



“Si Se Puede!” “Yes I can”
-Cesar Chavez

Parent and Student Information
2026-27
(revised 6-16-2026)

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I. Vision, Mission, Goals, and What Makes CCCS Different

Cesar Chavez Community School (CCCS) offers a unique high school experience for students seeking alternatives to traditional secondary schools.

Our Vision

Empowering students to: value their strengths, embrace change and create meaningful pathways.

Our Mission

CCCS offers intensive support to students entering or reconnecting to high school through flexible and personalized programs during non-traditional hours. We prepare our graduates for their next steps, including education, training, work, family, and participation in the community.

Our Goals are to:

- Provide options of online and in-person 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.

Description of Cesar Chavez Community School

WHAT MAKES CCCS DIFFERENT?

CCCS is focused on meeting every student where they're at, and designing individual learning programs to meet the needs that were not met in traditional school settings. CCCS is focused on flexible and personalized learning through hybrid options, including high-quality, on-campus and remote learning and Zoom classes. CCCS Parent: "The flexibility of the program is tremendously empowering, online, hybrid, in-person, as she changes, her schedule changes with her to support her perfectly."

Further, CCCS provides every student and family with a staff mentor. Mentors and students build relationships throughout the students' high school years. Mentors build consistent and meaningful communication with students and families regarding attendance, academic progress, and students' goals.

CCCS Parent: "CCCS' Mentors are the anchor of the whole program. They are so much more than just an advisor. They help with academics with questions about classes and schedules, but they also connect with students on a really human level, as a person. It doesn't matter what the challenge of the day is in your life, your mentor is there for you and they will work with you to help you figure it out."

CCCS has created a unique hybrid program that provides every student with a Chromebook and allows students the flexibility to learn from home, or on campus, while working directly with teachers and other students in

daily Zoom classes. CCCS utilizes daily direct instruction and creative, teacher-created curriculum to meet the unique needs of each one of our students. Teacher-created curriculum integrates learning standards with students' real-life connections, differentiated to meet the unique needs of every student in their classes.

CCCS provides high caliber educational services during times and formats that are more flexible and self-paced for non-traditional and working students. Students and families are empowered to choose their own individualized schedule and learning plan.

All courses and supports are FREE, including credit recovery and accelerated credit earning, Zoom classes, Edgenuity classes, Career class electives, Creative Arts electives, Independent study classes, CTE and Dual-credit College classes, tutoring classes, and volunteer and work experience options.

This unique program attracts learners who need more flexibility and support. Our students often did not feel comfortable or supported in traditional settings. Our students are often juggling school responsibilities with life-demands and challenges, such as work, health issues, or family-responsibilities.

CCCS is made of excellent staff and teachers who are highly committed to the success of all our students! We work to provide a safe, nurturing, positive and supportive environment, at all times. And we work side-by-side with students to problem-solve and overcome educational barriers.

Students who have previously experienced academic challenges in more traditional school environments find that they can build confidence and excel with the support available at CCCS.

Graduate Profile

Cesar Chavez Community School Graduate Profile was built through a process of input from students, staff, community members, and parents. The profile builds around the key word: EMPOWER.

E - Enduring

We don't give up. We build our strength and endurance to make a positive impact on our own lives and the lives of others.

M - Meaningful and Mindful

We can ground ourselves and find meaning, beauty, and purpose in the great wonders of living, learning, and growing.

P - Pride

We have self-confidence and pride in our personal strengths and in our contributions to making positive change in ourselves and our community.

O - Ownership

We take ownership of our learning, build responsibility, self-advocate, as we continue to learn new things.

W - Work and Career Connection

Our work and career skills include math, problem solving, reading, communication, writing, collaboration, self awareness, creativity, and curiosity.

E - Exploring Perspectives and Possibilities

Our exploration of multiple perspectives and points of view expand our ideas and possibilities for personal and community growth.

R - Real World

We learn from the real world, and apply our learning to the real world. We practice empathy and work to make a positive impact on real-world issues.

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

CCCS is free and open to students from anywhere in the state of New Mexico in grades 9-12.

The school will advertise a lottery admission period each April-June, for the upcoming school year, so that all interested students may have an equal opportunity to apply for available spaces. The lottery date(s) will be posted on the home page of the school website at least two weeks prior to the date(s).

After the lottery admission period, or after the academic school year has started, students can be enrolled on a first come, first serve basis, **if the school is not at capacity**.

Students interested in enrolling in CCCS should call the school office at (505)877-0558 or (505)750-3048. As space is available, pre-registration or enrollment windows are scheduled to bring in new students throughout the year.

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/or emailed and will be given a specific due date by which they need to respond to the phone call or email in order to be enrolled. 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.
3. Children of current employees of the charter school.

NOTE: Enrollment preference #1 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.

Registration Information:

Registration will be scheduled and requires in-person testing. Orientation is required as part of the registration process.

NOTE: CCCS ensures that students who are identified as Homeless are not prevented from entering schools based on inability to produce records normally required for enrollment, as per the McKinney-Vento Homeless Assistance Act.

CCCS ensures that students who are in foster care are not prevented from entering schools based on inability to produce records normally required for enrollment. The Fostering Connections Act requires providing educational stability to students in foster care. CCCS Foster care Point of Contact works in collaboration with child welfare agencies to ensure that determinations are made for the best interest of the student, stability is maintained, and necessary transportation arranged.

Note: Military Family Early School Enrollment Amends 22-1-4 NMSA 1978; military families relocating to military installations in NM pursuant to official military orders may enroll children in public school prior to actual physical presence in district; parents can submit student's name for lottery, school will accept electronic enrollment, and will supply parents requesting information with program information and materials with relevant information about the school.

A student's parent shall provide proof of residence in the state within forty-five days after the published arrival date provided on official military documentation; and may use any of the following addresses related to the family's military move: (a) a temporary on-base billeting facility; (b) off-base military housing; or (c) a purchased or leased residence.

Student Dental Exam Verification

New Mexico law requires SCHOOL to verify student records of dental examination prior to the student's initial enrollment in CCCS. Parents/guardians of students (or, if over 18, the student) are required to provide an executed Student Dental Examination Verification Form as part of the enrollment process prior to CCCS initially enrolling the student. Parents/guardians/students over 18 may choose a waiver from this verification process by checking the correct box on the Form.

This Form shall be collected and stored by CCCS as part of student records; confidentiality shall be maintained and shall be only accessible to CCCS staff or Nurse on a need-to-know basis, consistent with the privacy protections of FERPA. End-of-year student data regarding student dental examination shall be reported to NMPED consistent with NMPED requirements.

Parents/guardians/students over 18 who wish to receive information about local resources regarding access to oral health cases should see the CCCS Nurse for information. In addition to local resources, the New Mexico Department of Health, Office of Oral Health is available at 505-827-0837.

III. Student Rights and Responsibilities

Students have a right to:

Acceptable Use of Internet and Technology Resources

All CCCS students who use or have access to school technology must sign and abide by the school's Acceptable Use Policy (AUP) indicating their knowledge of and agreement to terms and conditions of use of school technology resources. Failure to follow the AUP will result in the loss of these tools and may result in disciplinary action up to and including suspension, expulsion, and criminal charges. All technology resources

must be used in a responsible, efficient, ethical, and legal manner and in accordance with the CCCS mission statement and goals.

Opt Out of Having Directory Information Published

- Parents and students have a right to opt out of having directory information published by requesting a “Nondisclosure of Directory Information” form. Otherwise, CCCS is entitled to publish such information until or unless a student or parent requests in writing that CCCS cease publication of the directory information at registration annually.

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.

Educational Rights of Homeless and/or Unaccompanied Students

- The right to immediately enroll in and have full and equal opportunity to succeed in school including educational services for which such students and families are eligible.
- The right to make use of the dispute resolution process which includes the following steps:
- Notify Liaison (school social worker) of problem and attempt informal resolution
- If unsuccessful, complete dispute resolution form and submit to administrator
- Administrator or designee will convene a meeting of relevant parties and resolve problem
- The right to a simple form that parents, guardians or students can complete and return to the school to initiate the process. Form may be requested from the school social worker or at the front desk.

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 hygiene is to reflect and promote 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 use of hand-held metal detectors, 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.

IV. What to do If You Believe That Your Rights Have Been Violated

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 students, 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.
- When a complaint or concern is not resolved through the informal process, the principal or designee will explain the formal process, advise submission of the CCCS Complaint Form, and follow the procedures as specified in policy A-10, Complaint Procedures.
- 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 written or 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 written or recorded 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.

V. 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.

Please Note: "The Crown Act" prohibits discipline/discrimination/disparate treatment against students based on race, culture, religion, or because student's use of 'protective hairstyle' or 'cultural headdresses': the act protects (for example) braids, twists, tight coils, tight curls, cornrows, bantu knots, hijabs, head wraps, etc.

Please Note: CCCS Code of Conduct policies expressly prohibit against racialized aggression involving students or school personnel. Racialized aggression is defined as a verbal, behavioral or environmental aggression, whether intentional or unintentional, that communicates hostile or denigrating attitudes aimed at any

particular racial or cultural groups. For further information and resources on racial incidents, you may also email PED's Anti-Racism/Anti-Oppression Hotline: ARAO.Hotline@ped.nm.gov.

A. AI Policy

AI Vision & Commitment

Cesar Chavez Community School recognizes that Artificial Intelligence (AI) is reshaping education, work, and society. We are committed to preparing students to navigate this evolving landscape with **integrity, creativity, and critical thinking**, while ensuring that technology never replaces human connection and learning in schools.

CCCS supports mindfulness and reflection around the environmental and societal impacts of AI. CCCS values the meaningful growth and joy that comes from inward-focused human reflection; experiencing creative processes, from ideas to completion; and discussion and collaboration with each other.

CCCS AI policy is designed to:

- Ensure **ethical and responsible** use of AI.
- Help protect against threats that AI poses.
- Provide **clear guidelines** for academic integrity.
- Guide students and staff in how they can use AI as a tool for **learning, innovation, and career/college readiness** where appropriate.

Guiding Principles

1. **Human-Centeredness**– AI may support and never replace teacher guidance, student effort, or human creativity, reflection, communication, connection, and judgment.
2. **Equity & Access** – All students should have opportunities to use technology tools safely, regardless of background, resources, or location.
3. **Ethics & Academic Integrity** – Students and staff must use AI responsibly, citing its role when used. Students and staff must ensure that their work reflects their own understanding.
4. **Transparency & Accountability** – Any AI used must be visible, explainable, and aligned with CCCS's values of personal development, academic growth, empowerment, creativity, and integrity.
5. **Digital Best Practices** – Students and staff are expected to question AI outputs, identify misinformation, practice online safety, use best practices, and safeguard privacy and data.
6. **Continuous Learning** – Students and staff must bring a growth mindset to the evolving digital landscape and continue to seek out and analyze new information.

Academic Integrity is Key

To maintain academic integrity, students need clear guidelines explaining how and when AI can be used in their coursework. Without clear expectations, they may misuse AI in ways that hinder learning or violate academic policies. Open discussions help students understand AI's role in each assignment or assessment, ask questions and consider its ethical implications. The AI Assessment Scale below provides a framework example that educators and students can use to evaluate appropriate AI use. Educators may adapt or customize a similar framework for their classroom based on their students' learning needs and school policy.

Potential Use of AI in Coursework

CCCS adopts a **5-tiered framework for AI use** (adapted from the NMPED state's AI Assessment Scale)

AI Citation

- **AI Citation:** Students will credit any AI use in assignments.

***The 5 Tiers: “MODE CODE”**

1	NO AI	The assignment is completed entirely without AI assistance, ensuring that students rely solely on their existing knowledge, understanding, and skills.	You must not use AI at any point during the assignment. You must demonstrate your core skills and knowledge.
2	AI PLANNING	AI may be used only for specified pre-task activities such as brainstorming, outlining and initial research. This level focuses on the potential use of AI for tasks including planning and supporting ideation. Assessments should emphasize the ability to develop and refine these ideas independently..	You may potentially use AI for only specified pre-task activities such as idea development, and research. Your final submission should show how you have developed and refined these ideas.
3	AI COLLABORATION	AI may be used to help complete only specified tasks, which may include tasks such as idea generation, drafting, feedback, and refinement. Students should critically evaluate and modify the AI suggested outputs, demonstrating their understanding.	You may use AI to assist with specific tasks such as drafting text, refining and evaluating your work. You must critically evaluate and modify any AI-generated content you use
4	FULL AI	AI may be used to explore different elements of the task, with students directing AI to achieve the assessment goals. Assessments at this level may also require engagement with AI to achieve goals and solve problems.	You may use AI extensively throughout your work either as you wish, or as specifically directed in your assessment. Focus on directing AI to achieve your goals while demonstrating your critical thinking.
5	AI EXPLORATION	AI is used creatively to enhance problem-solving, generate novel insights, or develop innovative solutions to solve problems. Students and educators co-design assessments to explore unique AI applications within the field of study.	You may explore using AI creatively to solve a task, potentially co-designing new approaches with your instructor.

Protection and Safety

Prior to any AI purchase or implementation, educators must evaluate tools with a critical lens. Educators should consider the benefits of using AI, the protections necessary to keep students safe and the steps or interventions that would be necessary to address concerns when they occur. The four-step approach to navigating the M.A.Z.E. of AI adoption may help educators to evaluate and select safe and effective online platforms. M.A.Z.E. stands for Monitor data privacy, Assess for accuracy, Zero-in on bias and Evaluate value.

Based on the 2022 White House Executive Order for “A Blueprint for an AI Bill of Rights,” the following **five principles or protections** offer the building blocks for understanding and designing safe,

responsible and ethical learning environments with AI.

- **Safe and effective systems** - AI should work reliably and not cause harm to the user. The AI tool should offer effective learning opportunities without widening learning gaps.
- **Algorithmic discrimination protection** - AI should avoid bias and treat all people equitably. AI tools should be trained on diverse data and allow for human oversight in decision making.
- **privacy** - Students' and educators' data should be secure, and they should have control over how it is used. AI tools must comply with data protection laws and respect data sovereignty (where data are stored, who owns the data, and how or when the data is deleted).
- **Notice and explanation** - Students and educators should know when AI is involved and how decisions are made. AI tools should have clear terms of use and user-friendly explanations.
- **Human alternatives, consideration and fallback** - Students and educators should have control and the ability to opt out of AI-driven decisions when needed. AI tools should employ safeguards to mitigate and correct machine errors.

Preventive Measures & Clarity

- All syllabi and/or assignments must clearly state at which level AI use is permitted, and if so, **how** it must be cited/disclosed.
- Require students to complete **AI Citation, AI Process Statement, or MODE CODE** when AI tools are used, indicating the specific tool used and how they modified or evaluated the output. ● Include on-going instruction about the reliability, bias, and limitations of AI tools, so they understand why integrity rules are essential.
- **AI Process Statement:** For major assignments, students may be required to write a brief statement describing the AI tools I used (if any) and their intended purpose.

Academic Integrity & Misuse Section

Definition of Academic Misuse / Violations

Plagiarism includes any use of AI to generate any work without proper disclosure. This includes, but is not limited to:

1. Submitting AI-generated text or artwork as one's own original work.
2. Paraphrasing or using content produced by AI without citation.
3. Using AI tools in ways prohibited by the MODE CODE for the assignment
4. Altering or editing AI output while passing off the output as primarily student work

Investigation & Evidence Standards

Use of AI Detection Tools

- AI detection tools may be used, but they cannot serve as the sole evidence for a violation, since they are prone to high false positive rates.
 - Any flagged work must be followed by human review.

To ensure fairness and consistency in evaluating suspected violations, AI investigations will include:

1. **Multiple forms of evidence**, such as:
 - Document history/version tracking that shows workflow and edits.
 - Comparison to prior work (writing style, depth, knowledge).
 - Verbal review of work content to demonstrate student understanding
 - Review of sources/references cited (to verify authenticity).
2. **Transparency and student involvement:**
 - Students will be informed of the concern and given a chance to explain their process.
 - Documentation of steps taken to investigate potential plagiarism.
3. **Standard of proof:**
 - Use a “clear and convincing” standard — more than mere suspicion, but less than beyond a reasonable doubt.
 - Without sufficient proof (Chat Link, Document History, drafts, proper citations, or evidence that the student understand and can present their work), the next steps follow consequence below
4. **Multiple decision-makers:**
 - Involve more than one teacher/staff member if the case is severe or ambiguous.

Consequences by Severity

Here are suggested tiers of consequences, drawn from practices in high schools and higher ed institutions:

Offense Level Suggested Consequences
First offense ● Reteaching/instructional session on AI, academic integrity, and ethics ● Repeat the assignment ● Reflected in the student record but not escalated ● Academic integrity warning documented
Second offense ● Parent/guardian notification ● Complete an additional or alternative assignment ● Reflection assignment on the ethical use of AI
Third offense or egregious misuse ● Parent/guardian meeting ● Loss of credit for the course

AI-Related Cyberbullying Policy

In alignment with CCCS’s existing Bullying policy the use of artificial intelligence (AI) or AI tools to create, facilitate, or promote bullying or harassment of any kind is strictly prohibited. This includes but is not limited to:

- Generating or sharing AI-created images, audio, video, or text intended to ridicule, threaten, or harm another student or community member.

- Producing or distributing **AI deepfakes**, altered or other forms of synthetic media without the clear, informed consent of the individual(s) represented.
- Using AI tools to spread false, intimidating, harmful, or discriminatory, extortionary content targeting another student, staff member, or community member.

Any violation of this policy will be treated as a serious act of cyberbullying and harassment and will follow the same investigative procedures, restorative practices, and disciplinary consequences outlined in CCCS's Student Code of Conduct and Discipline. Disciplinary actions may include referral, suspension, expulsion, or referral to law enforcement, particularly in cases that involve image-based abuse, exploitation, or criminal behavior.

CCCS affirms that the ethical use of technology is essential to maintaining a safe, respectful, and supportive learning environment. Misuse of AI to engage in bullying undermines this standard and will not be tolerated.

Adapted from: New Mexico Public Education Department. (2025). *New Mexico AI guidance for K-12 education* (Version 2025.1). Curriculum & Instruction Division, New Mexico Public Education Department.

B. 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 14.

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.

Participation in the **Medical Cannabis Program** by qualified patients or primary caregivers does not relieve them from criminal prosecution or civil penalty arising out of: unauthorized possession or use of cannabis in a school bus or public vehicle and on school grounds or property.* see NMDOH website

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.

Extortion

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

Firearm, Possession*

Any firearm that is designed to, may readily be converted to, or will expel a projectile by the action of an explosion; and any destructive device that is an explosive or incendiary device, bomb, grenade, or similar device.

CCCS complies with the **Gun Free Schools Act** and 6.11.2 NMAC which states that any student who is determined to have knowingly brought a firearm to school, shall be expelled from school for a period of not less than one year, except where the superintendent of the school has reason to modify such expulsion requirement. Further, schools are required to refer any student who brings a firearm to school to the criminal justice system or juvenile delinquency systems, except where the superintendent of the school has reason to modify such requirement.

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.

***“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.**

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.

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 or on student’s school materials or school clothing, intimidation of others, gang fights and/or initiation rituals, wearing gang attire or “colors” and visible gang tattoos. A “gang” can be any group of students and/or non-students whose group behavior is threatening, delinquent, criminal, or violates CCCS policies. A gang member is any person who participates in, or with, a gang, with knowledge of the gang’s illegal or otherwise unallowed behavior.

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 or has visible tattoos consistent with gang logos, graffiti or symbols.
- 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.
- The student solicits or participates in soliciting “protection” or engagement in violence or threats.

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.
- Inappropriate 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 or electronics, i.e., any use that disrupts the class, the campus or school activities.

Language, Profane and/or Abusive

Using language, which is crude, offensive, or insulting; 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, vaping pens, or bongs.

Robbery

Taking the 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 sexual 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 will be reported to the Albuquerque Police Department.

Theft

Unauthorized possession and/or sale of property of another without consent of the 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*

“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, and may consist of but is not limited to:

- A firearm: defined as any weapon that is designed to, or may readily be converted to or will expel a projectile by the action of an explosive. A “firearm” is further defined as any weapon, including a started gun, which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of any such weapon, any firearm muffler or firearm silencer or any destructive device (See also, “Firearm, Possession”)
- Any type of gun
- Any type of knife
- Any type of explosive
- Spiked wristband, brass knuckles, etc.
- 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

It is the policy of the CCCS that no student shall bring a weapon to school, into a school zone, nor carry or keep any weapon in school property or while attending or participating in any school activity, including during transportation to or from school or a school activity.

The use of any weapon or “look-alike” weapon to threaten, intimidate, attack, injure or kill any person is prohibited.

C. 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 always strives to respond to a student’s violation of school rules or disruptive conduct in a constructive, problem-solving manner that keeps the student in school. In serious circumstances affecting safety, CCCS 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 students 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. If parent/guardians cannot be reached, emergency contacts may be contacted.
 - 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. The student may be assigned school or community service. Supervision will be determined by school officials.
- d. Referrals: Students may be referred to various school personnel or other entities for appropriate interventions/services.
- e. In-School Suspension: Students may be removed from class or activity, but remain at school until satisfactory resolution is reached.
- f. Transfer: Students 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, verbal or physical aggression, etc., 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.

Procedure:

In response to a student involved in a verbal or physical threat or altercation, an immediate referral to the principal or designee will be made and CCCS will resort to the following actions:

- a. Parent will be called and notified
- b. Student and student's means of transport, purse, backpack, etc. may be searched
- c. The student will be sent home for suspension. Police may be called.
- d. A referral may be made to the school social worker.
- e. Upon further investigation, action may be taken that could result in additional behavior contracts/plans, suspension time, expulsion, police report, or other action deemed appropriate.

Penalties:

- 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 as 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 quarter(s). Note: A student receiving a long-term suspension will lose credit for the quarter(s).
- c. Expulsion: Removal of a student from CCCS for a period exceeding two quarters. Note: A student receiving an expulsion will lose credit for the quarters 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, gender, gender identity, 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, or possessing an illegal substance at 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. may be searched
- c. Depending upon whether initial or repeated incident and on the results of search, students will be sent home or receive short-term suspension. If a student is found in possession of an illegal substance or paraphernalia, it will be confiscated and disposed of, and a police report may be made.
- d. A referral will be made to a school social worker
- e. Prior to returning to school or on the day of return, student and parent must 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. Within 3 days after return to school, the student will meet an additional time with the school social worker
- g. Repeated occurrences may result in long-term suspension, required substance abuse education sessions in school, and/or referral to community resources.

D. 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.

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.

Long-Term Suspension or Expulsion: *See Student Rights and Responsibilities Section.*

VI. USE OF WIRELESS COMMUNICATION DEVICES/CELL PHONES BY STUDENTS

Cell Phone and Electronic Devices, Use in School

CCCS understands that cell phones are an integral part of current society. CCCS also acknowledges that cell phones can be a significant distraction in classrooms and can create a barrier to classroom cohesiveness, productivity, and learning.

DEFINITIONS: A. Wireless Communication Device (WCD) means a portable electronic device capable of transmitting voice, text or data, including a: cellular phone, smartphone, or smartwatch; headphones/earbuds; tablet computer; laptop computer; or gaming device. This definition includes any cell phone or non-school-related electronic device that may cause distraction during class time.

Cell phones and non-school related technology must be stored in designated storage areas during class time to minimize possible distraction. Students are required to store WCD's in a school-provided container during class time.

The prohibition against student use of WCDs during instructional hours shall not apply:

1. if a teacher permits student use of a wireless communication device for educational purposes,
2. in the event of an emergency,
3. for a medical necessity,
4. as an identified accommodation in an individualized education plan or section 504 plan for a student with a disability.

Students may request one “Phone Pass” per class for up to five minutes to step into the hallway for a legitimate phone use purpose.

Students may be given one reminder to put away cell phones during class. If a student has their phone “out” (i.e. in sight), or their phone is a distraction during class, that student will receive a discipline referral. Discipline or behavior referrals for inappropriate phone use in school will be discussed with the student and a plan made to avoid any further disruptions.

If phone or WCD issues continue after a referral, parents will be contacted and further steps taken to minimize WCD distractions. Repeated issues with electronic device violations may result in additional steps such as: behavioral contracts, parent coming to pick up the cell phone to remove it from campus, or in-school suspension.

VII. Special Education & Gifted Services

CCCS works with all students and families to identify the strengths, needs and issues impacting student success. Improving educational results for children with disabilities and exceptionalities is an essential element of our school. Cesar Chavez Community School staff provides flexible and personalized programs for anyone seeking a high school diploma.

The individual needs of students who qualify for special education services will be met through their Individual Education Plans (IEP’s). CCCS works to ensure equality of opportunity, full participation and high-quality, relevant learning for children with disabilities and exceptionalities. CCCS is an inclusion school. All teachers work with on-going Special Education teachers and Educational Assistant supports to offer an appropriate level of learning with accommodations and modifications provided as per IEP. Students with IEPs are expected to achieve at a level commensurate with his or her ability; IEP goals and objectives may include assistance through accommodations, differentiated instruction, modifications, and/or related services as needed.

VII. Special Education Discipline Procedures

CCCS strives to provide for the 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 a 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 imminent safety is involved such as when a special education student has drugs which includes possession and distribution, weapons, or inflicted serious bodily injury on another person.

VIII. 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 schools 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.

IX. Student Dress Code

Because CCCS values respect, safety, health and the educational process. We ask all students to express themselves in a way that shows respect to all people. The following are our guidelines for dress and appearance:

- Clothing/jewelry that promotes violence, lewdness, or other inappropriate messaging, 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.

If a student wears something deemed to be inappropriate, a teacher or staff member will discreetly inform the student and ask them to cover or change the clothing. The student may also call someone to bring appropriate clothing. Refusal to cooperate or repeated offenses may result in a parent meeting and further consequences.

Please Note: "The Crown Act" prohibits discipline/discrimination/disparate treatment against students based on race, culture, religion, or because student's use of 'protective hairstyle' or 'cultural headdresses': the act protects (for example) braids, twists, tight coils, tight curls, cornrows, bantu knots, hijabs, head wraps, etc.

Please Note: New Mexico law guarantees the right for Native American students to wear tribal regalia and other culturally significant items at public school graduation ceremonies and events.

- **Prohibition on restrictions: Public and charter schools are forbidden from preventing students from wearing tribal regalia, culturally significant objects, or tribally significant footwear at school ceremonies.**
- **Protection for Native students: The law applies to students who are enrolled in, or eligible for enrollment in, a federally recognized Indian nation, tribe, or pueblo.**

- Definition of regalia: "Tribal regalia" is defined to include traditional dress or religious and cultural items such as tribal symbols, jewelry, beading, and feathers.

X. Smoking

CCCS is a tobacco and vape-free campus. Students struggling with this policy may meet with the school social worker to discuss support options to reduce or quit smoking. Violations will result in any of the above-mentioned continuum of consequences. Please note CCCS bathrooms are equipped with vape/smoke sensors.

XI. Food Service Program

Free and reduced lunch will be available to all students. Students may bring their own meals and snacks to eat during authorized break times.

Civil Rights Statement

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity. Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339. To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/USDA-OASCR%20P-Complaint-Form-0508-0002-508-11-28-17Fax2Mail.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by: 1. mail: U.S. Department of Agriculture Office of the Assistant Secretary for Civil Rights 1400 Independence Avenue, SW Washington, D.C. 20250-9410; or 2. fax: (833) 256-1665 or (202) 690-7442; or 3. email: program.intake@usda.gov This institution is an equal opportunity provider.

XII. Restrooms

Restrooms:

- Students have the right to use the restroom facilities at any time with the permission of their teacher.
- Teachers should not deny a student request unless there is a pattern of misuse of restroom requests at which time the teacher may make parent contact to discuss the issue.
- Students should not congregate in the restroom
- School authorities may enter the restroom facilities at any time to check the facility for health, safety, and/or housekeeping. School authorities should announce they are entering the facility prior to their entrance.
- Students shall have access to the restroom that corresponds to their gender identity at school
- Be aware that bathrooms may be equipped with vape/smoke sensors.

XIII. 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.

XIV. Infectious Illness Mitigation

CCCS' first priority is to protect the safety and long-term health of our community, including students, staff, and families. CCCS will act to take reasonable steps to manage safety and protection for all against infectious illness. CCCS recognizes the difficulty of navigating conflicting points of view and at-times conflicting medical advice in these areas and chooses to act from an abundance of caution.

CCCS leaders and Governance Council may choose to require masking inside the school building as a mitigation measure to help prevent the spread of infectious illness.

Staff, Students, and Families will be informed of any masking requirement that becomes necessary.

For periods of time that require masking inside the building, masks must cover the nose and mouth. Surgical masks, N95 or KN95 masks are recommended. Neck gaiters, scarves, and bandanas are not accepted. Masks will be made available, on site, by the school to the extent possible.

Other CCCS mitigation policies that may be utilized to reduce spread of infectious illness include:

1. Utilizing Social Distancing protocols.
2. Signage and Health reminders, such as: masking, social distancing, and hand-washing on campus.
3. Maintaining HEPA and MERV-13 filter systems in all rooms of the building, to the greatest extent possible.
4. Anyone with infectious symptoms should attend remotely until symptoms subside.
5. Anyone who tests positive for COVID-19 should attend/work remotely until verifying a negative COVID test.
6. In case of an infectious disease outbreak, the school may operate remotely for a specified period of time to protect safety and reduce spread.

XV. Attendance and Punctuality

CCCS values excellent attendance and punctuality because these are essential habits for lifelong success and provide maximum opportunity for learning. **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).

Please note: some of our curriculum is self-paced with skill-building and support instruction provided daily in the classroom; some of our curriculum is through direct instruction. In both cases, **daily attendance is crucial to learning and progressing**.

The following is the CCCS Attendance Policy:

- Students are expected to have 100% attendance and punctuality for any class, on or off campus, and any work/volunteer/service learning site or activity. Regularly scheduled classes are offered Mondays through Fridays and with required extended year school days in June.
- Students who must miss class for any reason will need to make up missed work for class assignments and activities missed.
- CCCS provides early attendance interventions and provides 4 tiers of support as per the current New Mexico Attendance for Success Act.

- CCCS sends notifications including phone calls, meetings, and letters and creates attendance improvement plans as needed. Daily phone calls inform families about absent students.
- Parents and students are encouraged to reach out to the school to problem solve attendance issues with our Attendance Interventionist.
- We want to work with families to help solve attendance barriers and keep students in an educational setting.
- Absenteeism will not be “punished” with Out of School Suspension or expulsion.
- Teachers will take attendance in every class of every school day.
- Students struggling with absenteeism will be given extra educational opportunities such as make-up time for participation, make-up work, and tutoring or study hall time.
- CCCS monitors absenteeism as required by the Attendance for Success Act Law:
 - “**Chronic Absenteeism**” means a student who has missed 10% or more of designated school days for any reason whether excused or not when enrolled for more than ten days.
 - “**Excessive Absenteeism**” means a student who is identified as needing intensive support and has not responded to intervention efforts.

The school is committed to exhausting all possible intervention strategies before dropping a student due to non-attendance. Students will not be withdrawn without every effort made to keep that student in an educational setting.

The parent of a school-age person is responsible for the school attendance of that school-age person.

All Excused Absences, including but not limited to illness, unplanned or emergency absences, medical appointments, hospitalization, or court appearances must be documented in writing or by a parent phone call. Special circumstances resulting in a prolonged absence should be specified prior to absences and signed by the student, parent/guardian and administrator or designee.

Multiple absences are subject (but not limited) to the following actions:

1. 5th absence: a letter will be mailed to parent/guardian and a meeting scheduled to create an improvement plan.
2. 10th absence: a letter will be mailed to parent/guardian and a meeting scheduled to create next steps for improvement plan and interventions.
3. Chronic Absenteeism will result in attendance interventions and problem solving with the student and family.
4. Excessive absenteeism will result in a referral made to social work services, continuous attendance intervention monitoring, or juvenile probation office.
5. Students who miss more than 10 consecutive days and/or are non-responsive to communication attempts to address excessive absenteeism may be withdrawn and will need to meet with school staff and make a plan if they want to re-enroll.

Tardies are subject to the following actions:

Students late for any class will report to the front desk. All late students are required to complete the tardy form and meet with the Tardy Supervisor for that day.

Multiple Tardies: students with multiple tardies may be required to attend lunch-time make-up time and may be referred to the mentor and school social worker for problem-solving. Parents may be called or scheduled for a meeting.

For **hybrid learning**, learning hours consist of a combination of: time in-person/on campus and time in online classes. Daily attendance will be submitted by teachers for each of their scheduled, required meetings (whether in person or electronic meetings). Students are expected to attend every scheduled and required class meeting on time and to complete independent work assigned for independent work completion. If a student misses a scheduled, required class meeting, they are required to complete “make-up work” and “make-up participation” that the teacher assigns for that class.

Daily attendance on any asynchronous online platforms will be taken by tracking log-in data to verify that students have logged-in to their online platform each school day for required hours, and/or are completing required hours online for each regular school week.

Attendance Support Phone calls and/or texts will go out at least one time each day to alert families of students’ absence from a scheduled, required distance learning class meeting. Phone calls and/or texts will go out at least once a week to alert families of students’ missed log-in days for scheduled asynchronous online learning platforms (such as Edgenuity classes). The school is committed to working with every student and family toward maximum communication, participation, attendance and learning.

Attendance interventions, for multiple or on-going absences, may include one or all of the following: personalized phone calls, letters, student and parent meetings, administrative meetings, trouble-shooting, problems-solving, goal setting, attendance improvement plans, social work referrals and CYFD referrals.

Students with unexcused absences for as many as 10 consecutive school days may be withdrawn by the school. In accordance with the law, withdrawal may occur if the student and/or family discontinue communication with the school despite repeated attempts and/or excessive absences continue despite interventions.

Grades may not be reduced because of attendance or disciplinary action. However, grading plans do 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 participation points. Students may be required to make up time for missed class participation.

Procedures for **pregnant / parenting teens:** When students are pregnant they are expected to attend school unless there is some sort of complication. After a student has their baby, they should plan to return to school at 2 weeks postpartum, unless they have had difficulties or a c-section in which case they must reach out to our school social worker or mentor to create an individualized plan.

At all times, CCCS teachers and staff value open, honest communication with families.

XVI. CCCS Student Parenting Leave Procedure

CCCS will, in accordance with Section 22-12-3.1 NMSA 2013, provide excused absences for pregnant and parenting parents:

- At least ten days of excused absences for a student who provides documentation of the birth of the student's child; provided that the student shall be allowed a time period to make up the work that the student missed that at minimum equals the number of days the student was absent for the birth of a child; and
- Provides at least four days of excused absences for a student who provides appropriate documentation of pregnancy or that the student is the parent of a child under the age of thirteen needing care; and allows the student a time period to make up the work that the student missed that at minimum equals the number of days the student was absent.
- The pregnant or parenting student is responsible for communicating the student's pregnancy and parenting status to the appropriate school personnel if the student chooses to disclose the information.
- CCCS will provide a copy of the pregnant and parenting student absence policies to all students.

If necessary for a student to miss classes for an extended time, they should meet with the CCCS Social Worker and make a maternity/paternity leave plan (not to exceed six weeks.) During the excused absence period, the pregnant/parenting student may do school work from home without the penalty of losing participation points and without being dropped due to absence from class. They will be considered "present" for their classes as long as they are checking in weekly and completing schoolwork at home.

At CCCS, we require that students on maternity/paternity leave communicate with teachers at least once a week in order to continue turning in work and making progress toward completing their classes. If a student does not stay in contact or is not turning in work, they will then be marked absent and could be dropped as per our attendance policy.

The Social Worker and Attendance Coordinator is responsible for managing this process with parenting students. Teachers should go to the Attendance Coordinator if the student on maternity leave is not completing a reasonable amount of work for their class. If, in any given week of maternity/paternity leave, the student is not checking in and completing school work appropriately, the teacher will notify the Attendance Coordinator so that absences can be entered for that week.

XVII. Flexible Scheduling

CCCS Individualized Scheduling Contract/Flexible Learning Plan

CCCS is focused on learning. Students learn in many different environments. CCCS works to foster a healthy mix of direct instruction and self-directed learning integrated with life experience and socio-emotional learning. CCCS offers a flexible schedule and personalized learning approach that is ideal for integrating learning by meeting students where they are at and providing options to move forward through flexible and holistic options.

We at CCCS believe that it is crucial to provide students and families with more flexible options than the traditional 6 hours of daily seat time which already proved unsuccessful for our students in their previous schools. We meet one on one with every student and parent to help create a flexible learning plan that best fits each student through phases of growth. Learning plans include diverse learning options such as work experience, dual credit college courses, CTE courses, independent study classes, virtual and in-person learning, and remote and on-campus options.

If a student/family has selected a learning plan that is not successful in meeting student goals, the school may require a schedule change to try a different learning option.

XVIII. 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.

A. Course Credit Requirements for students who entered high school before 2025/26

Students must complete the following twenty-four (24) credits:

English.....	4 credits
Mathematics.....	4 credits
Science.....	3 credits
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
A Career class or a language other than English class....	1 credit
Electives.....	7 credits

(One elective must be Advanced Placement, Honors,
Distance Learning, or Dual Credit.....,.....1 credit)

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

B. Course Credit Requirements for students entering 9th grade in 2025/26 or later

Students must complete the following twenty-four (24) credits:

English.....	4 credits
Mathematics.....	4 credits
Science.....	3 credits
Social Studies.....	4 credits
(US History [1], World History [1], Government [.5], Economics [.5], New Mexico History [.5], .5 Social Science or other Social Studies Core Course)	
Physical Education.....	1 credit
Health.....	0.5 credit
*Careers or Career Exploration, Life Skills, Leadership, any CTE course, Work Experience, any ACT WorkKeys course, or any Dual Credit Course...	2 credits
Electives.....	5.5 credits

*CCCS requires 2 units of: Careers or Career Exploration, Life Skills, Leadership, any Career Technical Education (CTE) course, Work Experience, any ACT WorkKeys course, or any Dual Credit course to ensure that graduates are prepared for college or the workforce.

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

C. State Examination Requirements

In addition to completing the above credits, all students must meet any additional state requirements for graduation, such as state required assessments.

****Some courses meet current New Mexico graduation requirements; however, they may not meet all college entrance requirements.**

****Health curriculum regarding sexuality performance standards:** Parents have the option to request, in writing, an exemption from the parts of the Health Education Curriculum that address the sexuality performance standards for their child/children. 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.

XIX. CCCS GRADING & CREDIT EARNING

A. Grading Percentages

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 or I or NC = 69% at withdrawal from CCCS if failing the class.

I = Incomplete. Given if at least 50% of assignments completed during allotted time period, but all assignments not completed. Remaining assignments may be finished by the end of the following quarter* during

study hall, independent study, summer school if earned in Quarter 4, 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).

XI = I has expired; class must be repeated

Note: an Incomplete grade expires (becomes an XI) after **one additional quarter of completion time, with the exception of asynchronous classes such as Edgenuity E2020.*

**Grades may also factor in participation.*

B. Grade Change Request

A course grade change written request addressed to the Director/Principal must be submitted by the student's parent(s) or legal guardian or student of legal age that states the reasons for the requested grade change:

1. A written response from the school must be available within 10 school days of receipt of the request and must include whether the request is denied or allowed and the grade entered if allowed;
2. The final written response will be made and signed by the Director/Principal, mentor and course instructor. If one or more of these individuals are not available, the Director/Principal will appoint designees.

3. If the student requesting the change has graduated or is no longer enrolled in CCCS, the grade request must be submitted no longer than 30 calendar days from the date of graduation or withdrawal unless extenuating circumstances permit consideration of a longer time.
4. The course grade change documents are to be maintained in a student's permanent file.

C. Grade Levels by Credits

9 th grade:	0 – 5.5 credits
10 th grade:	6 – 11.5 credits
11 th grade:	12 – 17.5 credits
12 th grade	18 – 24+ credits

D. 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 Honors course credits. 4.0 scale for all other classes.
 - b. The GPA calculation will be carried to the hundredth place.
 - c. A tie in ranking will result in shared placement and honors.

E. Mastery-Based Curriculum

- Generally, each .5 credit earned in the curriculum is based upon completion of a required set of assignments at a minimum grade of 70% for each required assignment.
- Generally, students earn credit when all course assignments are completed with minimum grade of 70% and participation requirements are met.
- Students cannot earn an F grade. Students will be given opportunities to re-do assignments when needed and can earn an "Incomplete" for a class and work with an extended timeline to complete all requirements. Students are expected to complete all requirements with a passing grade to show mastery of the course material.

F. Credit Recovery

We provide credit recovery and accelerated credit earning options by utilizing a quarter, rather than semester, system for earning credit. We focus on key concepts within a mastery-based learning approach. When students have demonstrated learning by completing all required assignments and participation points for a class, they earn their credit. We do not give F's; we work with students to re-do assignments when needed and require additional work time (via homework, study hall, and/or individual tutoring) to complete all requirements. This approach gives maximum opportunity for students to master learning goals and earn their credit. Within this system, a student can meet individual academic needs, and can complete more than 6 credits in a year depending on their Individualized Schedule Plan.

G. CCCS Transfer and Partial Credit Policy

All credits awarded by an accredited school will be accepted as transfer credits, including those for courses in religious education. If a New Mexico accredited sending school declares that a New Mexico graduation requirement has been met by a course completed prior to transfer, CCCS will honor that ruling.

CCCS knows that changing schools multiple times significantly impedes a student's academic and social growth. Students who have experienced disruption or who transfer between different public schools may receive partial credit for passing work completed prior to the transfer regardless of whether or not the transfer occurred at the end of the grading period.

If a transfer student arrives before the previous school has awarded a grade and/or credit, CCCS will seek and accept the transfer grades and assign the necessary assignments and or exams to be able to complete the course within a nine-week window, and issue credit.

Wherever possible, CCCS will apply all partial credits and/or passing transfer grades from appropriate grading periods to the same/equivalent course and place the student in the same/equivalent course, to complete the course. If the same/equivalent course is unclear or unavailable, the school will consult appropriate parties for more information and work to connect the course work to the closest, comparable available class wherever possible.

In cases where a student is unable to complete partial credits through the process above, partial credit may be assigned to reflect the amount of work completed at an accredited school prior to transfer. Partial credits received, or assigned, by CCCS will be rounded to the nearest .25 credit earned based on percentage of passing course work completed. Passing course work completed will be verified through passing transfer grades and/or passing grades for a particular grading period documented at time of transfer.

XX. 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 or referring 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 help 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 periodic checks thereafter, students in need of extra reading instruction will be placed in an 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 near-proficient or proficient reading level is attained. Depending upon individual student plans, English or elective credits can be earned. CCCS currently uses the *Read 180* and *Newsela* programs to support Reading Proficiency. In this program, regular participation is critical to student progress, and in-class participation may be required 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 periodic checks thereafter, students in need of extra math instruction may be placed in a Math Lab class that provides intensive, research-based math instruction. In this program, regular participation is critical to student progress, and in-class participation may be required 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.

E. Testing

CCCS administers the following assessments:

- KeyTrain to assess work-related reading and math skill levels upon entry into the program and to measure progress. WorkKeys Assessment provides seniors the opportunity to earn a Career Readiness Certificate.
- Avant Bilingual Seal
- NMELPA and ACCESS testing: to identify students requiring ESL and bilingual language services.
- State-mandated standardized tests including those required to earn a diploma.
- Reading and math student progress is measured three times each year using short-cycle testing.
 - *Note: Students may be required to test on campus to complete short-cycle testing.

F. 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.

G. Dual Credit

Cesar Chavez Community School will follow NMAC 6.30.7 in regards to the Dual Credit program. Every New Mexico high school student that can meet the Dual Credit requirements has the opportunity to enroll in college courses through the Dual Credit program. This program provides access to academic and career and technical education courses that deliver simultaneous credit toward high school graduation and a postsecondary degree or certificate. Cesar Chavez Community School affords students all possible opportunities to participate in the Dual Credit program as outlined by the New Mexico Public Education Department (PED).

Cesar Chavez Community School will reimburse the costs of textbooks, art supplies, engineering calculators, access fees, book rentals, and course software. All reimbursable items, with the exception of art supplies, are the property of the school and must be returned to school upon course completion. Course fees are not reimbursable through the Dual Credit program and will be incurred by the student or the student's family. Indigent students may request assistance in paying for course fees that aren't reimbursable with Dual Credit funding. Cesar Chavez Community School may pay up to \$250 per student per school year in course fees as

long as funds budgeted specifically for course fees are available. Any requests for course fees assistance should be made through the school counselor.

Students must meet with the school counselor to discuss the program and fill out all required paperwork. Paperwork must be completed and a copy of the student's Dual Credit class schedule shall be provided to the counselor before Cesar Chavez Community School will obligate funding to purchase reimbursable items outlined above.

H. Career and Technical Education Pathways (CTE)

For those students interested in exploring different career pathways while still in high school, we offer a variety of class choices and advisement to help students build a clearer path toward their individual career goals. Students may explore their career pathway choices by meeting with the school counselor. Students may develop a sequence of classes (including dual credit classes) to move them toward their professional goals and credentials.

I. Bilingual Seal

The New Mexico State Seal of Bilingualism-Biliteracy is an award to be given by CCCS in recognition of students who have, by high school graduation, acquired and demonstrated proficiency in a language other than English. The Seal of Bilingualism-Biliteracy emblem appears on the diploma of the graduating senior (including a notation on the student's transcript) and encourages students to pursue biliteracy, honors the skills students attain, and can be evidence of skills that are attractive to future employers and college admissions offices.

XXI. Service Animal Policy

Cesar Chavez Community School will make reasonable accommodations for qualified persons with disabilities in accordance with state and federal law and applicable board policies. The basic thrust of this policy is that any animal (pet or service animal) is personal property and cannot be brought onto school property without prior approval. If a child arrives at school with an animal and previous approval has not been obtained, the parents/guardians of the child will be immediately notified and requested to come to the school to retrieve the animal until it can be determined that the presence of the animal in school is in compliance with the law. The animal will remain with the child until the parent/guardian removes the animal from school property. A qualifying individual with a disability is eligible to be accompanied by his or her service animal on school property when required by law, subject to the conditions of this policy. The Principal/School Leader shall establish any necessary administrative regulations for the use of service animals on school system property in accordance with this policy

DEFINITION OF SERVICE ANIMAL

This policy applies to any dog individually trained to do work or perform tasks for the benefit of an individual with a disability, including, but not limited to, guiding individuals with impaired vision, alerting individuals with impaired hearing to intruders or sounds, providing minimal protection or rescue work, pulling a wheelchair, fetching dropped items, or other tasks that are directly related to the individual's disability or necessary to mitigate a disability. No other type of service animal will be permitted. Animals whose sole function is to provide emotional support, comfort, therapy, companionship or therapeutic benefits, to promote emotional well-being, or to act as a deterrent to crime are not service animals. An animal must meet this definition to be considered a service animal for the purposes of this policy, regardless of whether it has or has not been licensed or certified by a state or local government, or by a private agency

USE OF SERVICE ANIMALS BY VISITORS ON SCHOOL GROUNDS OR AT SCHOOL-SPONSORED EVENTS

Cesar Chavez Community School adheres to the Americans with Disabilities Act and state laws permitting the use of service animals by individuals with disabilities. When not readily apparent, school officials may inquire as to whether the animal is required because of a disability and what work or task the animal has been trained to perform. School visitors shall not be asked about the nature or extent of their disability, or for proof of a service animal's training.

PROCEDURES/REQUIREMENTS FOR USE OF A SERVICE ANIMAL BY STUDENTS OR STAFF

Use of service animals by staff or students with a disability is subject to the following procedures and requirements:

A. Application

1. Applications (Application for use of a Service Animal) for the use of service animals on school property during the school day must be in writing and submitted no less than ten (10) business days prior to the proposed use of the service animal. Applications for the use of a service animal by an employee shall be submitted to the Principal/School Leader. Applications for the use of a service animal by a student shall be submitted to the Principal/School Leader. All such applications must state whether the animal is required because of a disability and must identify what work or task the animal is trained to perform that is directly related to the individual's disability. A service animal will not be permitted on school property without the prior approval of the Principal/School Leader or his/her designee. **Applications may be obtained from the Principal/School Leader.**
2. All applications for use of a service animal on school property will be considered on a case-by-case basis. Approval of the use of a service animal on school property is subject to periodic review, revision, or revocation by the school. At a minimum, requests for the use of a service animal must be renewed annually, prior to the start of each subsequent school year. In addition, the request must be renewed whenever a student changes schools, or when the individual accompanied by the service animal desires to use a different service animal.

B. Use of Service Animal by Student or Employee

1. Service animals must be housebroken; must wear proper identification; must have received and be current on all vaccinations as required by state law; must wear a current rabies tag; must be free of parasites and otherwise in good health; must be under the control of its handler; and must be on a harness, leash, or other tether, unless the service animal is required to perform a task that it could not accomplish while on a leash/lead, or the handler is otherwise unable to maintain the animal on a leash/lead due to a disability. In such a case, the handler still must be able to maintain control over the animal.
2. All costs related to the handling and care of the service animal are the responsibility of the parent/guardian of the student, or the staff member who uses the service animal.
3. The school is not responsible for the care or supervision of a service animal, including walking the animal or responding to the animal's need to relieve itself. A student or employee with a service animal is expected to care for and supervise the animal. In the case of a young child or **a student** with disabilities who is unable to care for or supervise his/her service animal, the parent is responsible for providing care and supervision to the service animal.
4. The use of a service animal on school property by a student or employee will be subject to a plan which introduces the service animal to the school environment, any appropriate training for staff and students regarding interaction with the service animal, and other activities or conditions deemed necessary by Cesar Chavez Community School.

5. Service animals may be permitted on school transportation vehicles if necessary to access educational services and programs, and if consistent with safety requirements. Requests for transportation will be considered on an individual basis and may include review by the student's IEP team. A representative of the school may meet with the animal's owner to determine whether, and under what conditions the service animal can be transported safely.
6. The owner or handler of a service animal is solely responsible for any damage to school property or injury to personnel, students, or others caused by the animal.

REMOVAL OF SERVICE ANIMALS FROM SCHOOL PROPERTY

A school administrator can require an individual with a disability to remove a service animal from school property under the following circumstances:

- The animal is out of control and the animal's handler does not take effective action to control it;
- The animal is not housebroken;
- The presence of the animal poses a direct threat to the health or safety of others; or
- The presence of an animal would require fundamental alteration to the service, program, or activity of the school.

If the service animal is removed, the individual with a disability shall be provided with the opportunity to participate in the service, program, or activity without the service animal. **Any animal that causes injury to staff or students, or that behaves aggressively will be immediately isolated and removed from the school premises.**

LIABILITY

The owner or handler of a service animal may be liable for any damage to school or personal property to the same extent required by other board policy or regulations that impose liability for property damage. The owner or handler of a service animal may also be liable for any physical damage or injuries caused by the service animal. The student and parent/guardian of a student who uses a service animal on school property will hold the Cesar Chavez Community School Governance Council and employees harmless, and indemnify the Governing Council from any such damages.

APPEALS

Decisions regarding the use of service animals may be appealed through the grievance process.

XXII. Keeping Our Kids Safe Around Water: A Policy and Guide for Parents

Philosophy:

Cesar Chavez Community School, guided by the state statutes and rules of New Mexico and informed by its mission as a state-authorized charter school, is required to provide guidance for water safety to parents in our community.

Purpose:

To provide some guidance and suggestions to parents in our community regarding water safety.

Guidelines & Suggestions:

Albuquerque offers many opportunities to enjoy water, from our irrigation canals (acequias) to community pools and the Rio Grande. However, water can also pose significant risks, especially for children. This guide provides essential information and local resources to help you promote your child's safety in, on, and around water.

Understanding the Risks in Our Community:

- **Acequias (Irrigation Canals):** These narrow waterways are a vital part of our history and landscape but pose unique dangers. Their steep, slippery sides, fast-moving and often cold water, and unpredictable depths and currents make them extremely hazardous. Children should never play in or near acequias. Even shallow water can be dangerous.
- **Rio Grande:** While beautiful, the Rio Grande can have strong currents, fluctuating depths, and hidden debris. Swimming in the river is generally not recommended due to these unpredictable conditions and potential water quality concerns. If you are near the river, supervise children closely and keep a safe distance from the water's edge.
- **Community Pools and Water Parks:** While designed for recreation, these areas still require vigilant supervision. Drowning can happen quickly and silently, even in shallow water with lifeguards present.
- **Home Pools and Water Features:** If you have a pool, fountain, or other water feature at home, it's crucial to take extra precautions to prevent accidental falls and unsupervised access.

Essential Water Safety Tips for Parents:

- **Constant and Active Supervision:** This is the most critical safety measure. Never leave children unattended near any body of water, even for a moment. For young children and non-swimmers, stay within arm's reach. Avoid distractions like phones while supervising.
- **Teach Water Safety Rules Early:**
 - Stay away from the edges of acequias and the Rio Grande.
 - Never run or push others near water.
 - Enter water feet first.
 - Know where it is safe to swim (designated pools with lifeguards).
 - Learn how to call for help (911).
- **Learn Basic Water Rescue Skills and CPR:** Knowing how to respond in an emergency can be life-saving. Consider enrolling in a CPR and basic water rescue course.
- **Use U.S. Coast Guard-Approved Life Jackets:** For young children, non-swimmers, and during boating activities, ensure they wear properly fitted life jackets. Inflatable toys and swimming aids are not substitutes for life jackets.
- **Fence Your Pool:** If you have a home pool, install a four-sided fence at least four feet high with a self-closing and self-latching gate.
- **Remove Toys and Temptations:** After swimming, remove toys and other items that might attract children to the pool area.
- **Be Aware of Hidden Hazards:** Teach children to be cautious of slippery surfaces, uneven ground near water, and potential underwater obstacles.
- **Educate About the Dangers of Entrapment:** Explain the risks of getting caught in drains or other pool/water feature mechanisms. Ensure your pool and spa have compliant drain covers.
- **Buddy System:** Encourage older children to always swim with a buddy in designated swimming areas.
- **Sun Safety:** Remember to protect your children from the sun with sunscreen, hats, and appropriate clothing when spending time near water.

Local Options for Age-Appropriate Swimming Lessons and Water Safety Courses in Albuquerque:

Investing in swimming lessons is a crucial step in making your child safer around water. Here are some local resources offering age-appropriate programs:

- City of Albuquerque Parks and Recreation Department: Offers a variety of swimming lessons for different age groups and skill levels at their indoor and outdoor pools across the city. These are often affordable and accessible. Check their website ([Search "Albuquerque Parks and Recreation swimming lessons"]) or call 311 for current schedules and registration information.
 - Likely Offerings: Parent & Tot classes, preschool lessons, youth lessons (various levels), adult lessons, and potentially water safety courses.
 - Pool Locations: Highland Pool, West Mesa Aquatic Center, Rio Grande Pool, and others.
- YMCA of Central New Mexico: Provides comprehensive swimming programs for all ages, focusing on skill development and water safety. They often have classes specifically designed for toddlers, preschoolers, and older children. Visit their website ([Search "YMCA Albuquerque swimming lessons"]) for locations and program details.
 - Likely Offerings: Infant and toddler swim, preschool swim, school-age swim (various levels), teen and adult swim, and potentially lifeguard certification or water safety instructor courses for older teens.
 - Locations: Multiple branches throughout Albuquerque.
- Private Swim Schools: Several private swim schools in Albuquerque offer specialized instruction, often with smaller class sizes and flexible scheduling. Search online for "swim lessons Albuquerque" to find options.
- American Red Cross: While they may not directly offer regular swimming lessons in every location, the American Red Cross provides valuable water safety courses, including basic water safety, learn-to-swim programs (often through partnerships with local facilities), and lifeguard training. Check their website ([Search "American Red Cross swimming classes Albuquerque"]) for local offerings.

Beyond Swimming Lessons:

- Online Resources: Websites like the American Red Cross ([www.redcross.org/watersafetytips]) and the Centers for Disease Control and Prevention (CDC) ([www.cdc.gov/drowning/prevention.html]) offer valuable information and resources on water safety.

Protecting our children is a community effort. By understanding the risks in Albuquerque and taking proactive steps like constant supervision, teaching water safety rules, and enrolling in swimming lessons, we can help ensure a safe and enjoyable experience around water for everyone.

Please share this information with other parents in our community. Together, we can make a difference in preventing water-related accidents.