DESTINATIONS
CAREER ACADEMY
of New Mexico

2026-27

Parent-Student Handbook

Message From the Executive Director

Welcome to Destinations Career Academy of New Mexico!

Destinations Career Academy of New Mexico (NMDCA) provides instruction to student's statewide and uses innovative technology and a rich curriculum from K12. Our program encourages students and parents to grow and learn together by exploring their personal interests and collaboratively participating in academic pursuits.

Once you begin at NMDCA, you enroll in more than a school program. From the day you walk through our virtual doors, you'll find a learning program focused on supporting you and your student. Our educational resources enhance the learning experience and equip you with strategies and techniques to meet your student's unique needs.

At NMDCA, we know that every student can flourish when given the opportunity. We believe in thinking differently, inspiring students, and partnering with our community. We lift students to higher standards and remove the option of failure.

We are honored to partner with you in your child's education.

Best regards,

Daniel Diamond
Executive Director

Handbook Accessibility, Purpose, and Organization

If you have difficulty accessing the information in this document because of disability, please contact:

Executive Director:
Daniel Diamond
ddiamond1@k12.com
(505) 906-6180

The purpose of this student handbook is to give students and their parents an understanding of the general rules and guidelines for attending and receiving an education at Destinations Career Academy of New Mexico (NMDCA).

NMDCA has the right to amend the school handbook as new state regulations become available. If NMDCA makes changes to the student handbook during a school year, the administration will communicate those changes in ways that are designed to inform parents and students of the new or revised information. A current copy of the handbook will be maintained on the NMDCA website.

When the handbook uses the term "parents," it means the parents, the legal guardian, or the person who has accepted responsibility for the student, at least regarding school matters. This school handbook does not define all types and aspects of student behavior; however, NMDCA has the responsibility to set forth policies, rules and regulations to help all students conduct themselves in a proper manner as good citizens of the school community.

Our Vision

Excellence in educating our students to become self-reliant, productive citizens in a multicultural society.

Our Mission

Preparing our students for success. We empower and develop our students through improving academic knowledge, promoting essential skills and positive character traits, providing safe and healthy learning environments, and creating strong partnerships among parents, colleges and the business community.

Our Values

Our values lie at the core of our work. They inform our teaching, our philosophy of leadership, and our relationships with the students and the communities we serve.

The Whole Child -We address the whole child, understanding that there are many factors - both within and outside the school setting - affecting learning, achievement, life success and overall student well• being.

Cultural Diversity - We recognize that we serve and operate within a uniquely diverse community in which multiple cultures co-exist. It is our obligation and desire to embrace and include in the curriculum the diverse cultures, histories and languages of our community.

Excellence - We are committed to fostering a learning culture, centered on the pursuit of excellence in all aspects of the educational mission.

Prosperity - We are committed to fostering positive attitudes and behaviors aligned with personal success, self-sufficiency and service to one's community.

Community Engagement - We value the engagement of community members and stakeholders as partners to raise new generations of healthy, productive and successful citizens.

Equity, Equality and Access - We are committed to providing consistent, excellent instruction, quality learning environments and supportive services for all students and their families.

Destinations Career Academy of New Mexico

2026-2027 Academic Calendar

July 27 Teachers Report
Aug 10 First Day of School

AUGUST 2026						
S	M	T	W	Th	F	S
	27	28	29	30	31	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Sep 7 Labor Day (No School)

SEPTEMBER 2026						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Oct 15 End of 1st Quarter
Oct 21 PED 40th day Reporting

OCTOBER 2026						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Nov 3- Election Day (No School)
Nov 23-27 Thanksgiving Break (No School)

NOVEMBER 2026						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Dec 1 PED 80th day Reporting
Dec 18 End of First Semester
Dec 21-31 Winter Break (No School)

DECEMBER 2026						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Jan 1 Winter Break Cont. (No School)
Jan 18 MLK Day (No School)

JANUARY 2027						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

FEBRUARY 2027						
S	M	T	W	Th	F	S
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7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

Feb 10 PED 120th day Reporting
Feb 15 President's Day (No School)

MARCH 2027						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Mar 11 End of 3rd Quarter
Mar 29-April 2 Spring Break (No School)

APRIL 2027						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
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MAY 2027						
S	M	T	W	Th	F	S
						1
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23	24	25	26	27	28	29
30	31					

May 27 Last Day of School
May 31 Memorial Day (Teachers off)

JUNE 2027						
S	M	T	W	Th	F	S
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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

June 2 Last Day for Teachers

JULY 2027						
S	M	T	W	Th	F	S
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4	5	6	7	8	9	10
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18	19	20	21	22	23	24
25	26	27	28	29	30	31

Notice of Non-Discrimination

Destinations Career Academy of New Mexico recognizes the diversity and worth of all individuals regardless of national origin, race, religion, sex or sexual orientation in any educational programs, activities or employment. NMDCA does not discriminate on the basis of race, color, national origin, sex, sexual orientation, disability or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies:

Clint Evans, Title IX Coordinator

cevans@k12.com
(505) 906-6180

Title IX Non-Discrimination Operational Guidelines and Procedures

Destinations Career Academy of New Mexico is committed to providing an environment that is free from all forms of sex discrimination, which includes gender-based discrimination, sexual harassment and sexual violence, as regulated by Title VII and Title IX, and to ensuring the accessibility of appropriate grievance procedures for addressing all complaints regarding all forms of sex discrimination and sexual harassment. NMDCA reserves the authority to independently deal with sex discrimination and sexual harassment whenever becoming aware of their existence, regardless of whether a complaint has been lodged in accordance with the grievance procedure set forth below.

It is the express policy of the school to encourage students who feel they have been sexually harassed by a school employee or by another student or students to report such claims.
NMDCA Website to Non-Discrimination Notice: Title IX Non-Discrimination Notice
Formal Complaint Form: TITLE IX FORMAL COMPLAINT FORM

Reporting of Sexual Harassment by a School Employee

Any student who believes he or she has been subjected to any conduct of a sexual nature by a school employee may tell a counselor or administrator.

If a student who believes he or she has been sexually harassed by a school employee feels uncertain about who to tell, or feels uncomfortable telling any counselor (Victoria Ortiz Sedillo, vortizsedillo@nmdca.org) or administrator (Clint Evans, cevans@k12.com 505-906-6180), the student should tell his or her parent(s) about the problem and ask for the parent(s) help in reporting the sexual harassment to appropriate school personnel.

If a student believes he or she has been sexually harassed by a counselor or an administrator, or by any other administrator the student should seek assistance of his or her parent(s) in reporting such harassment to the Executive Director (Daniel Diamond, ddiamond1@k12.com, 505-906-6180).

Reporting of Sexual Harassment by a Student or Students

Any student who believes he or she has been sexually harassed by another student or other students, may report to a teacher, counselor (Victoria Ortiz Sedillo, vortizsedillo@nmdca.org), or administrator (Clint Evans, cevans@k12.com 505-906-6180).

If a student who believes he or she has been sexually harassed by another student or students, and who feels uncertain about who to tell, or feels uncomfortable telling any counselor, or administrator, the student should tell his or her parent(s) about the problem and ask for the parent(s) help in reporting the sexual harassment to appropriate school personnel.

Mandatory Reporting by Employees

Any employee who receives any report of sexual harassment of a student, whether the report is given by a student, a parent, or another employee, or who himself or herself observes instances of sexual harassment must notify his or her immediate supervisor or the Executive Director, regardless of whether the employee receiving the report or observing the instance considers the matter credible or significant.

Investigation

All reports of sexual harassment of students will be appropriately and promptly investigated by Executive Director or his/her designee. In determining whether alleged conduct constitutes sexual harassment, the totality of the circumstances, the nature of the conduct, and the context in which the alleged conduct occurred will be investigated.

Sanctions

Employees

Any employee found to have engaged in conduct of a sexual nature with a student shall be subject to sanctions, including, but not limited to, warning or reprimand, suspension, or termination, subject to any applicable procedural requirements.

Students

Any student found to have engaged in sexual harassment of a student shall be subject to discipline, including, but not limited to suspension or expulsion, subject to any applicable procedural requirements.

Information and Assistance

Definition of Sex Discrimination and Sexual Harassment (for Students):

Sex discrimination occurs when a person, because of his or her sex, is denied participation in or the benefits of any education program or activity that receives federal financial assistance.

Sexual harassment is conduct that: 1) is sexual in nature; 2) is unwelcome; and 3) denies or limits a student's ability to participate in or benefit from a school's educational program or activity. Sexual harassment can be verbal, nonverbal or physical.

Definition of Sex Discrimination and Sexual Harassment (for Employees):

Sex discrimination occurs when a person who is qualified for a position at issue is subjected to an adverse employment action because of his or her sex.

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when: 1) submission to such conduct is made a term or condition of employment; 2) submission to or rejection of the conduct is used as a basis for employment decisions affecting the individual; or 3) the conduct has the purpose or effect of unreasonably interfering with the employee's work performance or creating an intimidating, hostile or offensive working environment.

Any individual, who believes he/she may have experienced any form of sex discrimination or sexual harassment, or who believes that he/she has observed such actions taking place, may receive information and assistance regarding the school's policies and reporting procedures from The Title IX Coordinator.

Clint Evans, Title IX Coordinator
cevans@k12.com
(505) 906-6180

Title IX Grievance Operational Guidelines and Procedures

Grievance Guidelines

Any student, parent/guardian, current or prospective employee or other individual within the school community who believes he/she has experienced and/or observed sex discrimination or sexual harassment ("grievant") should promptly report the matter to the school's Title IX Coordinator, a school principal or other school administrator. A Title IX grievant is requested to complete a complaint form. Complaints of alleged sex discrimination, including sexual harassment, brought forth by students, parents/guardians, current or prospective employees, and other members of the school community will be promptly investigated in an impartial and in as confidential a manner as reasonably possible, so that corrective action can be taken if necessary.

Grievance Procedures

The grievance procedures will be as follows:

It is the express policy of NMDCA to encourage the prompt reporting of claims of sex discrimination and/or sexual harassment. Timely reporting of complaints facilities the investigation and resolution of such complaints. As it pertains to students, in appropriate circumstances, due to the age of the student making the complaint, a parent/guardian or school administrator may be permitted to fill out the form on the student's behalf.

At the time the complaint is filed, the grievant shall be given a copy of these grievance procedures. It is the responsibility of the Title IX Coordinator or designee to explain these procedures and answer any questions anyone has. In addition, if the grievant is a minor student, the Title IX Coordinator should consider whether a child abuse report should be completed in accordance with NMDCA policy on the Reports of Suspected Child Abuse or Neglect of Children.

The Title IX Coordinator or designee shall investigate the complaint as promptly as practicable but in no case more than ten (10) working days from the date the complaint was received. The Title IX Coordinator or designee shall have the complete cooperation of all persons during the investigation.

The Title IX Coordinator or designee shall meet with all individuals reasonably believed to have relevant information, including the grievant and the individual(s) against whom the complaint was lodged, and any witnesses to the conduct. The investigation shall be carried on discreetly, maintaining confidentiality in so far as reasonably possible while conducting an effective investigation.

If after an investigation, the Title IX Coordinator or designee determines that there is reasonable cause to believe that sex discrimination or sexual harassment has occurred, the NMDCA shall take appropriate corrective action in an effort to ensure that the conduct ceases and will not recur. The Title IX Coordinator or designee shall also provide and or arrange for confidential counseling or training where appropriate. In addition, the Title IX Coordinator or designee shall seek an informal agreement between the parties which is consistent with NMDCA Title IX principles and goals.

If no agreement satisfactory to the parties can be reached within twenty (20) working days from receipt of the complaint, the Title IX Coordinator or designee shall make a report to the School Board within thirty (30) working days from receipt of the complaint. The School Board shall review the case and make its recommendations to the Title IX Coordinator within fifteen (15) working days after receiving the grievance.

The Title IX Coordinator shall make provisions to maintain all records of complaints and their disposition.

Retaliation against an individual for filing a complaint or cooperating in an investigation is strictly prohibited, and NMDCA will take actions necessary to prevent such retaliation. Please contact the Title IX Coordinator for a formal complaint form.

Dissemination of Information

NMDCA shall notify applicants for admission and employment, students, parents/guardians of elementary and secondary school students, employees, and sources of referral of applicants for admission and employment, that it does not discriminate on the basis of sex in the educational programs or activities which it operates, and that it is required by Title IX and its administrative regulations not to discriminate in such a manner. The notification shall be made in the form and manner required by law or regulation.

The following district representatives have been designated to coordinate compliance:

> Title IX Coordinator, for concerns regarding discrimination on the basis of sex, including sexual harassment or gender-based harassment:
>
> Clint Evans, Academic Administrator
> cevans@K12.com
> (505)906-6180
>
> 344 South 4th Street
> Santa Rosa, NM 88435
>
> 158 State Rd 531, Bldg. B
> Tierra Amarilla, NM 87575

For concerns regarding discrimination on the basis of disability, Daniel Diamond, Executive Director, (505) 906-6180

In order to file a formal complaint, please refer to the Office for Civil Rights Complaint Assessment System: https://ocrcas.ed.gov/

Student Admission and Registration

As a virtual school, NMDCA follows the student eligibility enrollment requirements outlined in NMAC 6.10.8 New Mexico Compulsory School Attendance Law. A student is eligible to enroll at NMDCA if the student meets the following criteria:

1. NMDCA students must reside in New Mexico in order to be eligible to enroll and/or continue in the academy.
2. The student, on September 1 of the school year, is at least 5 years of age and has not reached 22 years of age by the first day of the school year
3. The student has not graduated from high school.
4. Student has completed the entire application process and submitted all required documents.

Documents Required for Admission:

The person enrolling a student (except homeless and foster students) in the school for the first time will be asked to produce one (1) of the following documents:

- A certified copy of the child's birth certificate.
- Other reliable proof of the student's identity and age, including the student's baptismal certificate, an application for a Social Security number, or original school registration records, and an affidavit explaining the inability to provide a copy of the birth certificate.
- A letter from the authorized representative of an agency having custody of the student certifying that the student has been placed in custody of the agency as prescribed by law.

The parent, guardian, or surrogate will be given thirty (30) days to provide documentation requested as listed above. If documentation is not provided, a letter will be sent to notify the parents, guardian, or surrogate that unless the documentation is provided within ten (10) days, the local law enforcement agency will be notified.

Nothing contained in this policy shall authorize the school to disclose to any person a student's educational record without prior parental consent, unless the school makes a determination that disclosure of such records is necessary to protect the health and safety of the student. In addition to the above aforementioned documents, the following additional documents must be submitted during enrollment:

- An up-to-date immunization record signed by a physician or by public health personnel
- Proof of New Mexico residency, collected at enrollment and annually thereafter
- A copy of the student's most recent report card (strongly recommended)
- Disciplinary documentation
- Transcripts
- A completed Home Language Survey
- Depending on individual circumstances, other documents may be required

General Admission Requirements:

1. The student must live in the state of New Mexico with a parent or legal guardian.

The student is under age 18 and lives in the state of New Mexico with an adult resident of the state of New Mexico who has accepted an *Assignment and Acceptance of Responsibility for Minor Student* from the child's parent or legal guardian. NMDCA has educational guardianship forms to be completed by both the parent and the person with whom the student lives. Please contact the Executive Director: Daniel Diamond, ddiamond1@k12.com and (505) 906-6180 to request a form.

2. The student under the age of 18 must be enrolled by a parent, legal guardian, or adult resident who has a valid Power of Attorney for that student. A student who is 18 or older, who is legally married, or who has ever been legally married and who has not graduated from high school may enroll him/herself.
3. The adult enrolling the student must present current immunization records. The school must ensure that the required immunizations are received.

The applications for admission and enrollment forms are official government records, and it is a crime to provide false information of any kind or false records for identification. School officials may ask parents or another adult enrolling a student to provide evidence that they are bona fide residents of the state of New Mexico. If school officials have reason to question the legitimacy of a child's residency information, they may investigate to determine the student's actual place of residence. If NMDCA finds that a student is not a resident of the state of New Mexico, the student will be withdrawn.

Immunizations Requirements

NMDCA will follow state guidelines for immunizations and enrollment outlined in NMAC 6.12.2

- NMSA 1978, § 24-5-2 makes it unlawful for any student to enroll in school unless the student is immunized, or otherwise properly exempted.
- NMSA 1978, § 24-5-4, 7.5.2.8 NMAC and 6.12.2.8(F) NMAC authorize and require each school superintendent to prepare a record showing the immunization status of every child enrolled or attending a school under this jurisdiction.
- Additionally, 6.12.2.8 NMAC requires that school staff start disenrollment proceedings for students who are unable to provide satisfactory evidence of commencement or completion of immunizations of an exemption from immunization.
- Section 6.12.2.8 NMAC and NMSA 1978, § 24-5-4 also stipulate that parents or guardians who neglect or refuse to permit their child to be immunized against diseases as required by law shall be reported by the school superintendent to the director of the public health division

School immunization requirements may be found at New Mexico Department of Health website. Immunization records will be collected before enrollment and will be updated for returning students to grade 7.

The immunizations required are diphtheria, tetanus, and pertussis; rubeola (measles), mumps, and rubella; polio; hepatitis A; hepatitis B; varicella (chicken pox); and meningococcal. School staff can provide information on age-appropriate doses or on an acceptable physician-validated history of illness required by DOH. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical reasons or reasons of religious belief, the student will not be immunized. For exemptions, only official Exemption from Immunization forms issued by the New Mexico Department of Health (DOH) Immunization Program can be honored by the district. This form may be obtained by writing the NM Immunization Program at 1190 St Francis/ (Runnels Bldg.) S-1250 P.O. Box 26110, Santa Fe, NM 87502-6110. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

If a student should not be immunized for medical reasons, the student or parent must present a certificate signed by a U.S. registered and licensed physician stating that, in the doctor's opinion, the immunization required is medically contraindicated or poses a significant risk to the health and well-being of the student or a member of the student's family or household. This certificate must be renewed yearly unless the physician specifies a life-long condition.

Admission of Homeless Students

The McKinney Act of 1987, or P.L. 100-77, ensures that each child of a homeless individual and each homeless youth shall have equal access to the same free, appropriate public education as provided to other children and youth. Under the Act, schools are prohibited from delaying a homeless child's entry into school due to delays in obtaining school records.

This policy is intended to direct compliance with New Mexico State Laws and New Mexico Administrative Code and the McKinney-Vento Homeless Education Assistance Improvements Act of 2001 and should be read as consistent with those documents.

Definitions

The term "homeless students" means individuals who lack a fixed, regular, and adequate night-time residence and includes:

- students who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;

- students who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodation for human beings;
- students who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- migratory students who qualify as homeless because the children are living in circumstances described above.

The term 'school of origin' means the school that the student attended when permanently housed or the school in which the student was last enrolled. The term 'unaccompanied youth' includes a youth not in the physical custody of a parent or guardian.

Liaison for Homeless Students

The Homeless Liaison for homeless students who will perform duties as assigned. Among those duties will be the responsibility to coordinate activities and programs in the best interest of homeless students that will include, but not be limited to, establishment of procedures to:

- Continue the students' education in the school of origin for the duration of homelessness:
    - in any case in which a family becomes homeless between academic years or during an academic year; or for the remainder of the academic year, if the student becomes permanently housed during an academic year; or enroll in any public school that non-homeless students who live in the attendance area in which the student is actually living are eligible to attend.

Best Interest of the Homeless Student

In determining the best interest of the homeless student, the school shall:

- To the extent feasible, keeping a homeless student in the school of origin, except when doing so is contrary to the wishes of the student's parent or guardian;
- Provide a written explanation, including a statement regarding the right to appeal to the homeless student's parent or guardian, whether the homeless student is sent to a school other than the school of origin or a school requested by the parent or guardian; and
- In the case of an unaccompanied youth, the liaison for homeless students shall assist in placement or enrollment decisions, considering the views of such unaccompanied youth, and providing notice to such student of the right to appeal.

Dispute Resolution

The NMDCA Homeless Liaison (Felicia Mize) will assist unaccompanied homeless youth, parent, or guardian in carrying out the dispute resolution process. The process to resolve disputes concerning the enrollment or placement of a child or youth experiencing homelessness is as follows

The school will provide a written response and explanation of a decision regarding any complaint or dispute between a parent, guardian or other person having legal or actual charge or control of a homeless child or youth within thirty (30) calendar days of the time such complaint or dispute is brought. In the case of an unaccompanied youth, the Homeless Liaison will ensure that the homeless youth is enrolled in the school in which enrollment is sought pending resolution of the dispute and provides notice to such youth of the right to appeal.

The school will ensure the enrollment of the homeless child or youth in the school in which enrollment is sought pending resolution of the dispute.

The school's written response will include a notice of the right to appeal.

Any parent, guardian or other person having legal or actual charge or control of a homeless child or youth or an unaccompanied youth that is dissatisfied with the decision of the school after the dispute resolution process may file a written appeal with the New Mexico Department of Education (https://web.ped.nm.gov/bureaus/student-support-services/at-risk-intervention-response/ehcy-program/) within thirty (30) calendar days of receipt of the decision.

Additional information about supports is available by calling the school office at and request to speak with the McKinney Vento Liaison, Felicia Mize at femize@nmdca.org or (505) 906-6180.

Foster Care

Under New Mexico law, students in foster care are entitled to immediate enrollment when arriving at a new school or district - regardless of whether they have the necessary documentation and paperwork.

Under New Mexico law 22.12.10 NM SA, 1978, a student in foster care is considered to be a student who experiences disruption in his/her education and the following provisions apply:

- When a student who has experienced a disruption in the student's education transfers to a new public school or school district, the receiving school or school district shall communicate with the sending school district within two days of the student's enrollment. The sending school or school district shall provide the receiving school or school district with any requested records within two days of having received the receiving school's or school district's communication.
- A student who has experienced a disruption in the student's education transferring to a new school as the result of circumstances set forth in this section shall have:
    - priority placement in classes that meet state graduation requirements; and
    - timely placement in elective classes that are comparable to those in which the student was enrolled at the student's previous school or schools as soon as the school or school district receives verification from the student's records.
- For a student who has experienced disruption in the student's education at any time during the student's high school enrollment, a school district and public schools shall ensure:
    - acceptance of the student's state graduation requirements for a diploma of excellence pursuant to the Public-School Code [Chapter 22 NM SA 1978].
    - equal access to participation in sports and other extracurricular activities, career and technical programs or other special programs for which the student qualifies.
    - timely assistance and advice from counselors to improve the student's college or career readiness; and
    - that the student receives all special education services to which the student is entitled.

The Definition of Foster Care

Foster care means 24-hour substitute care for children who are placed away from their parents or guardians and who are in custody of state and tribal child welfare agencies. In New Mexico, the Children Youth and Families Department (CYFD) is the state child welfare agency (CWA).CYFD maintains contact with tribal child welfare agencies. Foster placements include, but are not limited to, foster family homes, foster homes of relatives, group homes, residential facilities, emergency shelters and pre-adoptive homes. A student is in foster care in accordance with this definition regardless of whether the foster care facility is licensed and payments are made by the state, tribal or a local agency for the care of the student, whether adoption subsidy payments are being made prior to the finalization of an adoption or whether there is federal matching of any payments that are made. As per changes to the McKinney-Vento act, children awaiting foster care placement are no longer defined as children experiencing homelessness.

For additional information on the necessary items to enroll a youth in foster care in a public, New Mexico school please refer to the NMPED website (https://web.ped.nm.gov/)

Additional information about supports is available by calling the school office and requesting to speak with the Foster Care Liaison, Felicia Mize at femize@nmdca.org or (505) 906-6180.

Change of Contact and Mailing Address Information

In the event your address is different and needs to be changed, new proof of residency is required to update your address in the K12 and state systems. Additionally, student addresses will be updated annually to remain in good standing with NMDCA. NMDCA will need one of the documents listed below. Please submit the following documents as new proof of residence (documents must be dated within the last 60 days):

- Mortgage Statement;
- Lease;
- Landlord-tenant agreements
- Rent Receipts
- Utility Bill (gas, water, or electricity) - must show service address

Once these documents have been submitted, our administrative office will be happy to update your new address.

To confirm your address please follow the steps below:

1) Log into Canvas with your username and password;
2) Click "My Account" at the top right of your screen;
3) Select "My Account" from the drop-down menu;
4) Your address will appear.

Please ensure the proofs of residence are in the name of the parent/guardian, otherwise the documents will not be accepted.

If you have any questions regarding your address change, please send an email to office@nmdca.org or via phone at (505) 906-6180, Monday-Friday from 8:00am -4:30pm.

Attendance and Absenteeism Policy

It is the policy of this state that school age persons receive an education and do not drop out or otherwise withdraw prematurely prior to completing an educational program. To that end, a school-age person (means a person who is at least five (5) years of age prior to 12:01 a.m. on September 1 of the current school year) shall attend public school, private school, home school or a state institution until the school-age person is at least eighteen years of age unless that person has graduated from high school or received a general educational development certificate. A parent may give written, signed permission for the school-age person to leave school in case of a documented hardship approved by the local administration. NMDCA will follow state attendance and truancy laws please visit: 22.12.2 Compulsory School Attendance Laws.

Our attendance plan for the virtual school aligns with the Attendance for Success Act's shift from punitive truancy enforcement to supportive, tiered intervention. These interventions are focused on removing the obstacles of the root causes of chronic absenteeism.

The foundation of our virtual school plan is full adherence to the Attendance for Success Acts four-tiered structure, using digital tools to automate early identification and tailor supports.

Tier 1: Whole-School Prevention
Daily Engagement: Student logs into the Learning Management System (LMS) and demonstrates meaningful participation (e.g., submitting work, participating in a discussion, attending synchronous sessions) for the required instructional time.

Universal Positive Outreach: Automated, positive, and culturally responsive communication (email/text) sent to families celebrating attendance and reinforcing the connection between attendance and success.

Tier 2: Individualized Prevention
At-Risk Flag: Student is approaching 5%–10% absence (missed "days" of engagement) or is behind on pacing/assignments.

Personalized Outreach by Teacher: The student's teacher makes a direct, personal phone call or schedules a one-on-one virtual meeting to identify the root cause of the absence (e.g., "Is it the device? The schedule? The content?") and connect them with an internal resource.

Tier 3: Early Intervention
Chronic Absence Flag: Student is at 10%–20% absence or shows a persistent lack of engagement despite Tier 2 efforts.

Attendance Team Intervention: A multidisciplinary team (administrator, counselor, teacher) meets with the family to develop a data-driven Attendance Improvement Plan (AIP). The plan focuses on removing barriers that exist around the student's attendance.

Tier 4: Intensive Support
Excessive Absence Flag: Student is at 20% or more absence and is unresponsive to previous interventions.
Referral to External Services: Documented failure of Tier 3 AIP leads to a formal referral to School administration and counseling teams for coordination with community partners, and, if necessary, the Children, Youth and Families Department (CYFD).

Attendance Requirements

Students are required to attend all required synchronous instruction classes. They are also required to make progress/attend each assigned course daily. All assigned work should be completed on the date that it is due. Students not progressing in all of their coursework will be reported as absent (full or half day depending on the progress made) if they do not meet the minimum requirements for attendance. If a student has 10 or more consecutive days absent, the student may be subject to automatic withdrawal.

Attendance for NMDCA students is accounted for, by course, in the following ways:

- Students working on specific coursework for each course
- Student participation in assigned virtual online sessions with state-certified teachers
- Attending required in-person state assessments such as SAT/PSAT, NM -MSSA, and NM-ASR
- Attending in-person field trips and/or events
- Live, two-way, communication with state-certified teachers regarding their course and progress on assignments

Attendance will be taken on every instructional day at NMDCA. Learning Coaches may log instructional time for students in grades K-2, any time during the day and on any day of the week between the first and the last day of school. Attendance will not be tallied on school holidays. Students are required to go to school through the very last day. Attendance will not be logged outside of school calendar days.

Note: Attendance logged in the online learning school must reflect the progress made in the courses. If attendance does not match the progress, administration may modify the attendance for those hours logged. This modification of hours may put the student in jeopardy of falling behind in attendance or below the mandated state requirement for attendance. Teachers and administration may ask for proof of all work completed at any time of the year.

Definitions:

- ***School Day*** means a portion of the school day that is at least one-half of a student's approved program
- ***Absent*** means not in attendance for a class or school day for any reason, whether excused or not, provided that "absent" does not apply to participation in interscholastic extracurricular activities
- ***Student Assistance Team Plan*** means a tiered data-informed system for public schools and school districts to identify students who are chronically or excessively absent and to aid public schools in developing whole-school prevention strategies and targeted interventions. ***Chronically absent rate*** means the percentage of students, in the aggregate and disaggregated by the subgroups, required for reporting pursuant to the federal Every Child Succeeds Act, in the public school and a school district who have been enrolled for at least ten days and who have missed ten percent or more of the school days since the beginning of the school year.
- ***Chronically absent or chronic absenteeism*** means that a student has been absent for ten percent or more of the classes or school days for any reason, whether excused or not, when enrolled for more than ten days.
- ***Excessively absent or excessive absenteeism*** means a student who is identified as needing intensive support and has not responded to the intervention efforts implemented by the public school.
- ***Excused absence*** means an absence from a class or school day for a death in the family, medical absence, religious instruction or tribal obligations or any other allowable excuse pursuant to the policies of the local school board.
- ***Student Assistance Team*** is a problem-solving group that identifies and supports students facing challenges with attendance, academics, behavior, or social-emotional issues. This team helps to create intervention plans when a student is not responding to typical classroom support, and they are essential to addressing barriers to attendance.

- ***The following criteria are to be used for documenting an Excused absence:***
  - ***Illness***
  - ***Emergencies as approved by the principal***
  - ***Family Emergencies such as***
    - ***Court Hearings***
    - ***Funerals for Immediate Family Members***

- ***Medical Absence or medically absentness*** means that a student is not in attendance for class or school day for a parent or doctor-authorized medical reason or the student is pregnant or parenting student.
- ***Unexcused absence*** means an absence from a class or school day for which the student does not have an allowable excuse pursuant to the Attendance for Success Act or policies of the local school board.

Intervention

Pursuant to NMSA 22-12-7 New Mexico Compulsory School Attendance Law, parent(s) or guardian(s) are responsible for the attendance of their child. Violations will be reported to the authorities for enforcement of the law. District designee may meet with families to create an Attendance/Attendance Success Plan to support students and families to meet attendance requirements.

Excused Absences

The Parent/Guardian must notify the school regarding each day the student is absent. Notification can be by a phone call to the attendance office or via the online attendance form: Excused Absence Form. The excuse must be received within 24 hours of the absence, or the absence will be recorded as unexcused. NMDCA requires that after 3 days of illness a written doctor's excuse be provided for documentation. Excused absences include, but are not limited to a student's religious observation, a student's illness, family emergency, extra/co-curricular activity travel, court ordered, death in a student's family, court appearance, or a student's medical appointments.

Unexcused Absences

Absences are considered unexcused when the educational benefits do not outweigh the benefits received in school. Chronic problems with unexcused absences may result in a possible referral to Children, Youth and Family Services which may also have legal implications, and finally, in extreme cases, removal from CYFD as determined by their guidelines. Class work missed due to unexcused absences may or may not be turned in for credit, depending on the guidelines presented in an individual class's syllabus or approval of unit administrator. Chronic absenteeism may result in a high school student having to retake a course for full credit following the credit recovery expectations.

Attendance on the Weekend

Though making up work and progress is encouraged on the weekend and during holidays, this progress does not count towards traditional weekday attendance. Attendance is taken Monday through Friday on schooldays through work progression, attendance in live class sessions, reviewing of recorded lessons, etc.

PROGRAM FOR PREGNANT/ PARENTING STUDENTS (22-12A-9 NMSA)

- Pregnant and Parent Students should have the same educational opportunities as their peers. Such students may also need additional counseling and health services that are available through public schools.
- Pregnant students may elect to remain in the regular school program and shall not be involuntarily excluded from any part of the school program, provided, however, that reasonable safeguards are maintained both for the school's and the student's best interest.
- Pregnant students shall notify school authorities of their status as soon as it is ascertained. At least ten (10) days of medical absence may be approved for a student who provides documentation of the birth of the student's child and time shall be provided for the student to make up the work.
- Parenting Student means the father of the child.
- Pregnant and parent students of children under thirteen (13) shall be permitted four (4) days of excused absences for a child needing care upon proper documentation in accord with Manual and statute. Time shall be provided for the student to make up schoolwork missed during the absence. The Superintendent will establish procedures as necessary to implement this Manual.
- Parent students shall not bring their children to school during the regular school day. Students' children will only be permitted in specific classes when requested by the instructor with the approval of the building administrator. They are not to be in any other area of the school campus.

Strong Start- Connection Call

It is an expectation at NMDCA for families and the school have consistent communication with each other. A vital moment in the enrollment of new students is the first contact with teachers.

Before the start date of students, each homeroom teacher will reach out with a welcome email, and they will contact, via phone or video conference, families. Within these calls, the teachers will provide basic login, access and expectations to the families for their first days of school. These calls, and attempted calls, will be documented in the "Logs" section of PowerSchool.

Strong Start- IOL Completion

It is an expectation at NMDCA for families and the school has appropriate orientation experience. A vital moment in the enrollment of new students is the introduction to the school platform through the Introduction to Online Learning course.

Before the start date of students, they will be provided with access to the IOL course. During teacher communication with families before their start date, the families will be introduced to the course and asked to complete them prior to their first day of school.

Each homeroom teacher will reach out with a welcome email, and they will contact, via phone or video conference, with the families. Within these calls, the teachers will provide basic login, access, and expectations to the families for their first days of school, to include the completion expectations of the IOL course. These calls, and attempted calls, will be documented in the “Logs” section of PowerSchool.

Administration will monitor the completion of the IOL course and reports will be sent to teachers with the list of students who have not completed the course. If students complete their first week without completing the IOL course, a letter will be sent home by administration telling the families of the requirement to complete the course.

Strong Start- Login First Day

It is an expectation at NMDCA for families to log in to the online school every day.

Before the start date of students, each homeroom teacher will reach out with a welcome email, and they will contact, via phone or video conference, with the families. Within these calls, the teachers will provide basic login, access and expectations to the families for their first days of school. These calls, and attempted calls, will be documented in the “Logs” section of PowerSchool.

If the students do not log in the first day of school, teachers will reach out to the families via email and phone. If the contacts are successful, the teachers will walk the students through accessing the curriculum and logging in. If the contacts are unsuccessful, they will continue to reach out to the families for the first week of enrollment.

If after 10 school days, the teachers are unable to meet with the families, the families may/will be withdrawn from the program as a “no show”.

Engagement Plan

When you are unable to log in to the online school your first stop should be http://help.k12.com to see if the outage is known and has been posted by K12. You can also check the K12 Facebook page (https://www.facebook.com/ StrideK12/) for updated outage information. If there is a known outage students will receive a call and/or text from NMDCA informing the students of the outage.

What to do if the Online School Experiences an Outage

The Online School may experience unexpected outages. Though it is not common, it is important to have a plan in place. During these times, it is important not to panic and follow the following plan.

Be prepared in advance by doing the following things on the first day of school:

If applicable download your course textbooks

Save a copy of all your teacher’s phone numbers and contact information.

Save a copy of your courses’ pacing guides

When you are unable to log in to the OMHS, your first stop should be http://help.k12.com to see if the outage is known and has been posted by StrideK12. You can also check the StrideK12 Facebook page (https:// www.facebook.com/StrideK12/) for updated outage information. If there is a known outage students will receive a call and/or text from NMDCA informing the students of the outage.

What happens if live class sessions are experiencing service disruption and students are not able to access Class Connects?

Students will be notified in email that the live class is down, and sessions are postponed until service resumes.

In the event of a prolonged outage, administrators will email instructions to join sessions using another virtual program, or the session will be rescheduled.

Students will be notified by email, and or call/text that the live class is back, and sessions will resume.

Students will not be penalized for required sessions that were missed during the outage.

What should students do if the StrideK12 online school is interrupted, and they cannot access courses? There are many things' students can work on outside of the OLS/OMHS. OLS/OMHS interruptions should not mean interruptions in learning!

Print or save a copy of your course plan/calendar so you can access to see what can be worked on offline

Read books or other activities/assignments in course materials to keep up with Course Plan as much as possible (lesson assignments can be submitted when the OLS/OMHS is back up and running)

Study for upcoming quizzes/assessments, if applicable

Find other educational activities to complete

Find home science experiments online to try

Watch educational web videos pertaining to your subjects (History channel, PBS, Khan Academy)

What to do when your Live Class is down, but the OLS is working

If live class goes down and you miss live sessions, but the Online Learning School and your courses are still available, send your teacher an email that says that live class is not working for you. Then, work on your online course and submit assignments. Watch the class connect recording once it is available.

How to determine when systems are back up and running

Check the following places for updates on all systems outages, and keep checking back to login about every 30 minutes to see if the affected system is back up and running again:

Student/LC Email

K12 Customer Care: http://help.k12.com

K12 Facebook: https://www.facebook.com/ StrideK12/

Auto dialer/text will be sent to Legal guardians/Learning Coach

*How to opt in to texting instructions: https://www.help.k12.com/s/search/All/Home/How%20to%20opt%20into%20texting?tabset-963be=2

Communication Plan

Outages will be reported by the Operations Manager to the teachers and the teachers and/or the Community Engagement Coordinator will contact parents and students via email or auto dialer with information related to the outage and additional resources families can access until the system is restored.

Helpful links to bookmark

K12 Customer Care: http://help.k12.com

K12 Facebook: https://www.facebook.com/StrideK12/

History Channel https://www.history.com/

PBS https://pbskids.org/

Khan Academy https://www.khanacademy.org/

School Learning Coach Community Resource through the K12 App

Don't have the K12 App? Download the K12 App on your iOS or Android device! Join us at:

Apple users:

Download the TestFlight app from the App Store, then join the BETA here:

https://bit.ly/myK12AppleBetaEDEmail

Android users:

Try out the new myK12 app here:

myK12 - Apps on Google Play

School Crisis Plan Document

The Crisis Plan gives emergency procedures, including power outage procedures and emergency closing communication procedures.

NMDCA Crisis Plan.docx

Student Fees, Resources and Services

Fees (All Grade Levels)

Materials that are part of the basic educational program are provided with state and local funds at no charge to a student. A student, however, is expected to provide his or her own pencils, pens, paper, erasers, and notebooks and may be required to pay certain other fees or deposits, including:

- Costs for materials for a class project that the student will keep.
- Membership dues to voluntary clubs or student organizations and admission fees to extracurricular activities.

- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, etc.
- Personal apparel used in extracurricular activities that become the property of the student.
- Fees for items of personal use or products a student purchases, such as student publications, yearbooks, and student planners
- Fees for optional courses offered for credit that require use of facilities not available on district premises.
- Summer school for courses that are offered tuition-free during the regular school year.

Any required fee or deposit may be waived if the student and parent are unable to pay. Application for such a waiver may be made to the NMDCA Academic Administrator.

Student Publications

Student publications may be provided as a service to NMDCA students, parents, and community members. All materials prepared and published as part of the school's journalism or language arts programs are under the control and supervision of the administration and the Board of Education. The Academic Administrator has final approval authority on student publications distributed in the name of the school.

Guidance and Counseling

Counselors are available to provide educational, vocational, and personal counseling (as appropriate) to students. These trained counselors are available to talk and to listen to students about situations and experiences that may be affecting their ability to be successful in the instructional program. NMDCA offers the opportunity for all parents to meet with their student's counselor to discuss the guidance and counseling program provided for their child. Parents wishing to exclude their children from any aspect of the NMDCA guidance and counseling program may provide a written request specifically outlining the program or programs from which they wish to exclude their children to the NMDCA guidance and counseling staff. Please contact (505) 906-6180 for additional support or questions.

Student Conduct

A student shall be defined as any person who is enrolled in NMDCA.

Students shall not engage in improper behavior, including but not limited to the following:

- Any conduct intended to obstruct, disrupt, or interfere with teaching, research, service, administrative or disciplinary functions, or any activity sponsored or approved by the Board.
- Physical abuse of or threat of harm to any person
- Damage or threat of damage to property of the district, regardless of the location, or to property of a member of the community or a visitor to the school, when such property is located on District controlled premises.
- Forceful or unauthorized entry to or occupation of District facilities, including both buildings and grounds.
- Unlawful use, possession, distribution, or sale of tobacco, alcohol, or drugs or other illegal contraband on District property or at school-sponsored functions.
- Conduct or speech that violates commonly accepted standards of the district and that, under the circumstances, has no redeeming social value.
- Failure to comply with the lawful directions of District officials or any other law enforcement officers acting in performance of their duties, and failure to identify themselves with such

officials or officers when lawfully requested to do so.

- Violation of District rules and regulations.
- Engaging in any conduct constitutes a breach of any federal, state, or city law or duly adopted policy of the Board.
- Carrying or possessing a weapon on school grounds.

In addition to the general rules set forth above, students shall be expected to obey all policies and regulations focusing on student conduct adopted by the Board. Students shall not engage in any activities prohibited herein, nor shall they refuse to obey any order given by a member of the faculty or staff who is attempting to maintain public order.

Any student who violates these policies and regulations may be subject to discipline up to expulsion, in addition to other civil and criminal prosecution. These punishments may be in addition to any customary discipline that the district presently dispenses.

Student Behavior Philosophy

Discipline for all students shall be designed to promote positive behavioral changes enabling students to function successfully. The school is committed to a positive, respectful, inclusive climate in every school that promotes academic achievement, ensures safe and drug free learning communities, provides positive behavioral supports, ensures equitable outcomes in discipline and maximizes the time students spend in school.

Corporal punishment which willfully intends to inflict pain on a student is prohibited. This prohibition includes strenuous exercises that cause physical pain when exercise is used as punishment. Teaching methods to help students control movements or actions are not considered punishment.

Student Behavior Policy

The safety and security of all school children is our highest priority and NMDCA is committed to providing a safe learning environment. The Discipline Policy establishes policies, rules and expectations for all school community members to learn, teach and work together. Therefore, students must refrain from violence against others, from bullying, harassment and carrying weapons. Consequences for children who endanger school safety or disrupt the educational experience of others are listed in detail.

Families and guardians are critical to our school community. We ask that they please read and understand the Student Handbook and discuss with their child. We understand that families and guardians know best how to make sure their child understands the expectations that will lead them to a safe and orderly school community that is ready to learn.

Prohibited activities

- Criminal or delinquent acts;
- Gang related activity;
- Sexual harassment;
- Disruptive conduct;
- Refusal to identify self; and
- Refusal to cooperate with school personnel.

A student may be subject to disciplinary action when the student engages in the above or those below:

- Engages in conduct that is disorderly, i.e., intentionally causing public inconvenience, annoyance, or alarm, or recklessly creating a risk thereof, by:
    - Fighting or engaging in violent behavior.
    - Making unreasonable noise.
    - Using abusive or obscene language or gestures.
    - Obstructing vehicle or pedestrian traffic.
    - Creating a hazardous or physically offensive condition by any act that serves no legitimate purpose.
- Engagement in conduct that is insubordinate, i.e., failing to comply with the lawful directions of a teacher, school administrator, or other school employee in charge of the student.
- Endangers the safety, morals, health, or welfare of others by any act, including but not limited to:
    - Selling, distributing, using, or possessing alcohol, drugs, or other controlled substances or drug paraphernalia.
    - Selling, distributing, using, or possessing weapons, fireworks, or other dangerous instruments or contraband.
    - Selling, using, or possessing obscene materials.
    - Using profane, vulgar, or abusive language (including ethnic slurs).
    - Gambling.
    - Hazing.
    - Engaging in lewd behavior.
- Engages in any of the following forms of academic misconduct:
    - Lateness for, missing, or leaving school or class without permission or excuse.
    - Cheating (including but not limited to copying, using unauthorized help sheets and the like, illegally obtaining tests in advance, substituting for a test -taker, and other forms of unauthorized collusion).
    - Plagiarism.
- Engages in conduct violating the Board's rules and regulations for the maintenance of public order on school property.
- Has a record of excessive absenteeism.
- Is believed to have or actually has committed a crime.

Permissible Penalties

The range of penalties that may be imposed for violations of student discipline rules include, but are not limited to, the following:

- Verbal warning.
- Written warning.
- Written notification to parents.
- Probation.
- Detention.
- Suspension from transportation.
- Suspension from athletic participation.

- Suspension from social or extracurricular activities.
- Suspension of other privileges.
- Exclusion from a particular class.
- In-school suspension.
- Involuntary transfer.
- Community service.
- Suspension/Expulsion

Depending upon the nature of the violation, student discipline may be progressive, i.e., generally, a student's first violation should merit a lighter penalty than subsequent violations. The above penalties may be imposed either alone or in combination.

Student Disciplinary Proceeding

Any teacher, administrator, parent, or other person may report a violation of student disciplinary rules to an administrator. The administrator will then make an investigation of the charges as deemed appropriate and will institute appropriate proceedings.

This information for the maintenance of public order on school property will be publicized and explained to all students and provided in writing to parents as requested. In order to promote effectiveness of student discipline, the assistance of parents in enforcing rules for student discipline shall be invited and encouraged.

Involving Staff Members

The principal is responsible for involving staff members of the school in the development of a positive plan for student discipline. All staff members are responsible for implementing the plan for student discipline for the school.

All discipline policies and procedures may apply to those students whose conduct off school grounds at face-to-face events endanger the health or safety of the student population within the school district or creates a significant distraction or disruption to the educational process.

Expectations and Responsibilities

- Respect all members of the school community
- Maintain a positive school climate by being responsible, respectful and cooperative
- Communicate Discipline Policy expectations for students and staff
- Motivate students to live up to expectations through positive reinforcement
- Use good judgement to prevent minor incidents from becoming major problems

Responsibilities of Administration

- Respect all members of the school community
- Implement disciplinary procedures in a fair and consistent manner
- Provide students and parents whose first language is not English with translation and
- interpretation services free of charge
- Inform all school personnel, parents and students of the discipline policy. Review and act upon allegations and requests from school personnel concerning violations
- Use professional judgement to prevent minor incidents from becoming major problems

Responsibilities of Teachers

- Respect all members of the school community
- Teach proper behavior and positively reinforce discipline policy
- Maintain a learning environment that provides for academic success
- Hold students accountable for disorderly conduct in school and on school grounds
- Address rule violations with multiple strategies
- Use professional judgement to prevent minor incidents from becoming major problems

Responsibilities of Students

- Respect all members of the school community
- Understand and comply with school rules and climate expectations, including the Parent-Student Handbook
- Behave in a manner that focuses on academic success
- Be responsible and accountable for following rules

Responsibilities of Parents/Guardians and Advocates

- Respect all members of the school community
- Respect, understand and support school rules and regulations
- Respect, understand and support the policies of NMDCA
- Recognize and understand that school personnel must enforce school rules
- Teach children to respect the rights of others and follow school rules
- Emphasize the importance of being prepared for school and adhering to school rulesto
- foster academic success

Due Process

- All students are to be treated fairly and honestly
- Students have the right to be heard and tell administrators their version of events
- If you (parent/guardian) believe your child is a victim, you are encouraged to speak with the
- school's Administration.

Student Behavior and Discipline Conference Procedures

Student Responsibilities

At a conference, students have the right to expect that school officials will:

- Inform the student of the reason for the conference
- Give the student the opportunity to respond
- Discuss the student's problem behavior and ways to correct it
- Inform the student of the corrective action and/or next steps to be taken
- Document the problem behavior and intervention

Parent Responsibilities

At a conference, parents/guardians can expect that school administrators will see to it that the following protocol is followed (PARENTS/GUARIDANS ARE NOT PART OF THE SCHOOL INVESTIGATION. THEY ARE NOTIFIED ONCE THE INVESTIGATION IS COMPLETE.)

- Document action for a conference must be provided to the parents/guardians and either hand
- delivered to the home, sent by certified mail, faxed, emailed or communicated by other
- reasonable means
- When a student is suspended, a parent/guardian conference must be held within three (3)
- days of the suspension

- At the conference, the parent/guardian may request to review their student's records
- School administratorswill discuss the student's problem behavior and ways to correct it
- School administrators will inform the parent/guardian of any further disciplinary action such as Suspension and Notice of Hearing.

Student Assistance Team (SAT) for Functional Assessment of Behavior (FAB) and Behavior Intervention Plan (BIP)

The Student Assistance Team (SAT) for Discipline purpose is a school-based team whose purpose is to develop supplemental support for students who are not responding to the disciplinary expectations set forth by the District, School, and Teacher. The intent is to provide the student with the opportunity to be successful in the area of behavior/discipline so that access to the general curriculum may not be impeded.

To conduct a SAT for behavior/discipline, it is important to begin with a Functional Assessment of Behavior (FAB). The Functional Assessment of Behavior (FAB) provides teachers with the opportunity to analyze what "triggers" problematic behavior. In this process, the SAT analyzes the "triggers" or underlying reasons for problematic behavior. Is the student experiencing problematic behaviors because a SKILL DEFICIT the student does not know how to perform the skill for appropriate behavior. Or a PERFORM ANCE DEFICIT the student knows how to perform the appropriate behavior but chooses not to perform appropriately. If it is found that the student may need a Behavior Intervention Plan (BIP), the SAT proceeds to look at the analysis of the behavior and proceeds to identify the type and cause of the behavior and then help the student learn replacement behaviors through a combination of positive interventions and supports, as well as appropriate consequences. The BIP also includes provisions for monitoring progress and crisis management.

High School Academic Integrity (Honesty and Plagiarism)

Academic Integrity Policy

All work submitted and/or marked complete Online Learning School is assumed to have been completed only by students from their own student account. Students should not have access to the learning coach login credentials. Students are also responsible for observing the standards on plagiarism and properly crediting all sources relied on inthe composition of their work.
Failure to abide by these standards will be reported to the Principal and will result in a conference with the student's parent and/or Learning Coach. Students who violate this policy are subject to the following consequences.

Academic Dishonesty and/or Cheating

Students found to have engaged in academic dishonesty will be subject to disciplinary penalties and will receive a zero for the assignment. Students will be able to make up the assignment in accordance with

the district's Redo Policy. Broadly defined, academic dishonesty/cheating occurs any time that a student knowingly submits work under his/her own name that was obtained through the efforts of someone else. Common examples would include, but are not limited to, the following:

- Copying from another student's paper
- Using unauthorized information while taking a test (cheat sheet)
- Paraphrasing someone else's homework
- Giving information to another student to complete assignments
- Obtaining or giving answers during a test

Plagiarism

The definition of plagiarism is: Copying or imitating the language, ideas, and thoughts of another writer and passing them off as your own original work. Specific examples of plagiarism that are not tolerated are:

- Copying or rephrasing another student's work.
- Taking material from Internet sources and using it as your own, even if some words are changed.
- Having someone else write an assignment or rephrase any part of an assignment (not just proofread it).
- Directly copying student aids (for example, Cliffs Notes), critical sources, or reference materials in part or in whole without acknowledgment.
- Indirect reproduction of student aids, such as CliffsNotes, Coles Notes, critical sources, or reference materials by rephrasing ideas borrowed from them without acknowledgment

Source Citation

Many courses require written work in which students need to cite sources. Any direct quotations from a textbook can simply be cited as (Author, Page Number). Any quotations from outside sources require full citations, including author, title, publisher, date of publication, and page number. If a student cites information found on a Web site, he/she provides the complete Web page or site title, URL, author if known, page number if applicable, publication date of the site, if available, and date of access.

Consequences and/or Administrations Discretion

First Offense: The parent is informed, and the student may have the opportunity to redo the assignment at a full letter grade or 10% reduction. The teacher has the discretion of allowing a student to redo the assignment.

Second Offense: Conference with teacher and lead teacher. The student will receive a zero on the assignment with no opportunity to resubmit.

Third Offense: The student will receive a zero on the assignment and will be required to do a presentation over plagiarism at a mandatory meeting with the teachers, parents, and Assistant Principal.

Fourth Offense: Possible suspension (refer to suspension procedures within this handbook).

Policy Prohibiting Bullying, Cyberbullying, Intimidation and Hostile or Offensive Conduct

"Bullying" means any repeated and pervasive written. verbal or electronic expression, physical act or gesture or a pattern thereof that is intended to cause distress upon one or more students.

"Bullying" is any willful act done by a student, whether individually (instigating) or in concert with others,

for the purpose of subjecting such individuals to hazing, harassment, humiliation, intimidation, physical abuse or threats of abuse, social ostracism, shame or disgrace, or menacing acts and stalking which may be based on the student's race, color, sexual orientation, ethnicity, national origin, religion or disability.

Definitions

- Harassment - knowingly pursuing a pattern of conduct (threats verbal or written) that is intended to disturb, alarm, irritate and instill fear
- Disability Harassment - intimidation or abusive behavior toward a student with disabilities
- Racial Harassment - any physical or verbal conduct relating to an individual's race
- Sexual Harassment – any unwelcome sexual advances, requests for sexual favors or other inappropriate verbal, written or physical conduct (indecent exposure) of a sexual nature.
- Hazing - any act (initiations) which forces another student/person to be humiliated
- Cyber Bullying - any written, verbal or pictorial communication conveyed through any form of electronic medium, including, but not limited to, desktop or laptop computers, internet, email, instant messaging, pagers, websites, web cameras, chat rooms, bios, you tube, cell phones, text messaging, photo and video sharing, as well as any new technologies developed with similar capabilities.
- Menacing - includes, but not limited to, any assault intended to place a school employee, student or third party in fear of imminent physical injury
- Stalking - willfully or maliciously engaging in a course of conduct that would cause a reasonable person to feel and/or cause the victim to feel terrorized or intimidated
- "Name Calling" means the chronic, habitual or recurring use of names or comments to or about a student regarding the student's actual or perceived physical or personal characteristics when the student has indicated by his or her conduct that the names or comments are unwelcome or when the names or comments are clearly unwelcome, inappropriate or offensive by nature.
- "Electronic Technologies" means computers, laptops, tablets, smart phones, desktop computers, networks, electronic email, Internet access and any other form of electronic resources
- "Social Networking Websites" include Facebook, Myspace, Twitter, YouTube or similar internet-based websites, whose function may include sharing personal information and directly communicating with other members or participants or broad electronic distribution of written, graphic, photographic or video materials or images, in a web-based format.

Prohibitions

- It is the Policy of the Board to prohibit bullying, cyberbullying, harassment, intimidation, disability harassment, racial harassment, sexual harassment, hazing, menacing and stalking and other victim-based misconduct that creates an intimidating, hostile or offensive environment for students, regardless of motive or reason. The Board and Superintendent will not tolerate such victim-based misconduct by students or staff.
- No person shall be subject to reprisals for good faith reporting or participating in the

investigation of a potential violation of this Policy.

- No employee or student may knowingly give false reports or information under this Policy as this fall under VIll.12 .18 of the Discipline Handbook.

Use of Social Networking Websites

Students are responsible for their own behavior when communicating on Social Networking Websites and will be held accountable for the content of the communications that they initiate or post on Social Networking Websites

Inappropriate Communication. Students are strongly discouraged from including inappropriate communications on any Social Network Website, including but not limited to:

- o Confidential, personally identifiable and sensitive District information about
- o other students, employees or guests;
- o Child pornography or sexual exploitation;
- o Harassment in any form;
- o Bullying or cyberbullying as provided in this policy;
- o Defamatory or discriminatory statements and images;
- o Threats of harm, damage or injury to persons or property

- Interaction with Staff. Students are strongly discouraged from inviting District staff members to join a student's Social Network or from accepting a friend request from a teacher or other staff member. Communications between students and staff in any electronic medium should be limited to that which is school related and consistent with the personnel code of conduct and the ethical standards required of education professionals.
- Prohibited Use of Social Networking Websites. A student may be subject to sanctions provided herein if the Responsible Use Agreement is violated in the following ways:
  - o The student's use of Social Networking Websites materially or substantially disrupts or interferes with the normal operations of the school;
  - o The student's use of Social Networking Websites materially or substantially disrupts or interferes with the rights of other students or teachers;
  - o The Administration has reasonable cause to believe that the expression would cause a material or substantial disruption of school operations.

If a student believes that he or she has experienced bullying or has witnessed bullying of another student, it is important for the student or parent to notify a teacher, counselor, principal, or another district employee as soon as possible to obtain assistance and intervention. The administration will investigate any allegations of bullying or other related misconduct. The district will also provide notice to the parent of the alleged victim and the parent of the student allegedly engaged in bullying.

If the results of an investigation indicate that bullying has occurred, the administration will take appropriate disciplinary action and may notify law enforcement in certain circumstances. Disciplinary or other action may be taken even if the conduct did not rise to the level of bullying. Available counseling options will be provided to these individuals, as well as to any students who have been identified as witnesses to

the bullying. Any retaliation against a student who reports an incident of bullying is prohibited.

Reporting Bullying Behavior

Any student who believes he/she has been the victim of bullying, cyber bullying, harassment or intimidation by a student or school personnel, or any person with knowledge or belief of such conduct toward a student should immediately report the alleged acts.

The report may be made to any staff member. The staff member will assist the student in reporting to the principal or other district personnel.

Teachers and other school staff who witness bullying acts or receive student reports of bullying are required to promptly notify designated staff.

Reports should be submitted in writing.

School or designee is required to accept and investigate all reports of intimidation, harassment or bullying.

The parent or guardian of a student who commits a verified act of intimidation, harassment, or bullying will be notified.

Nothing in this handbook shall prevent any person from reporting directly to the office of the Superintendent.

No Retaliation/False Accusations. Retaliation, reprisal or false accusations against any person who reports, is thought to have reported, files a complaint or otherwise participates in an investigation or inquiry is prohibited. Such retaliation shall be considered a serious violation of policy, independent of whether a complaint is substantiated, and shall be subject to disciplinary consequences. False charges also shall be regarded as a serious offense and will result in disciplinary action or other appropriate sanctions.

The right to confidentiality, both of the complainant and the accused, shall be preserved consistently with applicable laws.

If harassment or bullying continues, the perpetrator will be suspended and removed from school, pending a long-term hearing.

To the extent permitted under the Family Educational Rights and Privacy Act (FERPA) school staff are required to notify the parent or guardian of a student who is a target of bullying of the action taken to prevent any further acts of bullying.

Dating Violence, Sexual Harassment, Gender-Based Harassment, Discrimination, Harassment, and Retaliation

NMDCA believes that all students learn best in an environment free from discrimination, harassment, and retaliation and that their welfare is best served when they are free from this prohibited conduct while attending school. Students are expected to treat other students and district employees with courtesy and respect, to avoid behaviors known to be offensive, and to stop those behaviors when asked or told to stop. NMDCA employees are expected to treat students with courtesy and respect.

NMDCA has established policies and procedures to prohibit and promptly respond to inappropriate and offensive behaviors that are based on a person's race, color, religion, sex, gender, national origin, disability, age or any other basis prohibited by law.

Dating Violence

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense. This type of conduct is considered harassment if the conduct is so severe, persistent, or pervasive that it affects the student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment, or substantially interferes with the student's academic performance.

Examples of dating violence against a student may include, but are not limited to, physical or sexual assaults, name-calling, put-downs, threats to hurt the student or the student's family members or members of the student's household, destroying property belonging to the student, threats to commit suicide or homicide if the student ends the relationship, threats to harm a student's current dating partner, attempts to isolate the student from friends and family, stalking, or encouraging others to engage in these behaviors . In addition to dating violence as described above, two other types of prohibited harassment are described below.

Sexual Harassment and Gender-Based Harassment

Sexual harassment and gender-based harassment of a student by an employee, volunteer, or another student are prohibited. Examples of sexual harassment may include, but not be limited to, touching private body parts or coercing physical contact that is sexual in nature; sexual advances; jokes or conversations of a sexual nature; and other sexually motivated conduct, communications, or contact. Sexual harassment of a student by an employee or volunteer does not include necessary or permissible physical contact not reasonably construed as sexual in nature, such as comforting a child with a hug or taking the child's hand. However, romantic and other inappropriate social relationships, as well as all sexual relationships, between students and district employees are prohibited, even if consensual.

Gender-based harassment includes harassment based on a student's gender, expression by the student of stereotypical characteristics associated with the student's gender, or the student's failure to conform to stereotypical behavior related to gender. Examples of gender-based harassment directed against a student, regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity, may include, but not be limited to, offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

Harassment

Harassment, in general terms, is conduct so severe, persistent, or pervasive that it affects the student's ability to participate in or benefit from an education program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's

academic performance. Examples of harassment may include, but are not limited to, offensive or derogatory language directed at a person's religious beliefs or practices, accent, skin color, or need for accommodation; threatening or intimidating conduct; offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

Retaliation

Retaliation against a person who makes a good faith report of discrimination or harassment is prohibited. Retaliation against a person who is participating in an investigation of alleged discrimination or harassment is also prohibited. A person who makes a false claim or offers false statements or refuses to cooperate with a district investigation, however, may be subject to appropriate discipline. Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

Reporting Procedures

Any student who believes that he or she has experienced discrimination, harassment, or retaliation should immediately report the problem to a teacher, counselor, principal, or other district employee. The student's parent may make the report.

Investigation of Report

Upon receiving a report of prohibited conduct, the Director of School Operations will determine whether the allegations, if proven, would constitute prohibited conduct as defined by that policy. If not, the Director of School Operations will determine if the allegations, if proven, would constitute bullying, as defined by law and that policy. If the alleged prohibited conduct, if proven, would constitute prohibited conduct and would also be considered bullying as defined by law, an investigation of bullying also will be conducted.

The Executive Director will promptly notify the parents of any student alleged to have experienced prohibited conduct involving an adult associated with the district. In the event alleged prohibited conduct involves another student, The Executive Director will notify the parents of the student alleged to have experienced the prohibited conduct when the allegations. To the extent possible, the district will respect the privacy of the student; however, limited disclosures may be necessary to conduct a thorough investigation and to comply with law. Allegations of prohibited conduct, which includes dating violence, discrimination, harassment, and retaliation, will be promptly investigated. If law enforcement or other regulatory agency notifies the district that it is investigating the matter and requests that the district delay its investigation, the Director of School Operations will resume the investigation at the conclusion of the agency's investigation

During an investigation and when appropriate, the Director of School Operations will take interim action to address the alleged prohibited conduct. If the Director of School Operations' investigation indicates that prohibited conduct occurred, appropriate disciplinary action, and, in some cases, corrective action, will be taken to address the conduct. The Director of School Operations may take disciplinary and corrective action even if the conduct that is the subject of the complaint was not unlawful. All parties involved will be notified of the outcome of the district investigation within the parameters and limits allowed under the Family Educational Rights and Privacy Act (FER PA).

Personal Items and Materials at School Events

Students are responsible for all their personal possessions while at any school-sponsored or school• related event. Parents are strongly urged to discourage their children from wearing or from bringing to school expensive or irreplaceable electronics, jewelry, watches, sunglasses, toys, or personal clothing (other than items such as coats or jackets) that may be removed during the day. **NMDCA is not responsible for any personal items that are lost, damaged, or stolen at a school-related activity.**

Misuse of Technology Resources and the Internet

NMDCA wants to take additional precautions to support student internet safety.

Students shall not:

- Violate policies, rules, or agreements signed by the student or the student's parent regarding the use of technology resources.
- Attempt to access or circumvent passwords or other security-related information of the district, students, or employees or upload or create computer viruses, including off school property if the conduct causes a substantial disruption to the educational environment.
- Attempt to alter, destroy, or disable district technology resources including but not limited to computers and related equipment, district data, the data of others, or other networks connected to the district's system, including off school property if the conduct causes a substantial disruption to the educational environment.
- Use the Internet or other electronic communications to threaten or harass district students, employees, board members, or volunteers, including off school property if the conduct causes a substantial disruption to the educational environment.
- Send, post, or possess electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal, including cyberbullying and "sexting," either on or off school property, if the conduct causes a substantial disruption to the educational environment.
- Use e-mail or websites to engage in or encourage illegal behavior or threaten school safety, including off school property if the conduct causes a substantial disruption to the educational environment.

Unacceptable and Inappropriate Use of Technology Resources

Students are prohibited from possessing, sending, forwarding, posting, accessing, or displaying electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal. This prohibition also applies to conduct off school property, whether the equipment used to send such messages is district-owned or personally owned, if it results in a substantial disruption to the educational environment.

Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content, commonly referred to as " sexting," will be disciplined in

accordance with the Student Code of Conduct, may be required to complete an educational program related to the dangers of this type of behavior, and, in certain circumstances, may be reported to law enforcement.

Netiquette on The Internet

All users of NMDCA school computers, educational platforms and networks are expected to abide by the generally accepted rules of network etiquette (netiquette). These rules of behavior include the following:

- Be Polite. Do not become abusive in your messages to others.
- Use appropriate language. Do not swear, use vulgarities, or any other inappropriate language.
- Do **NOT** reveal your personal contact information (including Skype and social media usernames/handles) or phone numbers or those of other students or colleagues.
- Keep paragraphs and messages short and to the point. Focus on one subject per message. Always include a subject line in the email.
- Capitalize words only to highlight an important point or to distinguish a title or heading. "Asterisks" surrounding a word may also be used to make a stronger point.
- Remember that humor and satire can be misinterpreted. Be judicious in your choice of words.
- Minimize spelling errors and make sure your message is easy to understand; however, remember that many people all over the world use the Internet. Please do not criticize another person's use of grammar or spelling.
- Cite all quotes, references, and sources. Copyright applies to electronic information.
- Never send chain letters through the Internet.

Internet Safety Policy

In accordance with the Children's Internet Protection Act (CIPA), NMDCA and K12, Inc. installs the appropriate technology resources to protect students and employees from inappropriate Internet content. This system will restrict access to electronic systems which contain information pertaining to pornography, hacking, unauthorized chat rooms, and any other content considered harmful to minors. This system will also restrict access to sites which solicit personally identifiable information (PII).

We understand that children who are under 13 years of age need enhanced safeguards and privacy protection, as set forth in the Children's Online Privacy Protection Act (COPPA). COPPA protects the information privacy of children under the age of 13 by requiring web site operators and online services to post privacy policies and obtain verifiable parental consent before collecting information from those children.

We receive personal information about children who are under the age of 13 strictly from their parents or guardians at the time those children are enrolled into our schools. The only information received directly from your student is the information they provide (such as test answers, electronic mail and class discussions) in our schools as part of their education. Other than through the schools, we do not solicit children to provide personal information. We also do not knowingly contact or collect PII from children under 13.

Nevertheless, we want to provide assurances that information about young children is safe. If you want to notify us that we have inadvertently received information for a child under the age of 13 as, for example, by fraud or deception by others, please email us at office@nmdca.org Also, you can review

certain personal information that we have regarding your children by making such a request in writing to office@nmdca.org.

School Property

Each student is expected to take pride in the physical appearance of the school. Teachers and students should be observant at all times to prevent damage or destruction of school property. Any marking or marring of school property should be reported to the office at once.

No student shall damage or deface any property belonging to the district. The type of discipline that may be imposed for damage to school property by students depends upon the circumstances. A school may withhold the grades, diploma and transcripts of a student responsible for damage or loss of school library or instructional material until the parent, guardian or student has paid for the damage or loss.
Students may be subject to discipline for willful damage or destruction of school property.

If any minors engage in conduct that results in damage to District property, the District may institute formal charges for the purpose of having the court order the minors, or their parents, to make full or partial restitution to the District in accordance with law.

NMDCA provides materials, computer (if applicable), books and other curricular supplies. These materials are school property and must be kept in good condition. Parents are responsible for the repair or replacement of all lost, stolen or damaged school property. A list of property that must be returned is provided to parents. All property and equipment must be returned in good working condition upon withdrawal from the program or completion of the school year. If a piece of NMDCA's electronic equipment isn't working properly, the parent should contact K12 Customer Care at 1 -866-512-2273 and troubleshoot with the technical support team. Parents should not repair any of NMDCA's/K12's equipment. All printed materials are copyrighted, and unauthorized copying of that material is a copyright infringement. Materials cannot be sold or transferred and are to be used solely by the student in his/her studies while enrolled in the school. Parents are to comply with this policy and all the terms and conditions of the Use of Instructional Property Agreement submitted with the enrollment materials.

Gang-Free Zones

Certain criminal offenses, including those involving organized criminal activity such as gang-related crimes, will be enhanced to the next highest category of offense if they are committed in a gang-free zone. For purposes of the district, a gang-free zone includes a school bus and a location in, on, or within 1000 feet of any district-owned or leased property or campus playground.

Alcohol, Drugs, Tobacco, and Weapons

The Drug Free School Zone shall include areas up to 1,000 feet from school property.

Under state and federal law, a student is not allowed to possess, sell, give away, or use alcohol, illegal drugs, tobacco products, guns, or other weapons on school property or at a school-related or school• sanctioned activity, on or off school property. Having one of these items in a privately owned vehicle that the student may have driven to school and parked on District property is also prohibited.

NMDCA forbids any student from possessing, using, distributing or being under the influence of drugs or alcohol and from possessing, using or distributing drug paraphernalia while on school premises and during any school related activities, including transportation to or from school and all related

activities. Any individualized, reasonable suspicion of violation of the district's Substance Abuse Policy may result in the search and seizure by school administrator or designee. NMDCA recommends volunteer participation in a substance abuse program.

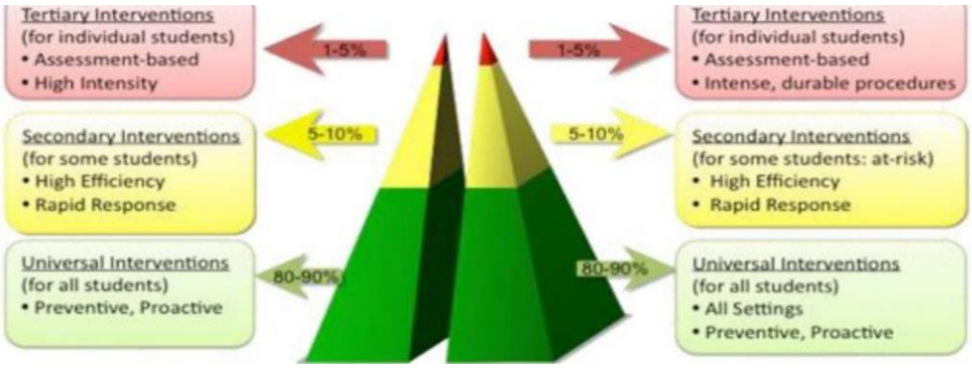
Prescription Drugs: medication prescribed by the student's physician and consumed as directed by the label on the original container are exempt.

Proactive Student System Supports

Promoting Positive Behavior

Positive Behavior Support is a proactive approach to discipline that promotes appropriate student behavior and increased learning. Traditionally, models of school discipline tend to be reactive (i.e., student misbehavior results in punitive consequences). The word "approach" is key in that it provides direction for developing a comprehensive system of behavior support tailored to individual school needs. The system is based upon a three-tiered model (See Figure 1). The first tier (universal) serves as the foundation upon which the other two tiers are built. This tier provides a system of support to all students in a school based on preventative practices that emphasize teaching and reinforcing expected student behaviors. Tier two (secondary) provides targeted interventions to support students classified as "at risk," who require more intervention than is typically provided within tier one universal support.
Support offered in tier three (tertiary) requires the most intensive level of intervention for students with the most significant behavioral/emotional support needs.

Designing Schoolwide Systems for Student Success



- Interventions are planned and positive rather than reactive and punitive
- Conditions (antecedents) contributing to inappropriate behavior are carefully managed or eliminated
- Multiple opportunities for positive, corrective feedback are created while negative critical feedback is limited or eliminated
- Prosocial behaviors are taught directly, practiced frequently, and routinized so that they become automatic
- Research supports the idea that a positive, direct instructional approach is more effective than traditional punishment-based alternatives in improving student academic success and

improving overall school climate

Teacher & Staff Responsibilities: Self Discipline

How do we prevent negative behaviors?

- Establish regular, predictable, positive learning and teaching environments.
- Teachers and staff will teach, model, and practice each of the behavioral expectations throughout the year
- Students and teachers together develop specific classroom rules, procedures, and routines that are aligned with the school-wide expectations
- Teachers and staff will acknowledge student behaviors that meet our expectations
- Pre-correction methods will be provided. We will work on anticipating and preventing behavior by correcting the behavior before it occurs (e.g. The teacher is aware the student becomes upset when making mistakes; therefore, prior to a challenging assignment, teacher discusses this with student, reminding him how to remain calm if frustrated and how to assertively seek help).
- Teachers will provide interesting and engaging instruction aligned with students' needs and interests. Students will be provided with multiple opportunities to respond during instruction to maintain attention to lessons.
- Teachers and Staff will provide non-verbal cues (gestural, facial expression, moving closer to student) to redirect misbehavior prior to verbal correction.
- Teachers and Staff will praise immediately by naming positive behavior observed (e.g. "good job Anthony, you raised your hand before speaking"). The ratio of teacher acknowledgement of appropriate behavior to correction of inappropriate behavior should be HIGH (e.g. 4 positive comments to every one correction).
- Teachers and Staff will focus on relationship building. Positive teacher-student relationships support students' adjustment to school, contribute to social skills, promote academic performance, and foster students' resiliency in academic performance.
- Teachers and staff will follow the Six Components of the Positive Behavior Support philosophy:
    - Select and define expectations and routines. Expectations and routines need to be Observable, Acknowledgeable, and Teachable.
    - Teach and Re-teach behaviors and routines directly in all settings
    - Actively monitor behavior (Direct eye contact)
    - Acknowledge appropriate behavior
    - Review data to make decisions
    - Correct behavior errors (Redirection, Verbal Warning, Visual/Gestural Cues, Private Talk)

General Education Students

A general education student who has been placed on short-term suspension and re-admitted on a contract for violation of School District policies shall be entitled to continued educational services, or to earn credits or grades for educational activities performed by the student during that student's suspension. School assignments missed because of short-term suspension may be made within a reasonable period of time. Students wishing to make up work must contact the teacher(s) for make-up

assignments. School assignments missed because of expulsion or long-term suspension may not be made up.

Special Education Students

Pursuant to federal law, students determined to be in need of special education services who are expelled, suspended long term, or removed from their current educational placements for 31 more than ten (10) school days in a school year due to misconduct, are entitled to continuation of educational services "to the extent necessary to enable the child to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the student IEP." See 34 CFR § 300.121(a) (2)

In deference to the requirements of federal law regarding special education students:

The school will provide services to expelled, suspended, and removed special education students necessary to enable appropriate progress in the general curriculum and with regard to the goals of such students' IEPs.

Special education students who demonstrate progress in the general curriculum during removal, suspension, or expulsion will receive credit for work successfully completed; Progress in the general curriculum will be measured by individual teacher assessment or standardized testing. Progress on IEP goals and credit for work performed under the IEP during removal, suspension, and expulsion will be measured in a manner consistent with the IEP.

Discipline Procedures for Students with Disabilities

- Disciplinary Considerations
    - Students with disabilities can generally be disciplined in accordance with the Student Behavior Handbook except when the consequences for a student's behavior constitute a change in placement. The exclusion of a student with disabilities from his/her education program for more than a total of ten (10) days during a school year may constitute a change in placement.
    - Students with disabilities may never receive more severe consequences for their behaviors than their non-disabled peers receive.
    - Students who are in the process of being tested for special education, and students whose parents have requested special education testing are to be provided the same procedural safeguards as students with disabilities, until such time as an eligibility determination has been made.
    - IDEA, Section 504 of the ADA, or NMAC Supersede NMDCA student behavior handbook

- Suspension Considerations:
    - Suspensions (in or out of school) totaling ten (10) or more school days (consecutive or non-consecutive) during a school year, or expulsions of disabled students for disciplinary reasons, may be imposed only if the student's conduct is determined not to be related to his or her disability in a manifestation determination, or if the offense involved is for drugs, weapons or serious bodily injury in which case a student may be removed from the educational placement for up to 45 school days even if the behavior is known to be

manifestation of the disability. A disabled student charged with a drug, weapons or serious bodily injury offense may not receive a harsher punishment than a similarly charged non-disabled peer.

- For disabled students with recurrent (two or more) discipline violations of a particular type, functional assessments of behavior and behavior interventions plans must be conducted and implemented before a student is removed from the educational placement for more than ten days
- For further guidance, please refer to the procedural safeguards for policies regarding students with disabilities

Procedures for Student Suspension and Expulsion:

Student suspensions for discipline problems occur at the end of the progressive discipline procedures. Suspensions are generally viewed as the last resort when all other discipline procedures have been explored, or the severity of the discipline problem warrants a student a student being removed from the school setting. Student suspensions occur in the following categories by definition:

1. "Short-Term Suspension" means the removal of a student from attendance at all schools of the district for a period of not more than ten (10) consecutive school days.
2. "Long-Term Suspension" (LTS) means the removal of a student from attendance at all schools of the district from 11 days to 90 days. (The student may qualify for possible placement in Alternative Education program).
3. "Expulsion" means the removal of a student from attendance at NMDCA for a minimum of 90 days and to a maximum of 365 days. The Superintendent must approve expulsion beyond 365 days or permanent expulsion.

Procedures: Short-Term Suspension

A short-term suspension may be imposed upon any student subject to this policy on the basis of the decision of such student's principal following an informal interview (due process) at which the student is notified of violations against them and given an informal opportunity to respond. The principal shall notify the student's parent or guardian of a short-term suspension in a conference and/or in writing. In cases in which a short-term suspension is imposed by school administration and recommending a district Hearing, the notice of hearing form must be reviewed and signed and then submitted to hearing office for a formal hearing.

Procedures: Expulsion or Long-Term Suspension (LTS)

Principals who recommend expulsion or LTS to the Hearing Authority shall follow the same due process procedures used in cases of short-term suspension. The parents or guardian of a student recommended for expulsion or (LTS) shall be provided written notice of such recommendation by mail or by personal delivery by a school employee. Disciplinary actions may continue into the following semester or school year.

Appeal Process

Upon request to the Superintendent, the student and parents or guardian may appeal the penalty

imposed by the school administrator or the Hearing Authority. Executive Director review will be granted only if a written request to the Executive Director is submitted within five (5) school days of the issuance of a written decision by the school administrator or Hearing Authority.

If such an appeal is granted, the Executive Director will review statements presented by the school administrator or Hearing Authority, and the student or parent/ guardian. If legal counsel is desired for the appeal, the Executive Director must be notified three (3) working days prior to the appeal. The Executive Director may increase, decrease, or let stand the penalty imposed by the school administrator or Hearing Authority. The Executive Director has fifteen (15) days from the date of submission of the appeal to make a written decision.

Continuation of Educational Service

- Special education students who are expelled, suspended long term, or removed from their current educational placements for more than ten (10) school days in a school year are entitled to continuation of educational services "to the extent necessary to enable the child to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the student's IEP." See 34 CFR § 300.121(a) (2)
    - The District will provide alternative education to expelled and suspended students to enable academic progress in the general curriculum and with regard to the students' IEP goals.
    - Special education students who demonstrate progress in the general curriculum during suspension, expulsion or alternative education will receive credit for work completed.

504 Plan Considerations

- Students eligible for 504 Plans can generally be disciplined in accordance with the Student Behavior Handbook except when the consequences for a student's behavior constitute a change in placement. The exclusion of a student with a 504 Plan from his/her education program for more than a total of ten (10) days during a school year may constitute a change in placement.
- Students with 504 Plans may never receive more severe consequences for their behaviors than their peers receive.
- Suspensions (in or out of school) totaling ten (10) or more school days (consecutive or non • consecutive) during a school year, or expulsions of students with 504 Plans for disciplinary reasons, may be imposed only if the student's conduct is determined not to be related to his or her disability in a manifestation determination.

504 Coordinator Contact:
Clinton Evans
cevans@K12.com
505.906.6180

State Assessment and Testing Requirements

The New Mexico Public Education Department (NMPED) sets the testing windows for all schools across the state. NMDCA will publish these windows as the NMPED releases them. Parents and students will be

notified of their exact testing schedule and location in advance. Parents are responsible for getting students to testing sites and completing appropriate documentation that is required. As required by the New Mexico Public Education Department, course level designation is used to determine state assessments.

Attendance is mandatory at all NMDCA testing events

Parents must ensure that students participate in all required state and local testing. This testing includes but is not limited to online benchmark and readiness assessments, all state testing, EOC and as appropriate the ACCESS for Ells for students identified as English Learners. Parents are responsible for transportation to and from all testing, regardless of distance.

If a student misses any testing, the student will receive a zero for participation. A doctor's note is required for missed state testing, EOC and ACCESS for ELL testing. Vacations, holidays, and/or doctor's appointments cannot be scheduled during any testing dates. As is the case for all New Mexico public schools, NMDCA is required to administer state issued standardized testing to all students in the district. ***There is no "option " for your child to opt-out of state testing.***

Standardized Testing

It is a requirement of the State of New Mexico that all students attending a public school (including virtual) attend State Testing in person.

NMDCA will provide testing centers throughout the state to provide a convenient way for families to get their students to the required testing.

New Mexico English Language Proficiency Assessment System (ACCESS for ELL)

Title Ill, Part A of the Elementary and Secondary Act require states to conduct annual statewide English language proficiency assessments for Ells in grades K-12 in the linguistic domains of listening, speaking, reading, and writing. ACCESS is designed to assess the progress that limited English proficient (LEP) students make in learning the English language and to drive instruction for El l s. ACCESS reading, listening, speaking, and writing assessments enable teachers to holistically rate a LEP student's English language proficiency based on interactions and observations of the student during classroom instruction.

Student identified with an English language need will need to take the ACCESS annually or until the student no longer requires English language instruction and is exited from the EL program. Information about testing dates, locations and times will be sent to each family 6-8 weeks prior to the assessment date. For questions or concerns, please contact the Executive Director, Daniel Diamond, ddiamond1@k12.com.

Readiness Assessment

Assessment and instruction are inseparable, and assessment is the first core principle of data-driven instruction. Asking students to demonstrate their understanding of the subject matter is critical to the learning process. Standards and objectives are meaningless until you define how to assess them. Thus, assessments are the starting point for instruction, not the end. Assessments are today's means of understanding how to modify tomorrow's instruction. They have more to do with helping students grow than with cataloging their mistakes. Assessment affects decisions about grades, placement,

advancement, instructional needs, curriculum, and, in some cases, funding.

iReady and IXL Assessments

Norm-referenced growth measure assessment guidelines:

- All high school students will take a growth measure assessment three times a year - Beginning of Year (BOY), Middle of Year (MOY), End of Year (EOY) for growth in reading and math
- Initial assessment should be administered within the first two weeks of the school year or upon enrollment approval

iReady and IXL is a diagnostic adaptive growth measure assessment recommended to be administered every 12-16 weeks and can be used as a universal screener. The iReady and IXL assessments take approximately 45 minutes per subject and are not timed. The purpose of these tests is to provide teachers with information on your child's strengths, as well as areas which need additional focus this school year. All students should have their first assessments completed within two weeks of the start of the school year or their enrollment date if enrolled after the first day of school.

An end-of-year exam must be completed before the student finishes the school year. Beginning and end• of-year Performance Assessments will be compared, and a growth score will be determined. Your teacher will share this information with you after the tests are taken. Readiness tests are ***not*** optional. All students in all grades are **required** to take these tests.

Course and Special Program Information

Live Classes

Teachers will hold live class sessions throughout the week. Students are expected to attend all core subject sessions LIVE.

It is the responsibility of the parent/student to follow up on any missed work. **Attending class connect sessions live is equal to attending school.** *Each student's grades and standing on the course will determine their individual expectations for attending sessions.* Students are expected to attend all courses, unless notified by their teacher that their attendance is not required.

Dual Credit

The Dual Credit Program allows high school students, who have demonstrated readiness for college coursework, the opportunity to enroll in college-level courses and to earn high school as well as college credit for the completed coursework. The program provides a continuum of learning from high school to college for those students who choose to pursue a post-secondary degree or certificate after high school graduation. This continuum will increase opportunities for students to progress through their programs of study at an accelerated pace. Students pay costs associated with taking college courses. These costs may include books and fees and will be in accordance with the charges assessed by the college. Students must meet college entrance requirements, such as placement exam AccuPlacer. Depending on the student's grade level and the course, an end-of-course assessment may be required for graduation. Please discuss options with your school counselor.

Credit Recovery

For additional information about credit recovery options at NMDCA, please contact the counselors Victoria Ortiz Sedillo vortizsedillo@nmdca.org Or Tammy Hille tahille@nmdca.org.

Special Education

Special education services are available to students identified by a multi-disciplinary team. A multi• disciplinary team consists of teachers, an administrator (LEA), the Learning Coach/guardian and at times other supportive professionals, (i.e. therapists, psychologists, etc.) and the student. NMDCA follows the requirements of IDEA 2004 and the laws of New Mexico.

Students in need of adapted learning support services are those whose complex learning needs impact their academic achievement and their ability to make sufficient progress in the general education setting. We offer a continuum of services that support students who fall under special education whether they are physically, cognitively, emotionally, or academically challenged, to include those who are accelerated (gifted). All Special Education services are provided virtually.

Students with an IEP are expected to attend all sessions held by their Case Manager's and Special Education Instructors as noted in Class Connect schedules.

Students with certain disabilities who are in need of special education and related services are entitled to a Free Appropriate Public Education (FAPE) as defined by federal and New Mexico law. These rights are ensured under state and federal law and district policy, and they are further explained by the procedural safeguards, which are available through the Special Education Department. Parents or teachers may refer to the principal those students who demonstrate learning and other problems. The principal and student assistance team (SAT) will make recommendations to the regular classroom teacher for alternative intervention strategies prior to referral for a special education evaluation. Placement in special education programs is based on evaluation results and review of other data and will include the development of an Individualized Education Program (IEP) and parental consent. The student's parent or guardian has access to the results of the evaluation and will be invited to participate in the development of the IEP. Parents and guardians maintain the right to inspect education records and to appeal the accuracy of such information, as allowed by law or policy. Parents and adult students have the right to an impartial due process hearing if disagreements relating to special education cannot otherwise be resolved. Questions concerning services for disabled students may be directed to the principal or the Special Education Department. Please contact the Executive Director, Daniel Diamond, (ddiamond1@k12.com) if you have any questions or wish to formalize a complaint.

What to expect:

- Every special education student will be assigned a Case Manager along with content instructors as outlined in their IEP.
- The special education teacher provides the Learning Coach and content instructors assistance to modify and adapt the learning environment and curriculum paths for success.

The special education teacher will provide a progress report at the end of each semester noting the

progress on the student's IEP goals.

Gifted and Talented Program

It is the goal of NMDCA to provide a quality education and to ensure appropriate learning opportunities that will foster maximum mental, physical, and emotional development of each student. To assist students in this personal development, the Gifted and Talented Program is provided in addition to the regular curriculum. Some children demonstrate or show potential for demonstrating a remarkably high level of accomplishment when compared to other children of similar age, experience, or environment. These children may perform at an exceedingly high level in an intellectual, creative, or artistic area, showing an unusually high capacity for leadership, or excel in a particular academic field. A variety of programs, activities, and learning opportunities are offered. If you have questions or interest in the Gifted and Talented Program, please reach out to the Executive Director, Daniel Diamond (ddiamond1@k12.com).

English Language Learners

Identification of English Learners

All parents of students entering the public-school system for the first time must complete a Language Usage Survey (LUS). Each student should only have one LUS completed during their public education career in the United States. The LUS is kept in the student's cumulative file and transfers as part of the student records to the schools that the student attends.

If there are one or more LUS responses confirming the use of a language other than English by the student, NMDCA will continue identification process by administering the WIDA Placement Test (W-APT) for student entering kindergarten and the WIDA Screener Online for students entering grades 1-12. The W-APT and the WIDA Screener are the only state department-approved English Language Proficiency (ELP) assessments in New Mexico. The W-APT and WIDA Screener results will be kept in the student cumulative file as part of their student records.

Placement criteria

WIDA Screener Placement Criteria

GRADE	DOMAINS	WIDA SCREENER SCORE IDENTIFIES STUDENT AS AN EL	WIDA SCREENER SCORE INDICATES STUDENT IS NOT AN EL
Grades 1-12	All Four Domains (listening, speaking, reading, & writing)	Composite (overall) score of 4.5 or lower*	Composite (overall) score of 5.0 or higher

If a student is not yet proficient in English, as measured by the W-APT or the WIDA Screener, the student is classified as English Learner (EL). The student must take a state department-approved English

Language Proficiency (ELP) assessment, ACCESS for Ells, annually until they achieves an overall composite score of 5.0 or higher, at which point the student is no longer classified as an EL. Els with the most significant cognitive disabilities who also take an Alternate Assessment, exit EL status when they earn a PI or higher composite score on the annual Alternate ACCESS for Ells (Alternate ACCESS) assessment.

A student who is an English learner is entitled to receive specialized services from the district.

The student's parent must consent to any services recommended for an English learn er. However, pending the receipt of parental consent or denial of services, an eligible student will receive the services to which the student is entitled and eligible.

An annual assessment will be conducted to determine a student's continued eligibility for the program.

EL programs must be designed to meet two goals:

1. Attainment of English language proficiency
2. Meaningful access to all grade-level content instruction

EL programs consist of English language development (ELD) at least 45 minutes daily, which can be a separate pull-out class (K-12) or an ELD block for elementary grades only, and is differentiated based on the English language proficiency level of the Els. Sheltered instruction is used in all content area classes K-12th grade.

Parents may opt out of EL programs or services; however, NMDCA is still required to provide language support services within the general education classroom. EL students must continue to take the annual ACCESS for ELLs assessment until they reach the minim exit criteria. Parents cannot opt out of EL identification, nor can they deny their students the ability to exit EL status.

To decline EL programs or services, parents annually complete and sign an opt -out form which will be delivered directly to those parents of students that are identified as EL. Please contact Daniel Diamond (ddiamond1@k12.com, (505) 906-6180).

English Language Learners Parents/Guardians have the option to use Language Translate to assist with interpreting information on our school website. Choose the desired language using the language translation function in the upper right of the school website. Non-English readers may utilize online translation services such as Google Translate (https://translate.google.com) to translate other school documents and information, as well. For additional translation assistance, please contact your student's teacher.

Grading Structure

School grading structure encompasses multiple measures of learning that can include (are not limited to) student assessments in online school, teacher-graded assignments, formative interim assessments, and participation.

Grading Policy and Report Cards

Formal report cards or progress reports are issued every nine weeks. Formal report cards will be issued at the completion of Semester 1 and Semester 2. Teachers will post all grades in the online grade book.

Parents will have a login for this online grade book and will be able to access student grades at any time. The final grade in each content subject, including electives, is determined by Online Learning School progress from each reporting period, participation in all required school assessments, attendance to

required Class Connects, teacher graded assignments, and work samples.

Subject Grade

The subject grade should be based upon pupil mastery of the content of the course. The teacher will establish a reasonable level of proficiency for each standard in each of the subjects. If at any time the teacher is in doubt that this standard is either too high or too low, the teacher should discuss the matter with the principal.

The teacher will establish a uniform system of grading. This system is based upon attainment of what the teacher requires. Content of the course shall be set up to be measured by numerical percentages which are then transferred to letter equivalent s. The following scale will serve as a guide for the distribution of grades, but reasonable alternative letter grades may be approved at the District level.

Grade Scale

Grades **K- 2:**

A (Advanced)= 90-100%

P (Proficient)= 67-89%

NP (Nearing Proficient) = 60-66%

NY (Not Yet) = 0-59%

Grades 3-12:

A= 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = 0-59%

Grade Appeal Process

An examination or course grade issued by a classroom teacher is final and may not be changed unless the grade is arbitrary, erroneous, or not consistent with the district grading policy applicable to the grade. If you have a question regarding your student's final grade, please contact the classroom teacher for a conference.

Students and parents may appeal a student's final grade or the school's decision to award credit for a course up to 10 days after the end of a semester. Written submission to the administration must be made by email to the Academic Administrator of the school. Appeals *will not* be considered later than 10 days after the end of a semester. Please e-mail the registrar at office@nmdca.org for all appeals.

Promotion and Retention

Regular Education

NMDCA is dedicated to the continuous development of each student. Academic placement in the elementary school subjects and grades (K-8) shall be based upon teacher recommendations and previous grade level assignments subject to the determination that the student can meet the standards adopted by the Secretary of Public Education for the grade level assignment.

Grades One through Eight

At the end of grades one (1) through seven (7), three (3) options are available, dependent on a student's adequate yearly progress:

The student has made adequate yearly progress and shall enter the next higher grade;

- The student has not made adequate yearly progress and shall participate in the required level of remediation. Upon certification by the School District that the student has made adequate yearly progress, he shall enter the next higher grade; or

- The student has not made adequate yearly progress upon completion of the prescribed remediation program and upon the recommendation of the teacher and school principal shall either be:
    - Retained in the same grade for no more than one (1) school year with an academic improvement plan developed by the student assistance team in order to meet adequate yearly progress, at which time the student shall enter the next higher grade; or
    - Promoted to the next grade if the parent refuses to allow the child to be retained. In this case, the parent shall sign a waiver indicating a desire that the student be promoted to the next higher grade with an academic improvement plan designed to address specific academic deficiencies. The academic improvement plan shall be developed by the student assistance team outlining timelines and monitoring activities to ensure progress toward overcoming those academic deficiencies. Students failing to make adequate yearly progress at the end of that year shall then be retained in the same grade for no more than one (1) year in order to have additional time to master the required content standards.

At the end of the eighth grade, a student who fails to make adequate yearly progress shall be retained in the eighth grade for no more than one (1) school year to make adequate yearly progress or if the student assistance team determines that retention of the student in the eighth grade will not assist the student make adequate yearly progress, the team shall design a high school graduation plan to meet the student's needs for entry into the work force or a post -secondary educational institution. If a student is retained in the eighth grade, the student assistance team shall develop a specific academic improvement plan that clearly delineates the student's academic deficiencies and prescribes a specific remediation plan to address those academic deficiencies.

Special Education

Any student qualified as a special education eligible student who is unable to meet regular academic requirements for promotion must meet the requirements of an alternative curriculum derived from the regular curriculum, which will be developed by an IEP team on an individual basis. Students placed in special education will complete the course of study as prescribed in their individual promotion plans and implemented through their individual education programs. Course work will be presented at a level commensurate with the student's ability. The student's permanent file shall identify the courses completed through special education.

High School Promotion Policy

High school students are promoted to the next grade level regardless of credits earned each year. However, if the required credits for graduation are not earned by the end of 12th grade, the student will continue to be classified as a 12th grader in future school years in which they remain enrolled. Credit is not awarded for courses in which a student earns an F. Students may repeat a course in which they have earned an F. If the student passes the course on the second attempt, they will receive that grade, but the previous failed course will remain on the transcript. Credit is granted for courses in which the student completes the course requirements and earns an A, B, C or D. Students may repeat core courses for a higher grade if they choose to do so. If this occurs, credit will only be granted once for that class, and both courses will be on the transcript. Only the course with the higher grade will be reflected in the overall GPA.

Objections to Learning Materials and Activities

A student whose parent or guardian objects to any learning material or activity may be excused from the activity or from the class or program in which the material is used, providing:

- The objection is in writing and is specific in its description of the activity or learning material to which the parent or guardian objects.
- The objection includes a statement that the parent or guardian understands that the educational information and concepts covered in the activity or material may not be covered in any other manner or form and that the parent or guardian understands that the student may not be able to make up the material or activity in any other way.
- Although the student may be unable to make up for the missed activity or material, no penalty will accrue to the student in grades or credit, with the exception that, if the objection removes a student from a substantial portion of a class, promotion and credit decisions will be based on applicable District policies.
- All such objections shall be directed to the principal of the school in which the student is enrolled, who shall forward a copy of the written objection to the Superintendent, indicating that the student has been removed from the activity or stating the reason for non-removal.
- Upon receiving a principal's recommendation for removal or non-removal, the Superintendent will review the situation and make a decision regarding the matter and communicate that decision to the parent or guardian and the principal.
- Within ten (10) days after receiving notification of such decision from the Superintendent, the

parent or guardian may request an appeal to the Board

High School

Awarding Credit Earned for High School Level Courses

Credit for all high school level courses will be awarded by semester. To receive credit for a course, a student must earn 60% or above for the semester. The student shall be required to retake only the semester in which he or she earned the failing grade or failed to earn credit.

Grade Level Classification

Students who apply for admission to grades one (1) through twelve (12) on the basis of prior schooling outside the District will be placed initially at the grade levels they have reached elsewhere subject to determination of accomplishment of standards required for that placement.

Elementary School

The principal will determine whether there should be any change in the grade-level placement of the student. In making such determination, the principal will be guided by teacher recommendations and consultation with the parent(s).

Assignment of a student to classes shall be the responsibility of the principal after consideration of the student's grade-level assignment, completion of any prerequisites, the student's achievement, and any classroom limitations or class-size guidelines.

High School Grade Level Classification

After 2 consecutive state reporting snapshots, high school students are assigned a graduation cohort upon entrance into 9th grade for the first time. Therefore, high school students are promoted to the next grade level regardless of credits earned each year. However, if the required credits for graduation are not earned by the end of 12th grade, the student will continue to be classified as a 12th grader in future school years in which they remain enrolled.

Credit is not awarded for courses in which a student earns an F. Students may repeat a course in which they have earned an F. If the student passes the course on the second attempt, they will receive that grade, but the previous failed course will remain on the transcript. Credit is granted for courses in which the student completes the course requirements and earns an A, B, C or D.

Students transferring into NMDCA will be classified by their graduation cohort and the number of years in attendance in an accredited high school. If no official transcript is available by the date of enrollment, a transfer student will be enrolled as a freshman and will be placed in freshman-level classes, pending receipt of the official transcript. Promotion standards, as established by the Individual Education Plan (IEP), or grade-level classification of students eligible for special education shall be determined by the IEP committee.

Acceleration

When circumstances indicate that acceleration in grade placement is in the best interest of the student, close cooperation between the parents and the Student Support Team (SST) is imperative. Each student will have individual consideration, and decisions will be made only after careful study of facts relating to the student's growth and development. The student's academic achievement level and mental ability are important, but physical and social characteristics are also determining factors. A decision should be based on sufficient data collected over a period and motivated by a desire to place the student in the school program where the greatest success will result.

The final decision to accelerate a student rest with the Superintendent. Parental involvement in all steps of the process is vital. Parental consent to the acceleration of a student should be in writing.

If parents do not approve of a decision regarding the acceleration of the student, they may appeal the decision to the Superintendent.

Credit Options for 8th Grade

NMDCA may offer eligible middle school students the opportunity to take high school accredited courses. Eligible students may take 9th grade level courses during their 8th grade year for High School credit. Students must be in good standing with NMDCA. The parent must submit a formal request to the administration. A committee will determine approval and may include content teacher, administration, lead teacher, high school, and registrar.

High School credit will only be awarded if:

- The credit was from a course taught by a teacher licensed by the State of New Mexico.
- Awarding the credit was based upon instruction and an assessment that meets the standards adopted by the Secretary of Public Education, and evidence of the student having achieved the standards is provided.

Graduation

Graduation Requirements

Regular Education

A minimum of twenty-four (24) units of credit aligned to the state academic content and performance standards are required for graduation. Listed below are the units that must be completed before a student may receive a high school diploma. Each student shall demonstrate accomplishment of the standards in reading, writing, science, social studies, and mathematics adopted by the Secretary of Public Education.

Graduation requirements may be met as follows:

- By successful completion of subject area course requirements.
- By mastery of the standards adopted by the Secretary of Public Education and other competency requirements for the subject as determined by the Board.
- By earning credits through correspondence courses that meet graduation requirements and/or bypassing appropriate courses at the college or university level if the courses are determined to meet standards and criteria established by the Board.

Credits and Coursework Required for Graduation

Content	Credit Units
English	4.0 units
Math (1 unit equal or greater than Algebra II)	4.0 units
Science (2 with lab)	3.0 units
Social Studies (including United States History and Geography, World History and Geography, Government and Economics, and 0.5 unit of New Mexico History)	3.5 units
Physical Education/ Athletics	1.0 unit
Health Education	0.5 units
Career Cluster, Workplace Readiness, Foreign Language	1.0 unit
Electives	7.0 units
Total	**24.0 units**

**Students must enroll in PE to meet the minimum NMPED graduation requirements. Those with severe medical needs should contact their counselor for options offered to satisfy this requirement.*

Special Education

Listed above, under "Regular Education, " are the requirements that must be completed before a student may receive a high school diploma. Completion of graduation requirements for special education students who do not meet the required units of credit shall be determined on a case-by-case basis in accordance with the special education course of study and the individualized education program of the student.

Each student who enrolls and requests the transfer of academic credits to fulfill graduation requirements shall be provided with a list specifying the courses for which credit has been accepted for graduation and those for which the District has denied credit.

Next Step Plan/ Graduation Plan

Upon entering 9th grade, students must select their program of study.

Every student in grade 8-12 will have a Next Step Plan (NSP) created for them. The NSP is a living document that changes over time and includes student interests and goals, program of study, academic test scores, academic information, career and post-secondary goals, a credit check and a graduation plan. Students are required to complete NSP conferences to update the plan. (The credit check and graduation plan portion of the NSP is updated once per year and sent via email.) Homeroom Teacher will hold open office hours for students and Learning Coaches to attend to ask questions about their NSP, as needed.

A student shall develop and file an updated final next-step plan during the senior year and prior to graduation that conforms with the requirements for a student curriculum plan pursuant to 22 -13-1.1 NMSA 1978. The plan shall explain any differences from previous interim next-step plans, shall be filed with the principal of the student's high school and shall be signed by the student, the student's parent or guardian and the student's guidance counselor or other school official charged with coursework planning for the student. An individualized education program (IEP) filed with the principal that meets the applicable transition and procedural requirements of the federal Individuals with Disabilities in Education Act for qualified students shall satisfy the next -step requirements for that student.

Transfer Credit for Graduation

Credits from schools that are accredited by a Public Education Department in the United States its territories or the department of defense shall be transferable with no loss of value.

Transferred credit from correspondence extension study, foreign study, home study courses or non • Public Education Department accredited nonpublic schools that satisfies any of the following criteria will be acceptable for fulfilling District graduation requirements:

- The credit was from a course taught by a teacher licensed by the State of New Mexico.
- Awarding the credit was based upon instruction and an assessment that meets the standards adopted by the Secretary of Public Education, and evidence of the student having achieved the standards is provided.
- The credit was awarded by a school accredited by one (1) of the following accrediting agencies of colleges and schools; North Central Association, Southern Association, Middle States Association, New England Association, Northwest ern Association, Western Association and meets standards adopted by the state where the credit was granted.

Upon receiving a satisfactory score as determined by the teacher, course credit will be awarded to fulfill the requirements for graduation. All courses credited for graduation must meet the standards adopted by the Secretary of Public Education where such standards exist. Where standards have not been adopted by the Secretary of Public Education, courses credited for graduation must meet the standards established for the school to which the student has requested a transfer of credit.

Early Graduation

The Board will authorize early high school completion to meet career goals for selected students. Students desiring for early graduation must submit a written request to the high school principal during the first half of the semester preceding the semester of desired completion. The principal may accept requests after this date in special circumstances. The request must contain the reasons for the request and the written approval of the student's parents or guardian. All graduation requirements must be met by the early completion date.

The Superintendent will evaluate each request and will ensure that the parents or guardian are informed of any restrictions or limitations to be placed on the student in the event the request is approved, including restrictions on cocurricular activities.

Diplomas normally will be awarded only at the completion of the spring semester. However, final transcripts will be provided as soon as the high school requirements have been met.

Graduation Activities

Students who have met both the coursework requirements, as well as demonstrated satisfactory performance on all state required assessments for graduation and have followed the district's student conduct policies will be allowed to participate in graduation activities.

CRE pathways

At New Mexico Destinations Career Academy (NMDCA), every student in grades 6–12 is considered a Career Pathway student. Our program is built around New Mexico Public Education Department (NMPED) Career Clusters and aligns with national CTE standards to ensure students receive high-quality, career-focused learning experiences. Beginning in middle school, students explore career interests and develop foundational skills through Career Readiness courses. As they move into high school, students follow structured Programs of Study that guide them toward becoming CTE Concentrators and ultimately CTE Completers—key milestones recognized statewide and nationally for college and career readiness.

NMDCA currently offers pathways within four Career Clusters: **Healthcare & Human Services**, **Management & Entrepreneurship**, **Energy and Natural Resources, and Hospitality Events and Tourism**. Pathways include Healthcare—Support Services and Therapeutic/Clinical Services; Management & Entrepreneurship—Entrepreneurship and Business Information Management; Culinary & Food Services, Conservation, Water, and Land Management Through these pathways, students engage in sequenced coursework, virtual labs, industry-aligned activities, and opportunities to apply their learning in real-world online settings.

A core goal of our CTE program is for every student to graduate college or career ready, equipped with the technical and employability skills needed for their next steps. Students have opportunities to earn industry-recognized certifications, complete virtual work-based learning experiences, and build a strong foundation for postsecondary success. Our commitment is to ensure each graduate leaves NMDCA with meaningful credentials, practical experience, and a clear direction—whether entering college, technical training, or the workforce. Please contact the CRE Coordinator, with any CTE related questions.

Class Rank

Rank in class is required by colleges and universities on transcripts submitted for entrance evaluation.

Class rank shall be determined as follows:

- Class ranking will be determined for each semester beginning with the first semester of the ninth grade.
- Class rank will be based only on the grades earned in classes that meet or exceed graduation requirements.

Driver license Attendance Verification (Secondary Grade Levels Only)

For a student over the age of 15 and under the age of 18 to obtain a driver license, they must go through the New Mexico Graduated Licensing System. A verification of enrollment (VOE) may be obtained from the school office, which the student will need to submit to Driver Education School and/or New Mexico Motor Vehicle Department (MVD) upon application for a driver license.

Financial Aid Information

FAFSA stands for the Free Application for Federal Student Aid. It is a form used by prospective and current college students to apply for financial assistance, including federal grants, work-study programs, and student loans.

Filling out the FAFSA is the necessary first step to unlock funding for higher education. Key details about the application include:

- The form gathers your family's financial information to calculate your Student Aid Index. Colleges then use the SAI to determine exactly how much aid you are eligible to receive.
- Completing the FAFSA gives you access to federal grants (which you do not have to pay back), work-study jobs, and low-interest federal student loans. States and individual colleges also use this information to award their own financial aid.
- You must be a U.S. citizen or an eligible noncitizen to qualify for federal student aid.
- It is completely free to submit.

You can fill out the form online and send your information to multiple colleges at once using the official Federal Student Aid website

FAFSA Preparation Checklist

Before opening the application, student guidelines require you to gather standard verification materials:

- Identity: Your Social Security Number (SSN) or Alien Registration Number.
- Tax Data: Federal tax returns, W-2s, and records of untaxed income from two years prior. Handbooks highly encourage utilizing the automatic IRS Direct Data Exchange tool within the application to avoid data entry mistakes.

Official handbooks emphasize that both the student and their parents or legal guardians must create unique accounts:

- Register for credentials directly at Federal Student Aid.
- The FSA ID acts as your legal electronic signature.
- Contributors must log in separately to consent to import their financial details.

Adding New Mexico Institution School Codes

To ensure your chosen colleges receive your data packaging, you must input their specific institutional codes. A few codes are listed below:

- University of New Mexico (UNM): 002663
- New Mexico State University (NMSU): 002657
- New Mexico Tech (NMT): 002654
- New Mexico Junior College (NMJC): 002655

Meeting Statewide Priority Deadlines

Missing dates reduces your access to limited, first-come, first-served campus funds like state work-study programs and secondary grants.

- October 1: The date the FAFSA cycle traditionally opens for the following academic year.
- January 31 / March 1: The strict Institutional Priority Deadlines utilized by most major New Mexico institutions to maximize student aid packaging.

Follow-Up and Verification Requirements

Submitting the FAFSA does not mean you are finished. Students should actively manage their institutional student portals (such as UNM LoboWeb or myNMSU):

- Check your school account weekly for unsatisfied requirements.
- If selected for the federal Verification Process, promptly upload tax transcripts or verification worksheets requested by your financial aid office. Delaying this step halts all financial aid disbursement.

Family Education Rights and Privacy Act (FERPA)

Notification of Rights under FERPA for Elementary and Secondary Schools

The Family Educational Rights and Privacy Act (FERPA) afford parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day the Destinations Career Academy of New Mexico (NMDCA) receives a request for access.

   Parents or eligible students who wish to inspect their child or their education records should submit to the school principal [or appropriate school official] a written request that identifies the records they wish to inspect. The school official will decide for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

   Parents or eligible students who wish to ask the NMDCA to amend their child's or their education record should write the school principal clearly identify the part of the record they want changed and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.
   One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest must be set forth in the school's or school district's annual notification for FERPA rights. A school official typically includes a person employed by the school or school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel).

A school official also may include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the school discloses education records without consent to officials of another school or school district in which a student seeks or intends to enroll or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the [School] to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in§ 99.31 of the FER PA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student§ 99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student-

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(l)(i)(B)(1) - (a)(l)(i)(B)(3) are met (§ 99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of§ 99.34. (§ 99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency (SEA) in the parent or eligible student's St at e. Disclosures under this provision may be made, subject to the requirements of§ 99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs . These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf, if applicable requirements are met. (§§ 99.31(a)(3) and 99.35)

- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a state statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to§ 99.38. (§ 99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction, if applicable requirements are met. (§ 99.31(a)(6))
- To accredit organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To parents of an eligible student if the student is dependent for IRS tax purposes. (§ 99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena if applicable requirements are met. (§ 99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to§ 99.36. (§ 99.31(a)(10))
- Information the school has designated as "directory information" if applicable requirements under§ 99.37 are met. (§ 99.31(a)(11))
- To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student's case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement. (20 U.S.C. § 1232g (b)(l)(L))
- To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions. (20 U.S.C. §1232g(b)(l)(K))

Directory Information

The *Family Educational Rights and Privacy Act* (FERPA), a federal law, requires that Destinations Career Academy of New Mexico (NMDCA) with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, NMDCA may disclose appropriately designated "directory information" without written consent, unless you have advised NMDCA to the contrary in accordance with NMDCA procedures. The primary purpose of directory information is to allow the NMDCA to include information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members

NMDCA will release directory information about students to any person who submits a written request for the information. "Directory information" means information that would not generally be considered harmful or an invasion of privacy if disclosed. It includes the student's name; address; telephone number; e-mail address; photograph; date and place of birth; major field of study; degrees, honors, and awards received; dates of attendance; grade level; most recent school previously attended; participation in officially recognized activities and sports; and weight and height of members of athletic teams.

District must comply with a request by a military recruiter or an institution of higher education for students' names, addresses, and telephone listings, unless parents have advised the district not to release their child's information without prior written consent. If parents want to review the district's entire policy regarding student records, they should contact the campus principal, who will provide a copy and will answer questions about the policy or this notice.

Opt Out Information

Within the first three (3) weeks of each school year the District will publish in a District communication or send home with each student to the directory information list. After the parents or eligible students have been notified, they will have two (2) weeks to advise the district in writing (a letter to the office sent via email to office@nmdca.org) of any or all of the items they refuse to permit the District to designate as directory information about that student. Students and families may also contact Rose Chavez (rchavez@nmdca.org, 505- 906-6180).

At the end of the two-week period, if the parent or eligible student has not returned the form indicating refusal to allow the release of directory information, the District will assume it has their permission to release above-mentioned information. This designation will remain in effect until it is modified by the prior signed and dated written direction of the parent or eligible student. The student's records will be appropriately marked by the records custodian to ensure compliance with the parents' or eligible student's request.

Photograph Release

NMDCA would like to share newsworthy and notable events that happen in our schools to honor our schools' and students' performance. We like to publish student art, literacy, and audio/video productions which may include your child's photograph or video, including your child. Various types of student work or photos are used in the following media:

- School or district website
- School or district newsletters
- Local radio/TV broadcasts
- School based radio or TV broadcasts
- Local newspapers
- training workshops

When using a student's name, it is our general practice to use first names only. In an event where two or more students have the same first name, the student's first name and the initial name will be used. In order to protect our students, NMDCA WILL NOT publish home addresses, telephone numbers, personal email addresses, or any material protected by Federal regulation.

Parent, Student, and Teacher Communication

Ongoing communication is key to student success in the online setting. Teachers are expected to respond to families in a timely manner, when not in class. Below are the timelines in which communication should be attended to:

- Emails should be answered within 24 hours. (Friday/Weekend - by Close of Business (COB) on the following Monday.
- Phone calls should be returned within 24 hours. (Friday/Weekend - by Close of Business (COB) on the following Monday.

Child Find

The Individuals with Disabilities Education Act includes the Child Find mandate. Child Find requires all school districts to identify, locate and evaluate all children with disabilities, regardless of the severity of their disabilities.

Parents are required to complete a Child Find questionnaire as part of enrollment. The form asks questions concerning a student's history and identified needs to ensure that all NMDCA students are properly identified and served. Parents who believe their student may have a disability can make a referral through their Homeroom Teacher for academic assistance provided through the Response to Intervention Program and consideration for accommodations provided under Section 50 4 or Special Education services. For questions or concerns regarding Child Find, please contact Clint Evans, Academic Administrator, cevans@k12.com.

Multi-Layer System of Support (MLSS)

Multi-Layer System of Support (MLSS / MTSS) at NMDCA is a proactive, schoolwide framework that uses data to identify student needs and provide layered academic, behavioral, social-emotional, and attendance supports. Through strong Tier 1 instruction, targeted Tier 2 interventions, intensive Tier 3 supports, ongoing progress monitoring, and collaborative team decision-making-making-making, students receive the right support at the right time to improve outcomes.

Services are available for students who have been identified as academically "at -risk". A student can be determined as "at-risk" by looking at data we accumulate; this may include:

- Significantly below on assessments,
- Struggling with the current curriculum
- At-risk identifiers on benchmark assessments
- Some other need found on the Child Find screening
- Or other identified area of concern

MLSS is based on the concept of providing evidence-based instructional and behavioral strategies by highly qualified personnel that are matched to the student's needs, and those needs are monitored on a frequent scheduled basis.

Health and Medications

NMDCA does not provide medication for students, unless the medication is provided on an emergency

basis consistent through parental consent given on the emergency treatment form. For non-emergency situations, only medication provided by and requested by a parent/guardian will be dispensed.

Prescription Medication

Often, students have to take prescription medication for a certain period as treatment for a medical condition. If possible, parents should schedule the timing of the doses so that the child takes the medicine home.

If children have to take medicine at a school event, the parent must make a written request for administration of medication and provide only the doses to be administered at school in the original prescription bottle as State law requires. Only authorized school employees are permitted to administer prescription medicines at school. A written request from a physician is required. A separate request form is to be completed for each medication. Students are not permitted to carry their own medications.

Students may self-administer medication only if the district has received written permission from the student's parent or guardian and a written physician's note stating the critical need for self-medication. The student must self-administer the medication in the presence of appropriately authorized District employees.

A student with asthma who has written authorization from his or her parent and physician or other licensed health care provider may be permitted, at the student's discretion, to possess and use prescribed asthma medication at school or school-related events. The student and parents should see principal or site lead, if the student has been prescribed asthma medication for use during a school day event onsite. For additional questions, please contact (505) 906-6180.

Nonprescription Medication

Only authorized school employees are permitted to administer nonprescription medicines at a school event. Non-prescription medications may be administered upon a parent's written request, when properly labeled and in the original container, at a live school event. For additional questions, please contact (505) 906-6180.

Psychotropic Drugs

A psychotropic drug is a substance used in the diagnosis, treatment, or prevention of a disease or as a component of a medication. It is intended to have an altering effect on perception, emotion, or behavior and is commonly described as a mood- or behavior-altering substance. Teachers and other district employees may discuss a student's academic progress or behavior with the student's parents or another employee as appropriate; however, they are not permitted to recommend use of psychotropic drugs.

Tobacco and E-Cigarettes Prohibited

Students are prohibited from possessing or using any type of tobacco product, electronic cigarettes (e• cigarettes), or any other electronic vaporizing device, while attending an off-campus, school-related activity. NMDCA and its staff strictly enforce prohibitions against the use of all tobacco products, e• cigarettes, or any other electronic vaporizing device, by students and others on school property and at school-sponsored and school-related activities.

Suicide Awareness and Mental Health Support

The district is committed to partnering with parents to support the healthy mental, emotional, and

behavioral development of its students. If you are concerned about your child, please access New Mexico Suicide Prevention or contact the school counselor for more information related to suicide prevention services available in your area. You may also contact the National Suicide Prevention Lifeline at 1-800-273-8255.

Outings, Emergencies, Withdrawals

Emergency Messaging

NMDCA will rely on contact information on file with the district to communicate with parents in an emergency, which may include real-time or automated messages. An emergency purpose may include early dismissal or delayed opening because of severe weather or another emergency, or if the campus must restrict access due to a security threat. It is crucial to notify your child's school when a phone number previously provided to the district has changed.

Nonemergency Messaging (Phone and Text, if opted in)

Your child's school will request that you provide contact information, such as your phone number and e• mail address, for the school to communicate items specific to your child, your child's school, or the district. If you consent to receiving such information through a landline or wireless phone, please ensure that you notify the school's administration office immediately upon a change in your phone number. The district or school may generate automated or pre-recorded messages, text messages, or real-time phone or e-mail communications that are closely related the school's mission, so prompt notification of any change in contact information will be crucial to maintain timely communication with you. Standard messaging rates of your phone carrier may apply. If you have specific requests or need related to how the district contacts you, please contact your child's principal.

What do I do if my internet goes out?

The Internet is a requirement of NMDCA. If your internet temporarily goes out, you will still need to complete all required schoolwork. We suggest going to a local library, a local business that provides Wifi, or another location with public internet, while you resolve your internet issues. K12 Customer Care is the first point of contact for parents and students who need computer help. Call 1 -866-626-6413 to speak with K12 Technical Support.

NMDCA offers internet hotspots to families in need of internet connection. Inquiries about internet hotspots can be directed to the office at office@nmdca.org and at 505-906-6180.

Withdrawals

If a parent wants to withdraw their student from NMDCA, they should contact their homeroom teacher begins the withdrawal process. The teacher will work with the family and possibly refer them to other administrators to speak with before withdrawing. Once the withdrawal has been confirmed with the parent, the school will send the parent a link to complete a withdrawal form. Once the forms are received, the Registrar will request final grades from the homeroom teacher who will then submit those to the Registrar, and the withdrawal will then be completed.

School Outings

NMDCA sponsors optional outings for students and families on a regular basis that enhances the K12 curriculum/learning activities. While attendance is not mandatory, it is a wonderful opportunity to meet other

school participants and share information about programs and successful practices. Outings are opportunities for both students and parents to socialize. It is our hope that the teachers and parents will work together to plan and implement these activities. Parents are responsible for the cost of transportation and any entrance fees associated with optional outings. Credit for field trips is not offered in lieu of the regular OLS requirements. Outings are scheduled in various locations, throughout the state, and where a majority of NMDCA students reside. Every effort is made to maximize outing locations throughout the year. However, due to the sheer size of the state and NMDCA staffing, not all areas will have an outing scheduled. NMDCA administration apologizes for this inconvenience.

NMDCA expects students to dress appropriately when attending outings. Examples of inappropriate dress include:

- Clothing, apparel, or jewelry that by words, signs, pictures, or any other combinations thereof, advocates or promotes sexual activity, violence, death, suicide, or the use of alcohol or drugs, or demeans, degrades, or intimidates another because of race, sex, religious persuasions, national origin, disability, or gang membership.
- Apparel that reveals or exposes the midriff/lower back or sides of the upper body or torso and/or undergarments.
- Any clothing that is excessively tight is of transparent material, see through material, or that is ripped or torn, or has suggestive signs or symbols.
- Any clothing through which underwear or any type of undergarment may be seen.
- Spandex, clothing that does not cover backs, clothing that permits viewing of cleavage, halter, tank with open sides, spaghetti strap, and muscle/tank shirts.
- Spikes, dog chains/chokers, ball bearing chains, wallet chains, or other jewelry that increases the risk for accidents NMDCA parents and students are expected to conduct themselves appropriately at all optional outings. Parents are responsible for the supervision of their children at all times.

Extra-Curricular Clubs and Activities

NMDCA believes that participation in extracurricular clubs and activities builds character, leadership, and a sense of community. While we encourage all students to join clubs, participation is a privilege, not a right. Students representing the school must maintain high standards of academics, citizenship, and conduct.

Club Classifications

To ensure regulatory compliance, activities are divided into two distinct categories:

- Sanctioned Interscholastic Activities: Highly regulated competitive groups, sports, and spirit squads governed by state athletic associations and district mandates.
- Student-Led & Interest Clubs: General-interest, non-competitive, or service-based clubs (e.g., Chess Club, Art Club) governed by school site rules and federal/state equal access laws.

Student Eligibility Requirements

To join and actively participate in any extra-curricular club, students must meet the following baseline requirements:

Academic Eligibility

- Students must maintain an unweighted GPA of 2.0 or higher and must pass at least five (5) classes (or

equivalent units of credit) during the immediately preceding grading period.

- Grade checks will occur regularly (typically every three weeks). A student who fails more than one class or falls below a 2.0 GPA during a grading period will be placed on Academic Probation.
- During probation, a student may attend club meetings at the discretion of the advisor but may not hold officer positions, travel, or participate in public exhibitions or competitions.

Attendance & Behavior Standards

- Students must be in attendance for at least half of the instructional school day to participate in a club meeting, practice, or event held after school on that same day. Exceptions must be pre-approved by administration (e.g., medical appointments).
- Students with active behavior interventions, out-of-school suspensions (OSS), or multiple in-school suspensions (ISS) are strictly ineligible to participate in club activities for the duration of their disciplinary action.

Club Participation & Operations

Club Approval Process: Annual Requirement.

All clubs must submit an annual application to the Academic Administrator or Executive Director including a staff advisor's signature, a clear student mission statement, and a proposed constitution.

Equal Access & Nondiscrimination

Club membership must be open to all currently enrolled students. Clubs cannot discriminate against or bar membership based on race, color, religion, national origin, gender identity, sexual orientation, or disability status.

Parent/LC/ Student Read Acknowledgement Statement and Signature

The purpose of this "I Understand" section is to set expectations for NMDCA parents. Student success is a primary goal of NMDCA, and that can only be achieved if you, the parent, are successful. To be successful it is important that parents of NMDCA students understand and agree with the following curricular and attendance requirements:

As a Destinations Career Academy of New Mexico Parent:

- I understand and agree that NMDCA is a full-time public-school program and that my student may not be enrolled in any other full-time public, private or charter school while enrolled in **NMDCA.**
- I understand that my student is enrolled in a public school at home with state attendance requirements that I am expected to meet. Students who have poor attendance (insufficient hours recorded or course progress) may be referred to the juvenile courts system.
- I understand that all school policies and procedures must be met for continued enrollment in the school.
- I accept the responsibility of supervising my student in using the K12 curriculum. I understand

that I am expected to become knowledgeable about the curriculum and the Online School.

- I understand that NMDCA students are required to have full-time adult supervision and participation during instruction/learning to be enrolled in the school.
- I understand that there are guidelines and policies regarding daily lesson completion and attendance to live Class Connect sessions.
- **K- 5** - I understand that I will be required to submit student assignments regularly and at designated intervals to my NM DCA teacher.
- **6-12-** I understand that my student will be required to submit assignments regularly and at designated intervals to my NM DCA teacher.
- I understand I will have the guidance and support of a New Mexico licensed teacher in implementing the K12 curriculum with my student.
- I understand that my child and I are required to participate in scheduled conferences with our teacher(s). I understand that during these conferences I am expected to have access to all materials and computers. Scheduled conferences are expected to occur from the primary location that instruction takes place.
- I understand that learning coach/mentor absences are not an excused reason for student absence, and it is my responsibility to create a plan for continued study in NMDCA's curriculum in my absence.
- I understand that enrollment includes full participation in all state-mandated testing on the required dates and at the assigned location. It is my responsibility to provide transportation for all required testing. Attendance and participation in testing are a required part of enrollment in NMDCA.
- I understand that pre and post diagnostic assessments are a requirement and must be completed within the given timeframe, as well as any benchmarks during the school year.
- I understand that, based on formative assessments, my student will be required to attend class connect sessions with the teachers with frequency based on the identified need.
- I understand that I must read and respond to emails and phone calls from the NMDCA teacher/office within 24 hours.
- I understand that if my phone number, address, email, or emergency contacts change, I must inform the NM DCA teacher in a timely manner. If I move, I must provide a new proof of residency to verify that I am still living in the state of New Mexico

Legal Guardian Signature:_____

Today's Date:_____

Appendix A

NOTICE OF RIGHTS

Under Federal law, parents of students under eighteen and students over eighteen have the following rights:

1. The right to inspect all official records directly related to the student, including but not limited to, identifying data, academic work completer, level of achievement (grades, standardized achievement test scores, attendance, interest inventory results, health data, family background information, teacher or counselor ratings and observations, and verified report of serious or recurrent behavior patterns).
2. The right to inspect such records within a reasonable period of time after request, not to exceed 45 days.
3. The right to a response from the school to reasonable request explanations and interpretations of the records.
4. The right to obtain copies of records where such copies are necessary to the effective exercise of the right to inspect, or review.
5. The right to request to correct inaccurate or misleading statements in such records, or statements that otherwise violate the privacy or other rights of the student and the right to a hearing if such a request is refused.
6. The right to prohibit third parties from inspecting the records without written consent of the parent of the student who is eighteen years old or over. The written consent shall specify the records to be released, the reason for such release, and to whom records are released. A copy of the records to be released shall be given to the parents and the student if desired by the parent s. No written consent is needed:
    a. For local school officials who have a legitimate educational interest.
    b. For officials of other schools in which the student intends to enroll.
    c. For certain education officials pursuant of federal programs when the identity of the student or parent is not used.
    d. For collection of personally identifiable data specifically authorized by federal law.
    e. For transfer of materials under court order or lawful subpoena,
    f. In connection with a financial aid application
    g. For disclosure to accrediting organizations in connection with accreditation of the schools.
7. The right to have information transferred to third parties only on the condition that no further party will have access to the information without written consent of the parent or student who is eighteen years old or over.
8. The right to have all third parties desiring access to a student's file sign a written form indicating specifically the legitimate interest the party has in seeking the information. Only the parents, the student, and the school official responsible for record maintenance may inspect that form.
9. The following information shall be considered "directory information" by NMDCA and may be divulged to requesting persons without consent or notification.

Parents wishing their child exempted from the directory of information provision must file a written request.

Upon enrollment, students will receive a survey link in their welcome email. Once families fill out the survey, they will be exempted from the directory. Families may also reach out to the office at any time to be excluded from the directory.

Parent/Guardian Signature

Date

APPENDIX B

Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)

PPRA offers parents of elementary and secondary students certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include, but are not limited to, the right to:

- Consent before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)-
    1. Political affiliations or beliefs of the student or student's parent;
    2. Mental or psychological problems of the student or student's family;
    3. Sex behavior or attitudes;
    4. Illegal, anti-social, self-incriminating, or demeaning behavior;
    5. Critical appraisals of others with whom respondents have close family relationships;
    6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
    7. Religious practices, affiliations, or beliefs of the student or student's parent; or
    8. Income, other than as required by law to determine program eligibility.

- Receive notice and an opportunity to opt a student out of:
    1. Any other protected information survey, regardless of funding;
    2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
    3. Activities involving collection, disclosure, or use of personal information collected from students for marketing or to sell or otherwise distribute the information to others. (This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.)

- Inspect, upon request and before administration or use -
    1. Protected information surveys of students and surveys created by a third party;
    2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
    3. Instructional material used as part of the educational curriculum. These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

NMDCA has adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. NMDCA will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. NMDCA will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. NMDCA will make this notification to parents at the beginning of the school year if the school has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided

an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys.

Following is a list of the specific activities and surveys covered under this direct notification requirement:

- Collection, disclosure, or use of personal information collected from students for marketing, sales, or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above. Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office U.S. Department of Education
400 Maryland Avenue,
SW Washington, D.C. 20202

APPENDIX C

Student Internet and Network Responsible Use Agreement

NMDCA supports the integration of continually evolving technologies to enrich district educational goals and standards for teaching and learning, and for data security and administrative management.

NMDCA will facilitate the opportunity for all the students to become well informed, imaginative and effective decision makers, capable of working independently and collaboratively to create workable solutions to complex problems resembling those they will encounter in today's Information Age.

Signatures of the student and guardian agree to follow district policies are required prior to accessing the district's Network. The use of the Network and access to the Internet is a privilege, not a right. Any violation of this agreement may result in loss of the user's network access, disciplinary and/or legal action, including suspension or expulsion form District schools, and/or criminal prosecution by government authorities. The school intends to cooperate with the investigation of any legitimate law enforcement agency should any user action on the Network lead to such an investigation.

A. Student Responsible Use Includes:

1. Protecting the integrity of your own school accounts and passwords by not sharing either with others.
2. Protecting the integrity of your content folders by not leaving your computer logged in for others to use.
3. Respecting the Network and its users by not altering or hacking system settings, network settings or file directories.
4. Respecting district property by not altering or damaging district equipment, materials, data and network security settings.
5. Protecting the district network by not downloading or installing "executable" files, games or documents.
6. Accessing chat, application and social networking sites only when directed to do so by your teacher to complete school assignments.
7. Following copyright rules by not transmitting or plagiarizing documents, software or media protected by copyright law.
8. Following federal and state regulations by not transmitting defamatory, obscene, pornographic, offensive, disruptive, threatening, bullying, or harassing messages or media.
9. Respecting the right of others by not deleting, copying, modifying or forging other users' names, emails, files, or data or disguising your identity, impersonating other users, or sending anonymous email.
10. Protecting your privacy and the privacy of others by not sharing personal information on the Internet including full name, home address, age, and telephone numbers or other identifying information.

11. Only using the Network for authorized legal and non-commercial activities.
12. Posting your student work responsibly by following directions of your teachers.

B. Personal Safety

1. Think always of your own personal safety while using school network or email systems. Protect your privacy, as well as the privacy of others.
2. The following rules will help promote your personal safety:
    a. Do not give out personal information (address, telephone number, parents' work address/telephone number, or name and location of your school).
    b. Let someone in authority know right away if you come across any information that makes you feel uncomfortable.
    c. Never agree to get together with some you " meet" online.
    d. Never send a personal picture or any other personal information.
    e. Do not respond to any messages that are inappropriate, mean, or in any way make you feel uncomfortable.
    f. If you are being harassed let someone in authority know.

C. Terms and Conditions of Agreement

1. Primary Use: The purpose of providing access to the Network and the Internet is to support classroom instruction and student learning. Use of the Network and Internet must be in support of the educational objectives of the District.
2. Personal Responsibility: All rules of conduct in the Board Policy and Student Handbooks apply when accessing the Network and/or utilizing computers and electronic devices. This also includes the use of personal electronic devices.
3. Security: Security on any computer system is a high priority, especially when the system involves many users. If you feel you can identify a security problem on the school network, you must notify a system administrator or principal as soon as the problem is identified. Do not demonstrate the problem to other users. Attempts to log-in to the system as any other user will result in disciplinary action. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the school network.

    The district recognizes the need for uses to access network resources, school email, and the internet using personal electronic devices. All users agree to keep operations systems up to date, install required security patches, and install and maintain an up-t o• date antivirus system if available for that type of device.
4. Services: There is no warranty of any kind, whether expressed or implied, for this service. The District denies responsibility for the accuracy of the information obtained through these services. The District utilizes an internet filter to block access to inappropriate content in accordance with Children's Internet Protection Act (CIPA). the District reserves the right to monitor users' network activities and take appropriate action in accordance with this policy. Therefore, users should have no expectation of

privacy concerning the use of the school Network. This includes, but is not limited to, all electronic communication.

The student and parents/guardians agree to not hold the District or any District staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or users' mistakes or negligence. They shall also agree to indemnify and hold harmless the District and District personnel for any damages or costs incurred.

My signature below indicates that I have read and agreed to the terms of this document.

	Destinations Career Academy of New Mexico
Student Name (Printed)	**School**
Student's Signature	**Date**
Parent's Signature	**Dat**

APPENDIX D

Student Resolution Matrix

Guidelines: School will keep an up-to-date resolution matrix for students and families. The matrix will be updated on an as-needed basis but reviewed once a quarter by the operations manager to ensure it is pertinent.

Issue	Who to Contact
Academic Help	Teacher or Homeroom Teacher
Address Update	School Based Enrollment Coordinator
Attendance Questions & Submitted Incorrectly	School Based Enrollment Coordinator
Class Connect (Collaborate) Technical Issue	Customer Support: k12.com/support / 866- 512-2273
Course Change or Missing Course	Homeroom Teacher
Course Content Comments & Minor Errors	Feedback on your Online
Course Content Questions & Errors	School Teacher or Homeroom
Course Materials Shipping, Missing & Damaged	Teacher Customer Support: k12.com/support / 866- 512-2273
Grades and Scores for Online Assessments	
Internet Reimbursement	Teacher
Computer Hardware Troubleshooting	School Based Enrollment Coordinator Customer Support: k12.com/support / 866- 512-2273
Computer Keyboard, Mouse & Microphone	Customer Support: k12.com/support / 866- 512-2273
Computer Malware/Virus	Customer Support: k12.com/ support / 866- 512-2273
Computer Requests	Customer Support: k12.com/ support / 866- 512-2273
K12 Computer Software Updates	Customer Support: k12.com/support / 866- 512-2273
OLS Account Set-Up & Login	Customer Support: k12.com/support / 866- 512-2273

OLS Error Messages	Customer Support: k12.com/support / 866- 512-2273
OLS Navigation	Teacher or Customer Support: k12.com/support / 866- 512- 2273
PDF Links	Customer Support: k12.com/support / 866- 512-2273
Return Course Materials	Customer Support: k12.com/support / 866- 512-2273
Return K12 Computer Equipment	K12 Computer Returns: computer• returns@ k12.com/ 866-571-4310
Return Labels (Need Additional UPS Labels)	Customer Support: k12.com/support
School Events	Teacher, Homeroom Teacher, and Monday Morning Meeting
Suggestions & Comments	Feedback on Your Online
Transcript Requests	School Counselor
Withdraw	Homeroom Teacher or School Based Enrollment Coordinator (When Teacher is Not Available During the Summer)