

MEDIA ARTS

COLLABORATIVE CHARTER SCHOOL



Parent & Student Handbook

(Revised & Approved, July 2018)

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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.

Daily Schedules

High School – Daily Schedule of Classes

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

High School – Fridays

(Students released at 2:15pm)

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

Middle School – MONDAY-THURSDAY

1 st Period	8:10 – 9:10am
2 nd Period	9:15 – 10:15am
3 rd Period	10:20 – 11:20am
Lunch	11:20am – 12pm
4 th Period	12 – 1pm
5 th Period	1:05 – 2:05pm
6 th Period	2:10 – 3:10pm

Middle School – FRIDAY EARLY RELEASE

(Students released at 2:05pm)

Advisory	8:10 – 9:40am
1 st Period	9:45 – 10:20am
2 nd Period	10:25 – 11am
3 rd Period	11:05 – 11:40am
Lunch	11:40am – 12:10pm
4 th Period	12:10 – 12:45pm
5 th Period	12:50 – 1:25pm
6 th Period	1:30 – 2:05pm

Late Arrival/ Inclement Weather

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

HIGH SCHOOL

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

MIDDLE SCHOOL

1 st Period	10:30 – 11:05am
2 nd Period	11:10 – 11:45am
3 rd Period	11:55am – 12:30pm
Lunch	12:30 – 1:10pm
4 th Period	1:10 – 1:45pm
5 th Period	1:50 – 2:25pm
6 th Period	2:30 – 3:10pm

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

Attendance Policy

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 (3) consecutive days **MUST** have a Doctor's note. Students who come in late more than halfway through a class will be counted absent for that class. Three (3) class absences, more than ½ day, will be recorded as one (1) 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 NM State Law 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 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, DWC (District Wellness Committee) 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 the attendance contract 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, DWC, 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.

Unexcused Full Day Absences	3	5	7	10	10+
Parent Guardian Contact	•	•	•	•	•
School Interventions and Strategies		•	•	•	•
Written Notice to Parents		•	•	•	•
Saturday School		•	•	•	•
Parent & Student Conference with School Staff (DWC)			•	•	•
Home Visit				*	*
Referral to Children' Court Authorities or CYFD				•	•

Make-Up Policy

1. Students are entitled to make up work for all excused 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.
 - a. Bereavement: In the event of a loved one's death, students are eligible for three (3) days excused bereavement leave if a parent or guardian calls in. Missed work accrued during this time should be submitted within three additional days (one for each that the student missed). In addition, we encourage bereaved students to meet with an advisor or the school social worker to get any support they might need in the time following the death of a loved one.
 - b. Homework: To help students develop work ethic skills, all assignments in high school classes are due on the day determined by the high school teacher. Incomplete work turned in on the appropriate day are eligible for rewrites and revisions until the end of the term. Work that is not turned in is **not** eligible for revision or rewrites.

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.

Visitors to MACCS/ Classroom Visitations

All Visitors must sign in and out with the Administrative Assistant/ Front Office. A Visitor's 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, but in order to maximize the efficiency of parental presence in classrooms or meetings between parents and staff, parents should schedule meetings with any persons on campus prior the visit, as well as outcomes they wish to achieve. Parents will 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 should consult teachers and agree to visits in advance and will need to check in with the Main Office to sign in and receive a Visitor's pass.

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.

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 the most recent dose of polio vaccine after the fourth 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 first birthday is not considered valid.
- Hepatitis B – series of 3. Students with exemptions must have them renewed annually.

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)

The campus is also closed to all individuals who are not on staff or who are not current students without obtaining a visitor's pass at the front desk.

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.

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

Dress code

Student dress and grooming is to reflect high standards of personal conduct so that each student's attire promotes a positive, safe, and healthy atmosphere within the school. Students are required to wear footwear at all times. Students wearing clothing that reveals private areas including breasts, stomachs, and buttocks or that display content that promotes drug use or alcohol use or includes profanity or nudity may be asked to change to MACCS clothes that will be available in the office. Students or families in need of clothing assistance are encouraged to approach the school social worker for assistance in accessing community resources.

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.

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 which can be found at the following website, http://www.ascr.usda.gov/complaint_filing_cust.html or at any USDA office, or you may 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.

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.

Student Rights and Responsibilities

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

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.

Denial of Rights

Free Appropriate Public 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 Governing Council that every reasonable effort be made to provide continuation of options for the 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 Due Process

Purpose: The purpose of this policy is to provide a procedure for the reporting and resolution of legitimate student-related concerns of the Media Arts Collaborative Charter School at the earliest possible time and with the least possible expense, disruption and friction. The Governing Council recognizes that most difficulties encountered by students arise from a lack of communication. This procedure is designed to provide a formal mechanism for promoting or restoring such communication so that problems may be resolved before far more serious difficulties result. Mediation will always be an acceptable form of resolution at any step in this process.

Step One:

A student who believes that his/ her rights to a Free Appropriate Public Education have been violated shall make a formal report in writing to the school administrator within five (5) school days of the alleged violation stating the factual background and essence of the problem.

Administration shall contact the parent/ guardian. Administration shall investigate the concern and submit in writing within five (5) school days the decision to the student and the parent/ guardian.

Step Two:

The student or parent/ guardian may grieve the decision to the school administrator within (3) school days of the decision as per date of the postmark or email.

Administration, the parent/ guardian and the student shall meet within three (3) school days to attempt resolution of the problems that affect the student and the educational process and that shall remain confidential.

Step Three:

The student or parent/ guardian may grieve in writing to the school administrator the resolution of problems affecting the student and the educational process within two (2) school days of the resolution meeting.

A conference shall be afforded with the school administrator and Governing Council designee as soon as possible to discuss the matter. A final resolution of problems affecting the student and the educational process shall then be reached and the grievance procedure due process shall be complete.

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.

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.
- **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.
- **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.

Because 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.

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.

*“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.

Prohibited Conduct – 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. Inappropriate 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.

- **Trespassing/Unauthorized Presence**

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

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:

- **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.
- **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.
- **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.
- **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.*

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.

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)

Students who violate Ethical and Professional Behavior or Academic Integrity will be subject to loss of school privileges, and/or other previously stated discipline actions.

Three-Stage Discipline Procedures

Responses to Prohibited Conduct/ Unacceptable Behavior / Major & Minor Infractions are as follows:

Stage One – A student will receive a referral for minor infractions after 3 warnings (for the first referral) for interfering with educational process from any teacher or staff. Referrals will be documented and stored digitally and an email will be sent to guardian listed in MACCS student information center.

After three (3) such referrals, a staffing will be held. The Student Intervention Specialist will call and invite the parent/guardian to this required meeting. The staffing will likely 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 Student Intervention Specialist or Counselor will facilitate the meeting.

In the staffing the reasons for the referrals will be addressed and a improvement plan may be implemented. If necessary, as determined by the support staff, additional interventions will be implemented. If implemented, the improvement plan will include short term goals, and a list of loss of privileges, (such as loss of field trips, lunch detention, use of electronic devices, etc). Improvement plans will be reevaluated after 4 weeks.

Students who show satisfactory improvement on their behavior goals will be exited from the improvement plan pending submitting a one-page reflection essay, and as determined by support staff.

Stage Two – After implementation of an improvement plan, if student continues to show disruptive behavior, referrals will continue to be given and staff will email parents of referral(s). An FBA will be conducted for students with IEPs if a fourth (4) behavior referral is given.

After the third (3) referral in the second stage (the sixth referral overall), a second staffing will be held. The Student Intervention Specialist 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 Student Intervention Specialists will facilitate this meeting. In the staffing the reasons for the referrals will be addressed and a 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.
- 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 report to four (4) consecutive weekly meetings.
- Students who show satisfactory improvement on their behavior goals within the four (4) week period will be exited from the behavior contract pending submitting a one-page reflection essay, and as determined by staff. Students may be held to a behavior contract for as long as needed depending on their progress in behavior.

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. Media Arts Collaborative Charter School will follow New Mexico State Law and IDEA protocols for students with IEPs.

The administrative response to the unacceptable behavior is left to the discretion of the 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 and/ or a police report.

MACCS reserves the right to employ the following responses to unacceptable behavior:

- **Referrals:** Student may be referred to various school personnel or other entities for appropriate interventions/ services.
- **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.
- **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.
- **Contracts:** The student will commit to more positive behavior in the form of a written contract. Student may be assigned school or community service in keeping with restorative discipline practices. Supervision will be determined by school officials.
- **Suspension:** Student may sent home for a period of time pending a meeting with support staff and administration depending on the severity and disruptiveness of the student's behavior.

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.

- **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.
- **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.
- **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.
- **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.

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:
 - a. Before the student is suspended, the student shall be informed of the charges against him or her and, if he/ she 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. He/ she is required to disclose the substance of all evidence on which he/ she proposes to base a decision in the matter.
 - b. 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.
 - c. 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.
 - d. 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.
 - e. 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 Governing Council

The parent/ guardian may appeal the decision of the Hearing Authority to the school Governing 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

Media Arts Collaborative Charter offers an inclusion special education program. Students receive additional supports within the general education classroom, where they are surrounded by their peers. The Mission of MACCS is to provide project-based, cross-curricular education centered in media arts, students with IEPs are expected to participate in this mission with appropriate supports.

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 general 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.

Students and their parents should be aware that MACCS is a school of choice, and uses an inclusion model for all special education students. It is important to consider what model works best for your student when exploring school options.

Parents may request an evaluation for the their student at anytime. However the district may deny request based on the need for more data, at which time the parent & district will sign a Prior Written Notice (PWN) that details reasons for denying the request.

SPECIAL EDUCATION REMOVALS FOR DISCIPLINARY PURPOSES “Discipline To function as a safe learning community, districts must have Rules of Conduct. Under the IDEA, children with disabilities may be suspended or placed in alternative settings to the same extent that these options would be used for children without disabilities. However, certain conditions apply regarding students with identified disabilities who are receiving special education services: (Note: these conditions do not apply to students in New Mexico identified as gifted.) ”			
Category 1	Category 2	Category 3	Category 4
Less Than 10 Days	More Than 10 Cumulative Days No Change In Placement	More Than 10 Cumulative Days Change In Placement	More Than 10 Consecutive Days

Disciplinary Action: Disabled student may be disciplined in the same manner as a nondisabled student. 34 C.F.R. § 300.530(d) Educational Services: School district need only provide educational services to a disabled student if the services are offered to nondisabled students. 34 C.F.R. § 300.530(d)	Disciplinary Action: Disabled student may be disciplined in the same manner as a nondisabled student. Educational Services: On the 11th day of removal, school personnel must consult with at least one of the student’s teachers to determine the extent to which special education services must be provided to enable the student to continue to participate in general education curriculum (although in a different setting) and progress toward meeting the goals delineated in the student’s IEP. 34 C.F.R. § 300.530(d)(4)	Manifestation Determination: Within 10 days of the decision to change the student’s placement for disciplinary reasons, the school district, parent, and relevant IEP team members must meet to determine whether the student’s conduct was: 1. Caused by, or had a direct and substantial relationship to, the student’s disability; or 2. The direct result of the school district’s failure to implement the IEP. The parents and the school district determine who qualifies as “relevant IEP team members.” The team conducting the manifestation determination must review all relevant information in the student’s file, including the student’s IEP, teacher observations, and any relevant information provided by the parent. 20 U.S.C. § 1415(k)(1)(E); 34 C.F.R. § 300.530(e) Disciplinary Action: If the behavior is not a manifestation of the student’s disability, the student may be disciplined as a general education student. 20 U.S.C. § 1415(k)(1)(C); 34 C.F.R. § 300.530(c)
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		<p>If the behavior is a manifestation of the student's disability, the school district must conduct a functional behavioral assessment and implement a behavioral intervention plan (provided that the school district had not conducted such assessment prior to the determination before the behavior resulted in a change of placement), and return the student to the previous placement unless the school district and parent agree to a change of placement or the student is placed in an interim alternative educational setting. If student already has a behavioral intervention plan, the IEP team must review and modify it, as necessary, to address the behavior. 20 U.S.C. § 1415(k)(1)(F); 34 C.F.R. § 300.530(f)</p> <p>Educational Services: On the 11th day of removal, the IEP team must decide on services to (1) enable the student to continue to participate in general education curriculum, (2) progress toward the IEP goals, and (3) receive a functional behavioral assessment, as appropriate, and behavioral intervention services and modifications. 20 U.S.C. § 1415(k)(1)(D); 34 C.F.R. § 300.530(b)(2)</p>
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	<p>Determine Whether Removal Constitutes Change in Placement: School district must determine whether a series of removals constitutes a change in placement. Must consider the length of each removal, whether the behavior in each incident is substantially similar, total time removed, and proximity in time of removals. Must be determined on a case-by-case basis. 20 U.S.C. § 1415 (k)(1)(A); 34 C.F.R. §§ 300.530, 300.536</p>
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	<p>Interim Alternative Educational Setting: School officials may remove a student to an interim alternative educational setting for no more than 45 school days regardless of whether the behavior was a manifestation of the student's disability if the student: 1. Carried or possessed a weapon on the way to or at school, on school premises, or to/or at a school function; 2. Knowingly possessed or used illegal drugs, or sold or solicited the sale of a controlled substance, while at school, on school premises or at a school function; or 3. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function. The IEP team must determine the interim alternative education setting. 20 U.S.C. §§ 1415(k)(1)(G), 1415(k)(2); 34 C.F.R. § 300.530(g)</p> <p>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.</p> <p>Legal References: 6.11.2 NMAC; 34 CFR §300.530.</p>
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Special Education Procedural Safeguards

Parents will be offered a copy of PARENT AND CHILD RIGHTS IN SPECIAL EDUCATION PROCEDURAL SAFEGUARDS NOTICE at every IEP.

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 has 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
Foreign Language (<i>same</i>)	2 credits
US History	1 credit
World History	1 credit
PE	1 credit
Economics	.5 credit
Government	.5 credit
Health	.5 credit
NM History	.5 credit
Media Arts & other electives	12 credits – CTE Courses, Internships & Dual Credit Electives
	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.

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*	<i>Please see below</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 Grading Protocols

MACCS Middle School offers students a skills-based learning environment. This means they are graded on individual skills in every content area, derived from those found in the Common Core State Standards. They are given a ranking of 1-4 in each skill.

- 1 = Beginning Steps
- 2 = Approaching Proficiency
- 3 = Proficiency
- 4 = Advanced

Expectations:

Students are expected to achieve level 3-4 proficiencies in all core subjects (English Language-Arts, Math, Science and Social Studies), before transitioning to high school (9th grade).

Students are most importantly expected to achieve 3-4 proficiencies in the 21st Century Skills before transitioning to high school. Any significant discussion about whether or not a student is ready for 9th grade will revolve around this.

Skills Rubrics:

Available for your perusal are our complete skill set rubrics appropriate to achievement levels 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 skills.

PowerSchool:

At the end of each academic term, PowerSchool will be updated with a complete list of all skills attempted in each class, and the student's current proficiency scores. The following codes will be used to assess each individual assignment:

- EP = Excellent progress
- SP = Satisfactory progress
- ME = Work displays minimal effort
- NR = Needs revision
- IP = Student's work is improving
- FB = Falling behind
- WH = Working hard in class to complete task
- OTB = Off-task behavior is affecting progress
- DB = Disruptive behavior is affecting the learning environment
- MW = Missing work (projects/composition or lab books)
- INC = Incomplete work (projects/composition or lab books)
- NA = No attempt

Because PowerSchool will only reflect skills attempted in each class, students and parents are responsible for reviewing overall progress throughout the year, however, teachers will provide the following to help parents track progress:

Agendas:

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.

Report Cards:

Parents will receive report cards at the culmination of each term. For an uncomplicated overview of your student's progress, these will feature letter grades.

- 1 = Beginning Steps, will appear as an F
- 2 = Approaching Proficiency, will appear as a C
- 3 = Proficiency, will appear as a B
- 4 = Advanced, will appear as an A

House Masters/ Advisors:

House Masters/Advisors will conduct regular academic check-ins with students and parents whenever the need arises.

Service Learning:

There will be 2 major Serving Learning Projects per year; one in the Fall and one in the Spring. Attendance is mandatory and grades will be entered in the Advisory Class.

Students who do not attend the school sponsored Service Project will be required to make a project by either documenting service outside of school or creating a project plan for service around the school.

If students choose to do an outside project, they must perform at least 4 hours of volunteer time at a nonprofit or community organization. The documentation must be signed by administrator at the organization AND parents.

If a student chooses to do a project around the school, they must create a project plan, get approval from the school principal, their advisor and the facilities manager. They must perform at least 4 hours of service minimum to get full credit.

End-of-Year Reflections:

From the beginning of the academic year, students will maintain an archive of all projects they work on in Portfolium, our online school portfolio. At the culmination of each academic year, students will do a 15-minute review of the subjects they learned, areas of strength, areas of growth, and goals for their future. Parents and families are invited and encouraged to attend.

APPENDIX A

Project-Based Learning

ESSENTIAL
QUESTION

Teacher introduces Real World topic with
Themes, Skill and/ or Standards



Students explore and develop an
Essential Question (Student Choice)



PREPRODUCTION

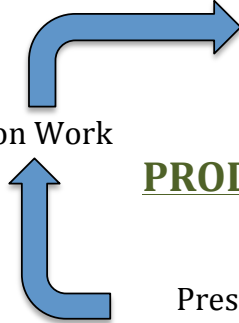
Research, Time Management, etc.



PROCESS

PRESENT

Reflect on Work



PRODUCTION

Present Work

Students Produce Work



REFLECT



Final Presentation and
Reflection

APPENDIX B

Math References

1 inch = 2.54 centimeters	1 kilometer = 0.62 mile	1 cup = 8 fluid ounces
1 meter = 39.37 inches	1 pound = 16 ounces	1 pint = 2 cups
1 mile = 5280 feet	1 pound = 0.454 kilograms	1 quart = 2 pints
1 mile = 1760 yards	1 kilogram = 2.2 pounds	1 gallon = 4 quarts
1 mile = 1.609 kilometers	1 ton = 2000 pounds	1 gallon = 3.785 liters
		1 liter = 0.264 gallons
		1 liter = 1000 cubic centimeters

Triangle	$A = \frac{1}{2}bh$	Pythagorean Theorem	$a^2 + b^2 = c^2$
Parallelogram	$A = bh$	Quadratic Formula	$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$
Circle	$A = \pi r^2$	Arithmetic Sequence	$a_n = a_1 + (n - 1)d$
Circle	$C = \pi d$ or $C = 2\pi r$	Geometric Sequence	$a_n = a_1 r^{n-1}$
General Prisms	$V = Bh$	Geometric Series	$S_n = \frac{a_1 - a_1 r^n}{1 - r}$ where $r \neq 1$
Cylinder	$V = \pi r^2 h$	Radians	1 radian = $\frac{180}{\pi}$ degrees
Sphere	$V = \frac{4}{3}\pi r^3$	Degrees	1 degree = $\frac{\pi}{180}$ radians
Cone	$V = \frac{1}{3}\pi r^2 h$	Exponential Growth/Decay	$A = A_0 e^{k(t-t_0)} + B_0$
Pyramid	$V = \frac{1}{3}Bh$		

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
2	4	6	8	10	12	14	16	18	20	22	24	26	28	30
3	6	9	12	15	18	21	24	27	30	33	36	39	42	45
4	8	12	16	20	24	28	32	36	40	44	48	52	56	60
5	10	15	20	25	30	35	40	45	50	55	60	65	70	75
6	12	18	24	30	36	42	48	54	60	66	72	78	84	90
7	14	21	28	35	42	49	56	63	70	77	84	91	98	105
8	16	24	32	40	48	56	64	72	80	88	96	104	112	120
9	18	27	36	45	54	63	72	81	90	99	108	117	126	135
10	20	30	40	50	60	70	80	90	100	110	120	130	140	150
11	22	33	44	55	66	77	88	99	110	121	132	143	154	165
12	24	36	48	60	72	84	96	108	120	132	144	156	168	180
13	26	39	52	65	78	91	104	117	130	143	156	169	182	195
14	28	42	56	70	84	98	112	126	140	154	168	182	196	210
15	30	45	60	75	90	105	120	135	150	165	180	195	210	225

APPENDIX C

Periodic Table of the Elements

1

H

Hydrogen

1.01

3

Li

Lithium

6.94

11

Na

Sodium

22.99

4

Be

Beryllium

9.01

12

Mg

Magnesium

24.31

3

Li

Lithium

6.94

Atomic Number

Element Symbol

Element Name

Average Atomic Mass

5	6	7	8	9	10
B	C	N	O	F	Ne
Boron	Carbon	Nitrogen	Oxygen	Fluorine	Neon
10.81	12.01	14.01	16.00	19.00	20.18

13	14	15	16	17	18
Al	Si	P	S	Cl	Ar
Aluminum	Silicon	Phosphorus	Sulfur	Chlorine	Argon
26.98	28.09	30.97	32.07	35.45	39.95

19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
K	Ca	Sc	Ti	V	Cr	Mn	Fe	Co	Ni	Cu	Zn	Ga	Ge	As	Se	Br	Kr
Potassium	Calcium	Scandium	Titanium	Vanadium	Chromium	Manganese	Iron	Cobalt	Nickel	Copper	Zinc	Gallium	Germanium	Arsenic	Selenium	Bromine	Krypton
39.10	40.08	44.96	47.87	50.94	52.00	54.94	55.85	58.93	58.69	63.55	65.39	69.72	72.61	74.92	78.96	79.90	83.80

37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54
Rb	Sr	Y	Zr	Nb	Mo	Tc	Ru	Rh	Pd	Ag	Cd	In	Sn	Sb	Te	I	Xe
Rubidium	Strontium	Yttrium	Zirconium	Niobium	Molybdenum	Technetium	Ruthenium	Rhodium	Palladium	Silver	Cadmium	Indium	Tin	Antimony	Tellurium	Iodine	Xenon
85.47	87.62	88.91	91.22	92.91	95.94	(98)	101.07	102.91	106.42	107.87	112.41	114.82	118.71	121.76	127.60	126.90	131.29

55	56	57	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86
Cs	Ba	La	Hf	Ta	W	Re	Os	Ir	Pt	Au	Hg	Tl	Pb	Bi	Po	At	Rn
Cesium	Barium	Lanthanum	Hafnium	Tantalum	Tungsten	Rhenium	Osmium	Iridium	Platinum	Gold	Mercury	Thallium	Lead	Bismuth	Polonium	Astatine	Radon
132.91	137.33	138.91	178.49	180.95	183.84	186.21	190.23	192.22	195.08	196.97	200.59	204.38	207.2	208.98	(209)	(210)	(222)

87	88	89	104	105	106	107	108	109	110	111	112						
Fr	Ra	Ac	Rf	Db	Sg	Bh	Hs	Mt	Ds	Rg	Cn						
Francium	Radium	Actinium	Rutherfordium	Dubnium	Seaborgium	Bohrium	Hassium	Meitnerium	Darmstadtium	Roentgenium	Copernicium						
(223)	(226)	(227)	178.49	(262)	(266)	(264)	(269)	(268)	(281)	(272)	(285)						

58	59	60	61	62	63	64	65	66	67	68	69	70	71
Ce	Pr	Nd	Pm	Sm	Eu	Gd	Tb	Dy	Ho	Er	Tm	Yb	Lu
Cerium	Praseodymium	Neodymium	Promethium	Samarium	Europium	Gadolinium	Terbium	Dysprosium	Holmium	Erbium	Thulium	Ytterbium	Lutetium
140.12	140.91	144.24	(145)	150.36	151.96	157.25	158.93	162.50	164.93	167.26	168.93	173.04	174.97

90	91	92	93	94	95	96	97	98	99	100	101	102	103
Th	Pa	U	Np	Pu	Am	Cm	Bk	Cf	Es	Fm	Md	No	Lr
Thorium	Protactinium	Uranium	Neptunium	Plutonium	Americium	Curium	Berkelium	Californium	Einsteinium	Fermium	Mendelevium	Nobelium	Lawrencium
232.04	231.04	238.03	(237)	(244)	(243)	(247)	(247)	(251)	(252)	(257)	168.93	(259)	(262)

APPENDIX D

Campus Map

(Not to Scale)

