intervention efforts to keep students in educational settings. (Also see the LOSS OF CREDIT section in this Handbook.)

## ATTENDANCE PROCEDURES

Elementary school teachers in grades PK-5, take attendance at the beginning of each instructional day. Secondary school teachers in grades 6-12, take attendance each class period. A parent/guardian must notify the school that the student will be absent in accordance with the notification procedure established by the school. The parent shall call, email, send a note, or report absences in person either prior to the student being absent or immediately after the return of the student. All absences not verified by the parent or not having prior authorization from administration will be considered unexcused.

If a student is in attendance up to one-half the total instructional time during a school day, the student will be counted as having attended one-half of a school day. If the student attends school for more than one-half of the total instructional time, the student will be counted as having attended for the full day.

## EXCUSED ABSENCES

Absences may be excused for the following reasons with proper notification:

- Illness (including chronic illness documented on a health plan, IEP or 504 plan)
- Limited family emergencies
- Family deaths
- Medical, health or legal appointments
- Parent of student who intends to claim excused absence because of medical condition must communicate the student's status to the appropriate school personnel and provide required documentation
- Suspensions
- Religious commitments
- Tribal obligations
- College visits
- Deployment of a military parent
- Limited extenuating circumstances as approved in advance by the school principal
- Interscholastic Activities and Absences
- A student shall not be absent from school for interscholastic extracurricular activities in excess of fifteen days per semester, and no class shall be missed in excess of fifteen times per semester for interscholastic extracurricular activities.
- Religious Instruction Excusal
- A student may, subject to the approval of the school principal, be excused from school to participate in religious instruction for not more than one class period each school day with the written consent of the student's parents at a time period not in conflict with the academic program of the school.

- Pregnant/Parenting Student Excusal
- The pregnant or parenting student is responsible for communicate their status to the appropriate school personnel if they choose to disclose.
- The district shall permit at least ten days of medical absence during the school year for a student who provides documentation of the birth of the student's child, and the school shall provide time for the student to make up the school work missed during the absence.
- The district shall provide four days of excused absences for a student who provides appropriate documentation of pregnancy or that the student is the parent of a child under the age of thirteen needing care, the school shall provide time for the student to make up the school work missed during the absence.

## **UNEXCUSED ABSENCES**

An absence from school or a class for which the student does not have an allowable excuse pursuant to the Attendance for Success Act or policies of Deming Public Schools. All absences for reasons not included under excused absences shall be considered unexcused. Examples include, but are not limited to:

- Non-school sponsored activities or trips
- Family vacations outside of the normally scheduled school breaks
- All absences not verified by parental or administrative authorization

### **Chronic Absenteeism**

- Chronic Absenteeism means a student who has been absent for ten percent or more of classes or school days for any reason, whether excused or not, when enrolled for more than ten days.
- Schools will identify and provide intervention strategies for students who are chronically absent. See Board Policy 300 for more information on Tiers of Supports for Absent, Chronically Absent and Excessively Absent Students.
- School-related activities taking students out of school are not included when evaluating chronic absences.
- A school may withdraw a student after ten (10) consecutive days of absence, but only after the school has exhausted its efforts to keep the student in an educational setting through a variety of interventions.
- Schools may not use out-of-school suspension or expulsion as punishment for truancy.
- Excessive Absences/No Credit (NC) - If a student enrolled a credit bearing course in grades 8-12 has excessive unexcused absences, ten or more per semester in regular classes and is passing the classes, he/she will be placed in a No Credit contract. Students with excessive absences who do not meet the requirements of the contract agreement will receive NC. A NC is equivalent to a zero and is calculated in the student's GPA and counts against their eligibility. Deming Public Schools will provide interventions for students who are missing school, depending on the number of absences.
- Attendance issues for students with a disability, whether the student is identified under Section 504 of the Rehabilitation Act of 1973 or the Individuals with Disabilities Education Act (IDEA), will be addressed through the student's Section 504 Plan or Individual Education Plan (IEP).

### **Absence Notification**

Parents will be notified of a student's absence by phone call each school day via the School Messenger system.

### **Make-Up Work**

- Students may complete work for all excused absences.
- For unexcused absences, and once a student is identified as a habitual truant (10 unexcused full day absences) make-up work may be provided for the student at the discretion of the principal on a case-by-case basis.
- On the first day back to class, students are responsible for requesting make-up assignments.
- Failure to complete make-up work in the time allowed may place students at risk of not earning class credit.
- Students will have the opportunity to complete the work in a period equal to the number of days absent unless other arrangements have been mutually agreed upon by the student and the teacher.
- Parents are strongly encouraged to notify the office of student absences, including suspensions, and pick up work during the absence.
- Teachers may need 24 hours from the time of the request to compile assignments.
- It is expected that students will take semester finals on the days that they are scheduled.
- Students will be allowed to make up finals if they are missed due to an excused absence as listed in this handbook.

### **School Sponsored Activities**

School sponsored means any activity in which the sponsor is in attendance or transportation is paid by the school district.

### **Documentation after an Absence**

When a student is absent from school, the student - upon arrival or within 24 hours of returning to school- must bring a note signed by the parent that describes the reason for the absence. A phone call, email or use of the school website web link regarding absences from the parent may be accepted, but the District reserves the right to require a written note.

### **Doctor's Note after an Extended Absence for Illness**

Upon return to school, a student must bring a statement from a doctor or health clinic verifying the illness or condition that caused the student's extended absence from school. Should the student develop a questionable pattern of absences, the principal may require a statement from a doctor or health clinic verifying the illness or condition that caused the student's absence in order to determine whether the absence or absences will be excused or unexcused.

## **LATE ARRIVAL & EARLY DEPARTURE (See school guidance for specific guidelines)**

### **Late Arrivals**

- Students arriving late must sign in at the front office.
- Students at the elementary and middle school level must be escorted in and signed in by a parent/guardian.
- Students at high school level may sign themselves in.

### **Early Departure**

- Students leaving early must be signed out at the front office.
- All students must be signed out in person by a parent/legal guardian in the front office.

## **TARDINESS (See school guidance for specific guidelines)**

The school allows students adequate time between class periods. Students are considered tardy when they are not in class or assigned activity when it is scheduled to begin. Excessive tardies will be referred by the teacher and sanctions will be applied by the administration according to school rules. A student who is tardy may be assigned to detention. Repeated instances of tardiness will result in more severe disciplinary action.

# **ACADEMICS**

## **ACCELERATION - Subject-based, Middle School**

Subject-based acceleration in middle school refers to a middle school student participating in a high school credit course while attending middle school. All students are eligible to be considered for subject-based acceleration regardless of English Learner (EL), disability, socioeconomic, or gifted status. All decisions regarding participation in subject-based acceleration shall take place within either the Student Assistance Team (SAT) process, or the IEP team process for students in special education, including students identified as Gifted. Both the SAT and the IEP processes require parent participation and written parent consent acknowledging that the parent has been informed that grade(s) earned in high school credit classes taken in middle school will impact their child's overall high school Grade Point Average (GPA). *When the course is offered in a different building/site the parent must provide transportation between the two buildings.*

### **Middle School Courses Available for High School Credit**

Apart from courses included in the Individualized Education Plan (IEP) of identified Gifted students, the only middle school courses offered for high school credit are Geometry and Health.

### **Acceleration for Identified Gifted Students**

In accordance with the NMPED Gifted Technical Assistance Manual, both single-subject and full-grade acceleration are available to identified Gifted students via their IEP. High school courses taken by middle school Gifted students for high school credit must be listed in their IEP using the high school course code.

## **EARLY COLLEGE HIGH SCHOOL (ECHS)**

The purpose of Early College High School is to awaken millennial scholars who go on to do great, world changing things. Early College High School will stay the course in combining a rigorous academic setting with an enthusiasm for learning. Early College High School is a blend of high school and college in a rigorous, yet supportive program. Students will complete core required credits and dual credit (college) classes on their journey to an associates degree. The program involves taking most core credits during the first 2 years and then focusing exclusively on gaining college credits. The goal is to graduate from high school with college credit and a career pathway. Students enrolled in Early College are subject to the rules, guidelines, and calendars of both DPS and Western New Mexico University (WNMU).

Admission to ECHS is by an application and screening process. Recruitment begins in early February. ECHS can be reached at 575-543-1643. For more information please visit the ECHS website: <https://echs.demingps.org>

## **ASSESSMENTS – District/State Requirements ([Policy 435](#))**

### **Grades K-12**

In addition to routine tests and other measures of achievement, students at certain grade levels will take state-mandated assessments, in the following subjects:

- Reading, annually in grades K-11
- Math, annually in grades 3-11
- Science, annually, in grades 5, 8, 11
- Writing, annually in grades 3-11
- Language Acquisition for EL's in grades K-12

### **Grade 3-8 New Mexico Measures of Student Success and Achievement (NM-MSSA)**

These computer-based 3-8 assessments in Mathematics and English Language Arts give teachers, schools, students, and parents better information on whether students are on track in their learning. These assessments serve as tools to help teachers customize teaching and learning to meet student needs.

### **Grades 9-11 PSAT/SAT**

Starting in Spring 2020, New Mexico administers a state-funded, digital SAT School Day as part of the accountability system. All students in grade 11 will take the SAT with Essay. It is a means for all public-school juniors to access a college and career readiness entrance exam at no cost and without barriers. The SAT School Day measures math, reading, and writing; aligns to academic standards; and reflects skills and knowledge already taught in the classroom. All students in grade 9 will take the PSAT 8/9 and students in grade 10 will take the PSAT 10 in the Spring of each year.

### **Grades 5, 8 and 11 New Mexico Assessment of Science Readiness (NMASR)**

Since the Spring 2019 the NMASR test administration has served a dual purpose as the accountability assessment (A– F School Rating System) and as the High School Graduation Assessment. Meeting proficiency on the 11<sup>th</sup> grade Science NMASR is a graduation requirement.

### **New Mexico Alternative Performance Assessment (NMAPA)**

The New Mexico Alternate Performance Assessment (NMAPA) is provided to maximize access to the general education curriculum for students with significant cognitive disabilities, to ensure that all students with disabilities are included in New Mexico's statewide assessment and accountability programs, and to provide data and other feedback to inform classroom instruction. NMAPA is only for those students with documented significant cognitive disabilities and adaptive behavior deficits who require extensive support across multiple settings (such as home, school, and community).

Students are assessed using Dynamic Learning Maps in following subjects and grade levels: English Language Arts (ELA) and Mathematics in grades 3-11. Science is assessed in grades 5, 8, and 11.

[\[Source: NMPED Assessment Accommodations Manual\]](#)

### **Grades K-12 – ACCESS for ELs**

The purpose of Assessing Comprehension and Communication in English State-to-State (ACCESS) for English Learners is to allow students to demonstrate their level of proficiency through the performance indicators and to describe the spectrum of a learner's progression from knowing little to no English to acquiring the English skills necessary to be successful in an English-only mainstream classroom without extra support.

### **Istation K-5**

Istation's Indicators of Progress (ISIP) Early Reading and ISIP *Lectura Temprana* are sophisticated, web-delivered computer-adaptive testing (CAT) systems that provide continuous progress monitoring (CPM) by frequently assessing and reporting student ability in critical domains of reading and Spanish Early Reading, respectively, throughout the academic year (beginning, middle, and end).

### **Grades K-12 Interim Assessments**

The District administers interim assessments three times a year to monitor student performance on standards taught in the classroom in the subjects of math and Language Arts. The data from the assessments is used for several purposes – all of which are intended to deliver instructionally useful information to teachers, students, principals, district administrators and parents.

## **CAREER AND TECHNICAL EDUCATION (CTE) PROGRAMS**

Career-Technical Education (CTE) programs, which combine challenging academic coursework with relevant, career-focused content, are uniquely positioned to respond to this challenge. Deming's CTE programs provide students with the academic and technical skills necessary to succeed in a dynamic, knowledge-based economy. Students participating in these programs are held to industry-based learning standards, which prepare learners for postsecondary education and high-wage, high-skill, and high-demand careers of their choice.

## **COLLEGE CREDIT COURSES ([Policy 408](#))**

Students enrolled at the high school are eligible to enroll in college or university courses offered on campus concurrently. Successful completion of courses offered for dual credit merit as follows: each 1 – 2 credit hour university course equals 0.5 credit, 3 – 4 credit hour university course equal 1 credit and 5, 6, or 7 credit hour university course equals 2 credits at Deming High School.

## **COUNSELING**

### **Guidance Services**

School counselors are available to help students be successful in school and support students mental and emotional health. Classroom, group, and individual guidance services are also available. Please check with the Counseling Office for appropriate procedures and next steps.

### **Academic Counseling**

Students and their parents are encouraged to talk with a counselor, teacher, or principal to learn more about course offerings and graduation requirements. Each spring, students in grades 6-11 will be provided information on expected course offerings for the upcoming academic year and other information that will help them make the best use of academic and CTE opportunities.

To plan for the future, each student should work closely with the counselor in order to enroll in high school courses that best prepare him or her for attendance at a college, university, or technical school, or pursuit of some type of advanced education. The counselor will also provide information on entrance exams and application deadlines, as well as information about automatic admission to state colleges and universities, financial aid, housing, and scholarships.

## **COURSE CREDIT**

A student in high school credit courses will earn credit for a course if the final grade is 60 or above. For a two-semester course (1 credit), the student's grades from both semesters will be averaged and credit will be awarded if the combined average is 60 or above.

## **COURSE FEES (Policy 515)**

The District may not set fees for required core courses, i.e., English, Math, Science, and Social Studies. Students will not be required to supply specific types of school supplies or equipment as a prerequisite to successful completion of a required course or project. The District may set appropriate fees for materials used by students in non-required courses. Such fees must have prior Board of Education approval.

## **MIMBRES VALLEY HIGH SCHOOL (MVHS)**

Mimbres Valley High School will provide an alternative, flexible academic schedule with differentiated instruction modules. Support for struggling students, credit recovery, teen parents, and working students is built into the program. The academic focus is on the core subjects of language arts, mathematics, social studies, and science, in addition to a limited number of electives that allow for an individualized self-paced program. The Principal of Mimbres Valley High School shall have flexibility in applying District rules and regulations in order to meet the unique needs of MVHS students and shall always be involved in the decision-making process to place a student at MVHS. For further information, please contact Mimbres Valley High School at (575)543-1049.

## **DISTANCE LEARNING/ONLINE/EDGENUITY**

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

## **Placement Tests**

Placement in Math and English courses is based on ACT/SAT or ACCUPLACER test scores. For other courses, a placement scores are not required. See your child's guidance counselor for more information regarding placement tests.

## **Locations**

Dual credit classes for Deming Public Schools Students are offered at the WNMU Deming branch or online. Some Dual Credit classes are offered at Early College High School. Dual Credit courses are offered each fall and spring semesters and additional courses may be available during the summer sessions. All courses follow the-university's academic calendars.

## **Grades/Credits**

Dual Credit Courses are based on the 4.0-point scale in Infinite Campus. Grades will be transmitted once each semester from the WNMU Dual Credit Director to the respective school site. For every 3-hour Dual Credit course, 1 high school credit will be awarded. Grades earned in the Dual Credit Program will be posted on college transcripts.

## **EARLY GRADUATION**

The School Board will authorize early high school completion in order to meet career goals for selected students. Students desiring early graduation must submit a written request to the high school principal during the first half of the semester preceding the semester of desired completion, on or before October 15<sup>th</sup>. The principal may accept requests after this date in special circumstances. The request must contain the reasons for the request and the written approval of the student's parents or guardian. All graduation requirements must be met by the early completion date.

Each request will be evaluated and will ensure that the parents or guardian are informed of any restrictions or limitations to be placed on the student in the event the request is approved, including restrictions on cocurricular activities. Diplomas normally will be awarded only at the completion of the spring semester. However, final transcripts will be provided as soon as the high school requirements have been met.



## **ENGLISH LEARNERS (EL) (Policy 478)**

English Learners (ELs) are students who use a language other than English and are acquiring language to become English proficient. These students are entitled to receive specialized language services from the district. To determine whether they qualify for services, their parents complete the Language Usage Survey (LUS) and receive a formal assessment of their English Language using a placement test (WIDA SCREENER). They are assessed in listening, speaking, reading, and writing. The district will provide these students with alternative language programs, specialized services or accommodations based on the proficiency level results. A yearly assessment (ACCESS) will be conducted to determine their proficiency in English and eligibility for academic English Language services.

The Deming Public School District will develop and implement programs for English Learners (EL) that emphasize English language development and that have a primary goal of mainstreaming the EL students into regular classroom settings. The District will notify in writing the families of English Learners placed in such a program. This notification must include the following: an explanation of why the student is in the program; a description of the program; the parents' right to choose another program; how the program will help the child to develop academically and learn English; achieve the standards necessary for promotion; and the rights of the parents to remove their child from the EL program to a regular program. All students shall participate in the academic assessment program. The Deming School District will follow the New Mexico adopted standards for reasonable accommodations in academic testing for students with disabilities and limited English proficiency. Students who have been determined to be limited English proficient may be allowed to take the standards-based academic performance test in their primary language. A student who has attended school for three consecutive years in the United States shall participate in the English language reading test unless granted a waiver by the Public Education Department. Such a waiver may be granted only for a maximum of two additional years and only on a case-by-case basis.

## **GIFTED EDUCATION (Policy 484)**

In New Mexico, Gifted Education is under the department of Special Education. In addition to annual screenings to identify potential students for gifted services at elementary schools, generally in the third grade, any person, including teachers, parents, and students, can refer a student for an evaluation for Gifted Education. Services are individualized, based on each student's unique strengths and weaknesses, and are identified using the special education IEP (Individualized Educational Program) process. For information on referral/screening procedures, eligibility requirements and service options, please see the campus administrator or contact the Special Education Department at 575-546-0427. (Also see the [Gifted Education in New Mexico Technical Assistance Manual](#) on the [NMPED website](#).)

## **GRADE CLASSIFICATION (High School)**

Once a student enters a NMPED regular public school, these schools are responsible for ensuring that students' progress through grades 9-12 assuring that students' progress at an expected pace. A student's credit accumulation and competency assessments will determine whether he or she receives a diploma or certificate of completion at the end of 12<sup>th</sup> grade.

## **GRADING GUIDELINES**

\*There may be some changes to the grading scale due to emergency situations\* (Ex: Pandemic 2020)

- Kinder – 5th grade will standard based report card to report progress to parents.
- Kinder - 2<sup>nd</sup> grade will use a developmental performance scale based on level of proficiency.
- Grades 3 – 5 will be reported on an alpha grading scale.
- Alpha grades will be used for grades 3 through 12<sup>th</sup> to report progress to parents.
- The numeric grading scale is a 0 to 100 range as follows:

A = 90 - 100

B = 80 - 89

C = 70 - 79

D = 60 - 69

F = 0 - 59

Grades shall always reflect academic performance skill levels and shall not be reflective of disciplinary actions.

**A numeric system of grades (0-100)** will be entered by teachers into an electronic grade book (Infinite Campus) for every assignment created and will be reported to parents by an electronically produced report card every 9 weeks.

### **Calculating Grade Point Average (GPA)**

Only courses for which credit is awarded are used in the calculation of a student's GPA. A student's GPA is calculated by dividing the total grade points earned by the total number of credit courses taken.

### **Grade Reporting for Student Transferring from Foreign Countries and Other School Districts**

Students transferring from a foreign country should present their transcript to the counselors to be evaluated as follows:

- Only Grade 3 of *secundaria* (U.S. Grade 9) with the exception of *Matematicas III* (traditionally taken at US Grade 8) should be reviewed along with grades 1, 2, and 3 of *preparatoria* (U.S. grades 10, 11, 12). Only those courses with a final grade of an A, B, C or D (A = 95, B = 85, C = 75, D = 65) will be counted for credit.
- The students may transfer half-credits if earned under a semester system.
- Grade conversion: Numeric grades based on a scale of 10 are converted into percentages/letter grades as follows:

9 - 10	=	90 -	:	A
8	=	80	:	B
7	=	70	:	C
6	=	60	:	D
5	=	50	:	F (No Credit Allowed)

- Students enrolling with transcripts from countries with dissimilar systems will be evaluated on an individual basis.
- Foreign exchange students may only be classified as 11<sup>th</sup> grade students and are not eligible to graduate from Deming Public Schools.
- Persons who have successfully completed the equivalent of U.S. high school in their country of origin are NOT eligible to enroll in a New Mexico high school.

### **Procedural requirement for translating Alpha Grade to Numerical Grade**

A = 95  
B = 85  
C = 75  
D = 65  
F = 55

## **GRADUATION REQUIREMENTS\GRADUATION ([Policy 316](#), [317](#), [408](#))**

### **Requirements for a Diploma for a Student Enrolled in High School**

In order to graduate from high school, a student must successfully:

- Complete the required number of course requirements established by the state and any additional credits required by District.
- Demonstrate academic competency in five areas: mathematics, reading, writing, science, and social studies through a menu of options provided by the Public Education Department.

### **Graduation Expenses**

During the school year in which a student will graduate, students and parents will incur expenses for the student to participate in the traditions of graduation. These include but are not limited to items such as the purchase of invitations, senior ring, cap and gown, and the student's senior picture. Both the student and the parent should carefully monitor the student's progress towards the completion of all graduation requirements.

### **Graduation Attire**

Graduation is a formal event. Proper attire is required for participation in the graduation ceremony. Please refer to the campus graduation guidelines for school administration for specific requirements.

## **Scholarships and Grants**

Information on scholarships and grants are available through the campus Counseling offices.

### **Graduation Programs of Study/Options for Students with Disabilities ([Policy 317](#))**

For students with disabilities, the Individualized Educational Program (IEP) team is responsible for determining whether a student with disabilities has completed a planned program of study making him/her eligible to receive a diploma. Graduation plans must be part of all IEP's beginning the IEP year the student turns 14. Upon completion of a planned program of study the student will be awarded a New Mexico Diploma of Excellence. A student may be awarded a diploma after completing a program of study under one of the following Graduation Options: Standard, Modified, or Ability. A student's entitlement to FAPE ends with the receipt of a regular diploma under the Standard Option. A student's right to FAPE does not end with the receipt of a diploma under the Modified Option or the Ability Option.

#### **Standard Option/Program of Study**

A standard program of study is based upon meeting or surpassing all requirements for graduation based upon New Mexico Standards for Excellence with or without reasonable modification of delivery and assessment methods. In addition, a student shall pass all sections of the current state graduation examination(s) under standard administration or with state-approved accommodations and shall meet all other standard graduation requirements of the District.

#### **Modified Option/Program of Study**

A modified option program of study is based upon meeting the New Mexico Public Education's Career Readiness Standards with Benchmarks as defined in the IEP with or without reasonable modifications of delivery and assessment methods. In addition, the student shall take the current state graduation examination(s) under standard administration or with state-approved accommodations and achieve a level of competency (LOC) predetermined by the student's IEP team. The student shall earn at least the minimum number of credits required by the District for graduation through standard or alternative courses that address the employability and career development standards with benchmarks and performance standards, as determined by the IEP team. Course work shall include a minimum of four (4) credits of career development opportunities and learning experiences that may include any of the following: career readiness and vocational course work, work experience, community-based instruction, student service learning, job shadowing, mentoring or entrepreneurship related to the student's occupational choices.

#### **Ability Option/Program of Study**

An ability program of study was developed for students who have a significant cognitive disability or severe mental health issues. The IEP goals and functional curriculum course work shall be based on employability and career development standards with benchmarks and performance standards, as determined by the IEP team. Students in this program of study shall earn the minimum number of credits or be provided equivalent educational opportunities required by the District, with course work individualized to meet the unique needs of the student through support of the IEP. In addition, a student shall take the state-approved alternative assessment(s). The student shall achieve a level of competency pre-determined by the student's IEP team in the current graduation examination or the state-approved alternate assessment and meet all other graduation requirements established by the IEP team.

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

### **HOME-BASED SERVICES ([Policy 410](#))**

Homebound services are available for students who qualify based on medical need and/or 504 or under the Individuals with Disabilities Education Act (IDEA) for students who have been identified as having a disability.

Homebound is considered the most restrictive of instructional arrangements. Homebound should only be considered for those students with medical or psychological conditions that prevent their participation in less restrictive instructional environments, as affirmed in writing by a medical doctor or psychologist. If the health condition is of a more permanent nature (more than 90 days) placement in a special education or other program should be considered.

For students who have disabilities, the decision to provide Homebound services rests with the IEP team and will be revisited every 30 days and review of current medical documentation. All placements into the homebound program must be time-limited with the IEP team or Section 504 team specifying criteria to be met for the student's return to a less restrictive environment, including a release from a medical doctor or psychologist for students on Homebound for medical or psychological reasons. Students who attend or are present for their scheduled Homebound services are not counted absent.

To inquire about homebound services please contact your child's school.

## **HOMEWORK**

Homework may be assigned depending on the nature of the instruction. Homework will be meaningful and integrated into the regular classroom instruction and curriculum. Students are responsible for completing assignments and meeting assigned deadlines. Parents will allow the school at least 24 hours to prepare homework assignments in the event the student has a planned absence. See individual campus policy for further details.

For homework after an absence see Attendance - Procedures - Make-Up Work.

## **MULTI-LAYERED SYSTEM OF SUPPORTS (MLSS) and STUDENT ASSISTANCE TEAMS (SAT)**

New Mexico's adaptation of the Response to Intervention (RtI) is the Multi-Layered System of Supports (MLSS). MLSS uses a set of increasingly intensive academic or behavioral supports, matched to student need, as a system for making educational programming and eligibility decisions. It is a continuum of school-wide support that contributes to overall comprehensive school improvement efforts.

**Layer 1: Universal Interventions.** All students receive Layer 1 which includes high quality differentiated core instruction aligned to the **Common Core State Standards**, that is delivered via **Culturally and Linguistically Responsive Instruction** to meet the needs of most students. Layer 1 also includes a system of **Positive Behavior Interventions and Supports** for all students and **universal screening (assessments)** to identify students whose needs are not satisfactorily met by Layer 1 interventions alone.

**Layer 2: Targeted Interventions.** A student not making expected progress (academically, behaviorally, or who is insufficiently challenged academically) with high-quality core curriculum and Layer 1 universal interventions may need additional academic or behavioral interventions or Layer 2 – targeted interventions. The focus of Layer 2 interventions is individualized and targeted interventions to support student's acquisition of the knowledge and skills identified in the CCSS and to support student success with Layer 1 high-quality differentiated instruction. Students receiving Layer 2 targeted interventions receive core curriculum and instruction plus targeted evidenced-based interventions. Targeted evidence-based interventions may include, but are not limited to, applying evidenced-based interventions and data-driven instruction in small group learning settings, and/or instruction with reading or math coaches. Health and wellness interventions may include social or behavioral contracts or guided small group social work interventions.

**Layer 3: Intensive Interventions.** Layer 3 intensive interventions include core curriculum and instruction, and intensive and individualized evidence-based interventions. Layer 3 evidenced-based interventions may be provided for a longer duration than Layer 2 interventions, may be provided more frequently, be provided in smaller groups, or otherwise be more intensive. Students receiving Layer 3 interventions receive all Layer 1 and 2 interventions needed for the student to achieve a desired pattern of learning. Layer 3 intensive interventions may include, but are not limited to, pullout services provided by a reading specialist, push-in services provided by a behavior specialist, counseling services, or interventions provided by the general education teacher in the classroom. Layer 3 intensive interventions include progress monitoring on a biweekly basis to assess students' responses to intensive interventions. Frequent communication (at least biweekly) with parent(s) or guardian(s) regarding assessed student progress is mandatory during Layer 3 intensive interventions.

When a student is determined to need targeted or intensive interventions, he/she will be referred to the **Student Assistance Team (SAT)**. The team is a school-based group of people whose purpose is to provide additional Layer 2 support to students who are experiencing academic or behavioral difficulties that are preventing them from benefiting from general education because they are either performing below or above expectations. Team members may vary by school, but should include at minimum: an administrator, regular education staff, and specialists in accordance with Section (J)(4) 22-2C-6 NMSA, 1978. *\*Tier 2 is discussed in the context of the existing language in NMAC 6.29.1. In the MLSS model, we will refer to Layer 2 instead of Tier 2.*

### **NEXT STEP PLAN (Policy 408)**

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

The mandated process for completing this form includes the involvement of the student, the student's parents or guardian, and the school counselor or other school official charged with coursework planning. In the Next Step Plan, a student describes his/her goals related to long-term career, academic, extra-curricular, post-secondary and personal/social interest.

For students with disabilities, the individualized education programs (IEP) Transition Plan substitutes for the Next-Step Plan. (NMAC 6.29.1) Students identified as Gifted must complete the Next Step Plan.

### **PROMOTION, RETENTION, AND PLACEMENT (Policy 438)**

All students, grades Kindergarten (K) through twelve (12<sup>th</sup>) are expected to attain the State Proficiency Levels on the State Content Standards and Benchmarks. Students who do not attain these levels will participate in the District's academic improvement and/or remediation programs. In elementary and middle schools, students who are absent ten percent (10%) or more of the instructional days in a school year are at risk of retention.

#### **Grades 1-7**

In grades 1-7, promotion and retention are based on student demonstration of progress toward proficiency on state and local standards in all subjects. All decisions regarding retention are made by the Student Assistance Team (SAT).

At the end of Grades 1-7, three options are available dependent on the student's attainment of the required Proficiency Levels.

- The student attained the required Proficiency Levels and is promoted.
- The student did not attain the required Proficiency Level and will participate in an academic improvement program or remediation. Once the deficiencies are successfully overcome, the student will be promoted.
- The student did not attain the required Proficiency Level upon completion of the prescribed academic improvement program and with the recommendation of the certified teacher and school principal shall either 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 attain the Proficiency Level of Content Standards, at which time the student will be promoted, or
  - Promoted if the parent or guardian refuses to allow the student to be retained. The parent only has **one** opportunity to waive retention in grades 1 – 7<sup>th</sup>. In this case, the parent or guardian will sign a waiver indicating that the student will be promoted with an Academic Improvement Plan designed to address the specific academic deficiencies.
  - A parent has the right to retain their child **once**.
  - The Academic Improvement Plan (AIP) will be developed by the SAT outlining timelines and monitoring activities to ensure progress toward overcoming the academic deficiencies.
  - Student failing to attain the Proficiency Level at the end of that year shall be retained in the same grade for no more than one year in order to have additional time to master the required content standards.

## Grade 8

In Grade 8, promotion and retention are based on student demonstration of progress toward proficiency of state and local standards in all subjects. All decisions regarding retention are made by the Student Assistance Team (SAT).

At the end of Grade 8, a student who fails to attain the Proficiency Level of content standards will be retained in Grade 8 for no more than one school year in order to attain the Proficiency Level of content standards, or

- **A High School Graduation Plan:** If the SAT determines that retention of the student in Grade 8 will not assist the student to attain the appropriate level of academic achievement and proficiency of standards, the SAT will design a high school graduation plan to meet the student's needs for entry into the workforce or a postsecondary educational institution.
- **The Academic Improvement Plan:** If the student is retained in Grade 8, the SAT will develop a specific academic improvement plan that clearly delineates the student's academic deficiencies and prescribes a specific academic improvement or remediation plan to address the academic deficiencies.

## Grades 9-12

In grades 9-12, promotion and retention are based on student demonstration of progress toward proficiency of state and local standards in all subjects. All high school students need the required minimum credits and must pass all portions of the New Mexico Standards Based Assessment to graduate and participate in the graduation ceremonies. Please see [Policy 316, 408](#) for graduation requirements.

## REPORT CARDS / PROGRESS REPORTS AND CONFERENCES ([Policy 620](#))

All schools within the school district shall report grades and student progress to parents on a timely and regular basis. In addition, parents have access to grades and attendance at all times through the Parent Portal. Please contact your child's school for more information regarding setting up a parent portal account.

## SCHEDULE CHANGES

Generally, during the *first two weeks*, students will attend the designated classes on their schedule cards. Schedule changes will be made only during the first two weeks of the semester. Please see your child's specific school site for specifics.

## SPECIAL EDUCATION

Special Education refers to specialized instruction and related services for students found eligible under the Individuals with Disabilities Education Act. A parent or teacher may refer a student for an evaluation for special education. However, parents must give written permission prior to an evaluation taking place. If a parent initiates a request for an evaluation, the request must be made in writing to the Special Education Office and must indicate what concerns the parent wants addressed by the evaluation. Once a student is evaluated, an eligibility determination team (EDT) will meet to determine if there is a diagnosis of a disability AND a need for specialized instruction and supports. The EDT will consider all available data, including any outside evaluations or diagnoses. Please note that a diagnosis alone does not pre-determine services through an Individualized Education Program (IEP). There must also be a documentation that the student cannot make appropriate progress without specialized supports and services. If it is determined that the student is eligible and has a need for services, an IEP will be convened to determine the program for the student. The IEP will be reviewed at least annually each year to determine if services are allowing the student to make appropriate progress, and adjust the program as needed. Parents may also request an IEP if they determine one is needed.

The booklet, [Parent and Child Rights in Special Education](#), published by the New Mexico Public Education Department, outlines procedures and requirements designed to protect the legal rights of the child and parent which are set by federal regulation and state rules. A copy of this booklet can be found on the [New Mexico Public Education Special Education Bureau webpage](#), or at the Special Education Department at 310 W. Elm St., Deming, NM 88030.

## CHILD FIND

The Deming Public Schools has an affirmative and ongoing obligation to identify, locate and evaluate all children with disabilities residing within the jurisdiction of the district who either have, or are suspected of having, disabilities and need special education as a result of those disabilities. Child Find applies to all children of public school age

regardless of severity of the disability, whether a child is in the custody or under the jurisdiction of any public or private agency or institution, or whether a child has never attended or will never attend public school. Child Find requirements also apply to highly mobile children such as migrant and homeless children, and children who are suspected of having a disability, even though they are advancing from grade to grade. School district personnel, a private or public agency or institution, or a parent may initiate a referral for an evaluation by contacting the Special Education Department at (575) 546-0427.

## **SECTION 504 OF THE REHABILITATION ACT OF 1973 ([Policy 402](#))**

Section 504 is federal civil rights law under the Rehabilitation Act of 1973 that provides protection against discrimination for individuals with disabilities. Section 504 is designed to provide equal access and fairness in general education to students with disabilities, thereby leveling the playing field for them through what is known as a Section 504 Accommodation Plan.

The Deming School District ensures that individuals with disabilities associated with the district either as students, school staff, or parents of students, are not discriminated against as a result of a disability. The District will abide by the requirements of Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act (ADA).

Under 504 and the ADA, a person is considered to have a disability if that person: 1. has a physical or mental impairment\* which substantially limits one or more of such person's major life activities, 2. has a record of such an impairment, or 3. is regarded as having such an impairment. A physical or mental impairment shall be defined as:

\*Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological, musculoskeletal, special sense organs, respiratory, including speech organs, cardiovascular, reproductive, digestive, genito-urinary, hemic and lymphatic, skin and endocrine, or any mental or psychological disorder such as mental retardation, organic brain syndrome, emotional or mental illness, and a specific learning disability. Students with disabilities who are protected under Section 504 and the ADA, but not eligible for IDEA services, will be afforded a FAPE.\* \*\*FAPE is defined as the process that the Deming Public School District uses to ensure a Free and Appropriate Public Education which includes referral, evaluation, program planning, placement and reevaluation.

## **SUMMER SCHOOL**

### **K-5 Plus/Extended Learning Time**

The purpose of K-5 Plus is to provide increased time in kindergarten and the early grades. This additional time in grades K-5 narrows the achievement gap between disadvantaged students and other students, it increases cognitive skills and leads to higher test scores for all participants. The program extends the school year for K-5 by 25 instructional days beginning before school starts.

### **Credit Recovery - High School**

Please contact the school administrator or school counselor for information.

### **Extended School Year**

Extended School Year (ESY) services means special education and related services that are provided to a child beyond the normal school year-in accordance with the child's IEP; and at no cost to the parents of the child. The purpose of ESY is not to enhance or maximize the present levels of academic achievement and functional performance exhibited by students with disabilities at the end of the regular school year.

With respect to ESY services, Deming Public School expects that the IEP team analysis of whether the child's level of achievement would be jeopardized by a summer break in his or her structured educational programming will be based not only on retrospective data, such as past regression and rate of recoupment, but also on predictive data based on the opinion of professionals in consultation with the child's parent, and circumstantial considerations of the child's individual situation at home and in her or her neighborhood and community. Typically, ESY services are provided during the summer months. However, ESY services will be provided to a child with a disability during time other than the summer, such as before and after regular school hours or during school vacations, if the IEP Team determines that the child requires ESY services during those time periods in order to receive FAPE.

# ATHLETICS

## EXTRACURRICULAR ACTIVITIES - ATHLETICS, CLUBS AND ORGANIZATIONS

The privilege for students to be able to participate in extracurricular activities shall be dependent only upon their maintaining the minimum academic and behavioral standards established by the Activities Office, and their individual ability in the extracurricular activity. Students who participate in extracurricular activities, such as athletics, band, chorus, etc. are subject to the standards as defined by the athletic/activity code and sponsors of such activities.

### Charter School Student Participation

Charter school students may participate in School District extracurricular activities sanctioned by the New Mexico Activities Association if they meet eligibility requirements other than enrollment and if the charter school does not offer such activities sanctioned by the New Mexico Activities Association.

### Home Schooled Student Participation

Home Schooled students may participate in School District athletic activities sanctioned by the New Mexico Activities Association if they meet the eligibility requirements other than enrollment in the school.

### Health and Safety of Participants

A coach shall not allow a student athlete to participate in a school athletic activity on the same day a coach, a school official or a student athlete reports, observes or suspects that a student athlete exhibits signs, symptoms or behaviors consistent with a brain injury or has been diagnosed with a brain injury.

A coach may allow a student athlete who has been prohibited from participating in a school athletic activity to participate in a school athletic activity no sooner than 240 hours (10 days) after the student athlete has received a brain injury and only after the student athlete:

- no longer exhibits any sign, symptom or behavior consistent with a brain injury; and
- receives a medical release from a licensed healthcare professional.

### RETURN TO PLAY GUIDELINES UNDER SB38 (NMAA Guidelines)

1. Remove immediately from activity when signs/symptoms are present.
2. Must not return to full activity prior to a minimum of 240 hours (10 days).
3. Release from medical professional required for return.
4. Follow school district's return to play guidelines.
5. Coaches continue to monitor for signs/symptoms once athletes return to activity.

### Extracurricular Activity Eligibility

It is necessary to have the interscholastic extracurricular activities function within a realistic framework of control. In order that over enthusiastic students do not place a social or athletic function on a higher plane than the academic program, the following policy will be adhered to:

- All classwork counted for eligibility must be acceptable for graduation.
- The student must be enrolled in more than half of the school's regular class schedule.
- Regular attendance must be maintained. No more than fifteen (15) days or fifteen (15) times of the same class may be missed each term due to interscholastic extracurricular activities.

### Eligibility Criterion

**1. Use of Semester Grades Only:** Scholastic eligibility will be determined by semester grades. Eligibility checks for those deemed unable to participate at semester will under-go checks at designated marking periods (6/9 weeks) during that semester. If they are passing at the 9-week marking period, they are eligible for immediate participation that semester. If they have one F or fall below the 2.0 GPA at the 9-week grade check, they will be put on a 2-week probation. If the student remains below standards after the probation period, they will become academically ineligible and will be not be allowed to compete. Grades will be determined at the beginning of the year by the previous year's final grade in each class. Term 1 and Term 3 will be used as a marking period for eligibility and the mid-term grade will be used in December for the Spring semester (January).



**2. No F's:** A student must have a minimum GPA of 2.0 and NO F's in order to be eligible to participate in activities/athletics. This is a change from the past where a student was allowed one F.

**3. Summer Courses:** Beginning in the summer 2018, students may make up multiple courses to attempt to gain eligibility. Any class eligible for replacement based on local district policy can be taken and have the grade replaced to gain eligibility. The replacement classes are required to be the exact course that was listed on the official transcript (i.e. AP English must be replaced with AP English, etc.).

**4. Cumulative Provision:** The cumulative provision may only be used only once at the beginning of the school year and must include all semester grades beginning with the 9th grade year. This provision may be used if the student has no more than one F grade at the semester. \*Note – This provision may only be used one time during the student/athlete's enrollment in Deming High School athletics.

A coach or sponsor can petition the review committee for a student in cases of extenuating circumstances. The decision of the committee will be final. If denied, the student will have used his one cumulative provision. If approved, the student will still have use of the cumulative provision.

Transfer students: Upon registration, if the student's GPA is below the 2.0 the cumulative provision will be allowed if student has no more than one F grade at the semester.

## ***STUDENT BEHAVIOR*** (Policy 336)

The school is a community, and the rules and regulations of a school are the laws of that community. All persons enjoying the rights of citizenship are subject to the laws of their community. Each right carry with it a corresponding obligation. The right to attend public schools is not absolute. It is conditional on each student's acceptance of the obligation to abide by the lawful rules of the school community until and unless the rules are changed through established processes.

### **GENERAL PROVISIONS**

**JURISDICTION OVER STUDENTS** – All officials, employees, and authorized agents of Deming Public Schools whose responsibilities include supervision of students shall stand in *loco parentis* with regard to any students whom they are required to supervise whenever students are lawfully subject to school control, regardless of place. During such periods, district authorities shall have the right to supervise and control the conduct of students, and students shall the duty to submit to the school's authority.

### **CAMPUS CLEANLINESS**

Students are responsible for keeping the campus clean and dispose of any trash in appropriate containers provided by the school.

### **CONDUCT**

School rules apply to all school events, including social events, and apply to both students and any guests they may invite to school functions. Students, including guests, are always expected to observe and practice good behavior and acceptable conduct. A student inviting a guest will share responsibility for the conduct of his or her guest.

#### **Conduct Prohibited**

- Any conduct intended to obstruct, disrupt, or interfere with teaching, research, service, administrative or disciplinary functions, or any activity sponsored or approved by the School Board.
- Physical abuse or threat of harm to any person on District owned or controlled property or at District sponsored or supervised functions.
- Damage or threat of damage to property of the District, regardless of the location, or to property of a member of the community or a visitor to the school, when such property is located on District controlled premises.
- Unlawful use, possession, distribution, or sale of tobacco, alcohol, or drugs or other illegal contraband on District property or at school-sponsored functions.
- Conduct or speech that violates commonly accepted standards of the District and that, under the circumstances, has no redeeming social value.

- Failure to comply with the lawful directions of District officials or any other law enforcement officers acting in the performance of their duties, and failure to identify themselves to such officials or officers when lawfully requested to do so.
- Violation of District rules and regulations
- Engaging in any conduct constituting a breach of any federal, state, or city law or duly adopted policy of the School Board.
- Carrying or possessing a weapon on school grounds.

Any student who violates these policies and regulations may be subject to discipline up to expulsion, in addition to other civil and criminal prosecution. These punishments may be in addition to any customary discipline that the District presently dispenses to include removal from any school building, grounds, school sponsored activity or facilities.

## **DELIVERIES TO STUDENTS**

See school site for specifics. If student rides a bus, balloon arrangements, food items, and large stuffed animals are **not allowed** on the bus. These items eliminate the view for the driver being able to see throughout the bus, limit camera viewing, and prohibit the students to board or un-board the bus safely.

## **DISCIPLINE**

### **Discipline Requirements for Students with Disabilities**

Deming Public Schools personnel may consider any unique circumstances on a case-by-case basis when determining whether a change in placement is appropriate for a child with a disability who violates a code of student conduct. Making a case-by-case basis determination means personnel may consider whether a change in placement that is otherwise permitted under the disciplinary procedures is appropriate and should occur. It does not independently authorize personnel, on a case-by-case basis, to institute a change in placement that would be inconsistent with § 300.530(b) through (i), including the requirement in paragraph (e) of this section regarding manifestation determinations.

Deming Public Schools personnel may remove a child with a disability from his or her current placement to an interim alternative educational setting, another setting, or suspension for up to 10 school days in the same school year without providing educational services.

It is important for purposes of school safety and order to preserve the authority that DPS personnel have to be able to remove a child for a discipline infraction for a short period of time, even though the child already may have been removed for more than 10 school days in that school year, as long as the pattern of removals does not itself constitute a change in placement of the child.

Beginning, however, on the eleventh cumulative day in a school year that a child with a disability is removed from the child's current placement, and for any subsequent removals, Deming Public Schools shall provide educational services to the extent required in § 300.530(d), while the removal continues.

An in-school suspension (ISS) would not be considered a part of the days of suspension addressed in § 300.530 as long as the child (1) is afforded the opportunity to continue to appropriately participate in the general curriculum; (2) continues to receive the services specified on the child's IEP; and (3) continues to participate with non-disabled children to the extent they would have in their current placement. These three criteria for non-exclusionary in-school suspension must be met for the suspension days to not be counted as days of removal.

While children with disabilities removed for more than 10 school days in a school year for disciplinary reasons must continue to receive FAPE, the IDEA modifies the concept of FAPE in these circumstances to encompass those services necessary to enable the child to continue to participate in the general curriculum, and to progress toward meeting the goals set out in the child's IEP. Deming Public Schools is not required to provide children removed for more than 10 school days in a school year for disciplinary reasons the same services in the same settings as they were receiving prior to the imposition of discipline. However, DPS shall ensure that the special education and related services the child does receive enables the child to continue to participate in the general curriculum, and to progress toward meeting the goals set out in the child's IEP.

### **Manifestation Determination**

Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, DPS personnel, the parent, and relevant members of the child's IEP Team (as determined by the parent and DPS) must review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine—

- (i) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- (ii) If the conduct in question was the direct result of the LEA's failure to implement the IEP

If the DPS, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team must either (i) Conduct a functional behavioral assessment (FBA), unless the LEA had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan for the child; or (ii) If a behavioral intervention plan already has been developed, review the behavioral intervention plan, and modify it, as necessary, to address the behavior; and (2) Except as provided in paragraph (g) of this section, return the child to the placement from which the child was removed, unless the parent and DPS agree to a change of placement as part of the modification of the behavioral intervention plan.

### **Special Circumstances**

School personnel may remove a student to an interim alternative educational setting (IAES) for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child's disability, if the child— (1) Carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of an SEA or an LEA; (2) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of an SEA or an LEA; or (3) Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of an SEA or an LEA.

## **BULLYING and CYBERBULLYING ([Policy 343](#))**

### **Bullying**

Bullying by another student means any repeated and pervasive written verbal or electronic expression, physical act or gesture, or a pattern thereof, that is intended to cause distress upon one or more students in the school, on school grounds, in school vehicles, at a designated bus stop, or at school activities or sanctioned events. Bullying includes, but is not limited to, hazing, harassment, intimidation or menacing acts of a student which may, but need not be based on the student's race, color, sex, ethnicity, national origin, religion, disability, age or sexual orientation.

### **Cyberbullying**

Cyberbullying means electronic communication that targets a specific student; is published with the intention that the communication be seen by or disclosed to the targeted student; is in fact seen by or disclosed to the targeted student; and creates or is certain to create a hostile environment on the school campus that is so severe or pervasive as to substantially interfere with the targeted student's educational benefits, opportunities or performance. "Electronic technologies" means computers, laptops, tablets, smart phones, desktop computer, networks, electronic mail, Internet access, and any other form of electronic resources.

Any violence, threats, name-calling, bullying, unlawful harassment, intimidation, assault, battery, extortion, robbery, vandalism, and other victim-based misconduct that creates an intimidating, hostile, or offensive environment for students, regardless of motive or reason is explicitly prohibited. No person shall be subject to reprisals for good faith reporting or participating in the investigation of a potential violation of this policy. No employee or student may knowingly give false reports or information under this policy.

Students are responsible for their own behavior when communicating on Social Networking Websites and will be held accountable for the content of the communications that they initiate or post on Social Networking Website locations if the content materially or substantially disrupts or interferes with the normal operations of the school; the rights of other students or teachers; or the District Administration has reasonable cause to believe that the expression would cause material or substantial disruption of the school operations.

## **Reporting Policy**

It is the express policy of the School Board and Superintendent to encourage students who are victims of such physical or verbal misconduct to report such claims. Students or their parents may report such conduct to the principal or assistant principal of the school. Any employee, who, as a result of personal observation or a report, has reason to believe that a person is a victim of conduct prohibited by this Policy, whether the conduct is by another employee, shall notify his or her principal, the superintendent, or both, of such observation or report in writing as soon as possible.

Any student who is found to have engaged in conduct prohibited by this policy shall be subject to discipline, including, but not limited to suspension or expulsion, subject to applicable procedural requirements, and to any applicable limitations imposed by state and federal disabilities law.

## **STUDENT DRESS (Policy 348)**

Wearing apparel will be determined at the discretion of the student or parent. Each school has a right and responsibility to intervene when there is evidence that the appearance of an individual endangers the student's health or safety, interferes with the schoolwork, is distracting and/or has a disruptive effect within the school. The student may be required to make requested modifications when determined by the school administration.

**General Guidelines:** (see school site for specifics)

- Groom hair
- Use footwear
- Wear outer attire which is not distracting

The following attire will not be allowed in schools:

- Saggy, overly baggy pants
- Hats, caps, bandannas or hairnets, sunglasses, ski caps or similar articles
- Clothing advertising tobacco, alcohol, or any other drug
- Untucked flannel shirts with only the top button fastened
- Gang style characters on clothing
- Over-sized belts or more than one buckle or bracelets that can be used as weapons
- Letter jewelry signifying a gang
- Gang style writing
- Any attire associated with gangs
- Wearing of any type of outer body garment determined to be in poor taste due to neckline, cut of arm holes, or type of material will not be permitted.

## **USE OF DISTRICT COMPUTERS (Policy 476)**

The purpose of this school policy is to provide the procedures, rules and guidelines for use of the Deming Public School Intranet/Internet resources. Use of such technology is a necessary element of the DPS educational mission but is furnished to staff and students as a privilege, not a right. DPS seeks to protect legitimate users of technology by establishing limits on such use and sanctions for those who abuse the privilege. Eliminating computer abuse provides more computing resources for users with legitimate needs. (See Policy for Definitions & Introduction) Deming Public School District has the right to take disciplinary action, remove computer and networking privileges', or take legal action or report to proper authorities, any activity characterized as unethical, unacceptable or unlawful.

### **Guidelines**

1. Access to the computer system, information networks and to the information technology environment within the School District's system is a privilege and must be treated as such by all users of the network and its associated systems.
2. The School District's system will be used solely for the purpose of research, education, and school related business and operations, activities and programs.
3. Any user account or password assigned by the School District for access to network resources such as Internet and email shall only be used by the authorized user. Account owners are ultimately responsible for all activity under their account and shall abide by the School District's Intranet/Internet Safety Policy.

4. All users need to exercise caution in the shared use of the network. The School District reserves the right to limit use of such resources if there are insufficient funds, accounts, storage, memory, or for other reasons deemed necessary by the system operators. Or if an individual user is determined to be acting in an irresponsible or unlawful manner.
5. All communications and information accessible and accessed via the School District's system are and shall remain the property of the School District.
6. Student use shall be supervised and monitored by system operators and authorized staff and shall be related to the School District curriculum or programs.
7. Any defects or suspected abuse in the system accounting, security, hardware or software, shall be reported to the system operator.

#### **Unacceptable Use**

1. Unauthorized use, copying or installation of software is illegal, third party copyright violation.
2. Interference or disruption of network, users, services, equipment, distribution of advertisements, use of viruses, distribution of information that overwhelms the system and/or using the network to make unauthorized purchases or entries into other systems not approved by the School District.
3. Gaining access to codes, passwords, or other sources of information without authorization.
4. Uses or knowingly allows another to use any computer, network, system or software to defraud or obtain something in return that is tangible or intangible of value.
5. Destroys, alters, dismantles, disfigures, or prevents rightful access to or otherwise interferes with the integrity of computer-based information resources.
6. Invasion of privacy.
7. Uses the network for commercial or political activity or personal or private gain.
8. Hacking of any kind.
9. Submits, publishes in any format any defamatory, inaccurate, racially offensive, abusive, obscene, profane, sexually oriented, or threatening materials or messages either in public or in private.
10. Use of the School District system for illegal, harassing, vandalizing, inappropriate, or obscene purposes, or in support of such activities is prohibited. Illegal activities shall be defined as a violation of local, state, and/or federal laws. (see Policy 476 page 3 for more details).

#### **User Code of Conduct Summary**

- Keep confidential and protect all computer and Internet passwords.
- Respect the privacy of other users.
- Be ethical and courteous.
- Maintain the integrity of files and data.
- Respect copyrights

#### **GANG ACTIVITY (POLICY 346)**

The harm done by the presence and activities of gangs in the schools exceeds the immediate consequences of such activities such as violence and destruction of property which can be harmful to the educational process. Gang-related activities also create an atmosphere of intimidation in the entire school community. A "gang" can be represented by an individual or group of two or more persons whose purposes include the commission of illegal acts or acts in violation of disciplinary rules of the Deming Public School District.

No student on or about the school property shall: wear, possess, use, distribute, display, or sell any clothing, jewelry, emblem badge, symbol, sign or other items that evidence or reflects membership in or affiliation with any gang; engage in any act, either verbal or nonverbal, including gestures or handshakes, showing membership or affiliation in any gang; solicit membership in, or affiliation with, any gang; solicit any person to pay for "protection" or threatening any person, explicit or implicitly, with violence or with any other illegal or prohibitive act, paint, write gang-related graffiti or engage in any other illegal act in violation of school policy.

School officials will exercise discretion and judgement based upon current circumstances regarding application and enforcement of school policies. Students who violate policy shall be subjected to the full range of school disciplinary measures, in addition to applicable criminal and civil penalties.

## **LAW ENFORCEMENT AGENCIES ([Policy 632](#))**

### **Official Contact with Students in Schools**

Verification, documentation, and parental notification procedures will be utilized.

### **Questioning of Students**

When law enforcement officers or other lawful authorities wish to question or interview a student at school, the Principal/designee will cooperate fully regarding the conditions of the interview. Confidentiality would be practiced, all writings and records created shall be retained as part of the school's records. If law enforcement officers deem it necessary to interrogate student suspects in school during school hours or school-sponsored activities, and if criminal prosecution is anticipated by the law enforcement officers or the school principal, no interrogation shall commence unless:

- A parent or guardian is present to counsel the student
- The student has been advised of his/her basic rights, understanding those rights, has knowingly and voluntarily waived those rights.

### **Students Taken into Custody**

It should not be ordinarily necessary for police officers to arrest a student at school during school hours for criminal activity not committed at the school, during school-sponsored activities, or on school grounds, or for crimes committed at the school for which assistance has not been requested by the principal.

New Mexico State law requires the District to permit a student to be taken into legal custody for the following:

- To comply with an order of the juvenile court.
- To comply with the laws of arrest.
- By law enforcement officer if there is probable cause to believe the student has engaged in delinquent act or conduct.
- By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court.
- By an authorized representative of Child Protective Services, a law enforcement officer, a juvenile probation officer.

## **PUBLIC DISPLAYS OF AFFECTION**

Public displays of affection that are deemed to be inappropriate by students, staff, or the administration will be referred to the appropriate office.

## **RESTROOMS**

Students are expected to use the restrooms during their breaks and with permission during class time. Breakfast and lunch restroom privileges are available according to school policies and supervision. Restroom passes during class time should be limited to one student at a time, for emergency situations, and with strict time limits on length of absence from class.

## **SCHOOL PROPERTY**

Students are responsible for the proper care of all books, supplies, educational material, and furniture supplied by the school. Students, who disfigure property, break windows, or cause other damage to school property or equipment will be required to pay for the damage done or replace the item and may be subject to disciplinary action. Issued textbooks or other school property must be returned or paid for if lost or damaged.

### **Use by Students Before and After School**

Certain areas of the school will be accessible to students before and after school for specific purposes. Students are required to remain in the area where their activity is scheduled to take place.

### **Conduct Before and After School**

Teachers and administrators have full authority over student conduct at before or after school activities on District premises and at school-sponsored events off District premises. Students are subject to the same rules of conduct that apply during the instructional day.

**Use of Hallways During Class Time**

Students must have an official pass issued by a teacher, administrator, counselor, or other authorized adult staff member to be excused from classroom or other official responsibilities. Students in the halls or on campus without a pass will be considered truant and disciplinary sanctions apply.

**Cafeteria**

Deming Public Schools is participating in a Universal Lunch and School Breakfast Program for the current school year 2020-21. If your children attend Deming Public Schools, one breakfast and one lunch will be available to them at no charge. Studies have shown that children who are not hungry perform better in school. By providing lunch to all children at no charge, we are hoping to create a better learning environment for our students.

The school breakfasts and lunches served by the District follow U.S. Department of Agriculture guidelines for healthy school meals. The School Breakfast and Lunch Programs cannot succeed without parental support. Please encourage children to participate in the school meal programs.

**Library**

The school library is available before and after school; please contact the school for schedule. The librarian will help the student find books and materials for their reading pleasure. Through class instruction the student will learn how to use the media center to meet the needs of today's growing need for technology. Students are responsible for following all library rules and are responsible for all lost or damaged library materials. Students must clear library fines and fees prior to withdrawal or graduation. Each campus will establish procedures for utilization of library services.

**SMOKING/TOBACCO ([Policy 224, 336, 369](#))**

The use and/or possession of tobacco or tobacco products, including e-cigarettes and nicotine liquid containers, is prohibited. Any student who violates this rule is subject to the provisions of the Student Discipline and Conduct Code. This rule applies during the school day, on all school-owned property including school buses and other District vehicles, and at all school activities and events. If a violation is caused by a parent, visitor community members, refusal to comply with policy will result in law enforcement will be contacted and the person being escorted off school property. If a student is in violation, the violation will be dealt with by the principal.

**TEXTBOOKS/INSTRUCTIONAL MATERIALS ([Policy 440](#))**

Textbooks and other District- approved instructional materials both in print and electronic are provided to students free of charge for each subject or class. Students are responsible for all books, materials, and equipment issued by the teacher or school. The teacher or school official will record the item name, number, student name, condition of the article, and the date issued. All school issued textbooks are to be covered and treated with care. Any student failing to return a textbook in acceptable condition or loss of a textbook will be required to pay for the lost or damaged textbook. Students will be charged for lost materials and may be fined for damaged materials. Replacement textbooks will be issued after lost books are paid for.

**VANDALISM ([Policy 336](#))**

Littering, defacing, or damaging school property is not tolerated. Students may be required to pay for damages or perform civic volunteering to remedy the situation. Students who violate policy shall be subjected to the full range of school disciplinary measures, in addition to applicable criminal and civil penalties.

**VISITORS ([Policy 625](#))**

Students may NOT bring visitors to school at any time. Any student not enrolled in school will be issued a trespass warning for first offense and escorted off campus; second offense will be issued a citation by local authorities.

# *PARENT/STUDENT RIGHTS*

**STUDENT RIGHTS AND RESPONSIBILITIES ([Policy 336](#))**

A primary responsibility of the Deming Public Schools and their professional staff shall be to instill in students an appreciation of our representative form of government, the rights and responsibilities of the individual, and the legal processes whereby necessary changes are brought about.



The school is a community, and the rules and regulations of a school are the laws of that community. All persons enjoying the rights of citizenship are subject to the laws of their community. Each right carry with it a corresponding obligation.

The right to attend public school is not absolute. It is conditional on each student's acceptance of the obligation to abide by the lawful rules of the school community until and unless the rules are changed through established processes.

Teachers, administrators, and other school employees also have rights and duties. Teachers are required by law to maintain a suitable environment for learning in their classes and to assist in maintaining school order and discipline. Administrators are responsible for maintaining and facilitating the educational program by ensuring an orderly, safe environment in the public schools. In discharging their duties, all school employees have the right to be free from intimidation or abuse and to have their lawful requests and instructions followed by students.

The schools have both the authority and responsibility to ensure that suitable rules of student conduct and appropriate disciplinary processes are established.

For further information on Student Rights and Responsibilities, please see Board Policy 336.

## **COMPLAINTS AND CONCERNS PROCEDURE**

The District realizes that situations may arise when parents disagree with a decision that affects their child or believe that a policy has been improperly applied to their child. In general, parent complaints should go through the following steps:

- Initially, parent complaints should be brought to the teacher involved. (Often the problem can be resolved through an informal conference with the teacher.)
- A parent conference will be scheduled with the teacher who will provide a written or oral response as to the determination of the conference.
- When a conference does not resolve the complaint, the parent may make a written/verbal request to the appropriate principal/designee for them to consider the matter.
- When a conference does not resolve the complaint, the parent may make a written request to the appropriate District representative for the Superintendent for them to consider the matter.
- If the problem is not resolved at that level, the parent may make a written request to have the Superintendent consider the matter.

If the problem is still not resolved, a written request should be submitted for the Board of Education to consider the matter at its next regular meeting. Individual Board of Education members cannot respond to parent complaints beyond referring the matter to the administration. In order for the Board to take action on a complaint, the established process must be followed.

For further information on Complaints and Concerns, please see: [Policy 430](#) Controversial materials, methods and issue.

## **DISCRIMINATION, HARASSMENT THREATS OF VIOLENCE AND RETALIATION**

### **Discrimination ([Policy 344](#))**

Is defined as any conduct directed at a student on the basis of race, color, religion, national origin, age, sexual orientation or disability "referred to here-in as ("protected characteristics") or any other basis prohibited by law, that negatively affects the student on school premises, at any school sponsored activity, or during any school supplied transportation, by any students, employees, non-employees volunteers, or any other person who are subject to the control of school authorities.

### **Harassment**

Harassment means verbal or physical conduct based on a student's actual or perceived race, color, national origin, gender, religion, or disability and which has the purpose or effect of substantially interfering with a student's educational performance or creating an intimidating, hostile or offensive environment. Specific examples of harassment may include repeated and direct instances of yelling, threatening, name-calling in front of others, rude remarks or gestures, and unwanted sexual advances.



**Sexual Harassment (Policy 337)**

Sexual harassment includes unwelcome conduct of a sexual nature either verbal or physical when made by a member of the school staff to a student or to another staff member, or when made by a student to another student. Conduct of a sexual nature may include, but is not limited to: Verbal or physical sexual advances, including subtle pressure for sexual activity, sexually oriented touching, pinching, patting, staring, pulling at clothing, or intentionally brushing against another; showing or giving sexual pictures, photographs, illustrations, messages, or notes; writing graffiti of a sexual nature on school property; comments or name-calling to or about a student regarding alleged physical or personal characteristics of a sexual nature; sexually-oriented “kidding”, “teasing”, double-entendres, and jokes and any harassing conduct to which a student is subjected because of or regarding the student’s sex.

**Hazing (Policy 338)**

DPS find that the practices known under the term “hazing” are dangerous to the physical and psychological welfare of students and should be prohibited. Hazing includes, but is not limited to, engaging in any offensive or dangerous physical contact, restraint, abduction, or isolation of a student, or requiring or encouraging a student to perform any dangerous, painful, offensive, or demeaning physical or verbal act, including the ingestion of any substance, exposure to the elements, deprivation of sleep or rest or extensive isolation, or subjecting a student to any dangerous, painful, harmful, offensive, or demeaning conduct, or to conduct reasonably likely to create distress as a condition of membership in, or initiation into, any class, team, group, or organization sponsored by, or permitted to operate under, the auspices of, a school of the District, or for similar or related purposes, provided, that such conduct shall not be considered hazing when it is a recognized and integral part of the particular sport or activity.

**Threats of Violence by Students (Policy 341)**

Threats of violence toward other students, school staff members, or school facilities generally are prohibited and may result in suspension or expulsion, regardless of whether the student has previously engaged in such conduct. All employees and students are required to report evidence of threats of violence to their building principal, or to the Superintendent. Such reports shall be investigated by the building principal or his/her designee. All such incidents shall be documented by the Superintendent or his/her designee. Any reports that are regarded as insufficiently credible to warrant investigation shall be documented stating all reasons and basis for such a conclusion. In cases of threats that may constitute a violation of the criminal law, the Superintendent, or designee, shall notify law enforcement authorities. Regular education students who are charged with violations of this policy shall be placed 19 on short-term suspension pending investigation of the charge(s). Those found, through a due process hearing, to have violated this policy shall be subject to discipline, including long-term suspension (temporary or indefinite removal from school) or expulsion (permanent removal from school).

Students with disabilities may be disciplined in compliance with federal IDEA and NMAC regulation.

**Retaliation Prohibited**

Retaliation against a person who makes a good faith report of discrimination, harassment, or sexual harassment is prohibited. Retaliation against a person who is participating in an investigation of alleged discrimination or harassment is prohibited. A person who makes a false claim or offers false statements or refuses to cooperate with district investigation may be subject to appropriate discipline.

**Prohibiting Bullying, Cyberbullying, Intimidation, and Hostile or Offensive Conduct (Policy 343)**

The effective education of our students requires a school environment in which students feel safe and secure. The Board of Education (“Board”) is committed to maintaining an environment conducive to learning in which students are safe from cyberbullying, threats, name-calling, intimidation, and unlawful harassment, when such conduct occurs through the use of electronic devices or services provided by Deming Public Schools or belonging to the student.

**Confidentiality of Student Records (FERPA) (Policy 326)**

Family Educational Rights and Privacy Act means rights, pursuant to 34 CFR Part 99, afforded to parents and students over 18 years of age with respect to the student’s education records, that include the right to inspect and review the student’s education records within 45 days, the right to request an amendment to the student’s education records for various reasons, the right to consent or refuse to consent to disclosures of personally identifiable information in the student’s records except for those records FERPA authorizes disclosure without consent, and the right to file a complaint with the U. S. Department of Education concerning non-compliance with

FERPA. If a parent or eligible student believes that the District is violating the FERPA, that person has a right to file a complaint with the U.S. Department of Education. For more information, <https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

### **PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)**

PPRA affords parents and students who are under age eighteen (18) or emancipated minors ("eligible students") certain rights regarding the District's conduct of surveys, collection and use of information for marketing purposes, and certain physical exams.

### **LAW ENFORCEMENT AGENCIES & CHILD PROTECTIVE AGENCIES (Policy 632)**

Any request by law enforcement agencies and/or other government agencies (i.e., Children, Youth & Families Department) to see a student, interview a student or make an arrest at school, must be verified by the principal and/or his designee, to be assured that such request is authorized by that individual's agency.

#### **Arrests of Students in Schools**

It should not ordinarily be necessary for police officers to arrest students at school during school hours for criminal activity not committed at the school, during school-sponsored activities, or on school grounds, or for crimes committed at the school for which assistance has **not** been requested by the principal.

### **NONDISCRIMINATION/EQUAL OPPORTUNITY (Policy 201)**

The Board is committed to a policy of nondiscrimination in relation to race, color, religion, sex, sexual orientation, age, national origin, and disability. This policy will prevail in all matters concerning staff members, students, the public, educational programs and services, and individuals with whom the Board does business.

### **TITLE IX**

The following information is provided in response to 34 C.F.R. Part 106.8 of the 2020 Title IX Regulations, mandating notice of a nondiscrimination policy and adoption and publication of grievance procedures that provide for the prompt and equitable resolution of student and employee complaints.

In accordance with Title IX, the district does not, and is required not to discriminate on the basis of sex in its educational programs or activities. The requirement not to discriminate extends to employment. As a school district serving students in Pre-K through grade 12, the district is not subject to provisions in Title IX Regulations (Subpart C) prohibiting discrimination on the basis of sex in admissions and recruitment. However, the district does not discriminate on the basis of sex in admissions or transfer requests.

Deming Public Schools is committed to providing equal access to educational and employment opportunities regardless of race, color, religion, national origin, disability, pregnancy, age, sex, marital status, sexual orientation, gender identity status, spousal affiliation, political affiliation, or any other protected characteristic, as may be required by law. In addition, the District is committed to providing a work and student environment which is free of sexual harassment and will not tolerate sexual harassment activity by any District employee, substitute employee, student or third party.

The district has designated and authorized the following employees as Title IX Coordinators to address concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, stalking, and gender-based harassment:

Students:

Title IX Coordinator: **Bernie Chavez**, Director

Address: 1300 S. Iron Street, Deming, NM 88030

Phone: (575) 546-8126, x2612

Email: [Bernie.Chavez@demingps.org](mailto:Bernie.Chavez@demingps.org)

Employees:

Title IX Coordinator: **Jeannette Cox**, Director

Address: 1001 S. Diamond, Deming, NM 88030

Phone: (575) 546-8841, x2015

Email: [Jeannette.Cox@demingps.org](mailto:Jeannette.Cox@demingps.org)

For more information See U.S. Department of Education

[https://www2.ed.gov/about/offices/list/ocr/docs/tix\\_dis.html](https://www2.ed.gov/about/offices/list/ocr/docs/tix_dis.html)

## **PARENT CONFERENCES**

All schools will have two Parent-Teacher Conferences in the school year – one in the Fall and one in the Spring. Dates for the conferences will be posted on the adopted school calendar a year in advance. Parents may always schedule other conferences as needed and are asked to contact the school for appointments with administrators, teachers, counselors, or other school personnel. Parents/legal guardians are asked to attend mandatory parent conferences when so requested by the school. Conferences may be requested for academic, disciplinary, or other purposes.

## **PARENT/TEACHER ORGANIZATIONS ([Policy 615](#))**

The Board of Education encourages and supports the formation of organizations of parents and teachers at the individual schools, with student membership to promote and enhance home-school communications and cooperation. Should the principal perceive that any such group is becoming a negative influence on the school, the principal may, with the concurrence of the Superintendent, withhold the privilege of the group meeting at the school or using the school facilities, equipment or personnel for its purposes.

## **PERSONAL PROPERTY**

Deming Public Schools is not responsible for personal property. This includes but not limited to all electronic devices, large sums of money, or other personal items and should be left at home. If an article is lost, check to see if it has been turned in to the main office. If it is necessary for students to bring large sums of money to school, it is strongly advised they take it to the main office for safekeeping during the school day.

## **SEARCH AND SEIZURE ([Policy 336, 339](#))**

A student's person or property while under the authority of the schools, and school property assigned to a student, are subject, and items found are subject to seizure. Students have the right to be protected from unreasonable searches. School officials have the right and duty to maintain order and discipline and to provide for an appropriate and safe educational environment.

## **VISITORS TO THE SCHOOLS ([Policy 625](#))**

Parent and community members are welcome to visit District schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must first report to the principal's office, be prepared to show appropriate identification, and must comply with all applicable District policies and procedures. All visits to campuses, classrooms, or other school activities, are subject to the approval of the campus administrator. Any parent or community member who fails to comply with the requests of the administrator, or is disruptive to the operation of the school, may be asked to leave District property.

## **VOLUNTEERS ([Policy 297](#))**

The District and the schools appreciate the efforts of parent volunteers that are willing to serve our students. If you are interested in volunteering, please contact the Human Resources office for more information.

# ***GENERAL INFORMATION***

## **BELL SCHEDULE**

Each school will provide a separate bell schedule for their starting and ending times and class schedule.

## **DISTRIBUTION OF PUBLISHED MATERIALS ([Policy 351, 352](#))**

**School Materials**

Publications prepared by and for the school may be posted or distributed, with prior approval of principal, sponsor, or teacher. Such items may include school posters, brochures, flyers, etc. All publications are under the supervision of teacher/sponsor and the principal.

**Non-school Materials (From Students)**

Students must obtain prior approval from the principal before posting, circulating or distributing written materials, handbills, photographs, pictures, petitions, films, tapes, posters, or other visual or auditory materials.

**Non-school Materials (From Others)**

Written or printed materials, handbills, photographs, pictures, petitions, films, tapes, posters, or other visual or auditory materials not sponsored by District or by District affiliated school-supported organization will not be sold, circulated, distributed, or posted on any District premises by any District employee or by persons or groups not associated with the District. The principal will approve or reject the materials as described above.

**EMERGENCY PROCEDURES ([Policy 552](#))**

The district has a Safety Plan that all schools follow. All schools have safety teams that implement the district plan and students are instructed on emergency procedures on an ongoing basis.

In case of a real emergency, the district will contact parents as soon as it is safe to do so using the school messaging systems, including Facebook, Deming Public Schools App, email, text message and/or phone call.

**FEES AND FINES ([Policy 515](#))**

Students are responsible for ensuring that all fees, fines, and charges due are paid.

**FUND-RAISING ([Policy 530](#))**

Student groups or classes and /or parent groups may be permitted to conduct fundraising drives for approved school purposes with prior approval from the principal. All fund-raising activities will be in accordance with Board Policy 530, Fund-Raising Projects.

**HEALTH-RELATED SERVICES****Accidents**

All accidents should be reported immediately to the school nurse. If this is not possible at the time, students are to report all accidents to the school principal and/or assistant principal.

**COVID**

District employees will follow appropriate DOH guidelines with respect to handwashing, face coverings, social distancing, and completing a screening form with temperature checks upon entering DPS property. Each day, employees fill out the DPS District COVID-19 screening questionnaire and have their temperatures taken. Please see the district website for details of this policy.

Guidance for families and students- Please see the NM Department of Health for detailed and updated information. The following is a list of general guidelines taken from the Policies for the Prevention and Control of COVID-19 in New Mexico, dated August 28, 2020:

<https://cv.nmhealth.org/wp-content/uploads/2020/08/EPI-COVID19-Containment-Policies.8.28.20.pdf>

1. Prevention rests on avoiding contact with the virus. Activities such as good handwashing, wearing appropriate face coverings, avoiding gatherings of 5 or more people, staying 6 feet or more from others, avoid touching your face, stay home when you are sick, and clean and disinfect surfaces frequently.
2. Keep yourself informed about the latest information on areas of spread the importance of self-quarantine if you travel out of New Mexico.
3. If you have symptoms (cough, fever, shortness of breath, chills, headache, sore throat, nausea, vomiting, diarrhea) seek testing. There is a list of test sites on the website. In Deming, please call the Luna county Health Department 546-2771 if you need to be tested.
4. Please know that this is a stressful time for many. Please contact the school nurse or counselor in your school if you know of anyone who is struggling with increased anxiety.

**Deming Public Schools Diabetes Management Policy/Procedure (This policy is in process of being developed)**

In accordance with the SB 48, Student Diabetes Management Act, DPS will develop a policy that provides students with diabetes assistance in management of their diabetes while at school. The following is an explanation of the information needed by the school nurse to assure student safety.

Information and resources for parents of children with diabetes.

**What You Should Do:**

If you have a child with diabetes, it is important that you contact your school to discuss any special health-related needs your student might have.

**Contact Your School:**

Inform the school principal and school nurse that your student has diabetes when the enrolling in school or is newly diagnosed with the disease.

- Provide up-to-date accessible emergency contact information.
- Provide the signed Diabetes Medical Management Plan (DMMP) or medical orders from your student's healthcare provider to the school nurse or a member of the school health team

**Keep in Touch:**

Maintain open communication between the school health team and classroom teachers for pertinent student information.

- Work collaboratively with the school health team to implement written care plans, as appropriate.
- Allow for the sharing of medical information between the school and your student's personal health care providers.
- Keep school nurse or designated school staff informed of any changes in your student's health status.
- Provide Supplies and Equipment.
- The school nurse will be responsible for training diabetes care personnel, if the school nurse is not available.

**Student Illness**

Students who arrive at school with, or are recovering from, a communicable disease will not be permitted to attend or return to school until the period of contagion is passed or until the Primary Health Care Provider (PCP) has authorized return to school. When the student arrives ill or becomes ill during the school day, the parent/guardian will be notified and asked to pick up the child before the end of the school day. When the student has an elevated temperature, nausea, vomiting, or diarrhea prior to the start of the school day they should remain in the home setting. If a student has a fever of 100.4 or higher, the parent should keep the child home until fever-free for 24 hours (fever reducing medication ).

**Food and Life-Threatening Allergies**

Students with food and life-threatening allergies should notify the school nurse and campus administrator immediately. The student will be required to provide documentation of the allergy, prescription for emergency medication and/or dietary restrictions from a PCP. Should emergency medication be required, follow the medication guidelines listed in the Nursing Services and Medication Section of the Student Handbook.

**Head Lice (Pediculosis)**

DPS policy follows the Department of Health guidelines for a student with lice. Information from the CDC may be found on the district website / health services section. When a student is found to have live lice the student's parent/guardian will be notified. The parent will be asked to provide treatment to the student, and after treatment, the student may return to school.

**Medical Cannabis**

In response to SB 204 and 406, Medical Marijuana in Schools, DPS schools has developed a policy for qualified students to ingest medical cannabis. The school administrator must be notified of the parent/legal guardian's request for a student to receive medical cannabis at school. The school nurse / or health office staff is not allowed to administer medical cannabis. The parent / legal guardian and student must present a valid NM Department of Health ID card, provider's treatment plan, signed release of information to the school administrator. The parent /

guardian will be required to come to the school and administer the cannabis. The school will provide a private location for administration. Medical cannabis may not be stored on school property. The complete medical cannabis policy may be found on the district website.

### **Physical Activity for Students in Elementary and Middle School**

New Mexico mandates all students K-12 follow content and performance standards for physical education. Students in grades K-12 must demonstrate competency and proficiency in many movement forms, they must also apply movement concepts and principles to the learning and development of motor skills. All students are to exhibit knowledge and ability to participate in a physically active lifestyle. They must also achieve and maintain a health-enhancing level of physical fitness.

### **Tobacco, Alcohol, Illegal Substances Prohibited ([Policy 543, 222, 291](#))**

The District strives to maintain alcohol, drug and tobacco- free campuses and follows local, state, and federal laws and regulations. The use, possession, and distribution of alcoholic beverages, illicit drugs, tobacco products, e-cigarettes, nicotine liquid containers, and mood-altering substances are prohibited and will not be tolerated. As mandated by New Mexico Statutes, all school property is identified as a Drug-Free Zone.

### **Vending Machines**

Vending machine use is subject to the Food and Nutrition Guidelines and Policies as prescribed by the Federal Government.

### **NURSING SERVICES & MEDICATIONS ([370](#))**

Nursing services are available at the school. Students must obtain a hall pass from an employee whenever they wish to use these services. Accidents and injuries should be reported immediately to an employee. If this is not possible at the time of injury, students are to report all accidents to the nurse or an employee as soon as possible.

The Deming Public Schools has neither the responsibility nor the authority to administer medication at school. No medication or drug should be taken during the school day unless otherwise prescribed by a PCP licensed in the United States. Parents of students requiring medication must notify the school nurse and provide the school with the following:

- Written medication orders from the PCP.
- A written note, signed by the parent or guardian, requesting that the medication be given during the school day.
- Medication must be in a pharmacy labeled container which includes the student's name, date, name of the medication, route medication is to be taken (by mouth, injected, etc.), medication dosage, when medication should be administered, PCP name, and Pharmacy contact information.
- All medications should be deposited with the school nurse or other designated adult.
- The Health Assistant or other designated adult may assist the student in taking prescribed medication.
- It is the student's responsibility to go to the health office or designated adult to receive medication at the scheduled time.
- **Students may not carry medication with them during the school day unless it is an emergency medication ordered by the PCP and the student has demonstrated proper use and safety to the school nurse or campus administrator.**
- The parent is invited to school to administer medication to their child subject to prior arrangement with the nurse.
- The parent or guardian may pick up unused medication from the school health office when there is a change in the medication order or at the end of the school year. Medication not picked up by the parent or guardian on the last full day of the school year will be destroyed, medication will not be saved. Medication will **NOT** be sent home with the student.

### **PERSONAL COUNSELING**

The school counselor is available to assist students with a wide range of personal concerns, including such areas as social, family, emotional issues, or substance abuse. The counselor may also make available information about community resources to address these concerns. A student who wishes to meet with the counselor should make arrangements through the Counseling Office.

## **SUICIDE AWARENESS ([Policy 385](#))**

The District is committed to partnering with parents to support the healthy mental, emotional, and behavioral development of its students. If you are concerned about your child, please contact the school counselor or nurse for more information related to suicide prevention and to find mental health services available in your area.

## **SAFETY ([Policy 540, 552](#))**

Students are expected to follow school rules at all times and be familiar with the Student Conduct and Discipline sections of this Handbook. Students are not allowed to participate in unauthorized activities that might cause harm to themselves or to others, including tackle football or other rough horseplay. School rules are in effect on school grounds and at all school events at home, away (including overnight stays), or in school vehicles.

### **Fire Drills and Other Procedures**

As required by state regulation each campus will be required to hold emergency drills. Drills will take place a minimum of once per week during the first month of school and once per month thereafter. Students are required to abide by all rules and procedures during these drills.

### **Emergency Medical Treatment and Information**

In the event of the need for emergency medical treatment 911 and EMS will be called by school staff. See school nurse for medical information related to student.

### **Emergency School-Closing Information ([Policy 610](#))**

Information on emergency school closing will be communicated via local media, phone messenger system, social media and/or School Messenger/Deming Public Schools App at the direction of the Superintendent.

## **LOST AND FOUND**

Items found are turned in to the main office. Articles are held until claimed and identified by the owner. Items not claimed may be disposed of at the end of the semester.

# ***TRANSPORTATION***

## **BUSES ([Policy 360, 551](#))**

The District makes school bus transportation available to students (1) one mile one way for students in grades kindergarten through six; (2) one and one-half miles one way for students in grades seven through nine; and (3) two miles one way for students in grades ten through twelve. This service is provided at no cost to students. Bus drivers are in charge of students while they are on school buses. Poor behavior may result in the loss of bus privileges and/or school sanctions.

Bus safety norms rules are provided by the transportation office when passes are issued, and it is the responsibility of students to follow all policies and procedures while waiting for a bus at a stop or riding a bus.

- a. Students must comply with bus driver directives and shall exhibit respect, responsible actions, trustworthiness, fairness and good citizenship while on the school bus.
- b. Students should remember that misconduct and/or carelessness endangers not only their own safety, but also the safety of the other students on the bus.
- c. Students must remain seated while on the bus and keep their hands, arms, heads, etc. in the bus. The bus driver is authorized to assign seats.
- d. Students must be at their regular bus stop ten (10) minutes prior to scheduled stop time. The bus driver will not wait for students who are not making an effort to reach the bus. The buses will depart from school **eight minutes** after the bell has rung.
  - Wait until the bus comes to a complete stop and the doors are opened before approaching the bus.
  - Use the handrail. Be careful no clothing or belongings get caught on the handrail.
  - Not load on the bus with any loose items that can be dropped or lost during transport.
  - Sit in their assigned seat designated by the bus driver.
  - Sit facing forward, feet on the floor, and speak in a normal tone of voice.

- e. Students shall not throw any item into, within, or out of the bus while boarding, riding, or leaving the bus.
- f. Fighting, weapons, profanity, and vandalism of school property or property of others is prohibited.  
*(parents/guardians shall be held responsible for malicious destruction to the bus caused by their child(ren)).*
- g. The use of tobacco, drugs, alcohol, controlled substances, or any other illegal items is prohibited on the school bus.
- h. Students shall not eat any food or drink any beverages while on the bus.
- i. Cell phones are not allowed to be used while riding the school bus and shall be turned off and put away in backpacks or pockets.

\* Any violation of the school bus safety regulations by a student will result in disciplinary action.

\* Camera footage will be used to verify any violations committed by the student when needed.

\* For more information on student transportation go to; [www.demingps.org](http://www.demingps.org) click on Departments-click on Transportation-click on "Transportation Handbook".

**\*\* Misbehavior at a bus stop is subject to disciplinary action.**

## ***GLOSSARY OF TERMS***

### **Acceleration**

Acceleration generally means studying the regular curriculum earlier or at a faster pace than a typical student.



Acceleration can be single subject or full grade.

**ACCESS**

Assessing Comprehension and Communication in English State to State

**ACCUPLACER**

ACCUPLACER is an integrated system of computer-adaptive assessments designed to evaluate students' skills in reading, writing, and mathematics. ACCUPLACER has been used successfully to assess student preparedness for introductory credit-bearing college courses.

**ACT**

ACT refers to one of the two most frequently used college or university admissions exams: the American College Test. The test may be a requirement for admission to certain colleges or universities.

**Assault**

A verbal threat or physical attempt of bodily harm.

**Controlled Substance**

Any narcotic drug, hallucinogenic drug, barbiturate, marijuana, alcoholic beverage or intoxicant of any kind.

**Controlled Substance, Possession**

"Possession" includes not only possession on one's physical person, but also custody and control including if the item is in the student's backpack, locker, car or elsewhere. "Look-alikes" are specifically included whether or not they are capable of producing a change in behavior or altering a state of mind.

**EL**

English Learner. Replaces previous term ,ELL, which meant English Language Learner.

**Expulsion**

Expulsion means permanent removal from any GISD school. Requires a disciplinary hearing.

**Extortion**

Using intimidation or the threat of violence to obtain money, information or anything else of value from another Person.

**FAPE**

Free Appropriate Public Education

**Firearm, Possession/Use**

Possession or use of any weapon that will propel a projectile by the action of an explosive, and other weapons as defined in the United States Code: Title 18, Section 921. This definition does not apply to items such as toy guns, cap guns, bb guns, and pellet guns, but does include bombs, grenades and some explosives. (Also see Weapon Possession.)

**Functional Behavior Assessment (FBA)**

A procedure by which problematic behavior is examined to determine the cause, consequences and nature of the behavior, in order to develop effective interventions to address that behavior.

**IEP**

IEP is the written record of the individualized education program prepared by the IEP committee for a student with disabilities who is eligible for special education services under the Individuals with Disabilities Education Act.

**ISS**

ISS refers to In-School Suspension, a disciplinary technique for misconduct found in the Student Code of Conduct.

Although different from out-of-school suspension and placement in a discipline alternative education program, ISS removes the student from the regular classroom. ISS for 3 days or less is a campus decision and is not appealable to a higher Level. See Student Code of Conduct.

**ISTATION**

Istation begins with the game-like Istation Indicators of Progress (ISIP) assessment that determines each student's reading and level and adjusts in length and difficulty in real-time based on student performance. The program uses assessment data to generate an individualized learning path for reading instruction.

**NMAA**

New Mexico Activities Association <https://www.nmact.org/>

**NMAC**

New Mexico Administrative Code, Title 6 - Primary and Secondary Education <http://164.64.110.134/nmac/title06>

**NMAPA**

New Mexico Alternative Performance Assessment

**NMSA**

New Mexico Statutes Annotated

**NMSBA**

New Mexico Standards Based Assessment

**NMPED**

New Mexico Public Education Department <https://webnew.ped.state.nm.us/>

**PSAT**

PSAT is the preparatory and readiness assessment for the SAT.

**Robbery**

Taking of property of another through means of force or fear.

**SAT ASSESSMENT**

SAT refers to one of the two most frequently used college or university admissions exams, the Scholastic Aptitude Test. The test may be a requirement for admission to certain colleges or universities.

**Section 504**

Section 504 is the federal law that prohibits discrimination against a student with a disability.

**Suspension, Long Term**

The removal of a student from instruction and all school-related activities for ten (10) days or more and up to the balance of the semester or school year. Requires a disciplinary hearing.

**Suspension, Short Term**

A suspension, from one (1) through nine (9) days, which is at the discretion of the administrator and will address behaviors that disrupt the educational process.

**Tobacco Use**

"Tobacco" means any product made or derived from tobacco that is intended for human consumption, including any component, part, or accessory of a tobacco product. Among other products, e-cigarettes are included in this category.

**Trespassing/Unauthorized Presence**

Entering or being on school grounds, school sponsored or athletic event, or in a school building without authorization.

**Weapon Possession**

Possessing a weapon such as but not limited to: a firearm, any type of gun, knife, club, firecrackers, explosive, spiked wristband, chains or other items that may cause or is intended to cause injury or death. This specifically includes “look-alike” guns and knives, such as toys. (Weapons covered by the Gun-Free Schools Act are defined under Firearm, Possession/Use.)

**Weapon Use**

Use of any weapon to threaten, intimidate, attack, injure or kill any person.