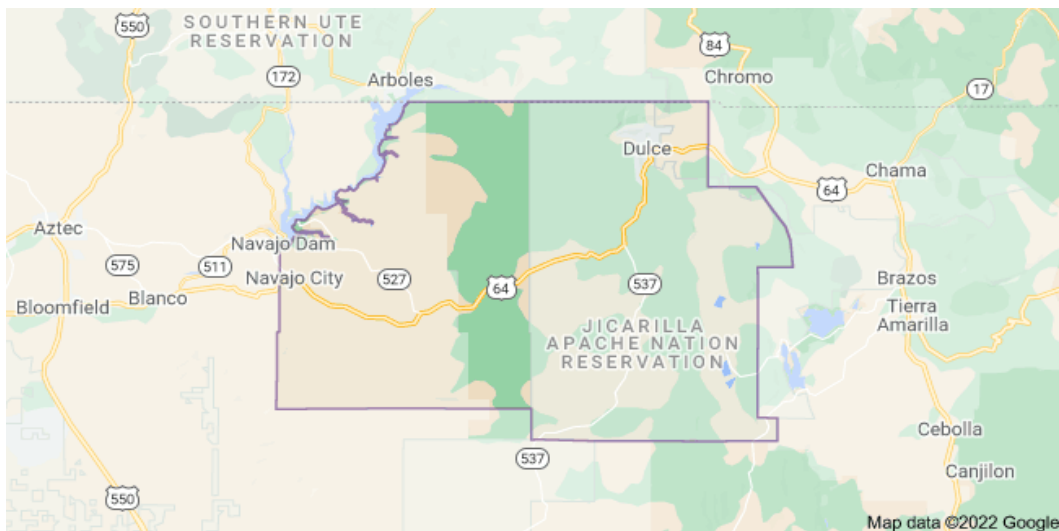




Dulce High School and Middle School Student / Parent Handbook

School Year 2022-2023



Dulce Independent Schools

School Board Members

Phillip Salazar, President
Frankie Ortiz, Vice-President
Annette TeCube, Secretary
Diana Vigil Board Member, Member
Claudine Geroge, Member

Dulce High School

P.O Box 547
91 Hawks Drive
Dulce, New Mexico 87528
Phone: (575)759-2958
Principal: Nancy Jobe

Dulce Middle School

P.O. Box 547
125 Hawks Drive
Dulce, New Mexico 87528
Phone: (575)759-2980
Principal: Jack Props

Dulce Elementary School

P.O. Box 547
457 North Mundo Drive
Dulce, New Mexico 87528
Phone: (575) 759-2951
Principal: Ina Montoya

Administration Office

P.O. Box 547
125 Hawks Drive
Dulce, New Mexico 87528
Phone: (575)-759-2913
Superintendent: Ms. Ina Montoya

Introduction

This Student Handbook states guidelines for student rights and responsibilities and is not intended to provide legal advice. It does not create any contractual rights, and Dulce Independent School's (DIS) has the discretion to modify the provisions of this handbook at any time and review for any amendments DIS Administrators' encounter, for the purposes of creating an updated organic handbook. If a provision of the individual school's handbook is inconsistent with this Dulce Independent School District (DISD) policy, DISD policy will supersede.

DISD Authority and Jurisdiction

The provisions of the Student Handbook are in effect:

- during regular school hours and/or on school property.
- during transportation of students.
- at times and places where appropriate school administrators and staff have jurisdiction including, but not limited to, school-sponsored events, field trips, athletic functions and other school-related activities.
- on the way to or from school or a school-related event.

Additionally, the principal, any designated school staff member and or chaperone authorized by the DISD Principal/Superintendent, is authorized to take administrative action when a student's misconduct away from school during a school activity may have an unfavorable effect on the student, other students, staff or on the orderly educational process.

Superintendent's Message

Dear Students and Families,

I am honored to welcome you to the 2022-2023 school year. As with any family, clear, open, and frequent communication is essential to a strong, healthy relationship. My goal is to ensure an educational system that positively affect academic success. By collaboration among community organizations and parents to improve educational opportunities, we will create an equitable, culturally relevant learning environment that will improve *our education system to better support* our students.

The Handbook establishes expectations and provides guidelines for our students. Its pages are filled with helpful information to ensure a safe, successful, and rewarding school year.

Students have the responsibility to respect the rights and property of others, including other students, the teachers and DISD staff. Just as students have rights, they also have responsibilities. They are expected to attend school regularly, adhere to the policies set forth in this handbook. Students are expected to behave in a way that doesn't keep others from learning. Student expectations, unacceptable conduct, and consequences are clearly outlined in the handbook.

It is paramount that our students learn in a safe and secure environment, and the handbook includes an overview of the district's school policy to help maintain that safety in our schools.

I encourage you to call your school if you need clarification of any rule, regulation, or policy.

Board of Education Information

Dulce Schools (DISD) is governed by a five-member elected school board that sets policy, approves the budget, and hires the superintendent, who oversees all operations of the district.

The board meets the third Tuesday of every month at 3:00 p.m. in the Administration Building Board Room.

Board agendas are posted on the Dulce Schools Website. School Board Policies may be found using the link:

[z3 Browser by CTS \(ctspublish.com\)](#). Noted below are a few of the School Board Policy that can be found on the Dulce School Board link.

- ◆ B-0750 BCA - BOARD MEMBER ETHICS
- ◆ B-0250 BBAA - BOARD MEMBER AUTHORITY AND RESPONSIBILITIES
- ◆ B-0200 BBA - BOARD POWERS AND RESPONSIBILITIES

Board of Education:

Vision: Dulce Independent School District will perform in the top thirty percent of Districts in New Mexico

District:

Mission: Our school district will educate, nurture, and strengthen all our children to be productive, contributing members of society.

Vision: Dulce Graduates will be self-directed, capable, responsible, life-long learners, who maintain their cultural identities and creative individualism.

Dulce Middle School (DMS) Mission, Vision, and Focus Area

Mission: Our mission at Dulce Middle School is to educate and empower our students to be life-long learners and successful citizens. We will attain this by creating a safe environment, providing academically challenging curriculum while encouraging mutual respect of self, others and cultural traditions.

Vision: Dulce Middle School will employ research-based and project-based methods, systems, and culturally sensitive resources to ensure that all students learn a curriculum based on real life. It is the responsibility of parents, staff, administration, and community to raise expectations of our students so that they may become viable citizens of the school and the local and global communities, now and for the rest of their lives.

Dulce High School (DHS) Mission, Vision, and Focus Area:

Mission: The mission of Dulce High School is to join parents and the community in assisting students in developing their skills, so they may become independent and self-sufficient.

DHS will inspire, educate, and create opportunities for every student so they can meet their goals.

We take PRIDE in our staff and students who show Personal Responsibility In Our Daily Effort

Vision: The school's vision is to develop respectful, confident, and responsible students who will aspire to achieve their full potential. We are committed to building relationships, respecting student identity necessary to educate all students to the highest levels of academic achievement.

Focus: Our focus is to provide a culturally responsive environment which promotes each child's social emotional, physical, and cognitive development

Cultural Connections/Communication

DHS/DMS will ensure that Every Student Succeeds Act (ESSA), reauthorization of the Elementary and Secondary Education Act. Previously known as the No Child Left Behind Act (NCLB), follows the Tribal Consultation in the NMPED Indian Education Handbook.

Passage of Every Student Succeeds Act (ESSA), which created opportunities for states, districts, schools and tribes to work together to strengthen education for Native American students throughout the country. This guide is designed to create a clear path and framework for consulting between tribes and school districts or schools as mandated by law. The New Mexico Public Education Department-Indian Education Division is available to support local education agencies and tribes as they navigate the process to increase opportunities for successful consultation and engagement with stakeholders.

The district will actively consult and regularly involve tribal officials and parents of DHS/DMS students for the purposes of maintaining the core values already instilled in the Dulce Community:

- Identity
- Honor
- Integrity
- Purpose
- Knowledge
- Accountability
- Mutual Respect
- Community Pride
- Character
- Caring
- Commitment
- Responsibility
- Discipline
- Perseverance
- Innovation
- Collaboration
- Creativity

DHS/DMS will strive all students make the expected gains each year as measured by short cycle assessments, state testing, relevant and quality assignments, attendance rates and annual graduation rates.

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BUILDING REGULATIONS:

Admissions:

Dulce Independent Schools is a public school, and all students are welcome to attend. To enroll in the school students are required to have: proof of immunizations, health records, copy of the student's birth certificate, and completed Language Usage Survey (LUS).

Highly mobile students or students experiencing unstable housing who are eligible for services under the McKinney-Vento Act are eligible to be enrolled immediately without complete documentation and are entitled to receive support from DISD staff for attaining these required documents.

Bus Regulations:

- Riding the school bus is a privilege extended to students who qualify for transportation pursuant to State Statutes (NMAC 6.42.2) (NMAC 6.43.2) (NMAC 6.41.4). Students who do not obey state and district bus regulations may have their transportation privileges revoked by the school district.
- UNAUTHORIZED RIDERS: Adults and other non-students are not permitted to ride on school buses.
- BUS STOPS: Students must be on time at their assigned bus stop. The bus driver will not wait for students who are not present at the bus stop when the bus arrives. The School Bus and Bus Stop are extensions of the school/classroom(s), therefore misbehaviors while on the School Bus or at the Bus stop, will be viewed as if they had taken place in the classroom.
- BUS DRIVERS' AUTHORITY: The bus driver has full authority over students riding on the bus and is charged with enforcing given school policy. When bus assistants, teachers or school administrators are on the bus, they are also authorized to enforce school policy.
- The Bus Driver shall report all student infractions pertaining to in-appropriate bus conduct to the transportation director on the day of the occurrence. The transportation director shall report these student bus conduct violations to the school principal. Bus riding privileges can be suspended for disciplinary reasons by the principal/superintendent of schools.
- DESTRUCTION TO BUSES: Parents/guardians shall be held responsible for malicious destruction to the bus.

Closed Campus:

The Dulce Independent School District operates all school sites as a "closed campus". Students are required to remain on campus from the time they arrive at school until daily dismissal at the end of the day (including lunch period) or unless a parent/guardian properly checks them out. Checkouts are allowed during the school day for medical appointments, family emergencies, or those releases that have been prearranged with the school principal. If students do not wish to participate in the hot lunch program, they may bring their lunch. Students may only eat lunch during the scheduled lunch period in the designated areas, not in the classrooms. No food in classrooms unless approved by the classroom teacher for special occasions.

Students are not to be called out of class for parents/guardians to provide food or drinks.

- Students off campus during the regular school day will be considered truant if they fail to comply with this policy.
- Students who are 18 years or older may check themselves out during lunch if a permission slip has been signed and agreed to by their parent/guardian. This permission slip must be on file with the Dulce High School Office.
- Students can only be checked out by those individuals authorized by the parents/legal guardians listed on the student contact information sheet.

Dress Code:

The faculty, staff, and administration at Dulce Independent Schools believe that a student's dress and grooming impact their attitude and behavior. A student's dress and appearance shall not present health and/or safety problems or cause disruption of educational activities. It is expected that the building administrator(s) will require a student to change his/her attire and/or confiscate any attire, which are in conflict with this policy.

All clothing must be modest and of appropriate size

- No low cut or revealing outfits and no visible cleavage or undergarments showing
- No clothing with revealing holes
- No oversized or sagging clothing or overly tight clothing
- Skirts and shorts must be no shorter than 2 inches above the knee

No graphics on clothing which may be considered offensive which depict:

- Alcohol, drugs, gangs, thug life, sex, obscenities, Satanic themes, racism, violence, blood/gore/skulls, inappropriate slogans, etc.
- No teeth grills, dog collars, or gothic images such as Scarface or Snowman
- No Gothic attire which may include: chains, spikes, etc.
- No gang-related clothing: Bandanas, uneven pant lengths, gang-related jewelry, graffiti, symbols, or codes.
No bandanas, towels or shirts hanging from pocket or shoulder

The following accessories are not permitted to be worn in the classroom/school environment:

- Hats, caps, hoodies, beanies, stockings/du rags, bandanas, sweatbands, gloves or other handcoverings, etc. Exceptions may include medical/culturally designated head wear and/or attire for special occasions, confirmed as traditional by a cultural elder and with permission of school administration.
- Sunglasses, unless otherwise specified.

Emergency Drills:

The school will conduct emergency drills (NM22-13-14). Respective drills help ensure the safe evacuation of students and staff from buildings or shelter in place, in the event of a real emergency. School Administration and Teachers are responsible for ensuring student safety during all emergency response activities, while adhering to respective rules and drill procedures. Any violation of staff directives during these drills will be treated as a discipline infraction.

Should an actual emergency take place, parents are requested not to go to the school site. Please wait for specific instructions which will be sent via School Messenger message.

Fire/Evacuation Drills:

Fire/evacuation drills will be conducted on a regular basis throughout the school year, as a consistent with State Statute (NM Statute 22-13-14) and the National Fire Protection Association (LSC 101-31-3.2), and to include – “there shall be at least two (2) fire exit drills held during the first two weeks of a school term and eight additional fire exit drills during the remainder” (of the school year).

Any student falsely triggering a Fire Alarm is in violation of the Discipline Code, and Law Enforcement response will be requested by the school.

Shelter in Place Drills – will be conducted at least once per semester. Shelter in place exercises have been held for mountain lions on the premises, high winds, etc.

Lockdown Drills

Lockdown drills will be conducted at least once per semester. During these drills students will not be released from classrooms until the lockdown is over. The lockdowns may be for the following reasons: intruder/trespassing, bomb threat, or for other shelter-in-place responses.

Hall Passes:

Students are required to have a hall pass when not in a classroom. Hall passes are issued by a teacher/nurse/school staff.

All students will leave their cell phones in the classroom upon leaving the room on a hall pass.

Students without a hall pass may be considered ditching/truant and may be sent to the office for disciplinary action.

Locker Usage:

There will be no lockers issued nor used for the 2022-2023 school year.

Backpacks:

All backpacks must be made of a clear plastic construction.

Media Center:

The library serves as the school resource center and is a place where books, magazines, materials, and computers may be used by the student. When using the library, students are asked to respect the rights of others by remaining quiet and courteous.

At the end of the school year students must check-out with the librarian to ensure that all library materials have been returned. If library materials have not been returned, the student may be subject to library fines, paying for replacement costs, or not having clearance forms/transcripts sent to other schools as requested.

Personal Electronic Items

- Dulce Schools recognizes that cell phones, headphones, iPads, iPods, other Personal Music Devices, electronic games, lasers, cameras, etc., are part of today's culture. However, it is recognized there is a need to balance the right of students to own devices and the right of the school to restrict use of the devices. Accordingly, the use of personal cell phones, headphones and other electronic devices are restricted to use outside of school hours and **per direction of school administration** (exceptions could include specific educational activities as deemed necessary by the teacher). Violation of this electronics policy will result in a discipline referral and will be handled as noted in the school disciplinary matrix. (NMAC 6.11.2.9)
- Parent/Guardian chaperones and staff members are requested to limit on campus use of cell phones to the school office area, while turning the phone vibration function on during classroom, assembly, and other school visits.
 - Laptops:
No laptops will be issued for student home use. Special consideration may be made on a case by case determination for students with significant disabilities, are diagnosed as medically fragile, or students who are displaced or incarcerated for an extended period of time. Students are required to pay for any damage, alteration, or destruction of computer(s), associated hardware, data files or program applications in use by the school.

LAPTOP/COMPUTER USE POLICY:

Computers are available to students at the school, and their use is a privilege. Students are required to pay for any damage, alteration or destruction of computer(s), associated hardware, data files or program applications in use by the school (District policy #2.110).

REPLACEMENT COSTS: Example replacement cost:

- Laptop \$ 1,200.00
- Charger \$ 45.00

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CONDITION OF USE: Students are required to sign an agreement for use of the school's computers. This states the school's policy and guidelines for use of the computer, network, and internet that support learning and teaching.

AVAILABILITY OF NETWORK: Dulce Independent Schools does not guarantee the availability of network resources.

LOST/DAMAGED CONTENT: Dulce Independent Schools is not responsible for lost/damaged data and documents.

CLOSING AN ACCOUNT: The use of the network is a privilege, not a right. Inappropriate use will result in a cancellation of this privilege. System administrators may close an account at any time as required or requested by school administration.

PASSWORDS: Network account holders are responsible at all times for any use of their account and given passwords.

CONTENT: Network users must *NOT*: (1) Divulge personal information about themselves or others inappropriately. (2) Send or display offensive/obscene messages or pictures (i.e. pornography).(3) Harass, bully, insult or attack others. (4) Use obscene language. (5) Damage computers, computer systems or networks. (6) Allow another user to utilize their assigned laptop. (7) Use the network for commercial purposes. (8) Waste system or network resources. (9) Violate copyright laws. (10) Use another person's password to log on to the network. (11) Trespass or tamper with another's work files.

(12) Install any unauthorized/non-approved programs.

See Appendix – *Acceptable Use Policy*

Students in building before/after school hours:

Students are not allowed in the school campus before or after school hours, unless they are under the direct supervision of a teacher or sponsor. **Students should not be in the building before 7:30 am.** If students are in the building outside of the school hours of 7:30 to 3:30 they should be engaged in an academic class, club, or school activity for which the school administration has given prior approval.

Student Parking:

Parking a vehicle is a privilege that Dulce High students may earn. It is not a right. A student parking permit will be issued to those students who submit a parental consent form properly signed by a parent, a driver's license, insurance and registration for the vehicle. Student vehicles are to be parked in the designated student parking area. Students are to leave their cars in the parking lot, locked at all times during the school day. No loitering in cars will be permitted at any time during the day. If a student leaves campus without permission or is caught in a vehicle on campus during the school day they may be searched. Students who abuse the privilege of driving to school will be required to leave their cars at home. Students will drive in a safe, responsible manner at all times. The school may revoke parking privileges on campus due to reckless driving by a student. Parking fees will not be refunded. All student drivers must have a Dulce High parking sticker/permit before they can drive their cars on to campus. If a vehicle is parked on campus without a permit, the following steps will take place:

1st offense: Car will be ticketed.

2nd offense: Car will be booted or towed at the owner's expense; Dulce is not responsible for damages incurred while towing. Stickers/Permits can be obtained at the campus security/attendance office. Loss of a student's driver's license will result in loss of parking privileges. The school has a right to search all vehicles that are parked on campus. The interiors of student vehicles on school property may be inspected whenever a school official has established a reasonable suspicion that illegal or unauthorized substances may be present. A search dog may be used to indicate that illegal or unauthorized substances are within such a vehicle. A qualified, authorized dog trainer-handler who will be responsible for the dog's actions will accompany the dogs. In any of the foregoing enforcement actions, the administration is authorized to use dogs whose reliability and accuracy for sniffing and detecting illegal or unauthorized substances has been established. Any indication by the dog that an illegal or unauthorized substance is present on school property or in a vehicle on school property shall be reasonable cause for a search by school official.

Visitors:

State law requires all parents/guardians and visitors to the school campus report to the office "and state a lawful purpose for entering" (NMAC 6.11.2.8(B)(1)). The school accepts only those parents/guardians and visitors who have legitimate business at the school.

- Students are not permitted to bring visitors to school.
- All visitors must present a photo ID at the front desk and state their purpose for visiting.
- Parents/guardians are welcome to visit the school to conference with teachers about their children, but they should call first to make proper arrangements.
- Visitors (other than parents/guardians) are not permitted to associate with students during the school day, including the lunch period, without prior permission from the principal.
- Parents/guardians wanting to see their child should do so during passing periods or at lunch to avoid disturbing classes.
- Students are not to be called out of class for parents/guardians to provide food or drinks. Office staff will be happy to deliver a message to student from parent/guardians.
- Visitors must return their Visitor pass to the office before leaving school property.
- Unruly or discourteous conduct, or unauthorized presence, will justify asking the person to leave school property immediately. Law enforcement may be contacted.

ACADEMICS:

Academic Performance

School Staff at Dulce High School and Dulce Middle School expects that all students will demonstrate initiative in their academic pursuits and that they will work productively toward successful completion of assigned work. Students will demonstrate this responsibility in the following ways:

- Coming to school and to class on time.
- Being prepared for all classes by completing assignments and doing required readings.
- Becoming involved in classroom activities and discussions. Students who need additional assistance from teachers should schedule time to meet with them individually. Students should arrange these meetings in advance out of respect for teachers' busy schedules. Many support personnel (teachers, counselors, administrators, aides, staff, parents, and friends) are available to help students throughout their high school careers. However, the most important person is always the student. Students must accept responsibility for their educational pursuits.

Academic Integrity

Students at Dulce High School and Middle School are always expected to behave in a respectful and honest manner. At Dulce High School and Middle School, academic dishonesty is unacceptable.

- **PLAGIARISM:**

Any student caught plagiarizing will face disciplinary consequences.

Plagiarism is copying, and/or presenting material as one's own work when it is not, including materials from the internet. Plagiarizing is dishonest and reflects poorly on the student. Examples of (plagiarizing) academic dishonesty include: · Copying work from another source or student. · Sharing work without the teacher's express permission. · Collaborating without teacher authorization on exams, assignments, projects, and quizzes, etc. · Doing work for other students. · Committing any other act of academic dishonesty as determined by the teacher, all forms of academic dishonesty may be subject to review by the Student Champion Success Program Team. This panel will review the academic dishonesty allegation(s) and determine appropriate consequences. The student may appeal the panel's decision to the principal, if necessary.

ACADEMIC (Curriculum Policy approved May 2021)

CURRICULUM DEVELOPMENT I-0900 © IGA

“The Board authorizes the Superintendent, and his/her DISD designees, to work with a community-based, educational stakeholders to develop, integrate, review, and revise a curriculum for the DISD that meets all State of New Mexico polices for promotion and graduation, and, also, integrates the culture, history, and language of the local community and tribe. It shall be the responsibility of the Superintendent to develop proposals relating to curriculum modifications and additions that are based on prevailing educational policies and educational best practices and considerations which are based on the educated, informed, and researched professional recommendations of educational stakeholders which should include, but not be limited to: identified Dulce Independent School administrators and staff, parents, students, community stakeholders, and Jicarilla Apache Nation educational stakeholders. All curricular modifications should address the curricular needs and maintenance of a standards-based program of education from prekindergarten (PK) through grade twelve (12). All curriculum changes shall be approved by the Board.”

Academic Parent PowerSchool Portal. Teachers maintain records of student work in PowerSchool. Parents have access to their student's progress through the Parent PowerSchool Portal at:
<https://dulce.powerschool.com/public/home.html>

Course Offering(s)

- Dual Credit (Early college credit)
Every New Mexico high school student has the opportunity to enroll in college courses through the Dual Credit (DC) Program. The DC Program provides access to academic and career and technical education (CTE) courses that deliver simultaneous credit toward high school graduation and a postsecondary degree or certificate. New Mexico state law (21-1-1.2. NMSA 1978) requires public colleges to waive tuition for students; mandates that Local Education Agencies (LEAs) purchase instructional materials for students
- Honors Courses:
Board policy allows the faculty of the Dulce Independent Schools discretionary power when establishing honors program parameters. Each academic department designates honors courses according to the nature and philosophy of the department. These courses must be approved by the administration. Methods for approving students for honors classes will vary within the different departments. The administration and faculty of Dulce Independent Schools reserve the right to be flexible when designating honors courses. Several variables may influence the designation of honors courses such as enrollment changes, staff changes, class sizes, etc. The Preliminary Registration Form presented at pre-registration will indicate current honors courses. Additions, deletions, and other changes will be announced as they occur.
- Standard Courses:

Cumulative student Records:

A file of general school information that typically contains grades, attendance, discipline, standardized assessment reports and other information from a student's educational career.

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a federal law that protects the privacy of student education records.

Copies of Board Policy governing rights of parents and students under FERPA may be obtained from the Principal or Superintendent.

Grades:

The school uses a traditional A-F grading scale. Grades are based on in-class assignments, tests and quizzes, homework, lab work, oral and written reports, and projects. Teachers record a minimum of two grades per week in PowerSchool.

Progress Reports:

Student progress reports are issued four times a year, with the parent-teacher conferences for SY 2022-2023 scheduled for the following dates. Student grades are accessible through the Parent PowerSchool Portal.

- September 7, 2022
- November 16, 2022
- February 1, 2023
- April 19, 2023

Quarter Reports: Quarter grade reports are available at nine weeks. They will be mailed one week after the end of the nine-week grading period. Report cards are sent at the end of each 9 weeks.

- October 13, 2022
 - December 20, 2022
 - March 9, 2023
 - May 19, 2023
-
- Parent Portal: Parents are able to access their student's grades through the PowerSchool Parent Portal. Parent log in numbers is available from the office.
 - Honor Roll: Students who maintain an accumulated 3.0 to 3.5 GPA will earn a place on the school's honor roll. Students must have a 92% attendance rate and no discipline referrals.
 - Principal's List: Students who maintain a 3.5 to 4.0 GPA during the year earn a place on the Superintendent's List. Students must have a 92% attendance rate and no discipline referrals.
 - Students will be recognized at an Awards Assembly for each nine-week grading period for elementary and middle school. Per the high school block schedule, this will occur at semester.
 - Honor Roll
 - Superintendent's List
 - Citizenship
 - Other areas of improvement

Grades are administered based on 15% participation (in class in seats), 50% in class assignments & projects, 20% classroom assessments and 15% quizzes.

- Grading Scale:

- A 100% to 90%
- B 89% to 80%
- C 79% to 70%
- D 69% to 60%
- F 59%- Below

- Grading System:

Dulce High School uses a 4.0 grading system. All grades on report cards will appear as letter grades based on the following system:

- 4.0 A Superior
- 3.0 B Good
- 2.0 C Average
- D Needs to improve
- Poor 0.0 F Failing
- I Incomplete

- Transcript Grades:

An “F” grade posted on a transcript will be removed when a student retakes the class to earn a passing grade. The new grade will be posted on the transcript as a “Pass”. The new grade will NOT be averaged in with other grades earned to determine GPA.

- Grades Unit Value:

Dulce High School will be following a block schedule for the duration of the 2022-2023

school year. Successful completion of all semester long courses will earn a 1 unit value per semester.

Dual Credit or Concurrent Enrollment are as follows: a 3-unit course value in college = 1 unit course value in high school (core credit refer to dual credit crosswalk information).

Graduation Options for Students with Special Education:

New Mexico provides options for students with special education needs to earn a diploma. These graduation options enable students’ IEP teams to develop a program of study that is most conducive to preparing a student to achieve his or her post-secondary goals while maintaining the integrity of the high school diploma requirements.

- **Standard Option** - means a program of study based upon meeting or exceeding all requirements for graduation as identified in the New Mexico Statutes and Rules, with or without reasonable accommodations. The IEP team selects required courses and electives based on the student’s post-secondary goals, strengths, interests, and needs. If the IEP team chooses a graduation option other than the standard, the IEP team must provide documentation for selecting an alternative graduation option

Standard Graduation Requirements 2022
4 credits of math in high school, one of which shall be the equivalent to or higher than the level of Algebra II
4 credits of English with major emphasis on grammar, nonfiction writing, and literature
3 credits of science (2 credits must include a lab component)
3.5 credits to include U.S. history and geography, world history and geography, government and economics, and 0.5 credit of N.M. history
1 credit in physical education or an equivalent
1 unit in a career cluster course, workplace readiness, or a language other than English
7 elective units that meet department content and performance standards
1 course (0.5 or 1 credit) in health
24 credits

Graduation Options for Students with Special Education: (Cont.)

- **Modified Option** - an alternative program of study meant to develop the student's career interest and skills for entry into the workforce after high school. The IEP team determines the standard/core and alternate courses that will make up the student's program of study and ensures the student achieves competency in all areas of the Employability and Career Development Standards with Benchmarks and Performance Standards. Students on the Modified Option will take the general assessments, with accommodations when applicable. Students following the Modified Option whose IEPs establish individualized passing scores as indicated by state assessments available within the state's Menu of Options to Demonstrate College and/or Career Readiness for the student's graduation cohort should default to their individualized score when determining demonstrations of competency.
- **Ability Option** - an alternative program of study based upon meeting or surpassing IEP goals and objectives and referencing skill attainment at a student's ability level, which may lead to meaningful employment. Typically, IEP teams recommend the ability program of study for students with severe cognitive and/or physical disabilities or students with severe mental health challenges. Students following the ability option will generally take Dynamic Learning Map (DLM) as the academic achievement assessment rather than other summative assessments available within the state's Menu of Options to Demonstrate College and/or Career Readiness for the student's graduation cohort. IEP teams will set individualized cut scores for demonstrating competency. The ability program of study varies significantly from the standard high school graduation requirements. The IEP team must individualize the ability program of study for each student's needs.

Homework:

Homework is a teacher option. Completed Homework is to be returned per teacher's direction and will count for extra credit in the specific subject area given. If given, teachers are encouraged to provide relevant & meaningful Homework pertinent to the student's life and as possible connected to respective *Project Based Learning* (PBL) activities.

Semester exams are required in all classes. A copy of exams and answer keys are to be submitted to the principal/designee no later than the first day of exam week each term.

Teachers wishing to change term or final grades must complete a Grade Change Form and have the principal sign-off on it prior to grade change and within five (5) days after final grades are due.

Under no circumstances is any information regarding student grades, progress, discipline, or conduct in school to be shown to, discussed with, or revealed in any way, to anyone other than the student and/or his/her legal parents or legally appointed guardians. The principal/designee may discuss these issues with authorized/appropriate school personnel.

TESTING:

Dulce Independent School students are required to take district and state tests throughout the year. Information regarding testing, including dates and times, will be distributed prior to any test.

STATE ASSESSMENTS

- The SAT – High School 11th grade (PSAT – optional for 10th grade)
- NM-MSSA (ELA & Math) is designed to measure students' knowledge of reading, writing and math (Middle School).
- New Mexico ACCESS for ELLs testing annually for identified students.
- New Mexico Assessment of Science Readiness (NM-ASR) in Science will be given to Grades 5, 8, and 11.

Short-Cycle Assessment

- Dulce Middle School students will be using the iMSSA English Language Arts and math assessments for short cycle assessments, which provides immediate results for data driven instruction.

Textbooks/eBooks: Students will be issued a textbook or eBook in most classes at Dulce High School/ Middle School. These are the responsibility of each student. Lost or damaged books will be replaced at the expense of the student responsible for the text.

Transcripts: Student transcripts will be explained and reviewed the first week of school with all students. Student transcripts may be requested through the counselor's office.

Transfer Student:

If the student is transferring from another school to Dulce, the parent will need: a copy of the Withdrawal Form from the previous school, an official transcript from the previous school, and a completed Dulce application packet with current information.

Students transferring from Home Schools or private schools will be placed in an age-appropriate grade or placed according to the student's score on a standardized achievement test.

School personnel will contact the incoming transferring students' previous school upon enrollment.

Highly mobile students or students experiencing unstable housing who are eligible for services under the McKinney-Vento Act are eligible to be enrolled immediately without complete documentation and are entitled to receive support from DISD staff for attaining these required documents. See Appendix A for Partial Credit Educational Disruption.

Valedictorian/Salutatorian:

Students must attend Dulce High School their full junior and senior year to qualify for the titles of valedictorian and salutatorian.

Withdrawals:

Every student who withdraws from school shall be entitled to a withdrawal form provided he/she has returned all textbooks, novels, materials, library parking passes and settled all accounts. Requests for transcripts will not be honored unless all fees/debts are paid. A student who is absent for more than 10 consecutive full school days will be dis-enrolled due to attendance and will be reported to the Jicarilla Apache Juvenile Courts. Any student who withdraws from a class after the 4th week of instruction will have a withdraw fail (WF) posted for the 9-week period. The teacher in the subsequent class will average that "F" grade with the next 9-week period to calculate the semester grade. Students must move into and be enrolled in a similar class whenever possible, but NOT an aide position.

ATTENDANCE:

Attendance for Success Act - New Mexico Public Education ...

<https://webnew.ped.state.nm.us>

- Reporting Requirements, The Attendance for Success Act requires that school attendance data be reported to the New Mexico Public Education Department (NMPED). Students are expected to attend in-person as provided by their school, each day.
- Medical Absences: Absences due to medical conditions may be excused absences if the status of the student is disclosed to appropriate school personnel and if relevant documentation is provided. School district attendance policies shall provide time for students to make up schoolwork missed due to excused medical absences. Attendance policies shall allow for at least 10 days of excused medical absences for the birth of a child, and at least four days for pregnancy or parenting. Excused medical absences, including medical absences for students on 504 plans and students who are expectant or parenting, are included when determining students' attendance intervention tiers. However, for students who are excessively absent (students missing 20 percent or more of class periods or school days), additional excused medical absences need not be considered when determining whether a student must be referred to the probation services office. Tiers of Support The Attendance for Success Act requires school districts and charter schools to classify each student into one of four attendance intervention tiers, based on the percentage of class period and school day absences. The Act provides required interventions for students in each of the tiers. The Act also requires school districts to report, at each reporting period and the end of the year, for each student with an absence, the attendance intervention tier to which the student was assigned during the reporting period. The four attendance intervention tiers are described below: TIER 1: The Whole School Prevention Tier is for students who have missed less than five percent of classes or school days for any reason. Whole school prevention strategies are universal attendance supports and may include activities such as whole school attendance campaigns, class attendance competitions, parental notification of student absences through robocalls or electronic communication,

- Positive Behavioral Supports and Interventions (PBIS) to create welcoming school/ classroom climates, education nights, social contracts, extra-curricular activities, and attendance incentives, among others. TIER 2: The Individualized Prevention Tier is for students who have missed five percent or more, but less than 10 percent of classes or school days for any reason. In addition to whole-school prevention strategies and other supportive interventions, for. For Tier 2 middle or high school students, the attendance team provides the same interventions as for elementary students and involves the student in their conversations with parent/family.
- TIER 3: The Early Intervention Tier is for students who have missed 10 percent or more, but less than 20 percent of classes or school days for any reason. In addition to whole-school prevention strategies and other supportive interventions, for Tier 3 students, the attendance team shall notify the parent/family in writing of the student's absenteeism. The notice shall include a date, time, and place for the parent/ family to meet with school officials/staff to develop intervention strategies that focus on keeping the student in an educational setting. The attendance team shall be convened to establish a specific intervention plan for the student that includes establishing weekly progress monitoring and a contract for attendance. To the extent appropriate, given the student's age, the student should be actively involved in the formulation of the attendance contract, the provisions of which should include a focus on both academic and extracurricular activities appropriate for and of interest to the student.
- TIER 4: The Intensive Supports Tier is for students who have missed 20 percent or more of classes or school days for any reason. In addition to whole school prevention strategies and other supportive interventions, for Tier 4 students, the attendance team shall give written notice to the parent/family, including a date, time, and place for the parent/family to meet with the school principal and the attendance team, and establish non-punitive consequences at the school level, identify appropriate specialized supports that may be needed to help the student address the underlying causes of excessive absenteeism, and apprise the student and the parent/family of the consequences of further absences. Student Referral to CYFD Students who continue to have unexcused absences after written notification of excessive absenteeism, shall be reported to the judicial district in which the student resides (Attendance for Success Act, Section 12.B.), and schools are required to report for each reporting date and at the end of the year the students who were referred to the Children, Youth, and Families Department (CYFD) because of excessive absences (Section 13.A.2). To report students who have been referred to the CYFD for excessive absences in STARS, schools should provide the student with a discipline infraction code of: Referred to CYFD for Excessive Absenteeism (No Response Code Required). No response code will be required for the infraction.

The following will apply in the event that Dulce Schools is forced to change the format of school due to pandemic circumstances.

- Hybrid Learning Models The Attendance for Success Act requires that accurate class attendance be taken for every instructional class or school program (Section 6.A.5.), and as such, schools must take attendance when students are participating in in-person educational activities at school and during periods of remote only instruction. For hybrid learning models in which students attend in-person classes on some days of the week and participate in remote learning on other days of the week, accurate attendance data for both must be documented. These district instructional programs or charter schools will develop attendance policies such that attendance is regularly taken and reported for program participants, and students are supported with appropriate interventions in accordance with the Attendance for Success Act.
- Remote Learning Models For schools that enter remote-only instructional models as a result of an emergency such as the COVID-19 pandemic, the school's attendance policies, along with the Attendance for Success Act, shall provide the basis for how attendance is taken. Attendance during periods of remote-only instruction must continue to be taken and reported to the NMPED.
- Student ability to participate in remote learning opportunities is inherently inequitable. While some students will have time, space, equipment, and support to participate in instructional activities remotely, others will not. School policies on attendance must account for those inequities when providing for how student attendance in remote learning is determined. For instance, if attendance is taken during a synchronous online learning activity, students should have the opportunity to call in, participate in an asynchronous learning activity, or otherwise provide evidence of their engagement with the curriculum. Attendance policies should be updated to include how attendance will be taken during periods of remote learning and the revised policies should be adopted by school boards or governing councils by September 30, 2020. Pursuant to the Attendance for Success Act (Section 6.D) schools will provide a copy of the attendance policy to all parents of students enrolled in the school, and the schools will publish the policy on the schools' website.
- Online Schools and Optional Online Instructional Programs Attendance for optional, fully online charter schools and instructional programs are required to report attendance to NMPED. These district schools/ instructional programs or charter schools will develop attendance policies such that attendance is regularly taken and reported for program participants, and students are supported with appropriate interventions in accordance with the Attendance for Success Act.

ATTENDANCE:

- Students are required to be in school every day unless they have an excused absence. (NMCAL, 6.10, 8.6) Compulsory Attendance Laws Section A (6.10.8.8.) states, “it is the policy of the state that school age children receive an education and do not drop out or otherwise withdraw prematurely prior to completing an educational program.”
- The Jicarilla Apache Tribal Code requires all Native children of Jicarilla lineage to attend school until they have completed the 12th grade or until they reach the age of 18. (JTC7-2-6(B)(1))
- Any parent/guardian having custody and control of a school-aged child subject to the provisions of either New Mexico Law or Tribal Code is responsible for ensuring their child attends school.
- Failure to comply with the attendance law is subject to disciplinary action. A court of law may impose penalties against the student and his/her parents/guardians if a school-aged student is being denied access to school attendance.
- School days and hours are: Monday through Thursday 8:00am to 3:30pm, and Fridays 8:00am to 2:00pm.

ABSENCES/TARDIES

- 1 & 2 unexcused absences including class absences will result in teacher/attendance clerk contacting student and parent
 - 3 unexcused absences including class absences will result in meeting with Parent/Principal
 - 5 unexcused absences including class absences will result in Behavior Health Intervention as needed.
 - 6 unexcused absences including class absences will result in a referral to Jicarilla Apache Juvenile Courts
 - 10 unexcused absences including class absences will result in possible withdrawal from school (Educational Neglect may be filed on behalf of Dulce Schools.
 - Attendance will be taken in every class following the tardy bell.
 - Students who are late will be required to pick up a Tardy Pass from the attendance clerk prior to reporting to class late. Students will be referred to the attendance clerk before entering class late for a Tardy Pass
 - 3 Tardy Passes results in an unexcused absence.
Should a student arrive ten (10) or more minutes late to class and present a signed admit slip/pass *excusing the tardy* they will not be counted tardy or unexcused absent. Those with an admit slip that *does not excuse their tardy*, will be recorded as an un-excused absence for the class hour.
- ?? For an excused or un-excused tardy (absence), it is the student’s responsibility to visit with the teacher regarding classroom work (homework) missed. The number of days allowed to make up work is equal to the number of days missed.
- ?? Teachers are to report to the school attendance clerk when students have reached 3, 5, 7 and 10 days of absences. Teachers are requested to call parents on the 3rd unexcused absence while being advised to maintain a Parent Contact log.

BEHAVIOR (STUDENT):

○ STANDARDS FOR STUDENT CONDUCT:

- Standards for student conduct are based on the premise that all students are responsible for attending school regularly and on time. They are also responsible for following school regulations and procedures and for respecting the rights and property of others. They are entitled to the benefit of teacher instruction without that instruction being interrupted by disruptive behavior and to an environment free from harassment and unsafe practice by those who choose not to take their responsibilities seriously.
- Students should be aware they are under school jurisdiction during the school day, at school activities, whether on or away from the campus, and while going to or from school or school activities.
- Regulations and standards for student conduct are enforced during these times.
- When asked for name/identification, each student will give appropriate responses and give his/her name/identifications in a timely manner. (NMAC 6.11.2.9(A))

CODE OF CONDUCT:

- Students are expected to follow an academic code of conduct while demonstrating requisite scholarly effort. Students are being prepared for life-long learning and expected to behave honestly and truthfully in all their academic works, including but not limited to - tests, quizzes, projects, laboratory exercises, reports and papers. A student found in violation of the academic code of conduct will be referred to the office and will be subject to defined consequences as outlined in the discipline matrix.

Student Referrals: All referrals will be turned over to the administrator and logged into PowerSchool.

Behavior Discipline:

Unacceptable student conduct results in discipline (NMAC 6.11.2.7) (NMAXC 6.11.2.9) (NM NEPN JICG, JICH, JICI) measures being employed. The majority of behavior issues are addressed in the classroom as part of the respective classroom management system, by the given teacher. More serious behaviors are addressed by administration at each school site.

School administration reserves the right to have the final say on all consequences relating to discipline procedures. Dulce Independent Schools employs a discipline matrix (Appendix B) that addresses minor and major offenses, as well as zero tolerance offenses.

- MINOR DISCIPLINE REFERRALS: These referrals may be written for such infractions as: disruptive behavior, forgery, profanity/obscene gesture, truancy 1, truancy 2, violation of internet/e-mail, insubordination, public display of affection, dress code violation, use of cell phones and electronic devices.
- MAJOR DISCIPLINE REFERRALS: These referrals may be written for such infractions as: bullying/harassment, cheating/plagiarism, fighting, stealing/theft, tobacco use/possession, drug use/possession, alcohol use/possession
- ZERO TOLERANCE REFERRALS: These referrals may be written for such infractions as: weapons use/possession (including ammunition), vandalism, arson/pulling fire alarm, incendiary device use/possession, or endangerment to life.

Bullying / Harassment:

Bullying and Harassment are separate and distinct acts of aggression by a student or group of students with the intent to ridicule, humiliate, intimidate, and cause embarrassment, pain or discomfort to another student and/or staff. It is meant to hurt, threaten, or frighten someone and is not tolerated in school, the Dulce Community, and the Jicarilla Apache Nation.

- Parents and law enforcement are notified of given incidents, as circumstances dictate. Reports are filed with the district. The student may receive out of school suspension or interim educational placement without possibility of making up class work.
- Examples of behaviors that may be considered to be bullying include: (1) physical acts – tripping, kicking, punching, pinching, forcing others to do something they would otherwise not do (2) verbal acts
 - teasing, mocking, taunting, abusive comments, verbal threats, embarrassing gestures, name calling,
- writing nasty notes about someone 3) personal property acts – taking or stealing, hiding, damaging/destroying property (4) psychological bullying - spreading rumors, excluding someone from activities, influencing/telling others to dislike someone, rude gestures, trying to dominate someone (5) cyber bullying - using electronic devices to send inappropriate messages/images, using abusive language, forwarding inappropriate email/texts
- Unacceptable student conduct results in discipline (NMAC 6.11.2.7) (NMAC 6.11.2.9) (NM NEPN JICG, JICH, JICI) measures being employed. The majority of behavior issues are addressed in the classroom as part of the respective classroom management system, by the given teacher. More serious behaviors are addressed by administration at each school site. Given discipline referrals are investigated on an individual basis, and in all cases student “Due Process” rights are recognized and adhered to.
- School administration reserves the right to have the final say on all consequences relating to discipline procedures. Dulce Independent Schools employs a discipline matrix (Appendix B) that addresses minor and major offenses, as well as zero tolerance offenses.
- MINOR DISCIPLINE REFERRALS: These referrals may be written for such infractions as: disruptive behavior, forgery, profanity/obscene gesture, truancy 1, truancy 2, violation of internet/e-mail, insubordination, public display of affection, dress code violation, use of cell phones and electronic devices.
- MAJOR DISCIPLINE REFERRALS: These referrals may be written for such infractions as: bullying/harassment, cheating/plagiarism, fighting, stealing/theft, tobacco use/possession, drug use/possession, alcohol use/possession
- ZERO TOLERANCE REFERRALS: These referrals may be written for such infractions as: weapons use/possession (including ammunition), vandalism, arson/pulling fire alarm, incendiary device use/possession, or endangerment to life.

SUSPENSIONS:

- Student(s) engaging in misconduct while under school jurisdiction are subject to several Distinct discipline measures, after appropriate “due process” has been employed through requisite investigation and reference to school rules/board policy/state statute/federal law(s) governing the respective incident. Acts of misconduct include alcohol, tobacco, fighting, bullying, vandalism, weapons and other zero tolerance offenses (Refer to Discipline Matrix/Appendix B).
- “Within legal limits as defined in Subsection L of 6.11.2.7 NMAC, local school boards have discretion to determine the appropriate sanction(s) to be imposed for violations of rules of student conduct, or to authorize appropriate administrative authorities to make such determinations”. NMAC 6.11.2.10 D

DETENTION

- For given infractions of school rules students may receive detention during or outside normal school hours. Detention is distinct from In-School Suspension, and “does not entail removing the student from any of his or her regular classes”. NMAC 6.11.2.12 F (1)
- During all school detention, students will be under direct supervision by school personnel.

IN-SCHOOL SUSPENSION

- For given infractions of school rules students may be confined to a specified area of the school, while under direct staff supervision. This provision will be utilized as a Positive Behavioral Support (PBS) mechanism, and directly involve the SAT & school behavioral health/counseling intervention. (Reference: Discipline Matrix/Appendix B)

SHORT-TERM SUSPENSION (1 to 10 Days)

- For given infractions of school rules, students will be removed from all school district property from 1 to 10 school days, while being excluded from participation/attendance in all school activities. School Work will be provided to the student for completion during the stated suspension, and must be turned in during the course of the suspension by the parent/legal guardian. (Reference: Discipline Matrix/Appendix B)
- When a Short-Term Suspension is imposed, the student is remanded to the supervision and responsibility of their parents/legal guardians.
- A student receiving Short-Term Suspension will not earn full credit for School Work completed.
- LONG-TERM SUSPENSION (> 10 Days)
- For given infractions of school rules, students will be removed from all school district property for greater than 10 school days, while being excluded from participation/attendance in all school activities. School Work will be provided to the student for completion during the stated suspension, and must be turned in during the course of the suspension by the parent/legal guardian. (Reference: Discipline Matrix/Appendix B)
- When a Long-Term Suspension is imposed, students are remanded to the supervision and responsibility of their parents/legal guardians.
- A student receiving Long-Term Suspension will not earn full credit for School Work completed and may lose credit for graduation at the high school level.

STUDENTS WITH DISABILITIES

“School personnel under this section may remove a student with a disability who violates a rule of student conduct from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension, for not more than 10 consecutive school days (to the extent those alternatives are applied to students without disabilities) under Subsection G of 6.11.2.11 NMAC”. (NMAC 6.11.2.12 B) Manifestation determination review meetings will be convened by the 10th consecutive or cumulative day of suspension from school.

Expulsion:

- Per the due process hearing, a student is removed from the educational process within the school district, as determined by the hearing officer. This can be up to one calendar year from the time of the offense,
- and during which time the student will not be allowed on any school property nor allowed to attend any school event/activity. “ A local school board may provide alternative arrangements, including correspondence courses at the student’s or parent’s expense pursuant to public education department requirements, if the board deems such arrangements appropriate”. NMAC 6.11.2.12 G. (2)

Due Process:

- The parent/guardian will be notified of a “due process” hearing at which time the student will be able to speak to the charges against him/her. This hearing is conducted by an independent hearing officer.
- The student may at his/her own expense, choose to be represented by an attorney during the due process hearing. If an attorney is engaged in student representation the district must be given a 72-hour notice. A decision by the hearing officer is final.

○

Clubs/Organization:

All clubs and extracurricular activities will follow the NMAA regulations. Please see this website -

<https://www.nmact.org/nmaa-handbook/>

- Club/Organizational Fundraising Soliciting of funds or donations around the school or community must be authorized in advance by the principal, assistant principal, or superintendent. All clubs and organizations wishing to sell anything must have the approval of the principal or designee (Activities Coordinator) before ordering, purchasing and/or acquiring the items to be sold. Sponsors will be held strictly responsible for collecting all monies owed and seeing that all members are held accountable for anything they are selling. The district or school is not responsible for lost or stolen funds. See Activity Handbook
- Co-Curricular Activities: Co-curricular Activities are activities that are an extension of classroom instruction. They may be optional clubs, or they may be required by law, the Common Core State Standards, or local school board policy. Co-curricular activities are required as part of the course grade if a student is to receive credit for the course. Co-curricular activities may require students to miss school. Students are responsible for communicating with teachers about absences and assignments in advance.

- Extra-Curricular Activities:
 - Attendance/Checkouts: A student must be in attendance for the course of the school day, to be eligible to compete in extracurricular activities that day, or for a following weekend game. Students checked out for other than medical or documented family emergency will not be allowed to participate. School administration and staff will monitor all attendance & checkouts.
 - Eligibility: A student must be enrolled in a full schedule of classes and meet NMAA requirements if participating in sports and other listed extra-curricular activities. All students who plan on attending extracurricular activities must have a 2.0 GPA with no “Fs” based on a 4.0 grading scale. Permission forms must be completed by parents, with a physical examination having been completed prior to sports participation. Medical insurance must be maintained by parents, for their student to compete in sports (see appendix C). Please see the following website for rules – <https://www.nmact.org/nmaa-handbook/>
 - Grade Checks: Grade checks are consistent with NMAA regulations and will be in place at the middle & high school levels for all extra-curricular activities.
 - Participation in extracurricular activities is a privilege offered to and earned by students, and which is sanctioned by New Mexico Activities Association (NMAA) at the Middle & High School levels. The NMAA code of conduct is listed on the website for students participating in sports, student council, band, chorus, and all other clubs and activities sponsored by the school district and sanctioned by NMAA. The school principal has the discretion to remove a student from extracurricular participation for any violation of these NMAA provisions.
 - Transportation: The school provides transportation for students participating in extracurricular activities. A written request from parents is required if the student won’t be using school transportation to or from extra-curricular events and must be in place 24 hrs. prior to the activity travel.

Parental/Guardian Involvement:

Dulce Independent Schools strongly advocates for parent/guardian involvement and seeks input of ideas, concerns, and counsel.

- During monthly “Coffee with the Principal” meetings, parents are encouraged to speak freely and candidly with the respective school principal.
- Parents/Guardians are encouraged to visit the school and classrooms at their convenience. It is requested that Parents/Guardians maintain a positive, supportive attitude with students, teachers and staff while abiding by given school regulations and procedures.
- For security purposes, all visitors must check in at the office and get a visitor pass before proceeding into the school and classrooms.
- When a parent/guardian wishes to speak with a teacher or staff member concerning a specific issue, he/she should schedule an appointment.

Public Release Information:

Dulce Independent Schools may release directory information and photographs to the media with a signed public release on file for the given student. (Refer to Permission to Publish for Public Release). Directory information is identified as:

- student's name
- grade
- participation in officially recognized activities
- athletic event/information – sports, weight, height, and
- degrees or awards they receive.

Additionally, student directory information and photos may be used in a school newspaper, school yearbook (digital or print) or stories/pictures submitted to the local newspaper.

Parents who do not want their child's information included as directory awards/achievement information released by the school must notify the school in writing. If no objection is received within the first two weeks of school, the information will be classified as directory information for the remainder of the SY 2018-2019.

Releasing Students from School:

Good student attendance is a priority for Dulce Independent Schools. We realize that emergencies and/or other extenuating circumstances may necessitate the need for a student to be released from school. When this occurs, the following procedures will be followed: School Release: Parental/Legal Guardian Request made in person: 1. Verification of parent/guardian by principal or designee 2. Written release by principal or designee 3. If parent cannot release in person, then, a Fax or Email to school secretary will be required. Other Requests: 1. Requires parental/legal guardian consent 14 2. Verification of requesters identify by principal or designee 3. Written release by principal or designee School-Sponsored Activity Release: 1. Parental/legal guardian written request 2. Verification of request by principal or designee 3. Written release by principal or designee Under no circumstances shall an employee release a student from school or a school sponsored activity without written authorization from the principal or designee. Release forms may be obtained in the principal's or assistant principal's office. Evening School Activities: The same school regulations apply at after school activities that are in force during regular school time. These apply to events held off-campus as well as those on campus. Please remember:

- 1. No alcoholic beverages or any type of drugs**
- 2. No smoking/vaping**
- 3. All cars must be parked in the assigned parking spot. Loitering in cars is prohibited**
- 4. All school rules are in force**
- 5. Students who leave the event will not be allowed to return**
- 6. Students exhibiting improper behavior will be asked to leave the school's administration, through its sponsors, reserves the right to exclude or eject any student or guest who violates any of the above regulations. Additionally, the student's privileges may be revoked.**

Rights and Responsibilities:

Title 6, Chapter 11, Part 2 – Public School Administration – Student Rights and Responsibilities/Rights and Responsibilities of the Public Schools and Public-School Students

6.11.2.7 – Definitions

- A. “Administrative authority” – means the local school district superintendent, a principal, or a person authorized by either to act officially in a matter involving school discipline or the maintenance of order. The term may include school security officers, but only to the extent of their authority as established under written local school board policies.
- B. “Assault” – A verbal or physical threat to do emotional, physical, or bodily harm.
- C. “Battery” – Actual physical contact with the intent to do bodily harm.
- D. “Bullying” - is legally defined as repeated negative actions that are purposeful, serious in nature of physical/emotional/psychological threat, and there must be a clear imbalance of power between the victim and initiator. The initiator of bullying will show signs of not wanting to resolve the problem and will have no remorse. All of these must be present for the incident to be considered bullying even though one or two of these may be present. In that situation, the incident would be considered a student conflict.
- E. “Cohort” – A group of students who move through their four-year high school career together and are defined by the expected year of graduation. For example, the incoming freshmen for the 2018-19 school year would be the cohort of 2019.
- F. “Criminal acts” – are acts defined as criminal under federal and state law, and any applicable municipal, county criminal ordinances, or tribal ordinances.
- G. “Delinquent acts” – acts so defined in Subsection A of Section 32A-2-3A, NMSA 1978 of the Delinquency Act.
- H. “Detention” – requiring a student to remain inside or otherwise restricting his/her liberty at times when other students are free for recess or to leave school.
- I. “Disciplinarian” – a person or group authorized to impose punishment after the facts have been determined by a hearing authority the disciplinarian and/or administrative authority.
- J. “Disruptive conduct”- willful conduct which:
 - Materially and in fact disrupts or interferes with the operation of the public schools or the orderly conduct of any public-school activity, including individual classes; or
- K. Leads an administrative authority reasonably to forecast that such disruption or interference is likely to occur unless preventive action is taken. “Expulsion” – means the removal of a student from attendance at all schools and school events of the District, either permanently or for an indefinite time exceeding 10 school days.
- L. “Gang related activity” – is disruptive conduct related to gangs.
- M. “Hearing (Due Process) Authority” – means a person or group designated to hear evidence and determine the facts of a case at the required formal hearing.
- N. “Immediate removal” – means the removal of a student from school under emergency conditions.
- O. “In loco parentis” – the legal responsibility of a person or organization to take on some of the functions and responsibilities of a parent which include but not limited to: parental rights, duties, and obligations without going through the formalities of legal adoption.
- P. “In-school Suspension” – suspending a student from one or more regular classes while requiring the student to spend the time in a designated area at the same school or

elsewhere.

“Jurisdiction over students.” All officials, employees, and authorized agents of the public schools whose responsibilities include supervision of students shall have comprehensive authority within constitutional bounds to maintain order and discipline in school. In exercising this authority, such officials, employees, and authorized agents of the public schools may exercise such powers of control, supervision, and correction over students as may be reasonably necessary to enable them to properly perform their duties and accomplish the purposes of education. This authority applies whenever students are lawfully subject to the schools’ control, regardless of place. During such periods, public school authorities shall have the right to supervise and control the conduct of students, and students shall have the duty to submit to the schools’ authority. The foregoing is intended to reflect the common law regarding the rights, duties and liabilities of public-school authorities in supervising, controlling and disciplining students. Nothing herein shall be construed as enlarging the liability of public-school authorities beyond that imposed by statute, common law or state board of education regulation. (6.11.2.8 NMAC)

Q. “Jurisdiction over non-students.” In furtherance of the state’s compelling interest in the orderly operation of the public schools and school activities, school officials have the following forms of authority over non-students whose action adversely affect school operations or activities.

1. On school property: Local school boards may prohibit entry to and provide for the removal from any public-school building or grounds of any person who refuses to identify him/herself and state a lawful purpose for entering. Any person who refuses may be removed by school authorities, who may use reasonable physical force to accomplish the removal. Alternatively, a person who refuses and who then refuses to lawful request to leave school premises may be subject to arrest by law officers for criminal offenses including but not limited to criminal trespass, interference with the educational process or disorderly conduct. A person who does identify him/herself and states a lawful purpose may nevertheless be subject to removal by school officials for engaging in activities prohibited by this regulation. The person may also be subject to arrest by law officers if he/she is committing any crime.
2. Off school property: Public school authorities have indirect and limited authority over the activities of non-students off school property. To the extent that non-students’ conduct at or near schools or school-sponsored activities may constitute a criminal offense, including the crimes of interference with the educational process, disorderly conduct, or criminal trespass (after refusing a lawful request to leave), school authorities may request law enforcement agencies to arrest the offenders.

R. “Legal limits” – the requirement of the federal and state constitutions and governing statutes, standards, and regulations, and also include the fundamental common-law requirement that rules of student conduct be reasonable exercises of the schools’ authority in pursuance of legitimate educational and related functions. There are special limitations arising from constitutional guarantees of protected free speech and expression which must be balanced against the school’s need to foster an educational atmosphere free from undue disruptions to appropriate discipline.

- S. “Long-term Suspension” – the removal of a student from attendance at all schools and school events of the district for a specified or indefinite period of time exceeding 10 schooldays.
- T. “Short-term Suspension” – the removal of a student from attendance at all schools and school events of the district for a specified period of time not to exceed 10 school days.
- U. “Parent” – the natural parent, a guardian, or other person or entity having legal custody and control of a student who is subject to the Compulsory School Attendance Law, Section 22-12-1, et seq., NMSA 1978, or the student if he/she is not subject to compulsory attendance.
- V. “Public Display of Affection (PDA)” – Any form of public display of affection that would offend others – i.e., holding hands; kissing on the lips; sitting on another’s lap; licking; hugging/holding front to front or front to back; etc.
- W. “Public school” – the campus of and any building, facility, vehicle, or other item of property owned, operated, controlled by, or in the possession of a local school district, including the Dulce Athletic Complex (DAC). For purposes of student discipline, the term also includes any non-school premises being used for school-sponsored activities.
- X. “Non-Identification of Self/ Refusal to identify self” – a person’s willful refusal, upon request from school personnel known or identified as such to the person, to identify him/herself accurately.
- Y. “Refusal to cooperate with school personnel” – a student’s willful refusal to obey the lawful instructions or, orders, requests of school personnel whose responsibilities include supervision of students.
- AA. “Review authority” – a person or group authorized by the Board to review a disciplinarian’s final decision to impose a long-term suspension or expulsion.
- BB. “Sexual harassment” – regarding students, means unwelcome or unwanted conduct of a sexual nature (verbal, non-verbal, or physical) when:
1. submission to such conduct is made either explicitly or implicitly a term or condition of the advancement of a student in school programs or activities.
 2. submission to or rejection of such conduct by a student is used as the basis for decisions/opportunities affecting the student.
 3. such conduct substantially interferes with a student’s learning or creates an intimidating, hostile or offensive learning environment.
- CC. “School personnel” – all members of the staff, faculty, coaches, sponsors, and administration employed by the local school board. The term includes school security officers, school bus drivers and their aides, and also authorized agents of the schools, such as volunteers or chaperones whose responsibilities include supervision of students.
- DD. “Student” – a person who is enrolled in one or more classes at a public school or a person who was a student during the previous school year and is participating in a school- sponsored activity connected with his/her prior status as a student.

1. "Weapon" – as set forth in Section 22-5-4.7 NMSA 1978 means: any firearm that is designed to, may readily be converted to or will expel a projectile by the action of an explosion; and
2. any destructive device that is an explosive or incendiary device, bomb, grenade; and
3. any device which could be used or is used to give injury to self and/or another person. May include but not limited to: knife, sharp objects, martial arts devices, etc.

EE. "Zero Tolerance" — Any act that leads to immediate expulsion. Please see Class IV offenses: "Any Weapon Use/Possession", "Arson/Pull Fire Alarm", "Endangerment to Other's Lives", and "Incendiary Device Use/Possession".

FF. The Gun-Free Schools Act (1994) requires schools expel for one calendar year any student found to be in possession of a firearm at school.

Adopted:

Policy #2.110

Searches :

NOTICE OF SEARCH POLICY: "Students shall be given reasonable notice, through distribution of written policies or otherwise, of each schools' policy on searches at the beginning of each school year or upon admission for students entering during the school year.". The issuance of a student/parent handbook is considered written notification. (NMAC 6.11.2.10(B)(1).

"Who may search. Certified school personnel, security personnel, and school bus drivers are authorized persons to conduct searches when a search is permissible" (NMAC 6.11.2.10 (B) (2).

- In cases where student misconduct involves violation of a criminal law, the student's parent/legal guardian will be made aware that law enforcement officials are notified. Administration will make every reasonable effort to contact parents/legal guardians in order for them to have an opportunity to give approval or be present during questioning. In cases where parent/legal guardian contact is unsuccessful, the principal or his/her designee shall be present during questioning to ensure students are advised of their legal rights.
- The school will not release minor students to law enforcement officials for off-campus questioning without parent/guardian approval, unless police present a warrant, citation, or order for arrest signed by a judicial official.
- None of the above shall be construed to prevent school authorities from seeking law enforcement assistance and action.
- Authorized school personnel may with reasonable suspicion at any time search students for such items as: drugs, weapons, alcohol, tobacco, or any other item prohibited per NMAC or District Policy.
- According to state law, items seized may or may not be returned.
- In the event of a defined emergency by the school and law enforcement, search dogs may be brought into a school environment.

Student Support Services:

Counselors:

Dulce Independent Schools provides academic, behavioral and health related counseling services to students for all grade levels.

- ACADEMIC COUNSELOR: An academic counselor is available to assist with educational planning, interpretation of standardized test scores, career and scholarship information. Students wishing to meet with the counselor should contact the office during non-class time (except in an emergency) and arrange for an appointment. The counselor will call students to his/her office as time permits.
- INTERVENTION COUNSELOR: An intervention counselor is available for students. Students wishing to meet with the counselor should contact the counselor during non-class time (except in an emergency) and arrange for an appointment. The counselor will call students to his/her office as time permits.
- MENTAL HEALTH COUNSELOR: Mental Health counselors are provided to students on schoolcampus through:
 1. Court-appointed counselors
 2. Counselors from Behavioral Health

These services are free and confidential to students. Parents may request a student see a counselor and arrange for an appointment.

ELL SERVICES:

Dulce Independent Schools provides services to identified English Language Learners or Limited English Proficient students (NMSA 22-23 (1-6)). Services include an English class taught by a TESOL endorsed teacher to help students improve their language skills. Students are identified through a Language Usage Survey (LUS) given at the time of enrollment, if the student is enrolling as a new student to the district. Students are then tested with parent approval for entrance into the program.

Health Services:

Health services are available to students through a nurse aide shared between schools. If students need to see the nurse aide, he/she must first obtain a pass from their teacher. Teachers are required to call the nurse aide before sending a student to his/her office.

CONSENT:

A student's parent/guardian must sign a "Consent for School Health Service" and the "Emergency Medical Authorization" forms at the beginning of each school year. This allows a student to receive medical services. The consent form allows the nurse's aide to administer mild analgesics, antacids, antibiotic ointments and to treat colds.

PRESCRIPTION MEDICATIONS: Prescription and other medications including inhalers, cannot be given by school personnel at school. Medications may be brought to the school and administered by the parent to the child while observed by school personnel.

Multi-Level Systems of Support (MLSS):

MLSS is NMPED's revision of the Response to Intervention framework (RtI). MLSS is a coordinated and comprehensive framework that educators use to organize their schools and school systems to support student learning. This support is accomplished by identifying and supporting students' needs and by providing the resources that teachers, health and wellness personnel, and school administrators require for full implementation and long-term sustainability of MLSS. Most importantly, the MLSS framework empowers general education teachers to intervene quickly when students need additional supports. See link: [MLSS SATGuide 2021 \(state.nm.us\)](https://www.state.nm.us/mlss/satguide2021/)

Student Assistance Team (SAT)

(SAT) is a school-based group of people whose purpose is to provide additional support to students who are experiencing academic or behavioral difficulties that are preventing the students from benefiting from general education because they are either performing below or above expectations. The SAT is comprised of a core group that anchors the team. Core members should have good communication skills and a solid working knowledge about a variety of supports (types of interventions, educational and community resources, etc.). Core team members may vary by school, but should include at a minimum: an administrator, regular education staff, and specialists in accordance with Section (J)(4) 22-2C-6 NMSA, 1978

Special Education:

The Dulce Independent School District offers Special Education services for identified students (NMAC6.31.2) These students are placed on an Individual Educational Plan (IEP) to better support their learning needs. For questions regarding Special Education, please see the SPECIAL EDUCATION PROCEDURAL SAFEGUARDS FOR STUDENTS WITH DISABILITIES AND THEIR FAMILIES REQUIRED UNDER IDEA PART B (NMPED) Link: [Eng-Procedural-Safeguards-12-23-2020.pdf \(state.nm.us\)](https://www.state.nm.us/special-education/procedural-safeguards-12-23-2020.pdf) .

Individuals with Disabilities Education Act (IDEA) is a focus on and support of a parent's participation in their child's education. Your rights include the right to participate in meetings with school personnel to discuss and make decisions regarding the identification, evaluation, placement, or provision of a free appropriate public education to your child. This includes being part of an Eligibility Determination Team that decides whether your child is a "child with a disability" and meets eligibility criteria for special education and related services and being part of the team that develops, reviews, and revises the individualized education program (IEP) for your child and makes placement decisions for your child.

Example of a Continuum of Service and Setting Options

- Regular education with weekly monitoring from a special education provider
- Regular education with daily consultation from a special education provider
- Regular education with special education services and supports included in that setting which are aligned with the general curriculum (utilizing such strategies as flexible groupings, universally designed curriculum, overlapping curriculum, cooperative learning, peer tutoring, parallel or alternative instruction, team teaching)
- Regular education with special education services provided for part of the day in a resource room or a special education classroom
- Self-contained special education classroom
- Special day school (outside the school environment)
- Residential treatment facility
- Hospital
- Detention facility
- Homebound

504:

Not all students with disabilities are eligible for special education services under IDEA. Some students may have disabilities that affect major life activities, but they do not meet the eligibility requirements for one of the categories of disability under the IDEA. These children may be protected by different federal laws, such as Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act (ADA). The rights of these children and their parents are similar, but not the same, as the procedural safeguards described in this booklet. For more information about these laws, contact the school district's Section 504 coordinator or see the information on the Public Education Department (PED) website at <https://webnew.ped.state.nm.us/bureaus/safe-healthy-schools/section-504-resources>.

Dulce Middle & High School

2022-2023 School Year

SAFE-PRODUCTIVE SCHOOL ENVIRONMENT

The Dulce Independent School District/Board of Education promotes an educational environment that is safe, friendly, and is conducive to learning. Any behavior(s) or activity that is contra to this objective is not acceptable. Bullying, intimidation, harassment or any other negative behaviors will not be tolerated and will result in student(s) being cited for defined infractions of the DISD *Code of Conduct* (Reference: Discipline Matrix). All DISD students share mutual responsibility for adhering to and maintaining a Safe-Productive School Environment, in all school settings at all times for all students.

I have read the policy on discipline expectations as set forth in this Dulce Independent School District Student Handbook and I agree to abide by the Policy. I understand that violation of the provisions stated may result in disciplinary action and/or suspension. I also understand infractions may result in being suspended from extracurricular activities (ie. field trips, sports, work programs, clubs).

COMPUTER USE & NETWORK ACCESS STATEMENT

Student: I have read the Computer Use Rules and I agree to abide by its provisions. I understand that violation of the provisions stated in the policy may result in disciplinary action, loss of computer privileges, and/or loss of employment.

Parent/Guardian Responsibilities

I want my student to achieve therefore I will encourage my student by doing the following:

- See my student attends school regularly, while being on time every day.
- Support school staff in maintaining a safe and productive school environment.
- Set a specific time for homework each night, and ensure my student returns it the following day.
- Stay in contact with the school and my student's teachers to monitor their transcripts and credits.
- Attend Parent/Teacher Conferences and communicate with the teachers regularly
- Maintain my current contact information with the school office.
- I have reviewed the school Discipline Matrix and understand consequences for student infractions.

Student Responsibilities

It is important as a student I commit to success in my schooling, and therefore will do the following:

- Attend school every day and arrive on time to class, prepared and rested
- Obtain work from my teachers when I am absent.
- Work cooperatively with my classmates, teacher, and staff.
- Abide by school rules, dress consistent with the dress code.
- Recognize the use of electronic devices is prohibited during school hours
- I am a leader, I better my world, I better myself.

School Responsibilities

It is important that we facilitate and maximize student achievement and therefore we commit to the following:

- Maintain a positive and productive school environment where all students are valued for who they are
- Promote classroom and out of school learning opportunities that incorporate relevance, meaning and rigor
- Address different student learning styles, aspirations, and career interest in all that we do
- Establish and maintain positive relation with parents, community, and the Jicarilla Apache Nation
- Support each other within and outside the school setting to provide and sustain student success

RECEIPT OF DULCE INDEPENDENT SCHOOL DISTRICT STUDENT HANDBOOK

My signature verifies that I have received a copy of the DISD Student Handbook. I have read it carefully, understand its contents and agree to abide by the specified terms and provisions.

Student Signature

Date

Parent Signature

Date

**Dulce Middle & High School
2022-2023 School Year**

Appendix

A – Partial Credit for High School Courses for Students Who experience Disruption

B – Discipline Matrix

C – Sports Eligibility - NMAA