



**MEDIA ARTS**

COLLABORATIVE CHARTER SCHOOL

# *Parent and Student Handbook*

*(Revised August 2017)*

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## **Mission & Vision**

The Media Arts Collaborative Charter School (MACCS) offers secondary students a comprehensive, project-based, cross-curricular education centered in the media arts. We prepare our graduates for positions in the media industries and for the rigor of post-secondary education.

MACCS will provide an integrated, inclusive curriculum through hands on experiential learning that satisfies New Mexico standards for graduation from secondary schools. We seek to prepare students for an education in the media arts at the university and community college level, as well as to prepare all students to understand the role of the Media Arts in the world and how people's lives can be affected by them. Our mission stems from the need to provide an education that recognizes the extensive influence the media has on our children and society. Our vision is for MACCS to contribute sustainability to the growth the state of New Mexico is experiencing in the film and television industries through new generations of New Mexico residents, with marketable skills, playing important creative roles in these industries.

# Media Arts Collaborative Charter School – Class Schedules

## High School – Daily Schedule of Classes

Advisory 8:15 – 8:25  
1<sup>st</sup> / 5<sup>th</sup> 8:30 – 10:00  
2<sup>nd</sup> / 6<sup>th</sup> 10:05 – 11:35  
Lunch 11:40 – 12:15  
3<sup>rd</sup> / 7<sup>th</sup> 12:20 – 1:50  
4<sup>th</sup> / 8<sup>th</sup> 1:55 – 3:25

## High School – Fridays

*(Students released at 2:15)*

Advisory 8:15 – 9:15  
1<sup>st</sup> / 5<sup>th</sup> 9:20 – 10:20  
2<sup>nd</sup> / 6<sup>th</sup> 10:25 – 11:25  
Lunch 11:30 – 12:05  
3<sup>rd</sup> / 7<sup>th</sup> 12:10 – 1:10  
4<sup>th</sup> / 8<sup>th</sup> 1:15 – 2:15

## High School – Friday POL Schedule

*(Students released at 2:15)*

Advisory 8:15 – 9:15  
POLs 9:20 – 10:35  
1<sup>st</sup> / 5<sup>th</sup> 10:40 – 11:20  
Lunch 11:25 – 12:00  
2<sup>nd</sup> / 6<sup>th</sup> 12:05 – 12:45  
3<sup>rd</sup> / 7<sup>th</sup> 12:50 – 1:30  
4<sup>th</sup> / 8<sup>th</sup> 1:35 – 2:15

## Middle School – MONDAY-THURSDAY

1<sup>st</sup> Period 8:30 – 9:40  
2<sup>nd</sup> Period 9:45 – 10:50  
3<sup>rd</sup> Period 10:55 – 12:00  
Lunch 12:05 – 12:35  
4<sup>th</sup> Period 12:40 – 1:45  
5<sup>th</sup> Period 1:50 – 3:00

## Middle School – FRIDAY EARLY RELEASE

*(Students released at 2:00)*

Advisory 8:30 – 9:30  
1<sup>st</sup> Period 9:35 – 10:15  
2<sup>nd</sup> Period 10:20 – 11:00  
Lunch 11:05 – 11:35  
3<sup>rd</sup> Period 11:40 – 12:20  
4<sup>th</sup> Period 12:25 – 1:05  
5<sup>th</sup> Period 1:10 – 2:00

## Late Arrival/ Inclement Weather

*(Major TV stations & Auto-Call for early AM notification)*

### HIGH SCHOOL

Advisory 10:15 – 10:25  
1<sup>st</sup> / 5<sup>th</sup> 10:30 – 11:30  
2<sup>nd</sup> / 6<sup>th</sup> 11:35 – 12:35  
Lunch 12:40 – 1:15  
3<sup>rd</sup> / 7<sup>th</sup> 1:20 – 2:20  
4<sup>th</sup> / 8<sup>th</sup> 2:25 – 3:25

### MIDDLE SCHOOL

1<sup>st</sup> Period 10:30 – 11:20  
2<sup>nd</sup> Period 11:25 – 12:05  
3<sup>rd</sup> Period 12:10 – 12:50  
Lunch 12:55 – 1:25  
4<sup>th</sup> Period 1:30 – 2:10  
5<sup>th</sup> Period 2:15 – 3:00

For any/ all school cancellations,  
MACCS Canvas Online Platform will go into effect.

## Attendance Policy

The Federal No Child Left Behind Act requires that schools be held accountable for ensuring that all students meet high academic standards. On time, daily attendance is a critical component of this educational process. [The New Mexico Compulsory School Attendance Act \("Act"\), NMSA 1978 Section 22-12-1 et seq.](#), dictates that:

- Students between the ages of five (5) and eighteen (18) years of age are mandated to attend public school, private school, home school or a state institution.
- The Media Arts Collaborative Charter School reports habitual truants to the Children's Court Liaison office and to the state of New Mexico.

Media Arts Collaborative Charter School requires parents/guardians to call the school **prior** to a student's absence each day in order to excuse their absence or tardy. Students missing three consecutive days **MUST** have a Doctor's note. Students who come in late more than half way through a class will be counted absent for that class. Three class absences, more than ½ day, will be recorded as one full day of absence. Any absence reported after three (3) school days shall be recorded as unexcused.

Parents will receive notifications of unexcused absences that are in keeping with the [Act](#) and Public Education Department regulations. School personnel will work with parents to design interventions to support students and families to improve attendance. The student will remain on the class roll and should continue attending class unless otherwise notified by the MACCS Principal.

Parents are encouraged to call MACCS or log on to: [maccs.powerschool.com](http://maccs.powerschool.com) to get an attendance update. Please call the Front Office to get your login ID & password.

### Advisor's / Teacher's Responsibility

Teacher must take accurate attendance every class period. On the third (3) day of unexcused absence the teacher will notify the student's Advisor and parent/guardian of student's unexcused absence. On the fifth (5) day of unexcused absence the Social Worker will notify the parent/guardian and the student's Advisor and request a conference with Parents & Administration. On the seventh (7) day of unexcused absence, an Attendance Contract will be implemented within an additional Parent & Administrator conference and Saturday School recommendation for assignment makeup.

Advisors/Teachers take daily attendance for Advisory. Students will receive an F at 15 unexcused Advisory absences.

Administration's (Office) Responsibility

After the tenth (10) day of **unexcused absenteeism in a school year a student will be considered habitually truant** and a letter will be generated by Administration. The student's academic performance will be evaluated to determine if further action is needed. The written notice will state a date, time and place for parents, SHAC (Student Health Advisory Council) and teacher to meet **to develop intervention strategies that focus on keeping the student in an educational setting**.

Administration, Teachers and Support Staff will ensure timely communication between home and school, and are responsible for implementing consequences related to attendance contract. See Fig. 1.1 below.

Administrative interventions and consequences related to habitual unexcused absences include:

- At five, seven, and ten days of unexcused absences, Teacher/Social Worker will notify parents and student's Advisor. Advisor & Administration will request conference with parent/guardian in writing.
- Saturday School may be applied for student's overall Academic benefit.
- Attendance Contracts may be applicable for students with habitually unexcused absences.
- Parent, student, SHAC, and teacher conferences will be scheduled by written notice at the tenth unexcused absence to determine causes and supportive actions that can be taken to prevent further unexcused absences.
- Upon continued unexcused absences after delivery of written notice **of habitual truancy**, the student will be reported to the probation services office of the Judicial District where the student resides.
- Documentation of habitual truancy, including attempts to notify parents of unexcused absences; attempts for school to meet with parents to discuss intervention strategies; and implementation of intervention strategies will be kept in the student's school file.

Fig. 1.1 –

<b>Unexcused Full Day Absences</b>	<b>3</b>	<b>5</b>	<b>7</b>	<b>10</b>	<b>10+</b>
<b>Parent Guardian Contact</b>	•	•	•	•	•
<b>School Interventions and Strategies</b>		•	•	•	•
<b>Written Notice to Parents</b>		•	•	•	•
<b>Saturday School</b>		•	•	•	•
<b>Parent &amp; Student Conference with School Staff (SHAC)</b>			•	•	•
<b>Home Visit</b>				*	*
<b>Referral to Children' Court Authorities</b>				•	•

## Make-Up Policy

1. Students are entitled to make up work for all unexcused absences.
2. It is the student's responsibility to request make-up assignments.
3. If a student is absent for three or more consecutive days due to illness, he/she should request assignments through the Administration Office.
4. Teachers may need 24 hours from the time of the request to compile assignments.
5. The student will have the opportunity to complete the work in a period of time equal to the number of days absent, unless other arrangements have been mutually agreed upon by the student and teacher.

## Suspension Make-Up Policy

A student who has been suspended will be allowed to complete missed assignments and tests. The student has the amount of days they were suspended to make up any missed assignments. This includes suspension days prior to a Long Term Suspension hearing.

## School-Related Absences Make-Up Policy

Arrangements for make-up work should be made before the student attends any event taking him/her away from the school campus.

## **Breakfast and Lunch Services**

Media Arts Collaborative Charter School's nutrition program is made available and provided to all eligible individuals without discrimination. Media Arts Collaborative Charter School informs parents/guardians of students of the availability of program benefits or services, the nondiscrimination policy, right to file a complaint, complaint procedures and all significant changes in existing requirements that pertain to program eligibility and benefits.

The US Department of Agriculture prohibits discrimination against its customers, employees, and applicants for employment on the basis of race, color, national origin, age, disability, sex, gender identity, religion reprisal, and where applicable, political beliefs, marital status, familial or parental status, sexual orientation, or all or part of an individual's income derived from any public assistance program, or protected genetic information in employment or in any program or activity conducted or funded by the Department. If you wish to file a Civil Rights program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, found at [http://www.ascr.usda.gov/complaint\\_filing\\_cus.html](http://www.ascr.usda.gov/complaint_filing_cus.html), or at any USDA office, or call 866-632-9992 to request the form. You may also write a letter containing all of the information requested in the form. Send your completed complaint form or letter by mail to U.S. Department of Agriculture, Director, Office of Adjudication, 1400 Independence Ave. SW, Washington, DC, 20250-9410 or email at [program.intake@usda.gov](mailto:program.intake@usda.gov).

Media Arts Collaborative Charter School is designed for the convenience of students who wish to purchase all or part of their breakfasts or lunches. The price for meals is established by the Public Education Council. Free and reduced-price lunches and breakfasts are available for students who qualify. Applications can be obtained in the Administration Office. Students should keep their eating areas clean and comfortable by placing all litter in the proper containers.

### **Change of Address or Phone Number**

Promptly notify the Administration Office if there is a change in name, home address, or telephone numbers. Students and Parents are responsible in keeping this information current for use in an emergency. Any name change must be accompanied by official evidence of the change.

### **Closed Campus**

Media Arts Collaborative Charter School policy prohibits students from leaving the school campus during the regular school day. Only students with authorization as granted by the MACCS Administration will be allowed to leave campus.

Senior may leave campus for lunch ONLY if the following are in place:

- Minimum 2.5 GPA, cumulative after Term 1
- Unexcused absences under 5 per semester
- Parent/Guardian has signed Senior Open Campus Contract
- No previous Behavior or Attendance contracts in place (for current semester)

### **Communication/Electronic Devices**

Cell phones or any other electronic device may not be used during instructional time and may not disrupt the instructional process. Violations of this policy will result in the confiscation of said device.

- 1<sup>st</sup> offense – device will be confiscated and returned to parent/guardian at the end of the school day.
- 2<sup>nd</sup> offense – device will be confiscated for 24 hours and returned to parent/guardian.
- 3<sup>rd</sup> offense – device will be confiscated for remainder of semester.

*Media Arts Collaborative Charter School is not responsible for lost or stolen items.*

Use of cell phones for bullying or “sexting” is a major offense and will result in suspension, pending behavior contract with all students involved, parents and Administration.

## **Computer Use Policy – Internet Access Agreement**

Access to computers and the Internet must support the educational goals of Media Arts Collaborative Charter School. Violation of the ethical and legal use of the school computers and Internet will terminate the student's access to all school computers. Prohibited activities include, but are not limited to the following:

- Using the computers/Internet to commit any illegal activity.
- Playing games
- Changing computer settings without permission
- Downloading, printing or scanning of non-teacher approved materials
- Accessing any inappropriate material
- Vandalism in any form
- Accessing chat rooms, chat lines, list servers, or bulletin boards
- Gaining unauthorized access
- Plagiarism
- Cyber-bullying or Social network bullying

## **Extracurricular Activities**

Participation in extracurricular activities is a privilege offered to, and earned by students. Because participants are serving as representatives of MACCS and their community, their conduct is expected to exemplify high standards at all times. Participants are expected to adhere to higher standards of academics, attendance and conduct than that established for the general school population in order to maintain their extracurricular privileges. Participation in extracurricular activities is not a student right, and suspension of such privileges does not require a due process hearing procedure.

Any student who wishes to start a new organization should check with the Principal for information about how new clubs and organizations are formed.

**Every club must have a sponsor who is a member of the school staff.**

Every effort will be made to provide opportunities for students to express their interests by belonging to clubs and organizations.

Students are also encouraged to participate in athletics & activities sponsored by the NM Activities Association.

## **Student Rights and Responsibilities**

Students have a right to:

### Educational Opportunity

A free public school education shall be available to every school-aged person, and each student who enrolls has a corresponding responsibility not to deny this right to any other student. MACCS affords all students equal

educational opportunities as well as equal opportunities to participate in extracurricular activities.

Policy prohibits discrimination and harassment on the basis of ethnic identity, religion, race, color, national origin, sex, sexual orientation, mental or physical disability, marital status and pregnancy in any program or activity of or sponsored by the school.

#### Expression and Association

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

#### Publications

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

#### Organizations and Clubs

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

#### Student Dress

Student dress and grooming is to reflect high standards of personal conduct so that each student's attire promotes a positive, safe and healthy atmosphere within the school. Students must not wear clothing that reveals private areas, including cleavage, stomach, and buttocks, nor should clothing display drugs and/or alcohol and/or profanity.

#### Privacy

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

#### Search of Person or Vehicle

**Vehicle Searches** – Search of a student's vehicle while parked on school property may be conducted only if a certified school employee, or school security personnel have reasonable suspicion that a crime or breach of the disciplinary code is being committed by the student.

**Physical Searches** – Search of a student's person or property may be conducted only where there is individualized reasonable suspicion that the student being searched has committed a crime or a breach of the disciplinary code.

*Minimally Intrusive Searches* – Searches such as emptying of pockets, searches of student backpacks and purses, removal of hats, socks and shoes may be conducted by any certified school employee.

*More Intrusive Searches* – Searches such as pat-downs and frisks may only be conducted by an authorized person of the same sex as the student being searched.

*Most Intrusive Searches* – A strip search shall be conducted only upon individualized reasonable suspicion of a safety concern and shall be conducted by a school administrator of the same sex, and in the presence of another authorized person of the same sex. A strip search shall be conducted in a manner that will cause the least amount of embarrassment to the student. Strip searches should only be conducted in life-threatening situations or in situations that pose a danger to the school population. A situation that could warrant a strip search is possession of a firearm or weapon.

#### Controversial Issues

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

### **WHAT TO DO IF YOU BELIEVE THAT YOUR RIGHTS HAVE BEEN VIOLATED**

#### Reports

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

#### Violation of Student Rights

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

#### Denial of Rights

Free public school education is a right guaranteed to a student. The courts have defined the basis on which the denial of that right is justified. That right may be denied in response to behaviors that threaten the safety and security of the school population, are illegal, or have the potential to disrupt the educational process.

It is the intent of the Governance Council that every reasonable effort be made to provide continuation of options for student, even in the case of suspension or expulsion.

Special education students must have a free, appropriate, alternative program provided during any long-term suspension or expulsion.

#### Grievance Procedure

Faculty, parents and students shall attempt resolution of problems affecting students and the educational process by informal means. If any student or parent believes that the conditions of the school or decisions made by its staff are not fair or reasonable, a conference shall be afforded with the principal or designee to discuss the matter. If the student or parent is not satisfied, the student or parent shall be afforded the opportunity to confer with the Governance Board. This Grievance Procedure does not apply to long-term suspensions or expulsions, the procedure for which is described below.

#### **Code of Conduct/Discipline Policy**

The expectation at MACCS 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 that 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 MACCS Governance Board that every reasonable effort be made in favor of the student's education in disciplinary actions and as such MACCS has defined an array of responses to address behaviors that are not appropriate or are prohibited. These are outlined in Part B Responses.

#### **A. Prohibited Conduct**

##### Major Infractions:

The following are types of major behavior infractions that disrupt the educational process and are prohibited. These infractions are intolerable due to the threat of immediate safety to the entire school community, and will be directed straight to the Principal for disciplinary consequences, which may include contract implementation or expulsion. This list is not all-inclusive; other acts of

misconduct not specified herein are also subject to discretionary action by appropriate school personnel, including direct consequences by the Principal.

#### 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/Bullying/Cyber-Bullying

Threatening physical harm to another, causing a present fear of imminent danger to the person; included are verbal threats, incitement, coercion, gestures, inappropriate media portrayals/images, threatening texts and verbal assaults with intent to demean, dehumanize, embarrass or cause emotional or physical harm to a student or school employee.

#### 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 and/ or property are likely to be injured or destroyed.

#### Cyber-stalking

To engage in a course of conduct to communicate words, images or language through the use of electronic mail or electronic communication, directed at or about a specific person, causing substantial emotional distress to that person and serving no legitimate purpose.

#### 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.

#### 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.

### Discrimination

Unwanted harm towards a student or employee in regard to their real or perceived: sex, race, color, religion, national origin, age, socio-economic background, ability, ancestry, gender, gender identity, sexual orientation, expression, linguistic preference, political beliefs or social/family background.

### Extortion

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

### Firearm, Possession\*

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

### Gang-Related Activity

Gang-related activity can be intimidating to students, faculty and staff, and is disruptive to the educational process. Although this list is not all-inclusive, examples of inappropriate and unacceptable behaviors are such things as gang graffiti on school property, intimidation of others, gang fights and/or initiation rituals, wearing gang attire or “colors”. A “gang” can be any group of students and/or non-students whose group behavior is threatening, delinquent or criminal. Since gang behavior, markers and colors are variable and subject to rapid change, school administrators and staff must exercise judgment and their individual discretion based upon current circumstances in their neighborhood schools when evaluating gang-related activity. Gang-related indicators, which will be considered, should include:

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

### Materials, Obscene

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

### Paraphernalia Possession\*

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

### Robbery

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

### Sexual Harassment / 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. Examples of sexual harassment include but are not limited to the following: sexual assault, unwanted touching, inappropriate comments or conversation, including "sexting", certain nonverbal behaviors and gestures which threaten or belittle others on the basis of gender.

Harassment is any threatening, insulting or dehumanizing gesture, use of technology, computer software, or written, verbal or physical conduct directed against a student or school employee that:

1. Places a student or school employee in reasonable fear of harm to her/his person or damage to her/his property
2. Has the effect of substantially interfering with a student's educational performance, or employee's work performance, or either's opportunities or benefits
3. Has the effect of substantially negatively impacting a student's or employee's emotional or mental well-being
4. Has the effect of substantially disrupting the orderly operation of the school.

### Theft

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

### Vandalism

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

### Weapons Possession\*

Possessing a weapon such as but not limited to:

1. A firearm
2. Any type of gun
3. Any type of knife
4. Any type of club

5. Any type of explosive
6. Spiked wrist-band
7. Chains
8. Any other item that may cause or is intended to cause injury or death. This specifically includes “look-alike” guns and knives, such as toys, if the look-alike object is used or intended to be used to intimidate, threaten, or cause fear.

### Weapon Use

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

\*”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.

### Minor Infractions:

The following are minor behavior infractions that disrupt the educational process and are prohibited during school hours and school-related activities. This list is not all-inclusive; other acts of misconduct not specified herein are also subject to discretionary action by the Teacher, Advisor, Student Support Team, and/or Principal.

### Defiance or 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.

### 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 that leads an administrative authority reasonably to forecast that such an interruption or interference is likely to occur unless preventive action is taken. For example:

1. 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.
2. Being inappropriately dressed, i.e., being dressed in a manner that is potentially disruptive to the educational process.
3. In appropriate display of affection, i.e., a display of affection that has the potential of disrupting the educational process.
4. Cheating; Gambling

5. Inappropriate use of cell phones and pagers, i.e., any use that disrupts the class, the campus or school activities.

#### Language, Profane and/or Abusive

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

#### Tobacco

e-cigarettes, tobacco cigarettes, and nicotine containers are included in the definition of "tobacco" under Title 6, Chapter 12, Part 4 NMAC, and the use of such products or items in school buildings, on school property, and by students at school-sanctioned functions away from school property are strictly prohibited. Additionally, all smoking contraband (pipes, lighters, matches) is prohibited.

#### Trespassing/Unauthorized Presence

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

MACCS Three-Stage Discipline Procedures/Responses to Prohibited Conduct/Unacceptable Behavior / Major & Minor Infractions are as follows:

**Stage one** – A student may receive a referral for disruptive behavior from any teacher or staff. If a referral form is issued the issuing party should email the staff to apprise them of the referral. Give referral slips to social worker who will keep a file.

After three such referrals, a staffing will be held. The student's advisor will call and invite the parent/guardian to this required meeting. The staffing will consist of the advisor, the teachers/staff who made the discipline referrals, the school counselor or social worker, the student and the student's parent/guardian.

The school counselor or social worker will facilitate the meeting. In the staffing the reasons for the referrals will be addressed and a plan for improvement will be made. This improvement plan will include short term goals and may also include a restorative justice component.

Following the staffing and implementation of the improvement plan, the student will check in with the counselor/social worker to discuss how things are going and any possible problems that may arise.

**Stage two** – After the initial staffing, if a student continues to show disruptive behavior teachers/staff will issue referrals for this behavior. If a referral form is issued the issuing party should email the staff to apprise them of the referral. Give the referral slips to the social worker who will keep a file.

After the third referral in this stage; the sixth referral overall, a second staffing will be held. The student's advisor will call and invite the parent/guardian to this

required meeting. The staffing will consist of the advisor, the teachers/staff who made the discipline referrals, the school counselor or social worker, the student and the student's parent/guardian. The school counselor or social worker will facilitate the meeting. In the staffing the reasons for the referrals will be addressed and an individualized formal behavior contract will be made. This behavior contract will include:

- The student behaviors / issues needing correction
- Specific actions that the student, parent and staff will take to support the correction of behaviors.
- The time period that the above actions must be followed allowing for student improvement in behavior.
- Possible consequences for the student if the agreed upon actions are not taken and/or if no improvement is made in the student's behavior.
- An agreement for the student to attend 6 consecutive weekly meetings of the Justice Group.

**Stage three** – If the student violates the behavior contract, the student will be referred to the principal for disciplinary action such as suspension or referral to other schools that may better meet the needs of the student.

The administrative response to the unacceptable behavior is left to the discretion of the Teacher & Principal depending upon circumstances, including the seriousness of the offense and the student's history. MACCS will strive to respond to a student's violation of school rules or disruptive conduct in a manner that keeps the student in school, but in very serious circumstances, may resort to expulsion from school.

The first response to any minor infraction will include a verbal correction. Upon repeated violations a meeting will be scheduled with the student's Advisor, Parent and referring Teacher, upon which time a Behavior Contract may be implemented. All responses and meetings will be documented allowing the student time for improvement. If after three repeated violations, a meeting with the Principal, Teacher, Advisor, and Parent will be scheduled to determine the continuation of the students' enrollment at MACCS.

1. MACCS will attempt to fully communicate with appropriate persons, as follows:
  - a. Staff/Student Contact: staff member, defined as any school employee, will contact student.
  - b. Student/Parent Contact: Staff member will contact parents by email, telephone, or in person.
  - c. Administrator/Student Contact: Administrator will contact student in person or by telephone.
  - d. Administrator/Parent Contact: Administrator will contact parent by note, by

telephone or in person.

- e. Administrator/Student/Parent Conference: Administrator, student and parent will meet to discuss problem and solution(s)
- f. Early Warning Systems Protocols will guide all Behavior Interventions (Appendix A)

2. MACCS may employ the following responses to unacceptable behavior:

- a. Restorative Justice: MACCS may require students to recognize, own, and publicly apologize for their actions if they are determined to as being non-beneficial to MACCS school culture and other students.
- b. Restitution, or community service, will be sought for damage or the theft of personal or school property. This includes: damage to the school facilities (bathrooms, desks, etc); damage or loss of school textbooks, materials and supplies for which student and parents are responsible; or damage to personal property of school employees or students or school neighborhood residents. Such matters may be referred to the Albuquerque Police Department (APD) for further action.
- c. Contracts: The student will commit to more positive behavior in the form of a written contract. Student may be assigned school or community service. Supervision will be determined by school officials.
- d. Referrals: Student may be referred to various school personnel or other entities for appropriate interventions/services.
- e. In-School Suspension: Student may be removed from class or activity but remains at school until satisfactory resolution is reached. In-school suspension shall be accomplished according to the procedures for a short-term suspension below.
- f. Student may be transferred to another 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.
- h. Referral to Self-Help Programs: Students with an excess of 3 smoking or tobacco-related offenses will be referred to an anti-smoking cessation program.
- i. Emotional Impulse Control Group: The referral process for this group is based on: frequency of occurrences (3 times for same occurrence), seriousness (safety threat to students &/or staff), series/repetition of infraction (refusal to follow directions)

3. In response to serious violations or offenses, MACCS will resort to suspension, expulsion, and/or referral for legal action. The procedures to which a student is entitled prior to suspension or expulsion is detailed below. Students whose presence poses a continuing danger to persons or property or an ongoing

threat of interfering with the educational process may be immediately removed from school, subject to the rules/procedures for suspensions and/or expulsions.

- 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. 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. A student who has been suspended will generally be given a reasonable period of time to complete missed assignments and examinations and will generally be free from additional penalties affecting his/her grades, credit, graduation or any other indicators of academic achievement.
- b. Long-Term Suspension: Removal of a student from school and all school-related activities for more than ten (10) days and up to the balance of the semester. A student receiving a long-term suspension will lose credit for the semester.
- c. Expulsion: Removal of a student from MACCS for a period exceeding one semester. A student receiving an expulsion will lose credit for the semester in which the expulsion occurs. Students who are determined to have knowingly brought a weapon to school shall be expelled for a period of not less than one year.
- 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 MACCS.

### C. Procedures

1. The school administration will provide 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. The Principal 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.

2. Short-Term Suspension: A student facing suspension for fewer than ten (10) days is not entitled to a formal hearing, but is entitled to a rudimentary hearing, as follows:

- i. Before the student is suspended, the student shall be informed of the charges against him or her and, if (s) he denies them, shall be told what

evidence supports the charge(s) and be given an opportunity to present his or her version of the facts. The administrative authority is not required to divulge the identity of informants, although (s) he should not withhold such information without good cause. S (he) is required to disclose the substance of all evidence on which (s) he proposes to base a decision in the matter.

- ii. If the student denies the charge(s), the school authority may delay the suspension in order to conduct further investigation, but is not required to. The discussion with the student may take place and a temporary suspension may be imposed within minutes after the alleged misconduct has occurred.
- iii. The administrative authority is not required to allow the student to secure counsel, to confront or cross-examine witnesses supporting the charge(s), or to call witnesses to verify the student's version of the incident, but none of these is prohibited.
- iv. The school shall make reasonable efforts to inform the student's parent or guardian of the charges against the student and the possible or actual consequence as soon as practical. If the school has not communicated with the parent/guardian by telephone or in person by the end of the first full day of suspension, the school shall on that day mail a written notice with the required information to the parent/guardian's address of record.
- v. Long-Term Suspension or Expulsion:

#### 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 or other representative during any hearing. If a hearing is requested or required, school authorities shall prepare and serve the parents/legal guardians with a written notice of the hearing. The hearing shall be scheduled no sooner than five (5) and no later than ten (10) school days from the date of receipt of notice by the parents. The school will provide copies of documents and a list of witnesses at least two (2) working days in advance of the hearing. The parent/guardian may choose to waive the student's right to a hearing and accept the disciplinary consequences recommended by the school. Expulsion hearings cannot be waived.

#### Hearing Authority and Transcript

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

#### Burden of Proof

The hearing is not a legal proceeding, and formal rules of evidence shall not govern the conduct of the hearing. The burden of proving that the student

violated a provision of this Student/Parent Handbook is on the school authorities. The student or his/her counsel shall have the right to call witnesses on his/her behalf and to question witnesses against him/her. The school authorities shall have the right to call witnesses and to question any witnesses who testify.

#### Decision of Hearing Authority

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

#### Appeal to the Governance Council

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

The process followed by MACCS shall conform to 6.11.2 NMAC and to the extent any provision of this section conflicts with the NMPED regulation, the regulation shall govern.

Legal references: NMSA 1978 §22-5-4.3; 22-5-4.7; 22-8B-8(K); 6.11.2 NMAC.

## **Special Education Services**

The mission of MACCS is to work with students and families to identify the strengths, needs and issues impacting student success. Graduation from High School or transition into an alternative graduation or career path will be our primary measure of success. The MACCS will provide flexible and personalized programs for anyone seeking a high school diploma.

Individual needs of students who have been receiving special education services will be addressed through their Individual Education Program. Our dedication to best practices will be demonstrated through an **inclusive model** of education, providing progressive techniques for instruction, curriculum and meeting individual needs of students.

When a student who is eligible for special education services is placed in a regular education classroom, he or she is expected to achieve at a level commensurate with his/her ability and IEP with the assistance of appropriate special education and related services.

### Special Education Discipline Procedures

The IEP team must consider, when appropriate, strategies- including positive behavioral interventions, strategies, and supports to address behavioral concerns through the IEP process.

In response to disciplinary actions by school personnel, the IEP team must, within 10 days, meet to formulate a functional behavioral assessment plan to collect data for developing a behavior intervention plan, or if a behavioral intervention plan already exists, the team must review and revise it (as necessary), to ensure that it addresses the behavior upon which disciplinary action is predicated.

Students with disabilities are subject to school disciplinary processes. They are also not entitled to remain in a particular educational program when their behavior substantially impairs the education of other students in the program. However, MACCS is required by state law and regulations (6.11.2 NMAC) to meet the individual educational needs of students with disabilities as described by their IEP.

Long-Term Suspensions or Expulsions – Discipline of students with disabilities shall be governed by the procedures set forth in Section 6.11.2.11 NMAC.

Temporary Suspension - of students with disabilities may be imposed in accordance with the normal procedures prescribed in Subsection D of Section 6.11.2.12 NMAC, provided that the student is returned to the same educational placement after the temporary suspension and unless a temporary suspension is prohibited under the provisions of Subsection G, Paragraph (3) of 6.11.2.10 NMAC.

Program Prescriptions - A student with a disability's individualized education program (IEP) need not affirmatively authorize disciplinary actions which are not otherwise in conflict with the regulation. However, the IEP Committee may prescribe or prohibit specified disciplinary measures for an individual student with a disability by including appropriate provisions in the student's IEP. Administrative authorities shall adhere to any such provisions contained in a student with a disability's IEP, except that an IEP Committee may not prohibit the initiation of proceedings for long-term suspension or expulsion which are conducted in accordance with this regulation.

Immediate Removal - Immediate removal of a student with disabilities may be done when a student brings a weapon to school or a school function; or

knowingly possesses or uses illegal drugs or has sold or solicited the sale of a controlled substance while at school or a school function.

Legal References: 6.11.2 NMAC; 34 CFR §300.530.

## Special Education Procedural Safeguards

### Notification

Parent/guardian will receive prior written notice before the school proposes or refuse to initiate or change the identification, evaluation, educational placement of your child or the provision of a free appropriate public education to your child. Such notice will:

- \* Fully explain procedural safeguards
- \* Describe and explain the school's proposed action or refusal to act, including a description of other options considered and rejected bane why rejected
- \* Describe evaluation procedures, tests, records or reports used for the proposed or refused action
- \* Describe any other factors which are relevant to the action proposed or refused by the school.
- \* Be provided in a language and/or manner that is understandable to you
- \* Describe which school personnel will be attending the meeting.

### Written Consent

Parent/guardian must give written consent prior to the following actions:

- \* Initiation of an initial individual evaluation
- \* Initial placement in special education services

**Parent/guardian may revoke consent at any time**

### Assessment

Parent/guardian may request an independent educational evaluation of his/her child at public expense if he/she disagrees with the school's evaluation. However, the school may initiate a hearing to demonstrate that its evaluation is appropriate. If the final decision is that the school's evaluation is appropriate, the parent/guardian has the right to an independent evaluation at his/her own expense. (The parent should obtain the school's guidelines before proceeding with an independent evaluation.)

### Records

Parent/guardian has the right to:

- Review any of his/her child's educational records within 45 calendar days of the request.
- Receive an explanation of the educational records.
- Identify a representative to inspect or review records.
- Obtain copies of specific documents
- Request an amendment of information in the child's educational records

- Confidentiality of records

### Placement

Parent/guardian has the right to:

- Obtain a Free Appropriate Public Education (FAPE) for his/her child with a disability.
- Receive a written description and explanation of the special education placement of the child.

### Resolving Differences

Parent/guardian has the right to:

- Request a mediation conference to resolve differences regarding the evaluation, placement and program recommendations for his/her child.
- Request an impartial due process hearing even when using mediation to resolve differences.
- Appeal an adverse hearing decision to the District Court of Appeal, within thirty (30) days of the date of the Final order or bring a civil action in the State Circuit Court or in the Federal District Court.
- Request reasonable attorney's fees and related costs which may be awarded if the parent/guardian is the prevailing party in an administrative hearing or court proceeding.
- Request an administrative review by the state department of education.

[Legal references: NMSA 1978 §22-13-5; 6.11.2 NMAC; 34 CFR §300; 20 U.S.C. 1400-1415.](#)

### Miscellaneous

Parent/guardian as the right to:

- Receive communications in the language or other mode of communication that is understandable to him/her (unless it is clearly not feasible to do so).
- Have a surrogate parent assigned to represent a child in decisions regarding educational matter if: (a) No parent/guardian can be identified, (b) No parent/guardian can be located, (c) The child is a ward of the State or court, unless the child resides with a foster parent.

## **Academic Integrity**

This applies to any and all student experiences in which academic credit is involved (e.g., courses, internships, research, and school-affiliated independent media productions).

### **I. Academic Integrity**

The Media Arts Collaborative Charter School's (MACCS) is committed to the academic, social and ethical development of each student. Plagiarism and cheating inhibits a student's academic achievement and compromises the trust

between teacher and student, which is fundamental to the learning process. Because academic and creative integrity is the cornerstone of every media profession, MACCS students are responsible for learning and upholding professional standards of research, writing, assessment, production and ethics in their areas of study. All original work which students submit must be the product of their own efforts and must be consistent with appropriate standards of professional ethics. Academic dishonesty, which includes cheating, plagiarism and other forms of dishonest or unethical behavior, is prohibited at MACCS.

A breakdown of behaviors that constitute academic dishonesty is presented below. Academic dishonesty includes but is not limited to:

- A. **Cheating on Examinations:** Cheating is using or attempting to use materials, information, notes, study aids, or other assistance in any type of examination or evaluation which have not been authorized by the instructor.
- B. **Plagiarism:** Plagiarism is intentionally or carelessly presenting the work of another as one's own. It includes submitting an assignment purporting to be the student's original work which has wholly or in part been created by another person. It also includes the presentation of the work, ideas, representations, or words of another person without customary and proper acknowledgement of sources. Students must consult with their instructors for clarification in any situation in which the need for documentation is an issue, and will have plagiarized in any situation in which their work is not properly documented.
- C. **Fabrication, Forgery and Obstruction:** Fabrication is the use of invented, counterfeited, altered or forged information in assignments of any type including those activities done in conjunction with academic courses that require students to be involved in out of classroom experiences. Forgery is the imitating or counterfeiting of images, documents, signatures, and similar identification of authorship. Obstruction is any behavior that limits the academic opportunities of other students by improperly impeding their work or their access to educational resources.
- D. **Complicity** - Complicity is assisting or attempting to assist another person in any act of academic dishonesty.

**Academic Retention** – Students failing any Core class(es) must complete them prior to the beginning of the next school year. Any student not completing their grade level, required Core classes for each school year will be retained in those Core classes the following year.

## II. ETHICAL AND PROFESSIONAL BEHAVIOR

Students are expected to adhere to the ethical and professional standards associated with their programs and academic courses. Such standards are generally communicated to students by instructors and are available through publications produced by professional organizations. Unethical or unprofessional behavior will be treated in the same manner as academic dishonesty.

## III. SANCTIONS FOR VIOLATIONS

In cases involving violation of the Policy on Academic Integrity, determination of the student's grade, and the student's status in the course are made by the instructor. When a determination of a violation has been made, the student will be informed of the decision, presented with evidence of the violation, and be given with the opportunity to discuss any mitigating circumstances. If the instructor determines that a violation of this Policy did occur, the student's parent(s) or guardian(s) will also be notified of the violation and its consequences.

The instructor's determination can be appealed via written notification by the student or his/her parents to the school Principal. The letter must detail the reasons for protesting the instructor's decision, and state reasonable grounds for appeal. The Principal's determination in the matter is final.

**At a minimum, students who are found in violation of Policy on Academic Integrity will automatically receive a failing grade for the assignment, exam, media production, or other work in question.** If the instructor believes that a student has violated the Policy on Academic Integrity and that the violation is sufficiently serious, the instructor may refer the case to the school Principal for the consideration of additional sanctions. At the discretion of the Principal, students may also face additional sanctions including but not limited to before/after school detention, academic probation, and suspension or expulsion from school.

### Academic Support Interventions

All students receiving two or more failing grades in core content classes will be referred to participate in academic support initiatives to assist in increasing their letter grade to a C or better. Academic Support Interventions/Initiatives include any combination of: Early Warning Systems Protocols, academic contracts, progress reports, tutoring and Saturday School. (See Appendix A)

### Fire and Lockdown Drills & Regulations

#### Fire Drills

When the alarm sounds, each teacher and their students are to evacuate the building in a brisk but orderly fashion, and are to assemble in classroom groups at least fifty feet from any building. The teacher will know the area which as been

assigned to their class. All are to remain there until an “all clear” signal, three short alarms, indicates it is safe to return to the building.

### Lockdown Drill

Lockdown drills are conducted periodically to ensure that students and staff are safe from an outside (possibly armed) intruder, neighborhood burglar, or any other external threat. The procedure of a lockdown drill emphasizes that students and staff remain within a locked classroom until the outside threat is cleared. All entrances to campus, building and classrooms will be locked to ensure safety of those protected inside.

Hopefully a situation will never occur that would warrant our need of an actual Lockdown. However, should a situation arise, please do not rely on information from your child’s text message or cell phone call. All information will come from MACCS command post, which will be established immediately should there be an incident. Please inform your child NOT to use their cell phone during a Lockdown situation. The City of Albuquerque has designated its 311 Center to be the point of contact for information pertaining to an incident at MACCS. 311 will be working directly with MACCS and the Albuquerque Police Department to share information about what is taking place at the school and where parents are to meet their child

### **Graduation Requirements**

<u>Course</u>	<u>30 Credit Plan</u>
English	4 credits
Math	4 credits
Science	3 credits – two must be Lab
US History	1 credit
World History	1 credit
Government	.5 credit
Economics	.5 credit
NM History	.5 credit
PE	1 credit
Media Arts & other electives	14.5 credits – includes Post-secondary Concurrent enrollment, Internships & Apprenticeships
	<hr/> 30 Credits to graduate

Incoming new students in grades 10-12 will have pro-rated credit calculations to determine their requirements for graduation.

### **Dual Credit, Internships & Online/Blended Courses**

#### Dual Credit

The Media Arts Collaborative Charter School offers dual credit enrollment for all students who have the qualifying minimum GPA’s, 2.25 for CNM and UNM. Students may *not* take dual credit courses simultaneously with Credit Recovery.

### Internships

Student Internships are available to all qualifying students who have completed two full years of pre-requisite Media Electives and who have a minimum 2.5 GPA. The Internship Coordinator will facilitate the collaboration between the Industry Mentor and oversee the 60 internship hours required for the Intern to receive .5 credit.

### Online Courses

The Media Arts Collaborative Charter School offers online courses that provide a hybrid-learning environment for students' diverse learning styles. Media Arts provides the online curriculum, Edgenuity, exclusively for Credit Recovery of one semester that may be completed from home or during Summer School. Students needing full course credit must complete the course with the school year as a regular class (not online). All Online Courses being completed during the regular school year will require an Independent Study contract to be completed by the teacher and principal. All Online Courses will be proctored by a highly qualified, licensed teacher and all final exams must be taken in the presence of the teacher. Please note that the NCAA does not allow/recognize Online Course credit.

All of MACCS teachers also provide their authentic Canvas Online platform as a blended resource to complement and mirror classroom instruction. Canvas will be implemented for any school cancellation days due to inclement weather, thereby omitting the need for any (snow) make-up days.

### **Immunizations**

All students must be currently immunized (or have a current exemption) before entering school. Immunization requirements are as follows:

Diphtheria – Tetanus – a series of three plus a booster every 10 years

Polio vaccine – a series of three-also the student needs to have received their most recent dose of polio vaccine after the 4<sup>th</sup> birthday. If the student has already reached the age of 18 years, no additional polio vaccine is required.

MMR (measles-mumps-rubella) – two doses of this vaccine are required.

Both doses must be given after the age of 12 months. MMR vaccine given before the 1<sup>st</sup> birthday is not considered valid.

Hepatitis B – series of 3.

Students with exemptions must have them renewed annually.

### **Visitors to MACCS / Classroom Visitations**

All Visitors must sign in and out with the Receptionist/Front Office. A Visitor badge will be given to every Visitor to identify them on Campus. Unauthorized visitors may be cited for unlawful presence.

Parents are welcome and encouraged to visit MACCS at any time, but must check in with the front office. Please follow these guidelines to make the most of your visit to your child's classroom:

1. Visitation is not for an individual conference, if you need to speak to a teacher about your child's progress, please set up a meeting time through the Main Office or by contacting the teacher via email.
2. Classroom visitors need to check in with the Main Office to sign in and receive a Visitor's pass.

### **MACCS Mastery Grading Scale**

All students must demonstrate proficiency by achieving a grade of C or higher in order to receive credit for any course.

The student's semester grades determine grade point average. Grade point average is based upon the following scale, corresponding with 4.0 and percentage scales:

A+	4.1	97-100+ %
A	4.0	94-96
A-	3.7	90-93
B+	3.4	87-89
B	3.0	84-86
B-	2.7	80-83
C+	2.4	77-79
C	2.0	74-76
C-	1.7	70-73
I*		
F	0	0-69

I \* = Students who have completed a minimum of 80% of the required coursework with a grade of C (70%) or better may be eligible to receive an Incomplete (I) in lieu of a failing grade at the discretion of the course instructor. Students who receive an Incomplete (I) in Semester 1 will have one semester to demonstrate proficiency. Students who receive an Incomplete (I) in Semester 2 must demonstrate proficiency prior to the beginning of the following academic year. Any student who fails to demonstrate proficiency by the required deadline will receive a failing grade (F) for the course.

Students successfully passing AP & Honors courses will receive an additional .25 weighted GPA factored into their grade.

For further information on Family Educational Rights and Privacy Act (FERPA) please visit: <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

### **Middle School Gateway Protocols**

1. MACCS Middle School offers students a skills-based learning environment in which students are placed into achievement levels based on test scores or previous demonstrations of skill proficiency. There are five achievement levels, which in a traditional educational setting may be considered the equivalent of the following:
  - a. Level 1 – skills below the 6th grade level
  - b. Level 2 – equivalent to 6th grade proficiency
  - c. Level 3 – equivalent to 7th grade proficiency
  - d. Level 4 – equivalent to 8th grade proficiency
  - e. Level 5 – working above 8th grade proficiency
  
2. Students are expected to achieve Level 4 (8th grade) proficiency in all core subjects (English Language-Arts, Math, Science and Social Studies), before transitioning to high school (9th grade).
  
3. Students will be provided with complete skill set rubrics appropriate to their achievement level in each subject at the beginning of each academic year. Skill set rubrics will include ELA, Math, Science, Social Studies, Media, Art and 21st Century/CTE skills.
  - a. Each rubric will assess student progress in each skill on a four-point scale as follows:
    - i. 0 - Did not attempt skill
    - ii. 1 - Beginning steps
    - iii. 2 - Approaching
    - iv. 3 - Proficient
    - v. 4 - Mastery
  - b. Students must achieve a score of 3 or higher in each skill to be considered “proficient” in the selected skill.
  - c. Students and teachers will track student mastery in the Skill Set Google Doc throughout the year, both by highlighting cells in the rubric (blue=mastery, green for proficient, yellow=approaching, red=beginning) and by leaving comments next to skill sets which have been attempted but not yet mastered for each subject.
  - d. At the end of each academic quarter, PowerSchool will be updated with a complete list of all skills attempted in each class, and the student’s current proficiency scores.
  - e. Because PowerSchool will only reflect skills attempted in each class, students and parents are responsible for reviewing overall progress throughout the year on the student’s individual Skill Set Google Doc. However, teachers will provide the following to help parents track progress:

Students will track daily progress in each class in their agenda, including any work not completed in class that must be done at home. Each teacher will sign the student's agenda each day to verify correct information. Parents are responsible for reviewing their student's agenda each day to track progress.

- i. Parents will receive three academic progress reports in each class during each academic quarter, which must be signed by parents and returned.
  - ii. Mentors will email parents three times during each academic quarter to alert parents to a student's overall progress in all classes, and discuss potential skill set deficiencies.
  - iii. Students who are non-productive in a given class will be subject to the Early Warning Systems protocols, available in the Student/Parent Handbook. The EWS protocols will also generate parent contact.
4. At the end of an academic year, students in levels 1, 2, or 3 who have not demonstrated proficiency in a given subject have the following options:
  - a. Students who have completed at least 80% of skill sets in a given subject may propose a summer project in which they will demonstrate mastery of the selected skill sets. Project proposals must be submitted and accepted within three business days of the last day of school. In the week before the next academic year (usually the last week of July or the first week in August), students will meet with the appropriate faculty to present their project and demonstrate their proficiency in the missing skill sets.
    - i. Students whose presentation demonstrates mastery will Gateway and be placed in the next appropriate level.
    - ii. Students who cannot demonstrate mastery will remain in the same level in the next academic year until mastery of all skill sets have been achieved. However, students who chose not to complete a summer project should be aware that delaying proficiency in core subject skill sets may adversely impact their ability to transition to high school in a timely manner.
5. Students in Level 4 who have not completed all of their required skills at the end of the academic year have the following options to attempt to demonstrate proficiency of the missing skills in order to transition to 9th grade (high school):
  - a. Students who have completed at least 80% of skill sets in all core subjects may demonstrate competency in missing skill sets by electing to take an NMPED End of Course Exam OR an End of Course Exam created by MACCS instructors, OR both tests, in the subjects in which they have not completed their required skill sets.
    - i. Students who pass the exam(s) will automatically be eligible for high school transition.

- ii. Students who do NOT pass the exam(s) MUST propose a summer project to demonstrate mastery of remaining incomplete skill sets in each subject. For details, please see 5(b) below.
- b. Students who have completed at least 80% of skill sets in all core subjects and did not pass or do not want to take an End of Course exam may propose a summer project in which they will demonstrate mastery of the remaining skill sets. Project proposals must be submitted and accepted within three business days of the last day of school. In the week before the next academic year (usually the last week of July or the first week in August), students will meet with the appropriate faculty to present their project and demonstrate their proficiency in the missing skill sets.
  - i. Students whose presentation demonstrates mastery will Gateway and be placed in the next appropriate level.
  - ii. Students who did not pass the End of Course Exams AND cannot demonstrate mastery via alternative project presentations will remain in middle school Level 4 courses in the next academic year. When mastery of Level 4 classes has been achieved, students will gateway to Level 5 courses (high school-level work), but will not receive high school credit in any subject except Algebra 1 and/or Geometry.
- c. Level 4 students who have completed between 60% to 80% of their skill sets in all core subjects and wish to attempt to complete their remaining skill sets before the start of the next academic year **MUST** propose a summer project in which they will demonstrate mastery of ALL of the remaining skill sets AND **MUST** take the NWEA Measure of Annual Progress (MAP) tests in English and Math and achieve a score equal to their grade level proficiency as measured by the March 2016 NWEA Linking Study.
  - i. Project proposals must be submitted and accepted within three business days of the last day of school. In the week before the next academic year (usually the last week of July or the first week in August), students will meet with the appropriate faculty to present their project and demonstrate their proficiency in the missing skill sets.
    - 1. Students whose presentation demonstrates mastery AND who pass the EOCs in Language Arts and will Gateway and be placed in the next appropriate level.
    - 2. Students who cannot demonstrate mastery via alternative project presentations will remain in middle school Level 4 courses in the next academic year. When mastery of Level 4 classes has been achieved, students will gateway to Level 5 courses (high school-level work), but will not receive high school credit in any subject except Algebra 1 and/or Geometry.

6. Students may Gateway in any subject upon completion of all major skill sets in a subject. Optional or course-only skill sets will be highlighted in orange in each Google Doc.

### **Union/Reunion**

1. Daily Union in the first 10 minutes of each day
2. Monthly Union as a whole school
  - a. 1st one done by us
  - b. Half hour
  - c. Student emcee
  - d. Student-driven
  - e. Presentations scheduled the Thursday before
  - f. Reinforce Habits of Heart & Mind and safety language
  - g. Acknowledgements at the end
  - h. Alternating teacher organizers
  - i. First school Union is teacher-driven, the rest are student-driven

## APPENDIX A

# Early Warning Systems Protocols

	Tier I (Prevention)	Tier II	Tier III
<b>Attendance</b>	<ul style="list-style-type: none"> <li>• Teachers will take daily attendance</li> <li>• Staff will conduct weekly shout-outs for students with perfect attendance</li> <li>• MACCS will award gift cards at the end of each term to students with perfect attendance</li> <li>• Assembly recognition for 95 percent attendance</li> <li>• House points will be awarded in middle school to students with exemplary attendance.</li> </ul>	<ul style="list-style-type: none"> <li>• Three absences in any class will result in teacher notifying parents by phone or email.</li> <li>• At 12 combined absences (3 days total) and 20 combined absences (5 days) for all classes, MACCS's social worker will notify parents in writing by U.S. mail of lapses in attendance.</li> <li>• Teachers will email work home to parents of students who have excused absences for five consecutive days of school</li> </ul>	<ul style="list-style-type: none"> <li>• Parents of students who have 28 or more absences will be required to attend a mandatory meeting with MACCS personnel. The MACCS social worker will conduct a home visit for parents who fail to respond to the request for an in-person meeting.</li> <li>• Students who have 40 or more cumulative absences will be placed on an attendance contract; families of students who have more than 40 absences will be subject to spot home visits by the MACCS social worker to ensure compliance with NM state public education attendance policies.</li> <li>• Referral to community services, counseling and/or learning disability specialists for appropriate diagnosis which may lead to implementation of IEP</li> </ul>
<b>Behavior</b>	<ul style="list-style-type: none"> <li>• Open door counseling</li> <li>• Offer issue-specific presentations as needed. Presentations include but are not limited to mental health, sexual education, boundaries, language use and profanity, social skills, and drug use.</li> <li>• Why Try advisory curriculum</li> <li>• Issue-specific support groups</li> <li>• Middle school students will be provided training in utilizing safety language in class and community to facilitate improved communication and behavior.</li> </ul>	<ul style="list-style-type: none"> <li>• In-class interventions: corrective warnings, seating; pairing; breaks; alternate activities.</li> <li>• Revocation of classroom privileges as appropriate</li> <li>• Middle School students may be assigned a high school peer mentor, or enter a mentoring program</li> <li>• Participation in a restorative justice program</li> <li>• Students who are unable to self-correct disruptive classroom behavior will be sent to the principal's office. The principal will make a written note of the student's behavior, contact parents to inform them of their</li> </ul>	<ul style="list-style-type: none"> <li>• Home visits</li> <li>• Parent or parent-assigned community member will participate in mandatory, daily classroom observations of the student for a specified period of time, or until behavior improves.</li> <li>• Student engagement in a school community service project designed to address his or her specific behavior</li> <li>• Recommendation for an alternative school or learning environment</li> <li>• Referral to community services, counseling and/or learning disability specialists for appropriate diagnosis which may lead to</li> </ul>

		<p>student's behavior, and discuss further corrections with the student. Students who are referred to the principal's office for disruptive behavior a total of three times will be referred to a counselor/social worker for implementation of an improvement plan. The referring teachers and the student's advisor will be notified by Principal.</p> <ul style="list-style-type: none"> <li>• Students who require an improvement plan will participate in the following procedure:</li> <li>• A social worker or counselor will be assigned to monitor and track the student's progress for a minimum of 6 weeks after creating the individualized behavior improvement plan with student.</li> <li>• The student, his/her parent(s), the assigned social worker or counselor, and referring teachers will meet to discuss the behavior improvement plan and student goals.</li> <li>• At the end of 6 weeks, student, parents, and social worker or counselor will meet to review the student's progress. Students whose behavior has improved may either be removed from improvement plan status, or continue following the plan provisions upon the recommendations of teaching/counseling staff. Students whose behavior has not improved and has accrued 3 additional referrals during the six weeks will be recommended for a behavior contract</li> </ul>	<p>implementation of IEP</p> <ul style="list-style-type: none"> <li>• Student is required to meet with the Principal for the implementation of a final behavior contract that outlines the student's specific behavioral concerns that must improve. If the contract is violated by continuation of inappropriate behavior the Principal will meet with the student and parents for the purpose of recommending an alternative school or learning environment</li> </ul>
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<p><b>Course Completion</b></p>	<ul style="list-style-type: none"> <li>• Honor Roll &amp; Luncheon</li> <li>• Principal's List (attendance + grades)</li> <li>• Staff will cook/cater/serve a ceremonial dinner each semester for Principal's List students</li> <li>• MS House System</li> <li>• Fall/Spring parent/teacher meetings</li> <li>• Term report card conferences with outside community members</li> <li>• Use of Canvas, PowerSchool and agendas</li> <li>• Advisory grade checks</li> <li>• Fall/Spring parent-teacher conferences</li> <li>• Data-driven instruction (incorporation of NWEA data to address skill gaps for struggling students)</li> <li>• Middle school students will meet at least bi-monthly with their assigned mentors to track progress on skill achievements.</li> <li>• Middle school students will set and track daily goals in their agenda for each day/class.</li> <li>• Middle school students working collaboratively will create project plans and group contracts with parent approval to track progress and productivity.</li> <li>• House points will be awarded in middle school to students with exemplary grades.</li> <li>• Middle school students and parents will receive three quarterly progress reports for each class which must be returned to the appropriate teachers with a parent signature</li> </ul>	<ul style="list-style-type: none"> <li>• Students who fail any six week term will be required to attend a mandatory parent/teacher(s)/EWS meeting to create a targeted individual learning plan to address areas in which the student is struggling (skill-gaps, study habits, organization strategies, communication, comprehension, etc.).</li> <li>• Students failing any six week term will be required to attend mandatory after-school tutoring</li> <li>• Students failing any six-week term will be required to attend mandatory Saturday school</li> <li>• Some failing students may be required to attend lunchtime counseling groups as appropriate</li> <li>• Special Education students who fail any six week term will be considered for small-group intensive instruction by special education personnel</li> <li>• Mentors of middle school students who are not demonstrating proficiency on at least 80% of core curriculum skill sets each quarter will send bi-weekly communication to parents regarding student progress.</li> <li>• For all high school students who fail any six week term, a letter of notice will be sent home to parents by the EWS team with mandated tutoring dates/times</li> <li>• Student progress will be monitored monthly by the EWS team.</li> <li>• Some students may be given community services referrals as appropriate (Upward Bound, outside tutors, etc.)</li> <li>• Middle school students whose agendas or group evaluation forms indicate</li> </ul>	<ul style="list-style-type: none"> <li>• Referral to community services, counseling and/or learning disability specialists for appropriate diagnosis which may lead to implementation of IEP</li> <li>• Home visits</li> <li>• Parent or parent-assigned community member will participate in mandatory, daily classroom observations of the student for a specified period of time, or until behavior improves.</li> <li>• Credit recovery options (see credit recovery policies for high school)</li> <li>• Recommendation for an alternative school or learning environment</li> <li>• Middle school students who violate their Academic Improvement Plan will be placed on an Academic Contract. Violation of the Academic Contract may result in recommendation for an alternative school or learning environment.</li> </ul>
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		<p>three days of non-productivity for an individual assignment or project will send an email home to parents informing them of their progress in class.</p> <ul style="list-style-type: none"> <li>• Middle school students whose agendas or group evaluation forms indicate three days of non-productivity for a group project will send an email home to their parents informing them of their progress in class, and will complete a group restoration plan as outlined in their group contract.</li> <li>• Middle school students who do not complete their group restoration plan or document two additional days of non-productivity will meet with teachers and parents to create and implement a written plan for academic success. A member of the EWS team will receive notification of the meeting and a copy of the success plan.</li> <li>• Middle school students who violate their written academic improvement plan will be removed from their project group, given an alternative assignment, and placed on a formal Academic Improvement Plan facilitated by the EWS team.</li> <li>• Students placed on an Academic Improvement Plan will be referred for FBA/BIP evaluation.</li> </ul>	
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