



**“Si Se Puede!” “Yes I can”**

**-Cesar Chavez**

**Parent and Student Information  
2010 – 2011**

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Albuquerque, NM 87108  
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## I. Vision, Mission and Goals

Cesar Chavez Community School (CCCS) offers a unique high school experience for students seeking alternatives to traditional secondary schools. We hope this handbook gives an accurate view of our uniqueness as well as our commitment to students.

### **Our Vision**

CCCS empowers students to be resilient, contributing participants in our changing global society.

### **Our Mission**

CCCS provides flexible and personalized programs for anyone seeking a high school diploma and who would benefit from services and educational programs offered during non-traditional hours.

### **Our goals are to:**

- Provide a balance of educational and support services designed to assist students to graduate and successfully pursue post-secondary educational and career goals.
- Maintain and communicate high expectations for all students.
- Establish a program that gives the individualized attention that varied learning styles demand, and that includes every student in the process of developing an individualized graduation plan.
- Involve the students' families and the resources of the entire community in the education process.

## II. How to enroll at Cesar Chavez Community School/Lottery System

CCCS is open to students from anywhere in the state of NM in grades 9-12. As appropriate, the school will advertise an open enrollment period within the school community so that all interested students may have an equal opportunity to apply for admission. CCCS will also announce upcoming lottery drawings.

Students interested in enrolling in CCCS should call the school office at 877-0558. As space is available, pre-registration or enrollment windows are scheduled to bring in new students throughout the year. Orientation is required.

If the school is full, the student will be put on a waiting list and take part in the next scheduled lottery. Students on the lottery list are called and have 24 hours (or one business day) to respond to the phone call before they lose their spot on the list. It is the student's/family's responsibility to notify the school of changed contact information.

CCCS grants enrollment preference to:

1. Students who have been admitted to CCCS and remain in attendance through subsequent grades;
2. Siblings of students already admitted to or attending CCCS.

NOTE: enrollment preference applies only to initial enrollment at CCCS; students who are withdrawn and want to return to CCCS must be placed on the regular waiting list.

**Emergency calls during class times  
must be directed  
to the school office at:  
877-0558**

**Classes are available from 11am – 6:50pm. Students are required to enroll for a minimum of three classes.**

**CCCS maintains a closed campus. Once students arrive for class, leaving campus and returning during the same day is not permitted.**

**Students are expected to attend all assigned classes daily. Early departure must be approved by an administrative staff member or designee: a note signed by the parent is required or the parent will be called to obtain verbal permission before the student will be released. All students leaving early are required to sign out at the front desk.**

### **III. Student Rights and Responsibilities**

Students have a right to:

#### **Educational Opportunity**

- A free public school education shall be available to every school-aged person, and each student who enrolls has a corresponding responsibility not to deny this right to any other student.
- CCCS affords all students equal educational opportunities as well as equal opportunities to participate in extracurricular activities.
- Policy prohibits discrimination and harassment on the basis of ethnic identity, religion, race, color, national origin, sex, sexual orientation, mental or physical disability, marital status and pregnancy in any program or activity of or sponsored by the school.

#### **Expression and Association**

- Students are protected in the exercise of the constitutional rights of free speech, press and assembly.
- The exercise of such rights, however, must be conducted in a manner that does not disrupt the educational process.

#### **Publications**

- Students shall be allowed to distribute political leaflets, newspapers and other literature on school premises, at specified times and places.
- Student publications are subject to prior restraint and censorship.

#### **Organizations and Clubs**

- Students may form clubs or organizations for any legal purpose.
- These organizations must be open to all students on an equal basis and must operate within procedural guidelines established by the student government, acting in concert with the principal

### **Student Dress**

- Student dress and grooming is to reflect high standards of personal conduct so that each student's attire promotes a positive, safe and healthy atmosphere within the school.
- Students are expected to adhere to the CCCS dress code policy.

### **Privacy**

- Questioning a student- if police authorities or security personnel of the school desire to question a student on school premises regarding any alleged act of misconduct by the student, the school authorities shall attempt to contact the parents.
- The parent/guardian may be permitted to be present for questioning.

### **Search of Person or Vehicle**

- **Vehicle Searches** - Search of a student's vehicle while parked on school property may be conducted only if a certified school employee, or school security personnel have reasonable suspicion that a crime or breach of the disciplinary code is being committed by the student.
- **Physical Searches** - Search of a student's person or property may be conducted only where there is individualized reasonable suspicion that the student being searched has committed a crime or a breach of the disciplinary code.
  - **Minimally Intrusive Searches**- Searches such as emptying of pockets , searches of student backpacks and purses, removal of hats, socks and shoes may be conducted by any certified school employee.
  - **More Intrusive Searches**-Searches such as pat-downs and frisks may only be conducted by an authorized person of the same sex as the student being searched.
  - **Most Intrusive Searches**- A strip search shall be conducted only upon individualized reasonable suspicion of a safety concern and shall be conducted by a school administrator of the same sex, and in the presence of another authorized person of the same sex. A strip search shall be conducted in a manner that will cause the least amount of embarrassment to the student. Strip searches should only be conducted in life-threatening situations or in situations that pose a danger to the school population. A situation that could warrant a strip search is possession of a firearm or weapon.

### **Controversial Issues**

- Students shall have the right to encounter diverse points of views.
- Students shall have opportunities to hear speakers and view presentations representing a wide range of views in classes, clubs and assemblies under guidelines established by the school.

## **What to do If You Believe That Your Rights Have Been Violated**

### **Reports**

Any report will be addressed in accordance with the appropriate procedures as specified in IDEA, Section 504, ADA, Title VI, of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Age Discrimination Act of 1975, First Amendment, XIV Amendment, New Mexico Human Rights Act, or with the State Board Regulation 6 NMAC 1.4 and any amendments made to these regulations, which are incorporated within this policy statement.

### **Violation of Student Rights**

Students who believe that their rights have been violated should report their concerns to their parents, school administrator, or other appropriate school personnel.

### **Denial of Rights**

- Free public school education is a right guaranteed to any and all students.
- The courts have defined the basis on which the denial of that right is justified.
- That right may be denied in response to behaviors that threaten the safety and security of the school population, are illegal, or have the potential to disrupt the educational process.
- It is the intent of the Governance Council that every reasonable effort be made to provide continuation of options for student, even in the case of suspension or expulsion.
- Special education students must have a free, appropriate, alternative program provided during any long-term suspension or expulsion.

### **Grievance Procedure**

- It is the intent of the Governance Council that students and their parents be informed of the regulations regarding disciplinary and appeal procedures affecting students within the school.
- Faculty, parents and students shall attempt resolution of problems affecting students and the educational process by informal means.
- If any student or parent believes that the conditions of the school or decisions made by its staff are not fair or reasonable, a conference shall be afforded with the principal or designee to discuss the matter.
- If the student or parent is not satisfied, the student or parent shall be afforded the opportunity to confer with the Governance Board.

### **Hearing Procedure**

- The school prescribes a formal hearing procedure for students recommended for long-term suspension or expulsion.
- The student may, at his/her own expense, choose to be represented by an attorney during any due process hearing.
- If a hearing is requested or required, school authorities shall prepare and serve the parents/legal guardians with a written notice of the hearing.
- The hearing shall be scheduled no sooner than five (5) and no later than ten (10) school days from the date of receipt of notice by the parents.
- The school will provide copies of documents and a list of witnesses at least two (2) working days in advance of the hearing.
- The parent/guardian may choose to waive the student's right to a hearing and accept the disciplinary consequences recommended by the school.
- Expulsion hearings cannot be waived.

### **Hearing Authority and Transcript**

- The Hearing Authority is the appointed Hearing Officer or designee of the school Council.
- A student may waive his or her right to a long-term suspension hearing.
- A transcript of the proceeding shall be recorded and kept at the school for a period of one year, after which the recording will be destroyed, except in cases of expulsion where records are kept for longer periods.

### **Burden of Proof**

- The hearing is not a legal proceeding, and formal rules of evidence shall not govern the conduct of the hearing.
- The burden of proving that the student violated a provision of this Student/Parent Handbook is on the school authorities.

- The student or his/her counsel shall have the right to call witnesses on his/her behalf and to question witnesses against him/her.
- The school authorities shall have the right to call witnesses and to question any witnesses who testify.

### **Decision of Hearing Authority**

- The Hearing Authority shall decide first upon the innocence or guilt of the student with respect to the charges brought and second upon the disciplinary action, if any, that should be taken.
- The Hearing Authority may request additional evidence from the parties.
- The student shall have the right to comment upon the evidence orally and/or in writing.
- The Hearing Authority shall serve its written decision on the parties stating its findings, conclusions and implementations, within five (5) school days after hearing the evidence.
- The Hearing Authority's decision shall take effect immediately upon notification of the parent/guardian and shall continue in force during any subsequent review.

### **Appeal to the Governance Council**

- The parent/ guardian may appeal the decision of the Hearing Authority to the school Governance Council by serving a written Notice of Appeal to the Council President or designee within five (5) days after the decision has been served.
- The Council President or designee shall then review a summary of the transcript within ten (10) calendar days.
- No new information will be considered in the appeal.
- After reviewing all materials presented at the hearing, he/she shall render a decision, which affirms, overrules, or modifies the decision of the Hearing Authority.
- The severity of any sanction previously imposed may not be increased.

## **IV. CCCS Code of Conduct/Discipline**

The expectation at CCCS is that students uphold the values of respect and responsibility in their everyday interactions. We encourage students to embrace our mission of caring about and belonging to a safe school community.

Education is a right guaranteed to the student, but not an absolute right. The School is a community, and the rules and regulations of a school are the laws of that community. The right to a public education may be denied, temporarily or permanently, in response to behaviors which threaten the safety and security of the school population; are illegal; disrupt the educational process; or have the potential to disrupt the educational process.

A student's right to an education may not be denied without due process. Separately, special education students must have an alternative program provided during any long-term suspension or expulsion.

Notwithstanding a school's right to deny a student the right to an education under these circumstances, it is the intent of the CCCS Governance Board that every reasonable effort be made in favor of the student's education in disciplinary actions and as such CCCS has defined an array of responses to address behaviors that are not appropriate or are prohibited. These are outlined in Part B Responses.

## **A. Prohibited Conduct**

The following are types of behavior that disrupt the educational process and are prohibited. This list is not all-inclusive; other acts of misconduct not specified herein are also subject to discretionary action by appropriate school personnel.

### **Alcohol**

Apparently “under the influence” of or in possession of products containing alcohol.

### **Arson**

Maliciously, willfully and/or neglectfully starting, by any means, a fire or causing an explosion on school property or at any school-related activity.

### **Assault**

Threatening physical harm to another, causing a present fear of imminent danger to the person; included are threats, gestures and verbal assaults.

### **Assault, Aggravated**

Intending or performing assault and battery with a weapon, instrument or any means of force likely to produce bodily injury. This category includes sexual assault and /or offenses.

### **Battery, Aggravated**

Employing hostile contact with any kind of weapon or causing great bodily harm.

### **Battery/Fighting**

Employing hostile contact in which at least one party has contributed to a situation by verbal action and/or bodily harm.

### **Bomb Threat**

Falsely and maliciously stating to another that a bomb or other explosive has been placed in such a position that people or property are likely to be injured or destroyed.

### **Bullying**

A way of using power aggressively in which a person is subjected to intentional, unwanted, and unprovoked hurtful verbal and/or physical actions. Bullying results in the victim feeling oppressed, fearful, distressed, injured, or uncomfortable. The aggression is repeated on more than one occasion and can include either: physical, verbal, emotional, racial, sexual, written, electronic, damage to property, social exclusion, and intimidation. See number 4 on page 13.

### **False Alarm**

Interfering with the proper functioning of a fire alarm system or giving a false alarm, whether by means of a fire alarm or otherwise, such as but not limited to yelling *fire*.

### **Cheating (Academic Dishonesty)**

Use of material, information, or study aids not permitted by the instructor or looking at or copying another student’s work during tests, quizzes, or from other graded assignments.

### **Controlled Substance, Possession\***

Possessing any substance capable of producing a change in behavior or altering a state of mind or feeling, or possessing a substance that looks like, but is not, a controlled substance, whether or not such a “look-alike” substance is capable of producing a change in behavior or altering a state of mind.

### **Controlled Substance, Sale or Distribution**

Selling or distributing a substance capable of producing a change in behavior or altering a state of mind or feeling; including a “look-alike”, or an item sold as a controlled substance.

### **Controlled Substance, Use**

Absorbing a substance capable of producing a change in behavior or altering a state of mind or feeling, including a “look-alike”, or an item sold as a controlled substance. See Section B.5 below regarding “under the influence” in school.

### **Prescribed Medications**

Students bringing prescribed medications to school are required to follow the Medication Administration Procedures (Section XI).

### **Defiance of School Personnel/Authorities**

Refusing to comply with any reasonable demand or request by any school official or sponsor at places and times where school personnel have jurisdiction.

### **Cell Phone and Electronic Devices, Use**

Use of all electronic devices including but not limited to cell phones, iPods, CD players and pagers, is not allowed inside of the school building at any time. Repeated failure to follow this rule may result in suspension for defiance. Emergency calls during the school day may be directed to the School Office at 877-0558.

### **Extortion**

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

### **Firearm, Possession\***

Possession of a firearm, as defined at 18 United States Code 921. In summary, a firearm is any weapon, which will propel a projectile by type action of an explosive.

### **Plagiarism (Academic Dishonesty)**

Using another person’s or group’s words or ideas without clearly acknowledging the source of that information. When a student commits plagiarism, he/she presents the work of someone else as if it is his/her own work.

**\*“Possession,” as used herein, includes not only possession in one’s physical person, but also custody and control. Thus, a student may be found in possession of any item if the item is in the student’s backpack, locker, car or elsewhere, if subject to the student’s custody and control.**

### **Gang-Related Activity**

#### **Gang-related activity is not tolerated in our school environment.**

Gang-related activity can be intimidating to students, faculty and staff and is disruptive to the educational process. Although this list is not all-inclusive, examples of inappropriate and unacceptable behaviors are such things as gang graffiti on school property, intimidation of others, gang fights and/or initiation rituals, wearing gang attire or “colors”. A “gang” can be any group of students and/or non-students whose group behavior is threatening, delinquent or criminal.

Since gang behavior, markers and colors are variable and subject to rapid change, school administrators and staff must exercise judgment and their individual discretion based upon current circumstances in their neighborhood schools when evaluating gang-related activity.

Gang-related indicators, which will be considered, should include:

- The student associates with admitted or known gang members.
- The student wears attire consistent with gang dress.
- The student displays gang logos, graffiti and/or symbols on personal possessions.
- The student displays gang hand signs or signals to others.
- The student talks about gang activities to others.

### **General Disruptive Conduct**

General disruptive conduct is defined as willful conduct which materially and in fact disrupts or interferes with the operation of the public schools and the orderly conduct of any public school activity including individual classes. In addition, it may be conduct which leads an administrative authority reasonably to forecast that such an interruption or interference is likely to occur unless preventive action is taken. For example:

- Knowingly and deliberately failing to comply with any legal and/or official rule or regulation designed by or provided by a teacher, principal, faculty member or other public school official at any time, whether the rule is designed for the classroom, the campus in general, or any other location or facility involving a school-related activity.
- Being inappropriately dressed, i.e., being dressed in a manner that is potentially disruptive to the educational process.
- In appropriate display of affection, i.e., a display of affection that has the potential of disrupting the educational process.
- Cheating; Gambling
- Inappropriate use of cell phones and electronic devices in violation of school procedures.

### **Language, Profane and/or Abusive**

Using language, which is crude, offensive, insulting or irreverent; using coarse words to show contempt or disrespect; swearing.

### **Materials, Obscene**

Displaying material, which is indecent and has the potential of being disruptive.

### **Paraphernalia Possession\***

Possessing any paraphernalia, such as but not limited to rolling paper, pipes or bongs.

### **Robbery**

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

### **Sexual Harassment**

Sexual harassment is a form of gender discrimination as defined in Title IX of the Education Amendments of 1972. Sexual harassment is a violation of federal law. If behavior toward another student makes him or her feel intimidated, or uncomfortable or if the student feels threatened, it may be considered sexual harassment even if the harasser did not intend for his or her actions to be offensive.

### **Sexual Misconduct**

includes, but is not limited to:

Physical acts of aggression, force or threat against another student, threatening to force or coerce sexual acts, touching of private/intimate parts of the body, coercing, forcing or attempting to coerce or force sexual intercourse.

These acts should be reported to the Albuquerque Police Department.

### **Theft**

Unauthorized possession and/or sale of property of another without consent of owner.

### **Trespassing/Unauthorized Presence**

Entering or being on school grounds or in a school building without authorization.

### **Tobacco**

Use of tobacco products on school property.

### **Vandalism**

Deliberately or maliciously destroying, damaging and/or defacing school property or the property of another individual.

### **Weapons Possession\***

Possessing a weapon such as but not limited to:

- A firearm
- Any type of gun
- Any type of knife
- Any type of club
- Any type of explosive
- Spiked wrist band
- Chains
- Any other item that may cause or is intended to cause serious bodily injury or death. This specifically includes “look-alike” guns and knives, such as toys, if the look-alike object is used or intended to be used to intimidate, threaten, or cause fear.

### **Weapon Use**

Use of any weapon or “look-alike” weapon to threaten, intimidate, attack, injure or kill any person.

## **B. Responses to Prohibited Conduct/Unacceptable Behavior**

The administrative response to the unacceptable behavior is left to the discretion of school officials depending on circumstances, including the seriousness of the offense and the student’s history. CCCS will strive to respond to a student’s violation of school rules or disruptive conduct in a manner that keeps the student in school, but in serious circumstances, may resort to suspension or expulsion from school.

1. CCCS will attempt to fully communicate with appropriate persons, as follows:
  - a. Staff or Administrator/Student Contact: staff member, defined as any school employee or administrator assigned to that school, will contact student in person, by note, or by telephone.
  - b. Student or Administrator/Parent or Guardian Contact: Staff employee or administrator will contact parents/guardians by note, by telephone, or in person.
  - c. Administrator/Student/Parent or Guardian Conference: Administrator, student and parent will meet to discuss problem and solution(s).

2. CCCS may employ the following responses to unacceptable behavior:
  - a. Community Service: CCCS may require community service, including at the school itself
  - b. Restitution, or community service: these may be sought for damage or the theft of personal or school property. This includes: damage to the school facilities (bathrooms, desks, etc); damage or loss of school textbooks, materials and supplies for which student and parents are responsible; or damage to personal property of school employees or students or school neighborhood residents. Such matters may be referred to the Albuquerque Police Department (APD) for further action.
  - c. Contracts: The student will commit to more positive behavior in the form of a written contract. Student may be assigned school or community service. Supervision will be determined by school officials.
  - d. Referrals: Student may be referred to various school personnel or other entities for appropriate interventions/services.
  - e. In-School Suspension: Student may be removed from class or activity but remains at school until satisfactory resolution is reached.
  - f. Transfer: Student may be transferred to another APS or Charter School at the request of the student and parents/guardians, or through mutual agreement of schools, parent and student.
  - g. Detention: The authority of the school to supervise and control the conduct of students includes the authority to impose reasonable periods of detention during the day or outside normal school hours as disciplinary measures. Reasonable periods of detention may be imposed with the procedures for temporary suspension.
3. In response to serious violations or offenses, and unsafe actions such as gang-related activity, CCCS will resort to suspension, expulsion, and/or referral for legal action. The due process to which a student is entitled prior to suspension or expulsion is detailed below, in section C.
  - a. Short-Term Suspension: Removal of a student from classes and all school-related activities for a period of time ranging from a minimum of a few minutes to a maximum not to exceed ten (10) days.

Note: A student whose presence poses a danger to persons or property is considered to be a disruption to the educational process and may be removed immediately from school or school-sponsored events. APD may participate in removal if necessary.

Note: A student who has been suspended will generally be given a reasonable period of time to complete missed assignments and examinations and will generally be free from additional penalties affecting his/her grades, credit, graduation or any other indicators of academic achievement.

- b. Long-Term Suspension: Removal of a student from school and all school-related activities for more than ten (10) days and up to the balance of the semester. Note: A student receiving a long-term suspension will lose credit for the semester.
- c. Expulsion: Removal of a student from CCCS for a period exceeding one semester. Note: A student receiving an expulsion will lose credit for the semester in which the expulsion occurs.
- d. Referral for Legal Action: Communication of any illegal act or action by a student will be forwarded to the appropriate authority or law enforcement agency. New Mexico law

requires that if any school employee has reasonable cause to believe that a child is or has been in possession of a firearm on school premises; the employee shall immediately report the child's actions to a law enforcement agency and the Children, Youth and Families Department and the director or principal of CCCS.

4. Bullying behavior by any student at CCCS is strictly prohibited, and such conduct may result in disciplinary action, including suspension and/or expulsion from school. "Bullying" 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, at a designated bus stop, or at school activities or sanctioned events. Bullying includes, but is not limited to, hazing, harassment, sexting, 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 that a reasonable person under the circumstances should know will have the effect of:
- Placing a student in reasonable fear of physical harm or damage to the student's property; or
  - Physically harming a student or damaging a student's property; or
  - Insulting or demeaning any student or group of students in such a way as to disrupt or interfere with the school's educational mission or the education of any student.

Students and parents may file verbal or written complaints concerning suspected bullying behavior to school personnel and administrators. Any report of suspected bullying behavior will be promptly reviewed. If acts of bullying are verified, prompt disciplinary action may be taken against the perpetrator, up to and including suspension and/or expulsion. The due process to which a student is entitled prior to suspension or expulsion is detailed below, in section C.

5. In response to a student apparently under the influence of a substance while in school, a referral to the principal or designee will be made and CCCS will resort to the following actions. (The due process to which a student is entitled prior to suspension is detailed below, in section C)
- a. Parent will be called and notified
  - b. Student and student's purse, backpack, etc. will be searched
  - c. Depending upon whether initial or repeated incident and on the results of search, student will be sent home or receive short-term suspension. If student is found in possession of an illegal substance, a police report may be made.
  - d. A referral will be made to the school social worker
  - e. Prior to return to school or on the day of return, student and parent will meet with the school social worker; student will receive a brief substance abuse assessment conducted by the school social worker; appropriate information or referral suggestions will be offered.
  - f. Upon return to school, the student will have 3 substance abuse sessions (group or individual) with the school social worker or designee.
  - g. Repeated occurrences may result in suspension, required substance abuse education sessions in school, and/or referral to community resources.

6. Students caught smoking tobacco on campus may be required to complete a mandatory ten week smoking cessation course. Classes are thirty minutes long for ten consecutive weeks.

### **C. Due Process**

1. The school administration must provide written notification to each of a student's teachers and to the student's parents/guardians within one school day of imposing any form of suspension. The school administration must keep on file a copy of the notification for any suspension occurring during a school year.
2. The Principal or designee is responsible for notification compliance and documentation. Copies of suspension notification may be discarded at the beginning of each academic year for prior years' actions, except for any long-term suspensions or expulsions still in effect.
  - a. Short-Term Suspension: A student facing suspension for fewer than ten (10) days is not entitled to a formal hearing, but is entitled to a rudimentary hearing, as follows:
    - i. Before the student is suspended, the student shall be informed of the charges against him or her and, if (s) he denies them, shall be told what evidence supports the charge(s) and be given an opportunity to present his or her version of the facts. The administrative authority is not required to divulge the identity of informants, although (s) he should not withhold such information without good cause. S (he) is required to disclose the substance of all evidence on which (s) he proposes to base a decision in the matter.
    - ii. If the student denies the charge(s), the school authority may delay the suspension in order to conduct further investigation, but is not required to. The discussion with the student may take place and a temporary suspension may be imposed within minutes after the alleged misconduct has occurred.
    - iii. The administrative authority is not required to allow the student to secure counsel, to confront or cross-examine witnesses supporting the charge(s), or to call witnesses to verify the student's version of the incident, but none of these is prohibited.
    - iv. The school shall make reasonable efforts to inform the student's parent or guardian of the charges against the student and the possible or actual consequence as soon as practical. If the school has not communicated with the parent/guardian by telephone or in person by the end of the first full day of suspension, the school shall on that day mail a written notice with the required information to the parent/guardian's address of record.
    - v. Long-Term Suspension or Expulsion: *See Student Rights and Responsibilities Section.*

## **V. Special Education Services**

The mission of CCCS is to work with students and families to identify the strengths, needs and issues impacting student success. Improving educational results for children with disabilities is an essential element of our school policy of ensuring equality of opportunity, full participation, independent living, and economic

self-sufficiency for individuals with disabilities. The CCCS will provide flexible and personalized programs for anyone seeking a high school diploma.

Individual needs of students who qualify for special education services will be addressed through their Individual Education Plan (IEP). Students with an IEP are expected to achieve at a level commensurate with his or her ability and IEP goals and objectives and may include assistance through accommodations and modifications and related services.

## **VI. Special Education Discipline Procedures**

CCCS will strive to provide for the basic welfare, educational opportunity, and safety of all its students. Special education students are not immune from school disciplinary processes, nor are they entitled to remain in a particular educational program when their behavior impairs the education of other students in the program.

CCCS will comply with applicable state and federal laws and regulations pertaining to long-term suspension or expulsion of special education students, or with any other disciplinary change of the student's current educational placement, as specified in the federal regulations implementing the reauthorization of the Individuals with Disabilities Education act ("IDEA") 2004, 34 CFR§ 300.530-536, 518, 533, 6 NMAC 31.2.11, 13. These procedures will include, but not be limited to, the following:

- Parent notification of the incident
- Functional behavioral assessments and behavioral intervention plans
- If a student is to be suspended for more than 10 school days cumulatively during the school year, a manifestation determination inquiry will be conducted to ascertain whether the student's behavior is a manifestation of the disability.
- If student's behavior is not a manifestation, then the student may be disciplined as any non-disabled student who committed the same violation(s) would be disciplined, except that the special education student must be provided FAPE.
- CCCS may change a student's placement without first conducting a manifestation determination when a special education student has drugs which includes possession and distribution, weapons, or inflicted serious bodily injury on another person.

## **VII. Special Education Procedural Safeguards**

Procedural Safeguards are procedures designed to protect legal rights for the student and parent when special education services are considered or provided. The IDEA law requires our school to provide you with the document "Parent and Child Rights in Special Education Procedural Safeguards Notice" when a student is eligible for special education services.

## **VIII. Student Dress Code**

Because CCCS values respect, safety, health and the educational process, the following are our guidelines for dress and appearance:

- Clothing/jewelry that promotes alcohol, violence, lewdness, drugs and/or tobacco, or is determined by staff to reflect possible gang-related information is not acceptable.

- Clothing/jewelry that disrespects a person or persons for any reason is not acceptable.
- Sunglasses or cosmetic contact lenses that hide or disguise the eyes cannot be worn in the school building.
- Clothing should be comfortable and appropriate\* for the school or work activity.
- Basically, anything that distracts from the learning process is not acceptable.

\*Appropriate is defined at staff discretion as:

- Clean
- Modest (ex. no halter tops (a strap over each shoulder is required) or other clothing that is revealing or does not cover private areas of the body appropriately for the school environment).
- “Outerwear” covers “underwear” so underwear cannot be seen
- School clothing: pajamas and house slippers are not considered school clothing
- Safe for the school activity

The Dress Code is a set of guidelines for helping young people understand the advantages gained by choosing certain types of dress in a specific environment to promote personal success. If a student wears something that requires this guidance, a teacher or staff member will discreetly inform the student, give the student a shirt to wear or ask the student to wear a jacket. The student may also call someone to bring appropriate clothing. Refusal to cooperate or repeated offenses may result in suspension from school.

## IX. Smoking

CCCS is a smoke-free campus.

## X. Food

Free and reduced lunch will be available to those students who qualify. Students may bring their own meals and snacks to eat during authorized break times, purchase food from the school vending machines and/or vendors on site authorized by the school. Students may not eat lunches in the classroom.

## XI. Medication Administration

It is recognized that some adolescents are able to attend school outside of the home because of the effectiveness of medications in the treatment of certain disabilities and illnesses. However, if at all possible, students’ medications should be administered at home. For medication administration to take place during school hours, Cesar Chavez adopts the New Mexico State guidelines regarding both prescription and non-prescription drugs. The State of New Mexico Nurse Practice Act (NMNPA) governing the administration of medications should be followed.

To ensure that students are medicated at school under maximum protection, the following guidelines should be followed:

- An authorization to administer prescription medication signed and updated annually by both the student’s primary health care provider and parent/guardian should be on file at the school.
- Authorization forms apply to both prescription and non-prescription medications.
- A parent/guardian should provide the school with a pharmacy labeled container or original manufacturer’s/provider’s container that holds the appropriate medication to be administered in the school setting.

## Medication Administration Options:

Any medication administered at the school should be made available to the school nurse in a pharmacy labeled container that provides the following information:

- Complete written instructions, including directions for handling possible complications must be provided.
- The licensed school nurse shall supervise the non-medically licensed person(s) by initial direction and periodic inspection of the delegated service.
- The licensed school nurse retains accountability for the quality and quantity of specialized health services, even though the non-medically licensed personnel are accountable for their own actions.

## Privacy and Confidentiality

**Physical Privacy:** Students have a right to privacy when specialized health care procedures are performed.

**Confidential Information:** Much of the information contained in student health histories, school health records and medical reports is of highly personal nature and not common knowledge. This is confidential information and is to be shared only with those school personnel who have a need to know in order to care for the student, provide for the student's safety and well being or establish appropriate therapeutic and educational goals.

## XII. Attendance and Punctuality

CCCS values excellent attendance and punctuality because these are essential habits for lifelong success.

**Parents/Guardians and students over 18 must keep the school informed through notes for excused absences and through phone calls or notes about attendance issues** (see truancy and excused absences below). In addition, much of our curriculum is self-paced with skill-building and support instruction provided daily in the classroom; **daily attendance is crucial to learning**. Therefore, the following is the CCCS Attendance Policy:

- Students are expected to have 100% attendance and punctuality for class, computer lab or any work/volunteer/service learning site or activity. Regularly scheduled classes are offered five days a week and on Saturdays.
- CCCS monitors for truancy as required by the Compulsory Attendance Law:
  - “**Student in need of early intervention**” means the charter school shall contact the student's parent(s)/guardian(s) to inform them that the student has unexcused absences from school and to discuss possible interventions unless the parent(s)/guardian(s) has contacted the school to explain the absence and the excuse complies with the school attendance policy;
  - “**Habitual Truant**” means a student who has accumulated the equivalent of ten or more unexcused absences within a school year. When a student becomes a habitual truant, CCCS shall, in addition, give written notice. If there is another absence, the student will be reported to the local probation services office within 7 days of the additional absence.

The school is committed to exhausting all possible intervention strategies before this occurs; daily phone calls may be made to check on absent students. The principal or designee will make a final decision in attendance matters.

- **All Excused Absences, including but not limited to illness, unplanned or emergency absences, medical appointments, hospitalization, or court appearances must be documented officially in writing.** Prolonged illness (3 or more consecutive days) requires a written doctor's (court, etc.) note. For 1 or 2 day absences, a note written by a parent/guardian and brought in no later than within 3 days of return must document illness, unplanned or emergency absences. Prior notification (calling in) is appreciated, but must be followed up with a note. Special circumstances must be specified in writing prior to absences and signed by the student, parent/guardian and administrator or designee. All undocumented absences will be considered unexcused.
- **Multiple unexcused absences** are subject (but not limited) to the following actions:
  1. 5<sup>th</sup> unexcused absence of the school year: student becomes a "Student in need of early intervention" and a letter will be mailed to parent/guardian and a meeting scheduled to create a corrective action plan.
  2. 10<sup>th</sup> unexcused absence of the school year: student becomes a habitual truant and letter will be mailed to parent/guardian.
  3. 11<sup>th</sup> unexcused absence: truancy referral to authorities.
- **Excessive excused absences** may result in further inquiry from the principal and request for additional documentation.
- **Multiple tardies** are subject to the following actions:
  1. 4<sup>th</sup> tardy in a class within each quarter: student is sent to Dean of Students or Principal for a discipline referral and call home to parent. Student is scheduled to attend Study Hall the following Friday to make up work. The 4<sup>th</sup> tardy becomes an unexcused absence if the student does not attend the assigned Study Hall or an excused absence if the student does attend the assigned Study Hall.
  2. Multiple 4<sup>th</sup> tardies within a quarter: the assigned time in Study Hall is increased. If the tardies continue, a parent meeting may be scheduled, and additional action may be taken.

Ten consecutive, unexcused school days missed may result in automatic disenrollment from school.

Grades may not be reduced because of attendance or disciplinary action per se. Grading plans may include participation grades as a part of an overall grading method. Student's grades may suffer as a result of mathematical averaging of missed assignments or zero participation grades. However, grades may not be reduced as a direct penalty for non-attendance.

- CCCS offers Independent Study classes and may also create an individualized attendance plan based upon the student's personal and academic needs as determined by the student, family, mentor, instructor(s) and administrator.
- Procedures for pregnant / parenting teens: When students are pregnant they are expected to come to school unless there is some sort of complication. After a student has her baby, she is expected to be back in school 2 weeks post partum, unless she has had legitimate difficulties or a c-section. Furthermore, these students will need a doctor's excuse for their baby to attend the daycare if the baby is less than 6 weeks old. If a doctor will not release the baby (this rarely happens) the student's teacher / mentor can speak to the pediatrician in order to get the release. If a doctor will not release the baby into daycare, the mother will be considered on maternity leave for up to six weeks.
- At all times, CCCS teachers and staff expect open, honest communication with families when a student is absent or late.

### XIII. Standard CCCS Graduation Path

Graduation requirements for students at Cesar Chavez Community School have two parts: 1) course credit requirements and 2) the State of New Mexico examination requirement.

#### Course Credits

**Students who began 9<sup>th</sup> grade before the 2005-2006 school year** are required to complete a minimum of twenty-three (23) credits for graduation. These include the following:

English.....	4 credits
Mathematics.....	3 credits
(Resource Math, Algebra I, Geometry)	
Science.....	2 credits
(Biology, General, or Physical)	
Social Studies.....	3 credits
(US History [1], World History [1], Government [.5], Economics [.5])	
Communication Skills.....	1 credit
Physical Education.....	1 credit
Health.....	0.5 credit
Electives.....	8.5 credits

**Students who entered 9<sup>th</sup> grade after the 2005-2006 school year but before the 2008-2009 school year** must complete the following twenty-three (23) credits:

English.....	4 credits
Mathematics.....	3 credits
(Resource Math, Algebra I, Geometry)	
Science.....	3 credits
(Biology, General, Physical)	
Social Studies.....	3.5 credits
(US History [1], World History [1], Government [.5], Economics [.5], New Mexico History [.5])	
Communication Skills.....	1 credit
Physical Education.....	1 credit
Health.....	0.5 credit
Electives.....	7 credits

**Students who enter 9<sup>th</sup> grade during the 2008-2009 school year** must complete the following twenty-four (24) credits:

English.....	4 credits
Mathematics.....	4 credits
(Resource Math, Algebra I & II*, Geometry)	
Science.....	3 credits
(Biology, General, Physical)	
Social Studies.....	3.5 credits
(US History [1], World History [1], Government [.5], Economics [.5], New Mexico History [.5])	
Communication Skills.....	1 credit
Physical Education.....	1 credit
Health.....	0.5 credit
Careers, Workplace Readiness, or a language other than English.....	1 credit
Electives.....	6 credits

**Students who enter 9<sup>th</sup> grade during the 2009-2010 school year** must complete the following twenty-four (24) credits:

- English.....4 credits
- Mathematics.....4 credits  
(Resource Math, Algebra I & II\*, Geometry)
- Science.....3 credits  
(Biology, General, Physical)
- Social Studies.....3.5 credits  
(US History [1], World History [1], Government [.5], Economics [.5],  
New Mexico History [.5])
- Physical Education.....1 credit
- Health.....0.5 credit
- Careers, Workplace Readiness, or  
a language other than English.....1 credit
- Electives.....7 credits

\*Parents may sign a waiver that permits their student to take a 4<sup>th</sup> math class other than Algebra II. This means that the parent is responsible for this choice, knowing that it may limit the student’s choices following graduation.

### **State Examination**

In addition to completing the above credits, the student must pass a state examination in the subject areas of reading, language arts, math, writing, science, and social studies.

Non-standard graduation paths may be developed through the Individualized Education Plan for students receiving special education services.

\*\***Alternative credit** courses meet current New Mexico graduation requirements; however, they may not meet college entrance requirements. CCCS offers alternative credit in Communication Skills (1 credit) and Health (.5 credit) through the GRADS (parenting) courses and or Child Development courses.

\*\***Health curriculum regarding sexuality performance standards or “abstinence-only”**: Parents have the option to request an exemption from the parts of the Health Education Curriculum that address the sexuality performance standards for their child/children. At the time of registration, parents will be asked to designate in writing which course of study they choose: a) the state health curriculum that includes all sexuality performance standards included in the state standards and benchmarks; or b) an “abstinence-only curriculum”. CCCS shall provide instruction to all students about HIV and related issues in the curriculum of the required health education content area as set forth in 6.12.2.10C NMAC.

<b>XIV. CCCS GRADING</b>
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- A = 95% to 100%
- A- = 90% to 94%
  
- B+ = 87% to 89%
- B = 84% to 86%
- B- = 80% to 83%
  
- C+ = 77% to 79%
- C = 74% to 76%
- C- = 70% to 73%

F = 69% at withdrawal from CCCS if failing the class.

NG = No grade/credit; credit was not earned during allotted time period. Credit may be finished during study hall, independent study, summer school, or enrollment in the class again.

NC = No Credit. Class must be repeated.

NS = Not started/no credit; student has not started the class (scheduled, but continued previous quarter's work).

XNG =NG has expired; class must be repeated by enrolled students. When a student withdraws or is dropped from CCCS, all NGs expire.

Grades may also factor in participation.

### **Grade Levels by Credits**

9 <sup>th</sup> grade:	0 - 5 credits
10 <sup>th</sup> grade:	5.5 - 11 credits
11 <sup>th</sup> grade:	11.5 - 17 credits
12 <sup>th</sup> grade:	17.5 - 23+ credits

### **Self-paced Curriculum**

- Generally, each .5 credit earned in the curriculum is based upon completion of a set number of assignments or packets at a minimum grade of 70%.
- Packets with less than a 70% grade must be redone until a minimum of 70% is reached.
- Students earn credit as soon as the set of packets or assignments is completed at 70% and may then go on to the next .5 credit set of lessons.
- At the end of a grading period (quarter, summer session, student withdrawal) all students must receive a final grade report.
- If the student has completed only a part of the required number of packets or assignments in a subject, the NG grade report will note an average grade for completed work and specify the packets or assignments still needed to complete the .5 credit.
- NG records are maintained so that on-going students can resume work on the .5 credit as soon as the next grading period begins. After 2 quarters an NG class expires, becomes an XNG, and must be repeated. When a student withdraws or is dropped from CCCS, all NGs expire.

### **Class Ranking**

For the purpose of calculating GPA and rank in class for all seniors:

1. Establish each student's initial eligibility for being included in class ranking by determining:
  - a. That the student has passed the New Mexico required assessment(s) for graduation or an alternative assessment; and
  - b. That the student has been enrolled in CCCS for 4 consecutive quarters at the time of graduation.
2. Calculate the GPA and rank for each eligible student when all credits for graduation earned:
  - a. A 4.0/5.0 scale will be used: 5.0 scale for academic core class credits earned at college level in dual enrollment (determined by CCCS counselor) and for Elementary Functions math course credit earned at CCCS. 4.0 scale for all other classes.
  - b. The GPA calculation will be carried to the thousandth place.
  - c. A tie in ranking will result in shared placement and honors.

## XV. Student Success Support

### A. Support Services

One of the major benefits parents and students will enjoy about their experience with CCCS is the pro-active approach taken in providing student support services. Students have access to a variety of support services both through the school and its interagency partnerships.

If referred, a student receives an initial evaluation by the CCCS Student Assistance Team/IEP team. The school also provides special education screening, testing, case management, and service delivery. In addition, referrals can be made to independent counseling, psychiatric, or evaluation services. CCCS will assist with independent referrals, but is not responsible for any costs related to those referrals.

All students have access to a school social worker. Students can self-refer and also receive a referral from a teacher or other staff member.

### B. Mentoring Program

- CCCS understands that each student needs to have someone at school that watches over their progress, helps them when they have problems, and stays in contact with parents/guardians. Each student is assigned a Mentor, a school staff person who keeps in regular contact with the student.
- In meetings with the student, the Mentor monitors academic progress, reviews goals, writes plans for improvement when needed, and helps in dealing with any problems affecting school success.
- At least once a quarter, the Mentor will schedule a formal meeting with the student and parent.
- The Mentor is consistently available to the student and family for help, and the Mentor works to spot any difficulties and provide assistance as soon as possible.

### C. Reading Support

CCCS recognizes that reading ability profoundly affects a student's success in every area of life. Based upon an assessment when entering CCCS and period checks thereafter, students in need of extra reading instruction will be placed in a special integrated English class that provides intensive, research-based reading instruction along with required English instruction or as an Elective. Students will remain in the class until a proficient reading level is attained. Depending upon individual student plans, English or elective credits can be earned. CCCS currently uses the *Read 180* and *Read Naturally* programs. **Regular participation is critical to student progress, and in-class participation may be required (and missed participation must be made up) to receive credit in the class. Failure to meet in-class participation requirements may result in withdrawal from the class or taking the class again.**

### D. Math Support

CCCS also recognizes that basic math skills are critical to future success. Based upon an assessment when entering CCCS and period checks thereafter, students in need of extra math instruction will be placed in a Math Lab class that provides intensive, research-based math instruction. Students will remain in the class until a proficient math level is attained. Depending upon individual need, math or elective credits may be earned. **In this program, regular participation is critical to student progress, and in-class participation may be required (and missed participation must be made up) to receive credit in the class. Failure to meet in-class participation requirements may result in withdrawal from the class or taking the class again.**

## **D. Testing**

### **CCCS administers the following assessments:**

- SRI (reading) and STAR (math) to measure student skill levels upon entry or at the start of the school year and at least three times during the year to monitor student learning.
- WorkKeys to provide seniors the opportunity to earn a Career Readiness Certificate.
- ACCESS to identify second language students who may need additional instructional support.
- New Mexico High School Competency Exam: a New Mexico graduation requirement.
- NM Standards-Based Assessment for 11<sup>th</sup> grade students as required by No Child Left Behind. This is the state testing resulting in a rating for the school. 11<sup>th</sup> grader participation is very important because the school is required to test at least 95% of those students.

## **E. Students aged 18 years or older**

Students are required by law to attend school until 18 years old.

Every student attending CCCS, regardless of age, is required to follow all school rules, procedures and expectations.

Parent or family involvement is expected unless there are extenuating circumstances.