



CIEN AGUAS MANUAL

STUDENT HANDBOOK

Revised November 2022

**Cien Aguas International School**  
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## **PURPOSE**

### **MISSION**

CAIS is a K-8 school with a focus on dual language instruction, inquiry, and environmental sustainability. Cien Aguas seeks to develop students who can ask and investigate important questions about the world around them, are committed to a sustainable society, and are working toward cross-cultural competence, bilingualism and biliteracy in Spanish and English.

### **PHILOSOPHY**

Cien Aguas is a dual language school with instruction in Spanish and English, and will employ a curriculum framework that fosters meaningful, inquiry-based teaching and learning. It utilizes the dynamic instructional strategies of Project GLAD (Guided Language Acquisition Design) to reach all learners in ways that are active, energetic, and engaging.

The founders of Cien Aguas are five bilingual educators with expertise in program and curriculum design. Our school will:

- Create a productive learning environment for students of diverse backgrounds.
- Demonstrate that English language learners are capable of higher levels of achievement than the levels they are currently reaching in public education.
- Act as a model for the wider community of schools with Bilingual and English as a Second Language (ESL) programs.
- Root itself in inquiry-based learning, pursuing depth of knowledge rather than superficial achievement.
- Use good literature and student-centered instructional techniques rather than core reading programs, and demonstrate the long-term success of these methods on student achievement.
- Offer a high-quality dual language middle school for the graduates of dual language elementary schools in the Albuquerque Public Schools, featuring a small school environment and significant student-teacher interaction.
- Model environmental sustainability through responsible practices and community commitment to creating a green school. The ultimate goal is to create a zero-energy campus that gets a monthly check from PNM because it generates more energy than it uses.

Cien Aguas holds the philosophy that an academically challenging school for a diverse population will yield excellent results when:

- The academic program is developed with care by committed, well educated professionals using first-rate curriculum and instructional methods.
- The curriculum is based in rich, important, and meaningful content that aligns with New Mexico standards and benchmarks.
- Teaching and learning are energetic and active.
- Teaching and learning are reflective and focus on process as well as product.
- Teaching and learning promote the importance of working in a team, and the sense of belonging that comes from being accountable to the group.
- An atmosphere of mutual respect is maintained among staff, students and parents.

## **MATERIAL TERMS**

The material terms are the key provisions of the school's legal contract with the School's authorizer. They cannot be changed except through the mutual agreement with the School's authorizer and include

- key provisions related to the school's educational philosophy and approach
- key commitments made by the school relating to students, and
- key school-specific commitments relating to staff training and knowledge.

## **Operational Structure**

Length of school day	7 hours, 4 days/wk and 4.5 hours 1 day/wk
Length of school year	180 Days
Enrollment cap	424 Students
Authorized school grades	Kindergarten – 8 <sup>th</sup> Grade

## **Educational Program of the School**

### **Bilingual Education**

Provide a 90-10 dual language immersion model (Spanish-English)

- Kindergarten = 90% Spanish/ 10% English
- 1st Grade= 80% Spanish/ 20% English
- 2nd Grade= 70% Spanish/ 30% English
- 3rd Grade = 60% Spanish/ 40% English
- 4th & 5th Grades= 50% Spanish/ 50% English
- 6th-8th Grades= commensurate with PED Guidelines for Secondary Dual Language

Programs Implementation of Project GLAD units (Guided Language Acquisition Design):  
an interdisciplinary science/social studies/language arts curriculum.

- Kindergarten: Full Implementation of Early Childhood GLAD
- Grades 1-5: Full Implementation of GLAD
- Grades 6-8: Partial Implementation of GLAD- key strategies appropriate to the subject/level

### **Environmental Education**

All grade levels will include environmental education as an integral part of the curriculum. ○

K-5 with a GLAD/inquiry unit in each grade level having an environmental focus

- 6-8<sup>th</sup> Service Learning: Environmental education practices extended and applied in the community.
- School gardens utilized in curriculum for four grades in the lower grades and one mid school grade
- Lunch program trays/utensils are biodegradable or washable
- Energy use data is charted and shared at assemblies
- "Energy stars" selected from each classroom help organize recycling and energy conservation
- Recyclables are collected weekly and dropped-off at recycling center
- Continue working toward the occupancy/development of a zero-energy campus (generating more energy than it uses)

### **Cross-Cultural Competence**

- Instructional strategies teach cooperation: ability to work with and communicate with others who differ in language, culture, and income

Units of inquiry include

- problem-solving: asking and answering important questions
  - research
  - Ties to global issues and the ability to look at these issues from multiple perspectives
- All grade levels include a focus on developing an understanding of our world and global issues.
  - K-5 - with a GLAD/inquiry unit in each grade level having a focus on cross cultural and global perspectives.
  - 6-8<sup>th</sup> – Investigation of World History, U.S. History and New Mexico History consist of a broader view which incorporates multiple perspectives through authentic literature and research.
- Three Standards of Behavior serve as the rules of the school: Solve Problems, Show Respect, Make Good Decisions
- Classroom meetings, cooperative learning and peer mediation serve as structures for teaching communication, team-building and conflict resolution skills
  
- Focus on authentic literature: invests in trade books (original sources) rather than textbooks in most cases
- Implementation of reading and writing workshops at the elementary level: individuals learn in different ways and at different paces
- Targeted reading/math intervention by specialists in grades 1-3
- Targeted reading/math intervention. by classroom teachers in grades 4-8
- Math is a stand-alone subject taught by a math teacher in grades 4 and above
- Math instruction is taught utilizing a constructivist approach (an inquiry approach in which students need to construct their own understanding of each mathematical concept, so that the primary role of teaching is not to lecture and explain, but to create situations that will foster student thinking)
- Fine arts (music/art) and P.E. are offered at every grade level
  
- A federal Free and Reduced Price Lunch Program will be provided
- A sliding scale afterschool program providing child care will be available to all parents
- At least two school bus routes will be provided (contingent on adequate state transportation funding)
- A variety of extra-curricular offerings are provided for students
  
- All classroom teachers, specialist teachers and support staff receive dual language training regarding components and expectations of effective programs
- All classroom teachers (grades K-5) receive full GLAD training: an effective, recognized method of teaching multilingual classes through inquiry and extensive cooperative learning utilizing a variety of reading materials
- All classroom teachers (grades 6-8) are trained in the use of key GLAD strategies and effective inquiry instruction appropriate to subject & level taught
- Classroom meetings, cooperative learning and peer mediation - these are structures for teaching communication, team-building and conflict resolution skills.
  
- Cien Aguas will remain located in/near the southeast heights and International District of Albuquerque
- All home communications is provided in English and Spanish
- An English/Spanish interpreter is present for all meetings/presentations

## OPERATION

### ADMISSIONS POLICY

**Applications Available:** 8:30a.m on the Second Monday of March

**Application Deadline:** 4:00p.m on the Last Friday of April

**Lottery Drawing:** 4:00p.m on the Second Thursday of May

#### I. Free Public Charter School

Cien Aguas International School is a public charter school funded by the state of New Mexico. It does not charge tuition or have admission requirements.

#### II. Instructional Program

Cien Aguas International School is a dual language school with high-level instruction in both Spanish and English. Because of this, any students wishing to enroll in **second grade and above** will be better prepared for school success if they already have a working knowledge of both languages. At Cien Aguas, 90% of the day in kindergarten, 80% of the day in first grade, 66% of the day in second and third grade, and 50% of the day in fourth through eighth grades will be conducted entirely in Spanish.

#### III. Procedures:

**Enrollment Applications are available** at 8:30a.m on the second Monday of March of the current school year at [www.CienAguas.org](http://www.CienAguas.org) or the front office of Cien Aguas International School located at 2501 Randolph Rd SE. All applications must either be completed online at our website or hand delivered to our office. If parents/guardians need assistance completing the form in English or Spanish, they should call the school at 505-255-0001.

**When an application is received** the child's name and information are logged in a lottery database by the grade indicated on the application. Receipts are provided in person for hand delivered applications and email receipts are sent when an online application is submitted. It is the parent's/guardian's responsibility to verify that all information on the application is correct and legible. Any errors in contact information, incorrect grade level, or date of birth can result in a student not being placed into the lottery or enrolled (if drawn in the lottery).

**The Application Deadline** is 4:00p.m on the last Friday of April of the current school year. All valid applications must be time/date stamped online or received in the front office by the deadline. No exceptions will be made for late submissions.

**After the enrollment window has closed**, parents/guardians can review the names of all students who will be participating in the lottery for each grade level. Three days before the lottery (Monday of the lottery week), parents/guardians should review the list posted in the front office of the school or call to verify that their child's name is listed. It is the parent's/guardian's responsibility to verify that their child is included. If for some reason it is found that a child is not on the list even though an application was submitted, the receipt will serve as verification that a child should be included. The school should be notified immediately in order to further investigate and correct the situation. Once the lottery has started, no more reviews or corrections to the list will be made.

**Immediately before the lottery drawing** if there are enough spaces at a given grade level, all applicants will be admitted. If there are more applicants than spaces available, admission will be determined through the lottery.

**The lottery drawing** will be held on the second Thursday of May of the current school year at 4:00 P.M. at Cien Aguas International School in a room to be determined. Attendance is optional and does not affect a child's chance of being drawn. Lottery proceedings are open to the public.

Student names for a given grade level will be drawn one by one starting with the lowest grade requiring a lottery. The first name pulled will be assigned number one, the second name will be number two, and so on until every name is assigned a number. The number drawn refers to the child's place on the waiting list.

**Lottery results** are posted the morning after the drawing at the front office of the school. Parents who are unable to view the list in person may call the office to find out what number their child's name was drawn. We do not mail results. The number next to a child's name refers to his/her place on a waiting list. Even if a child draws a low lottery number, a space is not guaranteed until there is an official opening in that grade and the parent/guardian has been contacted by the school to officially offer the child a place. It is the parent's/guardian's responsibility to ensure that contact information provided on the application is correct and legible. If we are unable to reach the parent/guardian within the allotted time, the space will be forfeited to the next person on the list.

Siblings of **current** Cien Aguas students, and children of current Cien Aguas employees, are offered places ahead of student #1 in each grade provided that there is space at the desired grade level (see Admissions Rule for Siblings of Current Students and Children of Employees below). If a grade level is at its determined capacity, the siblings will be put on the waiting list ahead of other applicants, in an order determined by a separate sibling order drawing. After siblings are placed, school officials will begin calling parents/guardians in order to officially offer a place to children on the waiting list. It is the parent's/guardian's responsibility to ensure that contact information is correct and legible. Students whose numbers are too high to allow them admittance will be kept on a waiting list in the order of their numbers.

**After a student is selected in the lottery** parents/guardians must pick up and return completed enrollment/registration forms within one week (by 4 P.M. on the third Thursday of May of the current school year). A selected student whose enrollment forms are not received in the school office by this date and time will forfeit his/her spot to the next student on the waiting list.

#### **Offering to students on the waiting list**

When offering a position to students on the waiting list the parent/guardian will have 48 hours to respond to our offer up until 1 week before the official start of classes. After that time, parents/guardians will have 24 hours to respond. If no response is given, the space will be forfeited to the next person on the list. If accepted, a completed registration packet must be received within 72 hours of accepting or the space up until 1 week before the official start of classes. After that time, parents/guardians will have 48 hours to respond. If parents/guardians fail to respond within the allotted time, the position will be forfeited to the next person on the list.

**On the first day of school (August of the year student is accepted)** school officials will attempt to contact the parents/guardians of any child who did not attend. If the contact information provided is invalid



or the child is not in attendance by day three, the position will immediately be forfeited and offered to the next student on the waiting list.

#### **IV. Admissions Rule for Siblings of Current Students and Children of Employees**

New Mexico statute 22-8B-4.1 describes the enrollment procedures for admitting students to charter schools as being able to give preference to:

- (1) students who have been admitted to the charter school through an appropriate admission process and remain in attendance through subsequent grades;
- (2) siblings of students already admitted to or attending the same charter school; and
- (3) children of current Cien Aguas employees.

Our school gives priority to siblings of current students and to children of current Cien Aguas employees ahead of number one in the lottery in each grade.

However, like all prospective students, the application must be received by the same deadline.

Verification of sibling relationship is required. A sibling is defined as a brother or sister living in the same household who have one or both parents in common, a half or step sibling, or a foster child or child under legal guardianship of parent(s) of a student who is currently attending Cien Aguas. Birth certificate or documentation of legal guardianship must show the relation between the student and parent/guardian.

#### **V. Admissions Rules for Relocating Military Families.**

Military families relocating to military installations in New Mexico pursuant to official military orders may submit their student's name for the lottery and, if selected, enroll their student in CAIS, prior to actual physical presence in the state. The school shall accept electronic enrollment applications from military families relocating to New Mexico pursuant to official military orders, and shall provide such families requesting information with information regarding the School's program, materials regarding academic courses, electives, sports and other relevant information regarding the School. A student's parent:

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

Ref.: §22-8B-4.1 NMSA 1978; §22-1-4 NMSA 1978

### **ATTENDANCE FOR SUCCESS POLICY**

**PURPOSE.** To articulate an attendance policy that meets the requirements of the New Mexico Attendance for Success Act ("Act"). NMSA 1978, §§22-12A- 1 et seq. This Policy applies to students and their parents or legal guardians.

**POLICY STATEMENT.** CAIS ("School") requires a high level of participation in engaged learning. Regular classroom attendance enables students to benefit from classroom discussions, presentation and interactive activities. These shared academic experiences are integral to the learning process.

The presence or absence of each student must be recorded each school day. Teachers follow School directives and state requirements in coding unexcused/excused absences and tardiness. The school also complies with mandatory reporting or record keeping of student absenteeism that is required to be submitted to the Public Education Department.

The New Mexico Attendance for Success Act requires that all school-age children attend school until the age of eighteen, or until they graduate from high school or receive a GED certificate. This Policy implements the Act; to the extent that any portion of this Policy conflicts with state law, the state law shall control.

## **DEFINITIONS**

“Absence” is when a child is not at school for a class or school day, whether excused or not, provided that Absence does not apply to participation in interscholastic extracurricular activities.

“Absence equivalencies”:

Any combination of two Half-Day Excused absences will equate to one Excused Absence.

Any combination of two Half-Day Unexcused Absences will equate to one Unexcused Absence.

“Chronically Absent” means an absenteeism rate of 10%, but less than 20% of classes or school days, regardless of the reason for absence, and/or whether excused or not. Chronically absent students require Early Intervention; see below.

“Early Release” is a student’s departure from school 30 minutes or less prior to dismissal for reasons listed in this Policy. Early releases longer than 30 minutes will be considered a Half-Day absence.

“Excessively Absent” means an absenteeism rate of 20% or greater from classes or school days, regardless of the reason for the absence and/or whether excused or not. Excessively Absent students require Intensive Support; see below.

“Excused Absence” An absence due to illness, medical absence, death in the family, religious instruction or tribal obligations. At the School’s discretion, a written confirmation may be required by the office when the student returns to school. If requested, such letter should come from medical practitioner, funeral service provider, provider of religious education or tribal official. Special family situations may be considered appropriate for excused absence when prior approval is received from the Director. The Director’s decision on the request shall be considered final.

“Excused Absence due Interscholastic Extracurricular Activity” Except for C and D level special education students, a student must have at least a 2.0 grade point average on a 4.0 scale, or its equivalent, either cumulatively or for the grading period immediately preceding participation, to be eligible to participate in any interscholastic extracurricular activity. A grading period is not less than 6 weeks. A student cannot miss classes in excess of 15 times per semester due to interscholastic extracurricular activity.

“Excused Absence due to Religious Instruction” A student may, subject to the prior approval of the Director, be absent from school to participate in religious instruction for not more than 1 class period of the school day with the written consent of the parent/guardian, at a time that is not in conflict with the academic program of the school. School does not assume responsibility for the religious instruction for any student, nor does it permit religious instruction to be conducted on School property. School shall provide time for the student to make up the school work missed during the absence.

“Excused Absence due to Tribal Obligations” A student may, subject to the prior approval of the Director, be absent from school to participate in tribal obligations with the written consent of the parent/guardian. The School shall provide time for the student to make up the school work missed during the absence.

“Excused Absence for Birth of Child” A student who provides documentation of a birth of that student’s child shall be provided at least 10 days of Medical Absence and be provided time to make up work during the absence.

“Excused Absence for Parenting Student” A student who provides documentation of pregnancy or that a student is a parent of a child under the age of 13 needing care, shall be provided four days of Excused Absences and an opportunity to make up work missed during the absence.

“Excused Early Release” is an early release for excused reasons listed in this Policy.

“Excused Half Day Absence” is a half day absence from school for excused reasons identified in this Policy.

“Excused Tardy” is a Tardy for excused reasons listed in this Policy.

“Half Day Absence” is an absence from school for less than half the school day.

“Medical Absence” means a student does not attend for a class or a school day for a parent or doctor-authorized medical reason.

“Online Assignments for Pregnant and Parenting Students” Pregnant and parenting students may be afforded the opportunity to attend online classes and such time shall not be counted as Absences as long as the students are online with the School or other appropriate virtual course and complete their class assignments according to the class requirements. Such opportunity shall be approved by the Director who may set limitations for the duration or extent of participation in online classes.

“Tardy” is an arrival to school after the start of the day, but 30 minutes or less late. Late arrivals in excess of 30 minutes will be considered a “Half Day Absence.”

“Unexcused Absence” is an absence from school or from a class for which the student does not have an allowable excuse as identified in this Policy.

“Unexcused Half Day Absence” is a half day absence from school or from a class for which the student does not have an allowable excuse as identified in this Policy.

“Voluntary Withdrawal” is the School interpreting a student’s continued Unexcused Absences to constitute a voluntary disenrollment of the child from the School, after all School’s intervention attempts have been exhausted. Voluntary withdrawal is not an expulsion of a student and does not require the due process for expulsion. After 10 consecutive absences, a Cien Aguas student will be withdrawn.

## **PROCEDURES**

### **1. Attendance Requirements**

- a. The Act requires that all persons between the ages of 5 and 18 attend a public, private, or home school, or a state institution, unless that person has graduated from high school or has received a general education development certificate, or that person’s parent or guardian provides written, signed permission for that person to leave school for health reasons or in case of hardship, and that permission is approved by the Director.
- b. Parents and guardians are responsible for their students attending school.
- c. Students enrolled in CAIS shall attend school for the length of time of the school year as established by the School’s calendar and any resulting reauthorization thereof.
- d. Students are expected to have no more than 5% absentee rate per school year, which includes both Excused Absences and Unexcused Absences.
- e. Students are expected to arrive on time to school each day and to remain in school until the scheduled dismissal.

### **2. Whole School Efforts to Ensure Student Attendance**

- a. Teachers or another adult responsible for the class are required to take accurate attendance for each class of every school day.

- b. Notification of an Absence by a Parent or Guardian: The parent or guardian shall notify School's Truancy Monitor each day that his or her student will be absent from any part of the school day, except in the case of an emergency, and shall give the reason for the absence and shall provide a written parental verification upon the child's return to school.
  - c. Notification of an Unexcused Absence by the School: If a student is absent from school or class without a parent or guardian's notification of absence, School's Truancy Monitor (or the designee) will, as soon as practicable, contact the parent or legal guardian by telephone, text or e-mail to give notice of the student's Unexcused Absence and to ascertain and document the reason for the Absence.
  - d. The School shall notify parent/guardian of a child who has reached a 5% absentee rate regardless of reason for absence and shall keep a record of notification(s).
    - i. Using the School's data reporting system,
      - 1. The School will notify parents with a phone call after 3 absences
      - 2. The School will send a form letter home after 5 absences
      - 3. The School will schedule a phone conference with parents and the Director after 10 absences.
      - 4. After 18 absences, the student will be classified as a chronically absent student by the State of NM Public Education Department.
3. Make up of Work Missed Following an Excused Absence, parent or guardians shall discuss make-up work with the student's teacher. A student shall be given a reasonable time by the teacher within which to make up the work the student missed during the absence. Following an Unexcused Absence, make-up work is at the discretion of the teacher.
4. School Actions Regarding Attendance Issues
- a. Out-of-school suspension and expulsion will not be used as punishment for Chronically Absent or Excessively Absent students. However, after explicit notification to the parent/guardian that the student is Excessively Absent despite exhaustion of all intervention efforts described in this Policy, the School may consider further Unexcused Absences to constitute a voluntary withdrawal of the child from School's enrollment.
  - b. Students in need of individualized prevention (5-9% absent). The Director or designee shall communicate with the parent/guardian (either in writing or in person) and inform them of the student's attendance history, the impact of student absenteeism on student academic outcomes, the intervention or services available to the family, and the consequences of further absences, which may include referral to the Children, Youth and Families Department (CYFD) for chronic absenteeism.
5. Early Intervention for Chronically Absent Students (10 – 19% absent)
- a. Parents/guardians of students found to be Chronically Absent shall meet with the Director or designee.
  - b. The School shall notify parent/guardian of a child found to be Chronically Absent in writing, and include the date, time and location for parent/guardian to meet with Director or designee.
  - c. The purpose of the meeting will be to establish an Early Intervention Plan that focuses on strategies for improving student's attendance. This plan will include an Attendance Contract and weekly monitoring and reporting of student attendance to the parent/guardian.
  - d. Parents of students with any further Unexcused Absence after meeting with Director or designee to develop an Early Intervention Plan may be referred to the CYFD for suspected neglect.
6. Intensive Support for Excessively Absent Students (20% or greater absent)
- a. Parents/guardians of students found to be Excessively Absent shall meet with the Director or designee.
  - b. The School shall notify the parent/guardian of the student found to be Excessively Absent in writing, and include the date, time and location for parent/guardian to meet with the Director or designee.

- i. The purpose of this meeting will be to establish non-punitive consequences and appropriate specialized supports to address the causes of the underlying absenteeism, and to apprise the student and parent of the consequences of further absences.
  - ii. The Director shall consult with a student’s teacher and initiate meetings with the teacher, the student, and parent if the alleged cause of absenteeism is the teacher-student relationship.
  - iii. If Unexcused Absences continue after written notice of excessive absenteeism and after meeting with the Director, the School is required by the Act to report the Excessively Absent student to the Probation Services Office of the local judicial district court (“Probation Services Office”) for an investigation as to whether the student should be considered a neglected child or child in a family of need of family services. The Director shall report to further Unexcused Absences within 10 business days after such absence. Such referrals shall include documentation of interventions provided to the family.
  - iv. A subsequent the Probation Services Office determines that the student and/or family are in need of services, a case worker will be assigned and will meet with the family and School to determine if any other intervention services may be provided.
7. Voluntary withdrawal for 10 Consecutive Unexcused Absences: **The School will consider 10 consecutive Unexcused Absences as a voluntary withdrawal from enrollment.** Voluntary withdrawal will be processed by the School only after:
  - a. The School has documented, and exhausted intervention efforts described in this policy to keep the child in school.
  - b. The School has contacted the Probation Services Office.
  - c. The School has notified the parent/guardian in writing upon the fifth consecutive Unexcused Absence that accumulating 10 consecutive Unexcused Absences will constitute a voluntary disenrollment of the student. Such notice will require a scheduled meeting between the parent and Director or designee.
8. The Public Education Department’s truancy prevention coordinator (or designee) or CYFD representative, or representative of the Probation Services Office, shall be permitted to access the records and information related to Chronically Absent students or Excessively Absent students.
9. The School shall provide a parent/guardian, within 5 days of parent’s written request, access to attendance data of the student, including information about any intervention strategies that have been employed.
10. School Action for Tardy/Early Release
  - a. The School shall notify parent/guardian of a child when the child has accumulated 15 or more of any combination of Tardies or Early Releases.
    - i. Chronically late/leaving early: When a student’s combined total of Tardies and/or Early Releases reaches 25, the parents/guardians shall be required to meet with the Director or designee
    - ii. The School shall notify the parent/guardian of the student found to have 25 Tardies and/or Early Releases, and include the date, time and location for parent/guardian to meet with the Director or designee.
  - b. The purpose of this meeting will be to discuss methods of ensuring on-time arrival and/or limiting early dismissal of students.
  - c. The Director or designee will decide on appropriate consequences for continued Tardies or Early Releases.
  - d. Continued meetings will be scheduled for every 10 instances of tardies or early releases.
11. Excessively late/leaving early: When a child’s combined total of Tardies and/or Early Releases reaches 55, the parents/guardians shall be required to meet with the Director or designee.

- a. The School shall notify the parent/guardian of the student found to have 55 Tardies and/or Early Releases, and include the date, time and location for parent/guardian to meet with the Director or designee.
    - i. The purpose of this meeting will be to discuss methods of ensuring on-time arrival and/or limiting early dismissal of students.
  - b. The Director or designee will decide on appropriate consequences for continued Tardies or Early Releases.
  - c. The Director or designee may create and implement additional measures to address chronic or excessive late arrivals/Early Releases.
12. Native American Students. In carrying out its duties under this rule and the Act, the School shall take into consideration the sovereignty of a Native American tribe. While all children attending public schools must be reported to the Public Education Department or other authorities per this Policy, the School shall respect tribal laws and traditions in carrying out its duties of early identification, intervention, and parental notification.
13. Supports for Students who have Experienced a Disrupted Education
- a. “Disrupted Education” refers to a student who has one or more changes of school enrollment during a single school year as a result of
    - i. Homelessness as defined by the McKinney-Vento Homeless Assistance Act and as otherwise determined by the School;
    - ii. An Adjudication:
      - 1. As an abused or neglected child as determined by CYFD;
      - 2. A part of a family in need of court-ordered services or voluntary placement pursuant to the Family Services Act; or
      - 3. As a delinquent if the parent or guardian wishes to disclose the adjudication of delinquency; or
      - 4. Placement in a mental health treatment facility or rehabilitation program for developmental disabilities, or placement in foster care.
  - b. A student who has experienced a Disrupted Education shall have:
    - i. priority placement in classes that meet state graduation requirements; and
    - ii. timely placement in elective classes that are comparable to those in which the student was enrolled at the student's previous school as soon as the School receives verification from the student's records.
  - c. A student who has experienced Disrupted Education and has transferred between public schools shall receive credit for any work completed prior to the transfer, regardless of whether the transfer occurred at the end of a grading period.
14. Distribution of Attendance Policy. Upon enrollment at School, parents and guardians will be provided a copy of the Attendance Policy/Family Handbook and the School will keep a current version on its website.

### **School Responsibilities**

To ensure that the Cien Aguas International School is maintaining accurate records and supporting students and parents:

- A. Class attendance must be taken and maintained for each student enrolled in school every instructional day. The classroom teachers must report attendance accurately and submit it to the office on a daily basis.

- B. The school is responsible for accurately maintaining attendance records in a manner verifiable by the New Mexico Public Education Department.
- C. The school procedure is to call parents after 3 student absences, send a letter home regarding absences after 5 student absences

**Parent Responsibilities:**

- A. **Tardiness:** If a student arrives to school late, he/she **must be walked to the office by a parent or guardian** and signed in with the secretary. The student will receive a pass to class, verifying that he/she arrived late and was officially signed in as being in attendance.
- B. **Early Release:** Parents or designees listed on the emergency contact form who are picking up their child from school **MUST COME TO THE OFFICE TO SIGN THEIR CHILD OUT. PLEASE BRING YOUR PHOTO I.D. NO CHILD WILL BE ALLOWED TO WALK HOME DURING SCHOOL HOURS.** During the school day teachers are not allowed to release children directly to adults from the classrooms unless they present a clearance slip from the office. This enables the office staff to identify those persons picking up children and to ensure the safety of your child. **Anyone attempting to sign out your child must be on listed the student's registration card. Should the approved list of authorized adults change, please update the information in our office immediately.**
- C. **Absences:** It is the responsibility of the parents/guardians to notify the school whenever their child is absent. Notification should be given as close to the beginning of the school day in question as possible, but **cannot be later than two (2) days after the date of the absence.** All absences are logged as "unexcused" until we receive notice describing the reason for the absence. If the reason for the absence is not approved (as described in the definition of excused absence) or notification is not made to the office within two days, the absence will remain as "unexcused". **TO NOTIFY THE OFFICE OF AN ABSENCE, PLEASE CALL OR SEND A WRITTEN NOTE TO THE OFFICE.**
  - The parent/guardian must notify the school **each day that the student will be absent**, in accordance with the notification procedure established by the school.
  - In the event that the school has not received notification of absence by a parent for **3 consecutive days**, the school must make an attempt to contact the parent/guardian. **Family vacations are considered unexcused absences** and it is expected that parents will schedule vacations during periods of time when school is not in session.

## **STUDENT LEAVE OF ABSENCE POLICY**

Cien Aguas International School is a dual language immersion school which focuses on Spanish language as the partner language to English. As part of our central belief we encourage students to speak Spanish and engage in Spanish speaking opportunities wherever possible. Because living and attending school in a foreign Spanish speaking country would provide a true immersion experience for students and support the fulfillment of the mission of our school, we support such a “leave of absence” for up to one academic year for such students. Additionally, in the event that a serious medical emergency arises for the student or an immediate family member (father, step-father, mother, step-mother, brother, step-brother, sister, step-sister) that requires the temporary relocation specifically for medical treatment, Cien Aguas also supports a leave of absence for up to one academic year. Students receiving an approved leave of absence for either of these reasons will not remain enrolled at the School during the leave of absence, but a place will be saved for them in the appropriate grade on their return, provided the processes and timeframes for confirming their return specified by the Director are followed. For more information regarding forms, application procedures and approval please contact with administration.

## **BEFORE-AND-AFTER SCHOOL POLICY**

**For Elementary Students (K-5):** School hours are from 8:10-3:10 on Mondays, Tuesdays, Thursdays and Fridays. Hours are from 8:10-1:10 on Wednesdays. Students cannot be dropped off before 7:45 and must be picked up by 3:30.

**For Middle School Students (6-8):** School hours are from 8:20-3:20 on Mondays, Tuesdays, Thursdays and Fridays. Hours are from 8:20-1:20 on Wednesdays. Students cannot be dropped off before 7:45 and must be picked up by 3:30.

## **BIRTHDAY/CELEBRATION POLICY**

Celebrations honoring a specific student must be done without interrupting instruction or making anyone feel left out.

- A parent who wants to bring in snacks or other celebratory food must contact the teacher in advance. The teacher may wish to schedule the celebration during the lunch/recess period, or at the very end of the school day. Considerations must also be made regarding food allergies and the promotion of healthy eating habits among our students.
- Actual birthday parties should be held outside of school and invitations should not be given out in school.



## **BULLYING, CYBERBULLYING, HARASSMENT, HAZING AND VIOLENCE PREVENTION POLICY**

**POLICY STATEMENT.** CAIS believes that providing an educational environment for all, free from harassment, intimidation, violence, hazing or bullying of any kind, supports a total learning experience that promotes personal growth, healthy interpersonal relationships and wellness. The safety and wellbeing of all students in the CAIS learning environment is of primary importance. CAIS prohibits bullying, cyberbullying, harassment, hazing and violence, and it is the school's goal to prevent and respond to all such acts, in accordance with applicable laws, including the New Mexico Safe Schools for All Students Act, NMSA 1978, §§22-35-1, et seq. This Policy and prohibition applies on school property, including electronic communication on or using School property; at school-sponsored functions; and on CAIS's to-and-from transportation or any school-sponsored transportation.

### **A. DEFINITIONS.**

1. **Bullying.** Bullying includes any severe, pervasive or persistent act or conduct that targets a student or group, whether physically, electronically or verbally, and that (1) may be based on a student/group's actual or perceived race, religion, color, national origin, ancestry, sex, sexual orientation, gender identity, spousal affiliation, physical or cognitive disability or any other distinguishing characteristic, or on an association with any person, with one or more of the actual or perceived distinguishing characteristics; and/or (2) can be reasonably predicted to: (a) place a student in reasonable fear of physical harm to the student's person or property; (b) cause a substantial detrimental effect on a student's physical or mental health; (c) substantially interfere with a student's academic performance or attendance; (d) substantially interfere with a student's ability to participate in or benefit from the services, activities or privileges provided by the School; or (e) create a hostile environment on the school campus that is so severe or pervasive as to substantially interfere with student educational benefits, opportunities or performance.

2. **Harassment.** Bullying includes harassment, which is knowingly pursuing a pattern of conduct that is intended to annoy, seriously alarm or terrorize another person or group.

3. **Hazing.** Includes committing an act against a student, or coercing another student into committing an act, that creates a risk of harm to that student, in order for that student to be initiated into or affiliated with an organization, gang, clique, group or for any other purpose.

4. **Cyberbullying.** Includes any bullying that takes place through electronic communications, that is published with the intent that it be seen by or disclosed to a student/group, and that substantially interferes with the student/group's ability to participate in or benefit from the services, activities or privileges provided by CAIS.

5. **Electronic Communication.** Includes a communication transmitted by means of an electronic device, including a telephone, cellular phone, computer, electronic tablet, pager or video/audio recording, and any other forms of electronic resources/mobile devices.

6. **Gender Identity.** Includes a student's self-perception, or perception by another, of the student's identity as a male or female based upon the student's appearance, behavior or physical characteristics that are in accord with or opposed to the student's physical anatomy, chromosomal sex or sex at birth.

7. **Physical or Cognitive Disability.** Includes a physical or cognitive impairment that substantially limits one or more of a student's major life activities.

8. **Progressive Discipline.** Includes disciplinary action other than suspension or expulsion from school that is designed to correct and address the basic causes of a student's specific misbehavior while retaining the student in class or in school, or restorative school practices to repair the harm done to relationships and other students from the student's misbehavior, and may include (but is not limited to):

- Meeting with the student and student’s parents/guardians;
- Reflective activities, such as requiring the student to write an essay about the student’s misbehavior;
- Counseling;
- Anger management;
- Health counseling or intervention;
- Participation in skill-building and resolution activities, such as social-emotional cognitive skills building, resolution circles and restorative conferencing;
- Community service; and
- In-school detention or suspension, which may take place during lunchtime, after school or during weekends.

9. **Sexual Orientation.** Includes heterosexuality, homosexuality or bisexuality, whether actual or perceived.

10. **Regular Volunteers.** Means those persons, including relatives of students, who commit to serve at school on a regular basis.

B. **EXAMPLES of PROHIBITED CONDUCT.** Actions, including actions using electronic communication, that will be viewed as prohibited conduct include, but are not limited to:

1. **Bullying, Cyberbullying and Harassment.**

- Spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose.
- Repeated teasing, use of sarcasm or malicious jokes.
- Name-calling, belittling comments.
- Nonverbal behavior such as gestures, or graphic written statements.
- Conduct that is physically threatening, harmful, intimidating or humiliating.
- Inappropriate physical restraint.
- Posting mean, embarrassing, threatening, intimidating or humiliating pictures, videos, websites, comments, fake profiles or other communications over social media platforms, such as Facebook, Twitter, Instagram, LinkedIn, Pinterest (not an exhaustive list).

2. **Hazing.**

- Any type of physical brutality such as whipping, beating, striking, branding, shocking, or placing a harmful substance on the body.
- Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics or other activity that subject the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
- Any activity involving the consumption of any alcoholic beverage, drug, tobacco product or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
- Any activity that intimidates or threatens the student with ostracism, that subjects the student to extreme mental stress, embarrassment, shame, or humiliation, that adversely affects the mental health or dignity of the student or discourages the student from remaining in school.
- Any activity that causes or requires the student to perform a task that involves a violation of state or federal law, or school policies.

C. **REPORTING AND COMPLAINTS.** Students and parents may, and are strongly encouraged to, file verbal or written reports concerning suspected Bullying/Harassment/Cyberbullying/Hazing/Violence to school personnel or to the Director. See “Bullying/Harassment/Cyberbullying/Hazing/Violence Report Form” available online or in the CAIS administrative offices. Students, parents and/or staff should use the following guidelines when reporting Bullying/Harassment/Cyberbullying/Hazing/Violence:

1. **Who and What?** Any student who believes he/she has been the victim of conduct prohibited by this policy by a student or school personnel, or any person with knowledge or belief of such conduct that may constitute Bullying/Harassment/Cyberbullying/Hazing/Violence toward a student, should immediately report the alleged acts, either orally or using the Report Form. Reports may be made in the reporter’s preferred language. Reports may be made anonymously, and will be investigated pursuant to this Policy, but no formal disciplinary measures shall be taken solely on the basis of an anonymous report.

2. **Report to Whom?** The report may be made to any staff member, including a teacher, or directly to the Director.

3. **Prompt Notice & Form.** Teachers, Regular Volunteers, and school staff who witness Bullying/Harassment/Cyberbullying/Hazing/Violence or who receive student reports of Bullying/Harassment/Cyberbullying/Hazing/Violence are required to promptly notify the Director. Reports should be made in writing using the Report Form, and submitted to the Director.

4. **Assisting Student Reporting.** If a student makes a verbal report to a teacher/Regular Volunteer/staff member, the teacher/Regular Volunteer/staff member shall complete the Report Form or take the student to the Director, where a form will be completed on the student’s behalf.

5. **Staff Obligation to Report.** A school employee who has information about or a reasonable suspicion of conduct that may constitute Bullying/Harassment/Cyberbullying/Hazing/Violence toward a student shall report the matter immediately or as soon as practical to Director, but in no event later than two calendar days after the employee witnesses or receives a report of bullying.

D. **INVESTIGATION.** The Director or an administrator designated by the Director will accept and promptly investigate *all* reports of Bullying/Harassment/Cyberbullying/Hazing/Violence. The administrator will notify the parents of the student(s) alleged to have committed the act of Bullying/Harassment/Cyberbullying/Hazing/Violence and the parents of the student(s) targeted by the alleged act, unless the administrator believes, in his/her professional capacity, that notifying the parents would endanger the health or well-being of a student, in which case the administrator may delay such notification, as he/she deems appropriate. The Director may take immediate steps to protect the reporter, the alleged victim, other students, school faculty and staff, or other individuals on school grounds pending the completion of an investigation.

1. **Process.** The investigation shall consist of personal interviews with the reporter, the individual(s) against whom the report was filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of other methods or documents deemed relevant by the investigating administrator.

2. **Confidentiality.** The right to confidentiality, of the reporter, the victim and the accused, shall be preserved consistent with applicable laws and to the extent possible. However, CAIS cannot guarantee absolute confidentiality, because it may be necessary to discuss the report with others who are witnesses or who may have information about the report.

3. **Outcome.** The investigation shall be completed as soon as possible. The Director (or designated administrator) shall make a written report concerning the results of his/her investigation. In determining whether the alleged conduct violates this Policy, the totality of the circumstances, the nature of the conduct, the student’s history, and the context in which the alleged conduct occurred will be investigated. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this Policy. A copy of the investigation materials and completed report will be maintained by the Director for no less than four years from the

date of the completed report. To the extent permitted under the Family Educational Rights and Privacy Act (FERPA)(to protect the privacy of the accused student) the Director will notify the parents/guardians of the accused student and the victim of the outcome of the investigation, but shall not provide a copy of the written report. The Director or designee shall notify the parent or guardian about a determination that their student has committed an act violating this Policy, and the consequences for the student's actions.

E. *CONSEQUENCES*. Verified Bullying/Harassment/Cyberbullying/Hazing/Violence conduct shall result in intervention by the Director or his/her designee that is intended to ensure that this Policy is enforced. The Director will use Progressive Discipline approaches appropriate to the situation to address Bullying/Harassment/Cyberbullying/Violence, and/or may impose other disciplinary consequences. The level and severity of the prescribed consequence shall be determined by the Director. All consequences shall be designed to (a) appropriately correct the bullying behavior; (b) prevent another occurrence of bullying or retaliation; (c) protect the target of the bullying; (d) be flexible so that, in application, the consequences can be unique to the individual incident and varied in method and severity based on the nature of the incident, the developmental age of the student who is bullying, and any history of problem behavior from the student who is bullying; and (e) for cyberbullying incidents, use the least restrictive means necessary to address the interference with the student's ability to participate in or benefit from the services, activities or privileges provided by the school, to the greatest extent possible. Certainly, repeated offenses will warrant increasingly severe consequences, up to and including suspension/expulsion.

F. *CONSEQUENCES FOR KNOWINGLY MAKING FALSE REPORTS*. False allegations against another student, member of the faculty or staff, or others, pursuant to this Policy shall be regarded as a serious offense and will result in disciplinary action or other appropriate sanctions.

G. *RETALIATION*. Retaliation against an individual who witnesses, orally reports or files a written complaint regarding Bullying/Harassment/Cyberbullying/Hazing/Violence, or who acts as a witness, participates in or cooperates with an investigation of such, is prohibited.

H. *APPEAL*. A student accused or bullying/harassment/cyberbullying/hazing/violence, or a student who is the target, who is not satisfied with the outcome of the Director's/administrator's investigation may appeal the investigation report's conclusions to the CAIS Governing Council in the manner described in the CAIS Grievance Policy (See page 23 in this handbook.).

I. *ANTI-BULLYING INCLUDED IN HEALTH EDUCATION CURRICULUM*. Anti-bullying education shall be included in the School's health education curriculum, in accordance with health education content standards with benchmarks and performance standards as set forth in NMPED regulation 6.30.2.19 NMAC.

J. *DISSEMINATION OF POLICY*. Parents and Staff will be reminded at the beginning of each school year about this policy as well as their responsibilities regarding preventing and reporting Bullying/Harassment/Cyberbullying/Hazing/Violence. A copy of the policy will be disseminated annually and be posted on the School's website.

K. *TRAINING*. All School employees, and regular volunteers with significant contact with students shall complete annual training on bullying, harassment, hazing, violence and cyberbullying prevention. New employee training shall incorporate training on this Policy and procedures.

L. *STUDENT SAFETY SUPPORT PLAN*. The school shall develop a student safety support plan for students who are targets of conduct prohibited by this policy that addresses safety measures the School will take to protect targeted students against further acts of bullying/cyberbullying/harassment/hazing/violence.

M. *ANNUAL REPORTING*. The School shall report aggregate incidents of bullying/harassment/cyberbullying/violence as required under applicable federal or state laws, along with the School's responses to these incidents, and shall report this information annually to the NMPED in the form and content required by NMPED.

N. *PUBLICATION*. This Policy shall be made available on the CAIS school website:

The School's Director shall be the point of contact for any bullying-related concerns, or other concerns relating to this Policy. Parents and students shall be informed about this Policy at least annually, through student handbooks and the School's website.

## **THREATS OF VIOLENCE**

1. Threats of violence toward other students, school staff, or facilities are prohibited and may result in suspension or expulsion, regardless of whether the student has previously engaged in such conduct.
2. All employees and students are required to report evidence of threats of violence to the director. Such reports shall be investigated by the director or designee. All such reports shall be documented by the director.
3. In cases of threats that may constitute a violation of criminal law, the director or designee shall notify law enforcement authorities, when it is substantiated through the use of the threat assessment tool.
4. If the director finds a significant behavior violation upon investigation, the student(s) who are charged with violation of this policy shall be placed on short-term suspension pending investigation of the charge(s). Those found, through a due-process hearing, to have violated this regulation shall be subject to discipline, including long-term suspension or expulsion. For Students receiving Special Services, administration will consult with the special education staff regarding the appropriate process.

## **CLASSROOM OBSERVATIONS**

Parents and other visitors are welcome observers in the classroom. When observing, we ask that you come in and watch quietly, like a "fly on the wall." This will give you the truest perspective on how the classroom operates. Before observing, all visitors must check in at the school office. If visitations and observations become a distraction to the instruction of students, the school administration has the authority to limit the frequency or number of visits or visitors. Classroom observers must be supervised by CAIS personnel at all times, and must follow all School rules and directives of CAIS staff.

## **CONCERN and COMPLAINT (GRIEVANCE) PROCEDURES**

If you have a concern or complaint, we welcome your constructive criticism. We would hope that any complaint will be resolved at the point of origin. If that does not happen, please follow these steps:

### **Step 1 Teacher/Employee**

Completely fill out the complaint form (available at the front office) and submit it directly to the involved party (i.e. teacher/employee) with a copy for the person's supervisor. *Please provide written documentation describing dissatisfaction, before you proceed to the next step.*

### **Step 2 Director/Supervisor**

If you are not satisfied with the disposition of the complaint at Step 1, notify in writing your response to the director/supervisor. Request their assistance in resolving the issues. *Please provide written documentation describing dissatisfaction, before you proceed to the next step.*

### **Step 3 All Involved Parties**

If not satisfied with the disposition of the complaint at Step 2, request the director/supervisor to designate an alternate person to assist in resolving the issue through mediation. *Please provide written documentation describing dissatisfaction, before you proceed to the next step.*

#### **Step 4 Governing Council**

If not satisfied with the disposition of the complaint at Step 3, appeal your complaint in writing to the Cien Aguas International School Governing Council Chairperson. Some issues/complaints are not appropriate to take to the Governing Council and will not be addressed through this policy/procedure, such as complaints that are addressed through other processes (e.g., student discipline, suspensions/expulsions, employee discipline/hiring/termination decisions, etc.)

#### **CUSTODY ISSUES**

The school office personnel and classroom teacher should be notified of any custody issues involving your child. This notification should be written, CERTIFIED court documents, which clearly state who has custody, who may have access to your child, and any changes in the situation. The school cannot deny access to a custodial parent unless there are CERTIFIED court documents provided which clearly limit such contact/access. Please update the court documents as they are made available. Additionally, please make sure you regularly update, with the office, the list of emergency contacts and persons able to pick up your child. Teachers will contact both custodial parents at parent-teacher conference time.

#### **DECISION-MAKING**

##### *Governing Council*

Cien Aguas International School is a charter school currently authorized by the Albuquerque Public School District. Its Governing Council is accountable to the authorizer as well as to the New Mexico Public Education Department. The Governing Council governs Cien Aguas in accordance with the Charter Schools Act and all other applicable federal and state laws and regulations, and pursuant to the bylaws the Council has adopted.

The Governing Council holds collective authority over the school. Individual Council Members do not hold authority over the school. The Governing Council works to fulfill the mission of Cien Aguas International School. Its major roles and responsibilities include approving all major educational and operational policies, approving all major contracts, approving the school's annual budget, overseeing the school's fiscal affairs, and selecting and evaluating the School Director. The Governing Council does not run or manage the day-to-day affairs of the School; this is the responsibility of the School Director.

The Board is composed of 5-7 members appointed for 3-year terms, and follows a traditional decision-making model in which each Board Member has one vote. A majority vote of a quorum of the Governing Council carries any issue. A quorum is defined as a simple majority of the Board. The Governing Council meets monthly, and in accordance with the Open Meetings Act, all meetings are open to the public.

See the Cien Aguas Governing Council By-laws posted on the school website for more information.

Appointments to the Board, or committees of the Board, are made by the Board when members leave or finish their terms of service. The process begins with an application to the Nominating Committee of the Board. Interested parents and community members are encouraged to contact the Chair of the Board for an application. Board and committee members are selected based on the match between their skills and the needs of the Board, their commitment to the Cien Aguas charter, and their ability to work well with the group.

### School-Site Decision-Making

The School Director reports to the Governing Council and is responsible for the supervision and evaluation of all other Cien Aguas staff. The Director works with the school's Instructional Council to implement the Cien Aguas instructional program, as described in the Cien Aguas Charter. Together, the Director and Instructional Council have decision-making power at the school level over issues which relate to curriculum, instruction and school climate.

- The Instructional Council consists of (at a minimum) representatives of the school staff including the School Director, Assistant Director, Curriculum Coordinator, and Reading Specialist. IC members must hold a Level Two instructional license (unless nobody of this qualification is available to serve in a given role.)
- The IC will make decisions by consensus whenever possible. Failing consensus, it will make decisions by majority vote.
  - The School Director has veto power over IC decisions.
- The IC may appeal a Director veto to the Governing Council. The Board will hear arguments from both sides. The decision of the Governing Council is final.
  - The IC may deny a request of the Director to implement a given policy or policy change. In the case of a “no” vote of the IC, the Director may appeal the decision to the Governing Council. The Governing Council will hear arguments from both sides. The decision of the Governing Council is final.

## **DISCIPLINE POLICY**

### **MISCONDUCT**

Any student who violates school policy or procedures by engaging in conduct that is in conflict with school policies or directives, who engages in behavior which disrupts or has the potential to disrupt the educational process, who refuses to cooperate with school personnel, and/or who engages in conduct which endangers or reasonably threatens to endanger the health and safety of students, school personnel, or others for whose safety the school is responsible, will be subject to disciplinary action.

The school will impose discipline in accordance with current state regulations. Administrative response to misconduct/unacceptable behavior may vary, depending upon which administrator handles an infraction; however, every effort shall be made to respond consistently and appropriately to each infraction. The School will make a good faith effort to notify the parents or legal guardian of the student in any circumstances where the school's disciplinary response will exceed administrator/student contact.

Students whose presence poses a continuing danger to persons or property or an ongoing threat of interfering with the educational process may be immediately removed from school pursuant to the process outlined in "Suspension/Expulsion", below.

### **SUSPENSION/EXPULSION**

Suspension is the removal of a student from a class or classes and all school-related activities for any period of time and includes long-term removals up to one year or longer.

- The school administration must provide written notification to each of a student's teachers and to the Student's parents/legal guardians within one (1) school day of imposing *any* form of suspension.
- The school administration must keep on file a copy of the notification for any suspension occurring during a school year.
- The Director is responsible for notification, compliance and documentation.

#### **Short-Term Suspension**

Short-term suspension will be at the discretion of the Director and will address unsafe behaviors and those that disrupt the educational process. Short-term suspension will be limited to no more than ten (10) days.

#### **Long-Term Suspension**

Long-term suspension is defined as the removal of a student from instruction and off school-related activities for more than ten (10) days and up to the balance of the semester or longer in cases which are near the end of a given semester.

- A student receiving a long-term suspension will lose credit for the semester.
- A student may be given the opportunity for a due process hearing prior to suspension. See "Due Process", below. .
- The student may, at his/her expense, choose to be represented by an attorney at the hearing.



At the Director's discretion, students may be suspended pending a due process hearing.

**Students can be long-term suspended for serious violations or offenses, including but not limited to, the following:**

- Weapons
  - Possession, use of or threatening with a knife or other instrument with intent to cause bodily harm
  - Sale or furnishing of weapons (gun, sharp object, club, or an object that could inflict serious bodily injury)
- Arson
  - Starting a fire resulting in injury to a person
  - Starting a fire resulting in serious damage to property over \$200.00.
- Drug Dealing or Distribution
  - Possession with intent to distribute alcohol or drugs, other illegal substances or look-alikes
  - Repeated use and/or possession of drugs, alcohol, or any intoxicant
- Harassment
  - Any gesture or written, verbal or physical act that is reasonably perceived as being motivated by any actual or perceived characteristic, such as race, religion, national origin, sex, or disability.
  - Any of the above that will have the effect of harming a student or damaging a student's property, placing the student in reasonable fear of harm to his or her person, including the initiation process referred to as **hazing**, or has the effect of causing a disruption to the educational process

#### Acts of Violence

- Cause of attempt to cause physical injury to a staff member
- Bomb threats
- Repeated fighting
- Causing physical harm to another person
- Rioting or gang fighting

### Expulsion

Expulsion is the removal of a student from Cien Aguas International School for a period exceeding one (1) semester. In some cases, expulsion may be a permanent removal from this school.

- A student receiving an expulsion will lose credit for the semester in which the expulsion occurs.
- A student must be given a due process hearing prior to expulsion. See "Due Process", below.
- The student may, at his/her own expense, choose to be represented by an attorney at the hearing.

### Gun Free Schools Act

The Gun Free School Act provides for a mandatory expulsion of a period of not less than one year for a student who is determined to have brought or to have possessed a firearm or explosive device at school or any setting that is under the control or supervision of school officials.. All school-related incidents of firearm possession must be reported to the Albuquerque Police Department.

### Referral for Legal Action

- Any illegal action by a student taking place at school or a school-sponsored or school-related activity will be referred to the appropriate authorities or law enforcement agency. New Mexico law requires that, if

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

### **Suspension from Extra-Curricular Privileges**

Students may be removed, at the discretion of the Director, from any part or all of extra-curricular privileges for time periods up to one (1) full calendar year.

- Participation in extra-curricular activities is a privilege offered to and earned by students.
- Student conduct is expected to exemplify high standards at all times.

**Participation in extra-curricular activities is not a student right, and suspension of such privilege does not require a due process hearing procedure.**

#### **Due Process:**

1. **Short-Term Suspension:** A student facing in-school or out-of-school suspension for fewer than ten (10) days is not entitled to a formal hearing, but is entitled to notice and an opportunity to be heard as follows:
  - a. Before the student is placed on short-term suspension, the student shall meet with the Director or designee and shall be informed of the charges against him or her and, if (s) he denies them, shall be told what evidence supports the charge(s). The student shall be given an opportunity to present his or her version of the facts and refute the charges in that meeting. The administrative authority is not required to divulge the identity of informants, although (s) he should not withhold such information without good cause. The Director or designee shall disclose the substance of all evidence on which (s) he proposes to base a decision in the matter. The meeting may be an informal discussion and may follow immediately after the notice of charges is given.
  - b. If the student denies the charge(s), the Director or designee may delay the suspension in order to conduct further investigation, but is not required to. The discussion with the student may take place and a temporary suspension may be imposed within minutes after the alleged misconduct has occurred.
  - c. If the student's continued presence endangers persons or property or threatens disruption of the academic process, the student shall be immediately removed from school without notice and/or opportunity to be heard, but shall be given such notice and opportunity to be heard in a meeting scheduled within one school day thereafter. If no such meeting has been or can be scheduled within that timeframe, the student shall be reinstated to school until such time as the meeting can occur.
  - d. The administrative authority is not required to allow the student to secure counsel, to confront or cross-examine witnesses supporting the charge(s), or to call witnesses to verify the student's version of the incident, but none of these is prohibited.
  - e. The school shall make reasonable efforts to inform the student's parent or guardian of the charges against the student and the possible or actual consequence as soon as practical. If the school has not communicated with the parent/guardian by telephone or in person by the end of the first full day of

suspension, the school shall on that day mail a written notice with the required information to the parent/guardian's address of record.

- f. Decisions to impose a short-term suspension may be appealed to the Governing Council by the student and/or his/her parent, pursuant to the informal "Complaint/Concern" procedures described above.
2. Long-Term Suspension or Expulsion: A student recommended for long-term suspension (more than ten (10) days) suspension may, in writing, request a hearing before a third-party Hearing Officer designated by the Governing Council. A student may waive his or her right to a long-term suspension hearing, or the parent/guardian may choose to waive the student's right to a hearing before the Hearing Officer. Expulsion hearings are required and cannot be waived.
- a. Hearing Officer and Transcript.
    - (i) The Hearing Officer is the person designated by the school Governing Council to hear recommendations for long-term suspensions and expulsions
    - (ii) A transcript of the proceedings before the Hearing Officer shall be recorded and kept at the school for a period of one year, after which the transcript will be destroyed, except in cases of expulsion where records are kept for longer periods
  - b. Hearing Officer Procedure.
    - (i) Notice. If a hearing is requested or required, school authorities shall prepare and serve the student and his/her parents or legal guardians with a written notice of the long-term suspension or expulsion, and the date, time, and place of the hearing thereon, hand-delivered or by certified mail, return receipt requested. The notice shall contain notice of the school rule(s) alleged to have been violated, a concise statement of the alleged acts of the student, a statement of the possible penalty, the date/time/place of the hearing, a statement that both student and parent are entitled and/or urged to be present, a clear statement that the hearing will take place as scheduled unless the Hearing Officer grants a delay, a clear and conspicuous warning that a failure to appear will not delay the hearing and may lead to the imposition of the proposed penalty by default, a statement that the student has the right to be represented at the hearing by legal counsel, a parent or some other representative designated in a written notice filed at least 72 hours before the hearing, a description of the procedures governing the hearing, the name/business address/telephone number of a contact person through whom the student/parent/representative may request a delay or seek further information, and any other information/materials/instruction deemed appropriate by the administrative authority preparing the notice. The school shall provide copies of documents supporting its actions and a list of witnesses to the student and his/her parents/legal guardians at least two (2) working days in advance of the hearing.

- (ii) Scheduling. The hearing shall be scheduled no sooner than five (5) days and no later than ten (10) school days from the date of receipt of notice by the parents or legal guardians.
- (iii) Burden of Proof.
  - The hearing is not a legal proceeding, and formal rules of evidence shall not govern the conduct of the hearing.
  - The burden of proof of misconduct is on the school authorities.
- (iv) Witness and Time Limits.
  - The student may, at his/her own expense, choose to be represented by an attorney during the hearing.
  - The student or his/her counsel may present evidence and shall have the right to call witnesses on his/her behalf and to question witnesses against him/her.
  - The school authorities including legal counsel, shall have the right to call witnesses and to question any witnesses who testify.
  - The Hearing Officer must schedule adequate time to hear the matter but may impose reasonable time limits on the parties' presentations.
- (v) Failure to Appear.

If no one has appeared on the student's behalf within a reasonable time after the announced time for the hearing, the Hearing Officer shall determine whether the student, through the parent, received notice of the hearing. If so, the Hearing Officer shall review the school's evidence to determine whether it is sufficient to support the charge(s) of misconduct.

Decision of Hearing Officer.

- (i) The Hearing Officer shall determine first whether the alleged act(s) of misconduct have been proved by a preponderance of the evidence presented at the hearing. If the misconduct is so proved, the Hearing Officer then shall decide upon the appropriateness of the disciplinary action taken, or in the case of a proposed expulsion, whether expulsion is appropriate.
  - (ii) The Hearing Officer may request additional evidence from the parties and may receive that additional evidence after the formal hearing.
  - (iii) All parties shall have the right to comment in writing upon any additional evidence submitted. Any such commentary shall be submitted within five (5) days of submission of the additional evidence.
  - (iv) The Hearing Officer shall serve its written decision on the parties stating its findings, conclusions and implementations, by certified mail, return receipt request and/or by hand-delivery, within five (5) school days after hearing, receiving and considering all the evidence and arguments.
  - (v) The Hearing Officer's decision shall take effect immediately upon notifying the student and his/her parent/guardian and shall continue in force during any subsequent appeal.
- d. Appeal to the Governing Council Due Process Committee.
- (i) The student, parent, or guardian may appeal the decision of the Hearing Officer to the school Governing Council Due Process Committee by serving a written Notice of Appeal to the Council President or designee within five (5) days after the Hearing Officer's decision has been served.
  - (ii) The Governing Council Due Process Committee shall be a three-member committee composed of and appointed by the members of the Governing Council to hear due process appeals in the long-term suspension/expulsion context.
  - (iii) The Due Process Committee shall then review a summary of the transcript within ten (10) calendar days.
  - (iv) No new information shall be considered in the appeal, unless the student persuades the Governing Council Due Process Committee that a finding of fact was arbitrary, capricious or unsupported by substantial evidence, or that new evidence which has come to light since the hearing and which would not with reasonable diligence have been discovered in time for the hearing would manifestly change the factual determination. Upon any such finding, the Due Process Committee shall have the discretion to receive new evidence, reconsider evidence introduced at the hearing or conduct a

de novo hearing. In the absence of such finding, the review shall be limited to an inquiry into the appropriateness of the penalty imposed.

- (iv) After reviewing the record and all materials presented at the hearing before the Hearing Authority, the Due Process Committee shall render a decision within fifteen (15) school days after a student's written request for review is received, which affirms, overrules, or modifies the decision of the Hearing Authority.
- (v) The severity of any sanction previously imposed may not be increased on appeal.
- (vi) The Due Process Committee decision is the final administrative action to which a student is entitled.

### **Disciplinary Considerations for Students with Disabilities under *Individuals with Disabilities Act (IDEA)***

Special education students are not immune from the school's disciplinary process once placement procedures are properly followed.

**Immediate removal** of students whose presence poses a continuing danger to persons or property or an ongoing threat of interfering with the educational process may be immediately removed from school pursuant to the process outlined in the "Suspension/Expulsion" section herein.

**Temporary suspension** (of not more than 10 consecutive school days) of students with disabilities may be imposed in accordance with the "Suspension/Expulsion" section herein, provided that the student is returned to the same educational placement after the temporary suspension, and unless a temporary suspension is prohibited pursuant to the student's IEP. Students may be suspended, or removed to an appropriate interim alternative educational setting or another setting, for not more than 10 consecutive school days. Additional removals of not more than 10 consecutive school days may occur in the same school year for separate incidents of misconduct, as long as those removals do not constitute a change in placement pursuant to 34 CFR Sec. 300.536.

**Removal to Interim Alternative Educational Setting.** In accordance with 34 CFR Sec. 300.530(g) and (i), school personnel can remove a student to an interim alternative educational setting for not more than 45 school days without regard to a manifestation determination (described below), if the student (1) carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function; (2) knowingly possesses or uses illegal drugs, or sells them at school; (3) has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function. The student's IEP team determines the interim alternative educational setting for services.

**Long-term suspension/expulsion.** Since the exclusion of a student with a disability from his/her education program for more than a total of ten (10) days during a school year may constitute a significant change in placement, the following considerations must be addressed:

- when considering long-term suspension or expulsion, an Individualized Education Program (IEP) Team must first determine whether the behavior of concern is a manifestation of the student's disability.
- to determine if the conduct in question is or is not a manifestation of the student's disability, the IEP Team must determine:

- If the conduct in question was a direct result of the school's failure to implement the IEP; or
- If the conduct in question was caused by, or had a direct and substantial relationship to the child's disability.
- if the IEP Team determines that the behavior is related to the student's disability, then no further disciplinary proceeding shall occur. Recommendations: Review IEP, add services and support, develop/update FBA/BIP, and/or change services if appropriate.
- if the IEP Team determines that the behavior is not a manifestation of the student's disability, disciplinary actions may be taken in accordance with the procedures in Section VI herein, provided that a student with a disability who is removed from the student's current placement continues to receive special education and related services as provided in 34 CFR Sec. 300.530(d).
- Should the disciplinary procedures include long-term suspension or expulsion, the school must continue to provide educational services, including access to the general education academic curriculum, as determined by the IEP.
- Any suspension that excludes a student from his/her IEP services must be counted when calculating the total number of suspension days (up to 10 cumulative days or beyond the ten days may constitute a change of placement).
- The decision to change a student from his/her IEP placement must be made on an individual basis..
- Cien Aguas International School will follow the federal guidelines regarding the provision of educational continuation services for suspended special education students.
- Special education students are entitled to a due process hearing if long-term suspension or expulsion is recommended.
- On the date on which the decision is made to make a removal that constitutes a change of placement of a student with a disability because of a violation of a code of student conduct, the school shall notify the parents of that decision, and provide the parents the procedural safeguards notice described in 34 CFR Sec. 300.504.

### **Appeals**

The parent of a student with a disability who disagrees with any decision regarding a disciplinary-related placement or the manifestation determination, may appeal the decision by requesting a hearing. If school administration believes that maintaining the current placement of the student is substantially likely to result in injury to the student or others, the school likewise may appeal the decision by requesting a hearing.

### **Disciplinary Considerations for Students under Section 504**

Students with 504 accommodations are not immune from the school's disciplinary process once identification and placement procedures are properly followed. Students with 504 accommodations being considered for removal from school for 10 or more days must receive a manifestation determination review prior to action. The committee must determine if the conduct in question was caused by or had a direct and substantial relationship to the student's disability. If yes, was the conduct in question the direct result of the school's failure to implement the student's 504 Plan? If the behavior is a manifestation of the disability, any disciplinary recommendation for a change of placement should be withdrawn. If the behavior is not a manifestation of the disability, the student may be disciplined in the same manner as non-disabled students.

**Section 504 Procedural Safeguards** Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. Sec. 706(8)) states: "No qualified individual with a disability shall, solely on the basis of his or her disability, be denied

participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.”

- The parent/guardian shall be notified in writing of all school decisions concerning the identification, evaluation, or educational placement of his/her child.
- The parent/guardian shall be notified that he/she may examine relevant records.
- The parent/guardian shall be notified before any significant change in placement occurs.
- The parent/guardian may obtain copies of educational records at a reasonable cost unless the fee would effectively deny him/her access to the records.
- The parent/guardian may request amendment of his/her child’s educational records if there is reasonable cause to believe that they are inaccurate, misleading or otherwise in violation of the privacy rights of his/her child. If the school refuses this request for amendment, it shall notify the parent within a reasonable period of time, and advise him/her of the right to a hearing.
- Parents/guardians, or the student, if 18 or over, who dispute the school’s decision with respect to actions regarding the identification, evaluation, or educational placement of a student or regarding harassment related to disability under Section 504 requirements, shall have the following means of dispute resolution, each of which may be used in any order:
  - o File a written complaint, which specifies the problem and the resolution requested, with the Director. If the concern is resolved informally, the Director/Designee will document that resolution and provide copies to the parent.
  - o Request an impartial Section 504 Due Process Hearing, with the opportunity for participation by the parent/guardian and legal counsel (if desired). The request shall be in writing to the Governing Council chairperson, including a description of the specific concern and proposed remedy. The Governance Council shall appoint an unbiased hearing officer to hear the matter. The hearing shall be convened within ten (10) working days after the written complaint is received, unless both parties agree to postponement. The hearing shall follow this format:
    - An opening statement by each party;
    - Testimony and evidence presented by each party with opportunity for cross-examination; and closing statement by each party;

The hearing officer shall provide both parties with a written response within twenty (20) working days of the last day of the hearing.

- o File a written complaint with the Office for Civil Rights, Department of Education, Region VIII, Federal office Building, 1244 Speer Blvd, Suite #310, Denver, Colorado 80204-3582.
- o File a civil suit.

## **DRESS CODE**

### *DRESS STANDARD*

This school dress standard is intended to keep students safe and focused on learning. It reflects the purpose, values and the educational mission of the school. Students are required to respect the rules of dress every day while they are at school or on a school trip. Parents and school staff have a common interest in the educational, physical and ethical development of students. Students are required to adhere to a standard of dress and grooming, to promote a positive, learning-focused, safe and healthy school.

1. The responsibility to interpret and enforce the dress standard rests with the school staff and finally, the school Assistant Director or Director.
2. All visitors are asked to respect the school dress and grooming standards of the school.



3.No discussions around dress standards will be framed to shame any student.

Students are to come to school dressed appropriately for participation in instruction and physical activities. Clothing should be comfortable, clean and not a distraction to others. Before your child walks out the door, please make sure your student is wearing safe and appropriate clothing for Cien Aguas International School. The following guidelines should be considered by families when purchasing clothing for school:

Standards:

1. Clothing may not present a hazard to health or safety.
2. Clothing may not violate municipal or state law.
3. Clothes and appearance should not pose the potential to disrupt the educational process due to profanity, obscenity, vulgarity, references to drugs, including alcohol and tobacco products, violence, sexual references, or statements or symbols disrespectful to the background, beliefs, or the ability of others.
4. Any clothing that allows undergarments to be seen due to size, length, transparency or damage should not be worn.
5. Droopy pants that reveal underwear or any part of the body below the hip bone should not be worn.
6. Dresses and skirts including openings which allow undergarments to be viewed, for instance, while participating in PE should not be worn.
7. Shorts that restrict movement or do not allow for comfortable sitting, bending, or running are not appropriate for activities at school.
8. Pajamas (top or bottom) should not be worn, unless it is a sanctioned school function, ie, 'pajama day.' In general, clothing for a special event (like a costume) is allowed if approved by the school.
9. Bandanas, and hairnets or any article of clothing that may be affiliated with or promote gang activity, should not be worn due to promoting potential conflicts (but see 'Hairstyles', below).
10. Jewelry that is provocative and/or chain belts, wallet chains and long belts that might endanger students should not be worn.
11. Safe and appropriate shoes for the weather, classroom activities and other conditions must be worn at all times on campus and in buildings. Heelys or skate shoes and flip flops are too dangerous.
12. Coats or jackets should be hung in classrooms (teacher discretion).
13. Student hygiene should be adequate and not cause a distraction to the educational process.
14. Hats are allowed in the classroom, and at the discretion of the teacher. Sunglasses and hoods cannot be used inside buildings, but are allowed when out on the playground.

**Interpretation of the dress standard shall not create shaming, gender inequality or racial or religious discrimination. Dress standard deviations should first be treated as a learning opportunity as the dress code reflects the school's values and desire to keep students safe and focused on learning.**

**Subsequent deviations may result in the following consequences:**

***A verbal warning, written warning, call to the student's home requesting a change of clothes, wearing donated clothes available in the office, etc.***

## **ELECTRONIC DEVICES** (Cell phones, tablets, laptops, gaming devices, etc.)

Cien Aguas recognizes that electronic, bluetooth devices are widely accessible to students at home and are often seen as important for communication with their families before and after school hours. Students are not allowed to use their own electronic, bluetooth devices at school from the time they arrive until the end of the academic day or end of participation in the after school program. Therefore, such devices may be in the possession of students while on campus subject to the following rules:

- Cien Aguas will not be responsible for loss of an electronic device or damage to it, and will not expend resources in the search for missing devices.
- They must be kept OFF and completely out of sight during the instructional day.
- If devices are seen during unauthorized times, they will be confiscated.
  - First offense: the device will be turned in to administration and returned to the student at the end of the day.
  - Second offense: the device will be turned in to the administration and only returned to a parent after conferencing with them.
  - Third offense and subsequent offenses with other devices: Device will be confiscated for the remainder of the year and/or student will be subject to disciplinary action.

## **FERPA (Family Educational Rights and Privacy Act) Policy**

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("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 of the day the School receives a request for access.

Parents or eligible students should submit to the School director or director's designee a written request that identifies the record(s) they wish to inspect. The director or designee will make arrangements 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 School to amend a record should write the School director or designee, 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 advise them 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 privacy of personally identifiable information in 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. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Governing Council; a person or company with whom the School has outsourced services or functions it would otherwise use its own employees to perform (such as an attorney, auditor, medical consultant, or therapist); a parent or student serving 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 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 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

## **FOOD**

Food brought to school should be nutritious and appropriate in quantity. To prevent the spread of germs, and to avoid unfairness, food should not be shared with other children. Food that is brought to share must be with the teacher's permission, and must be sufficient in quantity for the whole class. Food from home should be eaten at mealtimes only. It does not belong in class or at recess.

## **GRADE CHANGE POLICY**

Teachers must diligently maintain records that justify the final course grade awarded a student. Assuming due diligence on the part of the teacher, and that no mistake or clerical error has been made in the tabulation of grades, every student is ultimately responsible for the grade that he/she is awarded.

Changes to a test grade or a class assignment grade, once issued by the teacher, may occur only where there has been a clear mistake, clerical error or misidentification of the student by the teacher. The teacher who issued the test or assignment grade may change or direct the changing of the grade due to a clear mistake, clerical error, or misidentification. Requests for grade changes on tests or class assignments shall be handled between the student and the teacher, with the teacher being the final determinant of the decision. The teacher shall document the justification for the test grade or class assignment grade change. Nothing in this policy is intended to apply to grade changes for statewide tests used to determine adequate yearly progress or graduation from high school. If there is a need to change a grade or result on such state-mandated testing due to a clearly clerical mistake as where a student has been misidentified, the Director shall promptly notify the assessment and accountability division of the Public Education Department for guidance.

Changes to course grades may be made by a teacher where there has been a clear mistake or clerical error in the tabulation or misidentification of the student. Such course grade changes must be brought to the attention of, and approved by, the Director, upon authorization and proper documentation by the teacher.

A parent/guardian who requests a course grade change shall utilize the following procedure:

1. The student/parent must complete and submit to the Director a signed, written "Grade Change Request" form stating reasons for the course grade change request, within five days of receipt of the course grade.

2. Upon request, the student/parent will be permitted to review any available records and documents belonging to the student related to the determination of how the grade was awarded.
3. The Director will consult with the teacher to determine if there has been any clear mistake or clerical error, or if there has been any misidentification of the student.
4. In further consultation with the teacher, the Director will determine if a change in final course grade is merited for any other justifiable reason, such as extenuating circumstances articulated and demonstrated by the student/parent, additional graded work submitted by the student, additional or make-up testing, or other meaningful criteria that can be verified.
5. The teacher who issued the course grade shall provide to the Director his/her reasons to support or oppose the requested grade change and shall not be pressured into or retaliated against for making a certain recommendation.
6. As part of fact-finding, the Director will meet with the student/parent and the teacher, together or separately, to determine the validity of the student's/parent's request.
7. A written, signed response which includes the Director's findings and decision will be provided to the student/parent within five days of the meeting. The response shall include whether the request is denied or allowed and the grade entered if allowed. If a grade change is allowed, the Director's response shall articulate the reasons and basis for the grade change.
8. The Director will be the final determinant of the decision.
9. If the Director decides that a grade change is merited, in addition to the student or parent, the Director shall comply with any NMPED notification requirements.
10. If the Director decides that a course grade change is merited for a particular student, the grade change must be equally available and applied to all students who are similarly situated.
11. The "Grade Change Request" form and a copy of the Director's decision shall be placed in the student's permanent cumulative record file. The student/parent may request of the Director that the documents be removed and destroyed upon the student transferring or graduating from the school. The Director has full discretion in complying with the student's/parent's request.

Due to the urgent nature of determining whether a grade change is merited, the timelines established herein shall be considered maximums.

Cien Aguas International School shall strictly adhere to FERPA in administering this Grade Change Policy. Under no circumstances will the identity of the student involved in the grade change request be made known publicly, and confidentiality involving the request and the identity of the student will be maintained among those personnel involved in addressing and processing the grade change request. Additionally, the identity of any other students whose grades may be used for comparison purposes shall not be disclosed publicly, or to the student/parent making the grade change request. Adherence to FERPA requirements and regulations regarding student records and information shall be required of all school personnel.

This Grade Change Policy in no way limits or eliminates the rights afforded to parents under federal regulations 34 CFR Sections 300.618 through 300.621 under the Individuals with Disabilities Education Act, and 34 CFR Sections 99.20 through 99.22 under FERPA, both as they relate to amendment of a student's educational records.

## **HAIRSTYLES**

CAIS shall not discriminate against a student, discipline a student, or impose disparate treatment of a student, because of a student's race, religion or culture or because of a student's use of protective hairstyles or cultural or religious headdresses. As used in this provision,

- (1) “cultural or religious headdresses” includes hijabs, head wraps or other headdresses used as part of an individual's personal cultural or religious beliefs;
- (2) “protective hairstyles” includes such hairstyles as braids, locs, twists, tight coils or curls, cornrows, bantu knots, afros, weaves, wigs or head wraps; and
- (3) “race” includes traits historically associated with race, including hair texture, length of hair, protective hairstyles or cultural or religious headdresses.

## **HOLIDAYS**

Celebration of holidays will be limited at Cien Aguas. Attention to national and cultural holidays will generally be limited to cases in which they fit into the curriculum at a given grade level (for example, MLK Day could be studied as part of a unit on heroes, or Day of the Dead as part of a unit on holidays around the world.) Classroom celebrations of cultural holidays will be at the discretion of the teacher, taking into account the cultures and beliefs of their students, and will not pre-empt the regular instructional program. School-wide holiday celebrations will be decided upon, and coordinated, by the school's Instructional Council. Religious holidays will not be celebrated at Cien Aguas.

## **HOMELESS CHILDREN AND YOUTH.**

Children and youth who are: sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; living in motels, hotels, trailer parks or camping grounds due to lack of alternative adequate accommodations; living in emergency transition shelter; abandoned in hospitals; have a primary nighttime residence that is a public or private place not designated for, or ordinarily used as, a regular sleeping accommodation for human beings; living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; or migratory children who qualify as homeless because they are living in circumstances described above, have certain rights under the McKinney-Vento Homeless Assistance Act of 2001, 42 USC Section 1142(g)(1)c), and under New Mexico. Please see the School's liaison for homeless students, Srita. Jill Malkiewich at [jmalkiewich@cienaguas.org](mailto:jmalkiewich@cienaguas.org), and the School's Homeless Student/McKinney-Vento Act policies and procedures, for more information about support, services, admission, enrollment, and other matters relating to homeless children and youth.

## **HOMEWORK**

The body of research shows that homework can have positive effects on student achievement if it is designed carefully, given for the right reasons and in appropriate quantities. However, there is also research indicating that inappropriate homework can damage student morale and achievement, especially at lower grade levels. Therefore Cien Aguas holds the philosophy that homework has its uses, but that over emphasis on homework, especially in the early grades, can lead to counter-productive burdens on students and teachers. Cien Aguas instructional leaders will be happy to share summaries of relevant research with parents.

Cien Aguas teachers may assign homework for the following reasons:

- To develop study habits
- To share with families what students are learning?
- To give families ways to participate in their children's schooling
- So that children make time to read and write, and pursue ongoing personal projects in the privacy of their own homes
- To practice skills or review content learned at school

In the elementary grades (K-5), homework will not be a central piece of the academic program, will not be used for extra credit or for punishment, and will only have a limited role in practicing academic content, or making up for missed class time. The primary role of Cien Aguas parents in their children's homework will be to engage in interactive assignments when given, and to support the development of their children's study habits (especially in the early grades.) Parents will not be expected to teach content to children nor do they need to speak or understand two languages.

Parents who wish to supplement their children's education by working with them more extensively at home are invited to communicate regularly with the teacher in order to coordinate the work they are doing at home with their children's schoolwork.

In the middle school grades (6-8), the amount of homework will increase. Students will be expected to complete assignments independently at home, study for tests, and work on projects. The primary role of Cien Aguas Parents should be to help their children keep track of assignments and deadlines.

### **Homework Expectations by grade:**

- Kinder: 2-3 times weekly
- 1st Grade: 20 min. nightly
- 2nd Grade: 20-30 min. nightly
- 3rd Grade: 30 min. nightly
- 4th & 5th Grade: 45 min. nightly
- 6th-8th Grades: 1 hour nightly

## **MAKE-UP WORK**

The Cien Aguas curriculum is dynamic and interactive. There is no make-up work that can fully substitute for missed class time. For this reason, Cien Aguas puts an emphasis on **excellent student attendance**.

If a student must miss school, Cien Aguas requests that the parent inform the school as soon as possible. If the absence is extended, it is the parents' responsibility to stay in regular communication with the teacher. The teacher may gather materials and assignments that help support the student's understanding of missed content, to the degree that this is possible. The student is expected to make every effort, with parental support, to work to understand the content that was missed, and to complete any assignments.

Partial credit shall be granted to students who are homeless, in foster care, incarcerated, in mental health treatment facilities, and/or in treatment foster care for work completed, even if the course or class is not completed during the grading period. Ref: NMSA 1978 Section 22-12-10.

### **NOTICES/NEWSLETTERS**

Cien Aguas will communicate in writing with parents through a monthly newsletter or as needed to announce important events. Teachers will also communicate at least monthly with parents in writing. Please check your child's backpack regularly for these papers. All school and classroom newsletters and notices will be sent in Spanish and English.

### **PERSONAL BELONGINGS**

Toys and other prized personal belongings should not come to school, unless requested for instructional purposes. Any toys brought for recess must have the permission of the teacher, and must be shared. Toys or other personal belongings that interrupt instruction will be confiscated and returned to a parent. Cien Aguas resources will not be expended in searching for lost personal belongings. Damaged or missing personal belongings will not be the responsibility of Cien Aguas.

### **PROFESSIONALISM**

At Cien Aguas, the professionalism of the teaching staff is respected and expected. This means that:

- Teachers are trained in the curriculum approaches and practices used at Cien Aguas.
- Teachers continue their own professional development on a voluntary basis, deepening their own knowledge and improving their practice.
- Teachers do what is necessary to implement a high-quality instructional program, as described in the Cien Aguas charter.
- School administration does what is necessary to support teachers in the implementation of this program.
- The main role of classroom-based educational assistants is to lower the pupil-teacher ratio in classrooms. In order to achieve this, EAs work directly with students, with guidance from the classroom teacher and instructional coach.

Official parent-teacher conferences are scheduled two times yearly, but parents are welcome to schedule conferences with their child's teacher at other times if they have concerns or questions about their child's progress. Parents should approach the teacher about any classroom issues before approaching the Director.

### **RESTRAINT AND SECLUSION**

CAIS shall follow requirements for the use of restraint and seclusion techniques in accordance with Section 22-5-4.12 NMSA 1978 and 6.11.2.10.E NMAC.

CAIS shall establish and review annually policies and procedures for the use of restraint and seclusion techniques. Such policies and procedures shall require and describe appropriate training for school personnel and shall include requirements in relation to the use of restraint and seclusion techniques.

- a) A school may permit the use of restraint or seclusion techniques on a student pursuant to the requirements in Section 22-5-4.12 NMSA 1978, and only if the student's behavior presents an imminent danger of serious physical harm to the student or others, and only if less restrictive interventions appear insufficient to mitigate the imminent danger of serious physical harm.
- b) Less restrictive interventions, including positive behavioral intervention supports or other comparable behavior management techniques, shall be implemented prior to the use of restraint and seclusion techniques.
- c) If a restraint or seclusion technique is used on a student, trained and authorized school employees shall maintain continuous visual observation and monitoring of the student while the restraint or seclusion technique is in use.
- d) Restraint or seclusion techniques shall be used only by school employees who are trained in de-escalation strategies, positive behavioral intervention supports, and the safe and effective use of restraint and seclusion techniques, unless an emergency does not allow sufficient time to summon those trained school employees.
- e) The restraint or seclusion techniques shall not impede the student's ability to breathe or speak, shall be in proportion to a student's age and physical condition, and shall end when the student's behavior no longer presents an imminent danger of serious physical harm to the student or others.
- f) A school employee shall provide the student's parent with written or oral notice on the same day the incident occurred, unless circumstances prevent same-day notification. If notice is not provided on the same day of the incident, notice shall be given within 24 hours after the incident.
- g) Within a reasonable time following the incident, no longer than two school days, a school employee shall provide the student's parent with written documentation that includes information about any persons, locations, or activities that may have triggered the behavior, if known, and specific information about the behavior and its precursors, the type of restraint or seclusion technique used, and the duration of its use.

CAIS shall develop and implement an annual training for designated school personnel regarding positive behavioral intervention supports or comparable behavior management techniques and the use of restraint and seclusion techniques. In the event that new designated school personnel are employed within the school after the provision of the annual training, the director of the school, or a person authorized to act officially in a matter involving school discipline or the maintenance of order within the school, shall ensure that a training is provided to new designated school personnel within 60 days of employment.

CAIS shall update school safety plans with regard to restraint/seclusion and make reports to the NMPED in accordance with state law.



If a student has been restrained or secluded two or more times within 30 calendar days, CAIS shall review strategies used to address the student's behavior and determine whether the student needs a functional behavior assessment or referral to a SAT or BIP team, or, if a student has an IEP, a referral to the student's IEP team. The student's IEP, BIP, or SAT team shall meet within two weeks of each subsequent use of restraint or seclusion to provide recommendations for avoiding future incidents requiring the use of restraint or seclusion; the review shall include whether school personnel involved in the incidents were trained in the use of de-escalation strategies, positive behavioral intervention supports, or restraint and seclusion techniques. Additionally, the review shall consider whether the individual who restrained or secluded a student needs additional training.

CAIS shall conduct an annual review and analysis of all incidents in which restraint or seclusion techniques were used, including the number of incidents, the type of incident, personnel involved, the need for additional training, and student demographics.

If the school summons law enforcement instead of using a restraint or seclusion technique on a student, the school shall comply with the reporting, documentation, and review procedures established herein and in 6.11.2.10 NMAC and Section 22-5-4.12 NMSA.

Restraint or seclusion techniques used in compliance with 6.11.2.10.E NMAC shall not be deemed to be corporal punishment.

### **STUDENT PLACEMENT POLICY**

Cien Aguas welcomes parent input regarding student placement, but does not permit parents to request specific teachers for their children. Written parent input is accepted at the end of each school year and will include a parent description of classroom settings that are most helpful for their child. It is not common practice to move a child from one class to another after the school year has begun.

### **TRANSLATION**

Spanish-speaking parents will always have the opportunity to communicate in Spanish when at Cien Aguas and will be provided with a translator if necessary.

## **VIDEO POLICY**

Use of videos during the Cien Aguas instructional day is limited to educational videos which support the curriculum. No videos beyond a G-rating will be shown without parent permission forms being signed.

## **VISITORS**

To ensure the safety of all Cien Aguas students and staff, all visitors must check in with the office before proceeding to the rest of the campus. Campus visitors must be supervised at all times while on campus when students are present, and must adhere to all school rules and directives of CAIS staff. This includes parent volunteers and observers. Visitors who violate this policy/disrupt the learning environment shall be asked to leave/removed from campus.

## **VOLUNTEERS**

Volunteers are welcome and can participate at Cien Aguas in a variety of ways. All volunteers are required to complete a Volunteer packet and background check prior to volunteering at Cien Aguas. Every teacher has his/her own ways of using volunteer help, and will communicate the classroom volunteer policy to parents. Parents who wish to volunteer in a classroom should make arrangements with the teacher. Input will be solicited from the School Advisory Council members in order to further develop a volunteer program for the school. Volunteers who may have unsupervised access to students are subject to an approved background check/ethical misconduct check, as required by state law, prior to being allowed unsupervised access. Volunteers remain subject to all school rules and directives of CAIS staff.

## **WEATHER/SCHOOL CANCELLATIONS**

A canceled or abbreviated school day is usually the result of bad weather. Cien Aguas will follow the Albuquerque Public Schools (APS) school cancellations/abbreviated days. On an abbreviated day, school will begin two hours later than normal and end at the regular time. Please ensure that your contact information (phone, email) are up to date as we send an automated call to all parents using the School Messenger system. You can also listen to local news on the television or radio for guidance.

## **INSTRUCTIONAL PROGRAMMING**

### **ASSESSMENT**

#### Philosophy

Cien Aguas holds the philosophy that the purpose of assessment is

- to give information to teachers that guides instruction
- to give information to students that helps them understand their own achievement level, progress, needs and next steps,
- to give information to parents that helps them understand their child's achievement level, progress, needs, and next steps.

The key word here is "information." Assessments and the reports that come from them, including grades and report cards, should be designed to inform, rather than reward and punish. They should give clear information and help indicate a path forward.

#### Approach

As a public school, Cien Aguas teaches to the standards set forth by the New Mexico Public Education Department. What is taught is also what must be assessed. When we say that at Cien Aguas, assessment is "aligned with instruction," we mean that we assess the same things that we teach. Our tests, checklists, rubrics and report cards are all designed to measure exactly what it is that we are supposed to be teaching, and not something different. For this reason, we have created many of these materials at our school site to match our own program.

As a public school, Cien Aguas is required to comply with all mandated testing procedures and expectations of state funded schools.

Partial credit shall be granted to students who are homeless, in foster care, incarcerated, in mental health treatment facilities, and/or in treatment foster care for work completed, even if the course or class is not completed during the grading period. Ref: NMSA 1978 Section 22-12-10.

### **ENVIRONMENTAL SUSTAINABILITY**

Cien Aguas is committed to teaching and demonstrating responsible environmental behavior. Our ultimate goal is to occupy or build a zero-energy campus that gets a check from PNM every month because it produces more energy than it uses. In the meantime, we will establish the following practices on campus:

Recycling – We separate our trash and recycle the items the city will collect. We also work to limit the amount of trash we produce. This means being thoughtful about the materials we use. Are they disposable? If so are they necessary? This relates to decorations for classrooms and school events, packaging of the food we serve, lamination of student materials, and many other decisions and practices around the school.

Conservation - Conserving energy and water, again, means being thoughtful about our behavior. Simple practices like turning lights and computers off, and turning down the heat at the end of the day, will be taught, reinforced and expected (both in staff and students.)

### **FIELD TRIPS**

Field trips are always tied in with curriculum units of study, and have an educational purpose. Parents must sign permission forms for their children to be able to go on field trips. Parents will sign a "walking field trip permission form" at the beginning of the school year that covers all walking trips. Any field trip requiring

another form of transportation will require its own signed permission form. Parent chaperones on field trips are needed and welcome as long as the parent coordinates with the teacher ahead of time, and comes ready to help and support the teacher.

### **INTERNET ACCEPTABLE USE POLICY**

Internet access is available to students and staff of Cien Aguas International School. The School believes the Internet offers vast, diverse and unique resources to both students and staff. The School's goal in offering this service is to promote educational excellence by facilitating resource-sharing, communication, and providing students with access to the latest educational technology opportunities. Along with access to online libraries, computers, and people all over the world comes the availability of material that may not be considered of educational value in a school setting. The School firmly believes that the valuable information and interaction available on this worldwide network far outweighs the possibility that users may procure material that is not consistent with the educational goals of the School. Precautions have been taken to restrict access to controversial materials by teaching students about responsible use and by installing software that is available to block access to inappropriate materials.

Internet access involves:

- Electronic mail
- Online Library access
- Access to local area and wide area networks
- World Wide Web

The purpose of providing Internet access is to support curriculum objectives which include core curriculum subject areas, library and information literacy skills, technology literacy skills, and community collaboration and interaction. Student use of the Internet will be limited to achievement of those objectives and the educational objectives of Cien Aguas International School. The use of the School's Internet access is a privilege and not a right. Inappropriate use of these privileges by students and/or staff will result in a cancellation of those privileges.

## **LANGUAGE**

### Dual Language Philosophy

Cien Aguas is a dual language school. Dual language may also be known as bilingual immersion. It means the teaching of academic subjects in two different languages, which hold equal status at the school. The languages of Cien Aguas are English and Spanish.

Although Cien Aguas recognizes the primary importance of competence in English for residents of the United States, it will work through its curriculum and atmosphere to teach all students that no language is by its nature superior to others. Our school offers instruction in only two languages, but it will guide its students to appreciate the number and variety of languages throughout the world.

The Center for Applied Linguistics, a research organization in Washington, D.C, states on its website: *Well-implemented two-way immersion programs are among the most impressive forms of education available in the United States. Students who participate in these programs gain grade level academic ability, well-developed language and literacy skills in two languages, and cross-cultural competence.* ([www.cal.org/twi](http://www.cal.org/twi), accessed June 22, 2008)

### Dual Language Program Model

The Cien Aguas elementary school will follow a 90:10 program model. Instruction in kindergarten will be given 90% in Spanish and 10% in English. The amount of English will increase every year until a 50%-50% balance is reached in fourth grade. The middle school will follow a 50:50 program model, in which 50% of instruction is delivered in each language.

Literacy instruction at Cien Aguas will begin in Spanish for all students in kindergarten, and formal English literacy instruction will be added in second grade. This approach follows two bodies of research. The first has studied minority language speakers – who in Cien Aguas will be the students with a primary home language of Spanish. This body of research shows that “students who receive considerable native language literacy instruction eventually score much higher on literacy tests in English and in their native language than students who have been provided literacy instruction largely or entirely in English.” In other words, these students do better both in their native language *and* in English if they learn to read in their native language first. The second body of research, which is from Canada and the United States, focuses on language majority students – who at Cien Aguas will be the students with a primary home language of English – and shows that “teaching literacy through the second language does not place language majority students at risk in their development of the two languages. By third or fourth grade they usually score at least as high as native English speakers from monolingual classrooms on standardized tests of reading achievement.” This means that parents should not worry that their English-speaking children’s English will suffer because of all the Spanish they are learning. The quotes are from a 2007 article by Kathryn Lindholm-Leary published by the Center for Applied Linguistics.

### Separation of languages

In the immersion model, only one language is spoken at a time; there is no translation or switching back and forth. At Cien Aguas, this means that part of the day will be designated as Spanish time, and part will be English time. The students and teachers are clear about English and Spanish time and make a clean transition from one to the other. A visitor to the classroom will immediately know what language is being spoken at that time. The language of instruction at a given time is called the “target language.”

Separation of languages is important because it creates a need for students to understand in their second language. If they know they will not receive a translation from the teacher, they have to listen harder and figure out what is going on. They have to tune in. Their comprehension develops quickly.

Students at first may resist being immersed in a language they do not know. Their resistance can take the form of ignoring the teacher, saying that “I don’t SPEAK” Spanish, or telling their parents that they don’t like school or don’t like their teacher. All this is normal and will pass with time. In this situation it is important for parents to sympathize with the children’s discomfort but reassure them that they CAN learn another language. After several weeks, possibly as many as eight or ten, the problem usually resolves itself. If a child is still resistant halfway through the first year of school, that is a good time to schedule a parent-teacher conference to discuss what measures the teacher and family can take to improve the student’s comfort level.

Visitors to the classrooms are asked to participate in the language immersion to the best of their ability. If they speak only a little of the target language, it is still great for them to try it. If they must speak in another language, we ask that they lower their voice and speak to the teacher only, or their own child only, rather than addressing the class. Language mixture causes language confusion, and especially if the language of interruption is English, this can lead to the impression that Spanish is not equally important.

## **LEARNING: CIEN AGUAS PHILOSOPHY AND APPROACH**

### *Learning is energetic and active*

All students participate in the traditional core academic subjects, as well as physical education, arts education, environmental education and social/interpersonal education. In grades K-5, most of these subjects will be integrated into a thematic unit. In grades 6-8, the subject areas will be distinct.

The pace of a Cien Aguas day is brisk and varied. During some part of the day, most every Cien Aguas student will be learning in a second language. Dynamic strategies will be used to keep every child involved and able to understand in his/her second language. Students will be expected to participate fully during the entire school day.

### *Learning is reflective and focuses on process as well as product.*

Cien Aguas has a focus on inquiry; students are expected to ask, research and answer important questions. They will also be asked to reflect on their own learning and their own behavior. Because the process of working and learning together is a priority, student attendance is especially important. It will be hard for students to make up for missed class time by completing extra assignments.

### *Learning promotes the importance of working in a team, and the sense of belonging that comes from being accountable to the group.*

Cooperative learning groups are features of all Cien Aguas classrooms. Students will not receive group grades for academic content, but they will be evaluated on their ability to work well in groups. Research tells us this is one of the most important skills for success in the workplace.

### *Learners are respected at Cien Aguas.*

We do not expect that students will know everything – only that they are willing to do their best to learn. We put equal value on their ability to answer questions and their ability to ask good questions.

Everyone in the Cien Aguas community is expected to show respect. Staff will use respectful language to other adults and to students, and they will expect that students will speak and behave respectfully to one another at all times. Respectful behavior is also expected of family members.

### *Instructional time is a priority at Cien Aguas.*

Our school revolves around what happens in the classroom. This means that we put a priority on time to teach and learn. Interruptions will be kept to a minimum. The administration will try not to pull teachers out during the school day for professional development or other reasons. We ask parents to respect instructional time by making an appointment if they need to speak to a teacher. A parent, who needs to speak to a teacher briefly, or urgently, is asked to do so before or after school whenever possible, rather than interrupting instruction.

### *We expect students to respect instructional time in the following ways:*

- Having excellent attendance
- Arriving at school on time and ready to learn
- Staying for the entire school day
- Minimizing classroom interruptions
- Participating in all learning activities.

### Special needs

Cien Aguas, as a public school, is responsible for following the Individuals with Disabilities Act and the Individualized Educational Plans of students in special education. Certified special education teachers will be responsible for coordinating the implementation of student IEPs, including meeting the time obligations as written in the IEP, modifying instruction to meet students' capabilities, and communicating with parents and regular education teachers as needed. Other required therapies and interventions specified by the IEP may be met by contracted staff. Special education is a legally mandated education program that allows students with exceptional needs equal access to the least restrictive educational environment. The philosophy of Cien Aguas regarding students with special needs is that students should be included in all classroom learning activities to the extent that such participation is beneficial for them and others. The multi-level classrooms of Cien Aguas are designed to be places that welcome a range of students with diverse strengths and needs.

### **REPORT CARDS**

Report cards at Cien Aguas are based on the curriculum standards set forth by the New Mexico Public Education Department for each grade level and will be given at the end of each trimester during a parent-teacher conference. Grades indicate a student's level of proficiency in each subject area.

### **SPECIAL PROGRAMS**

#### Fine Arts

The arts subject group of the curriculum encompasses:

- visual arts
- performing arts.

At Cien Aguas, students will be exposed to the art forms and aesthetic values of other cultures as well as their own, and helped to make connections between ideas and art. They will also be encouraged to identify particular creative abilities and to master techniques appropriate to those forms of expression.

The program:

- organizes learning around the creative cycle—a dynamic, ongoing process of sensing, planning, creating and evaluating art, and one in which all the senses are involved
- encourages creative energy, communication, interaction and reflection
- aims to help the student become a developing artist—one who is able to assess the level of skill and target the areas that need development
- seeks to acquaint young people with the creations of men and women whose works have proven to be of enduring worth.

#### Physical Education

The goal of Cien Aguas' physical education program is to cultivate a healthy and active lifestyle for students. Activities will not only be enjoyable, but will also contribute to healthy living. Students will develop the motor skills necessary to enable them to participate successfully in a variety of physical activities, and learn about the nature of physical fitness. The broader aim of physical education in the Middle Years Program is to facilitate physical, intellectual, emotional, and social development.

#### Technology



The technology goal of the Cien Aguas elementary school is to familiarize students with computers as learning and research tools. This includes computer programs and use of the internet. Keyboarding (formal typing instruction) is a subject in grades 4 and 5.

The technology goal of the Cien Aguas middle school is to stimulate students' ingenuity, and encourage them to combine intellectual talents and practical skills. In particular, students are encouraged to display creativity in devising practical solutions to given tasks. Students use the design cycle to:

- investigate
- design
- plan
- create
  - evaluate.

## **TEACHING: CIEN AGUAS PHILOSOPHY AND APPROACH**

### *Teaching is energetic and active.*

At Cien Aguas, teachers demonstrate and use all the strategies they expect the students to use. Teachers employ the dynamic strategies of “Project GLAD” in order to help students understand and participate during the entire school day, in both languages. In grades 1-5, teachers implement complete GLAD units. In Kindergarten, teachers implement early childhood GLAD units, and in grades 6-8, teachers make use of GLAD strategies as a tool in their instruction. Classroom teachers in grades K-5 are also drama teachers and will incorporate drama activities into their curriculum.

Classroom teachers in every grade use an inquiry approach to guide their instruction. This means that teachers actively plan curriculum and gather resources for students. They create many of the materials they use.

### *Teaching is reflective and focuses on process as well as product.*

Cien Aguas implements an inquiry approach to learning. Inquiry is the asking and answering of important questions. The role of the teacher in an inquiry classroom is to act more as facilitator than expert. The teacher learns to ask the students questions, instead of handing them answers. This makes the students focus their learning and work to find out the answers for themselves.

Grade level teacher teams meet in weekly collaboration to plan together and reflect upon their instruction. How did the lesson go? Are the students learning what we wanted them to learn? How do we know? How can we improve what we are doing? These are some of the questions that will be asked over and over. This is part of the process of “guided inquiry” – putting responsibility for learning into the hands of the students, but always taking care as a teacher to review their progress and steer them in the right direction.

### *Teaching promotes the importance of working in a team, and the sense of belonging that comes from being accountable to the group.*

In the classroom, teachers expect students to work together productively. They do not just assume that students can do this; they teach them how and review these skills again and again. Students are expected to solve problems in their groups. Group configurations change over the course of the year, but it is not common practice to move students from one group to another in the middle of a curriculum unit.

Teachers are also expected to work cooperatively with one another. Grade-level teams are responsible for meeting regularly to plan curriculum together. In addition, the entire staff meets regularly and works to develop its own identity as a team.

## **SPECIAL EDUCATION SERVICES**

### **CAIS Special Education Mission Statement**

Cien Aguas International School Special Education Department strives to provide services in inclusive environments of the regular education classroom and natural environments for K-8 students. Children with identified disabilities are served within all community of learners via push in models, team teaching, as well as individual separate setting for more intensive supports. Students with disabilities who are

enrolled in CAIS learn alongside their non-disabled peers, with a range of teaching methods and services in the student's least restrictive environment.

### **CAIS Special Education Policy and Procedures addressing IDEA**

Cien Aguas International School Special Education department is committed to following Policies and procedures that address implementation of IDEA and New Mexico Special Education Rules. Cien Aguas International School within the scope of our authority, will develop and implement appropriate policies, procedures, programs, and services to ensure that all children with disabilities who attend Cien Aguas International School that the educational jurisdiction are identified and evaluated will have access to a free appropriate public education (FAPE) in compliance with all applicable requirements if the state and federal law and regulations as required by 6.31.2.9(A), 6.31.2.11(I)(3).

### **MANIFESTATION PROCESS**

Special education students are not immune from the school's disciplinary process once placement procedures are properly followed. Since the exclusion of a student with a disability from his/her education program for more than a total of ten (10) days during a school year may constitute a significant change in placement, the following considerations must be addressed:

- When considering long-term suspension or expulsion, an Individualized Education Program (IEP) Team must first determine whether the behavior of concern is a manifestation of the student's disability and whether his/her program is appropriate.
- If the IEP team determines both that the behavior is not a manifestation of the student's disability and that the student's program is appropriate, disciplinary actions may be taken in accordance with the procedures in the school handbook.
- Should the disciplinary procedures include long-term suspension or expulsion, the district must continue to provide the educational services defined in the IEP. If the IEP Team determines either that the behavior is related to the student's disability or that the student's program is not appropriate, then the student may not be suspended and must receive an appropriate program.
- Any suspension that excludes a student from his/her IEP services must be counted when calculating the total number of suspension days (10 consecutive days or a series of suspensions that constitute a change in placement).
- Procedural safeguards outlined in the New Mexico Department of Education Standards for Excellence in Compliance Manual ensure that parental due process rights are afforded.
- All federal guidelines regarding the provision of education continuation services for suspended special education students will be adhered to.
- Special education students are entitled to a due process hearing

### **SPECIAL EDUCATION: CONTINUUM OF SERVICES**

I. To ensure that Cien Aguas International School provides appropriate special education and related services to eligible students in compliance with federal and state laws and regulations.

II. The school will have a continuum of alternative placements available to meet the needs of students eligible for special education and related services.

III. The continuum of alternative placements which may be considered by an IEP team as possible for special education will include:

A. Instruction taking place in:

1. Regular education classes (full time or part time)
2. Special classes (full or part time)

B. Supplementary services, including but not limited to resource rooms, and instruction, to be provided in conjunction with the student's regular class placement.

## HEALTH & SAFETY

A healthy and safe school environment is vital to academic achievement and includes both the physical and aesthetic surroundings of the school and the creation of a climate and culture before, during, and after school that promotes personal growth, healthy interpersonal relationships, and respect for all members of the school community.

### SAFETY DRILLS

State law requires that schools regularly practice safety drills with students in order to ensure that everyone is prepared in the event that an actual emergency situation should occur. CAIS shall conduct safety drill requirements in accordance with the School's Safety Plan and requirements of state law.

Definitions:

**Shelter in Place:** A "Shelter in Place" may be called when there is a potential danger outside of our school building (like a chemical spill or gas leak in the area). Activities within the building will continue as normal, but no one will be allowed in or out of the building until we are given authorization.

**Lockdown:** A "Lockdown" may be called for when there is imminent danger either inside or outside the school building. A lockdown means every student and faculty member should be in their classroom with blinds closed and windows and doors secure.

**Fire or Bomb Threats:** In the event of a fire or bomb threat, the school will be evacuated.

**Active Shooter:** Staff are provided with information regarding what actions to take in the event that an active shooter or threat of an active shooter on campus is present.

During drills and especially during actual emergency situations, it is important that parents cooperate fully with instructions given. The safety of all students is our number one concern. Please remind your child that cell phones **must not** be used as misinformation can cause unnecessary panic. Cien Aguas utilizes an automated calling system to send instant messages to parents in the event of an emergency.

### SAFETY PLAN

The Cien Aguas Safety Plan exists to ensure that all staff are provided with information and training on how to deal with any emergency situations. The Safety Plan is a separate set of policies/procedures which will be reviewed annually with staff and will be updated with recommendations from the Cien Aguas Safety Committee. Please see the Director if you would like to review the School's safety plan.

## STUDENT HEALTH & WELLNESS

SMOKING/E-CIGS, etc.

CAIS is a smoke free, tobacco-free campus. The use of tobacco, e-cigs, vapes, tobacco products or vaping products at school or at any school-sponsored functions, events or activities is prohibited.

### School Nurse

Cien Aguas International School contracts with a nurse on a part time basis to assist with verifying immunization records, conducting hearing and vision screenings, coordinating with other agencies in referring pupils who need follow-up care and writing of health care plans for students with special health issues. The School Nurse and Health Assistant are NOT at the school for making any health diagnoses!

### Medications

- Whenever possible medication should be given at home.

- Medication is provided for students to self-administer in the office under supervision of our nurse or health assistant.
- A physician's order is required on all prescription medications and forms are available at your doctor's office. If a medication order form is not available an order will be accepted written on the doctor's prescription pad or stationary. The order must include:
  - Name of student and date of birth
  - Name of medication
  - Dosage of medication
  - Time of administration
  - Physician's signature

The parent must sign a medication authorization form giving permission for the student to take the medication while at school before the student will be allowed to do so.

- All medication must be in a prescription labeled container that matches the physician's written order. At no time will a student be allowed to carry a medication classified as a controlled substance.
- Parents who wish to have their student take an over the counter medication while at school must sign an authorization form. The medication must be in the original bottle or packaging. If this medication is taken for more than five consecutive school days, a physician's authorization must be obtained.
- The Health Assistant should be notified of all students taking ANY medication at school, INCLUDING INHALERS!
- A physician's order for medication administration and religious conscientious objection for immunizations MUST BE RENEWED each school year.

#### Student Illness/Injury at School

- Parents will be contacted immediately when a child needs to be sent home due to illness or injury.
- WORK AND HOME TELEPHONE NUMBERS MUST BE CURRENT, SO CONTACT CAN BE READILY MADE!
- An emergency number MUST also be provided. This may be a neighbor, friend, relative, etc.
- Students who are ill WILL NOT be permitted to walk home.
- If a student needs emergency care and a parent or guardian cannot be reached, the child will be transported to a hospital for medical attention. (Parents should know that hospitals will not administer medical treatment or medication without parental consent, unless the injury is life threatening).
- Each student must have on file an Emergency Health Form. This form is provided upon enrollment.

### Health Assistant

The Health Assistant deals with health related matters including verifying immunization records, assisting the nurse in vision and hearing testing, and referrals on special health problems. The Health Assistant is NOT a Registered Nurse!

Teachers and the health assistant are continually alert to signs of illness and parents are notified when these signs occur in school. Parents are encouraged to keep children home when they show signs of beginning illnesses. During periods of winter weather, unless there is a possibility of their getting wet, children will be encouraged to go outside during their free time. For this reason, it is helpful if the children come to school properly dressed.

### Immunizations

In accordance with New Mexico State Law, the school must have a current immunization record on file as follows:

It is a violation of New Mexico's compulsory school immunization law (section 15-5-3, NMSA, 1978 Comp.) for a student to enroll who is not:

1. Appropriately immunized or;
2. In the process of receiving needed immunizations; or
3. Properly exempted to school immunizations. Transfer students are no longer allowed a six (6) week conditional enrollment period to provide proof of immunizations; they are subject to the same limitations on enrollment as other students.

Medical exemptions to school immunizations are only acceptable from licensed medical doctors of osteopathy. The written statement from the duly licensed physician must state that the physical condition of the child is such that immunization would seriously endanger the life or health of the child. Medical exemptions must be kept in the child's school/health file.

Religious exemptions to school immunization are only acceptable if the parent/guardian completes a CERTIFICATE OF RELIGIOUS/CONSCIENTIOUS OBJECTION TO IMMUNIZATION and submits the notarized certificate to the Immunization Program for approval. All certificates are kept by the Immunization Program, and a letter of approval or disapproval is sent to the parent/guardian who has the responsibility of forwarding a copy to the child's school.

Note: Exemptions, both medical and religious, are for a period not to exceed nine (9) months and do not extend beyond the school year in which they are submitted/approved.

### Pediculosis (Head Lice) Policy

Cien Aguas International School is committed to maximizing students' academic performance and physical wellbeing in a healthy and safe environment. The school recognizes that head lice infestations do not pose a health hazard, are not a sign of un-cleanliness, and are not responsible for the spread of any disease. Misinformation about head lice causes anxiety for parents and school staff. The school director, school nurse and health assistant will make every effort to assist parents with the treatment of infected students in order to ensure continued access to their education.

Procedure: To better manage and to limit the spread of head lice infestations, school employees shall report all suspected cases of head lice to the school nurse or health assistant. The following procedures will be initiated:

- Call the student to the nurse's office.
- School Nurse or Health Assistant will (in complete privacy), check the student's hair for live lice or viable nits.

- After an examination the student will be sent back to class whether or not child shows any evidence of head lice. Students will not be sent home early.
- If live lice or viable nits are found, the parent will be notified and receive a Lice Information Letter that is to be sent home with the child. Information regarding treatments will be provided.
- If live lice or viable nits are found, the School Nurse or Health Assistant may assess other appropriate household members who attend our school as soon as possible. This includes siblings or other students at the school who are living in the house. Parents will be instructed to check other members of the household that are not at our school.
- Assessment of other students at the school may be conducted as determined by the school nurse or health assistant.
- Students infected with lice or nits will be allowed to return to school as soon as the first treatment is completed
- For resistant/persistent cases of pediculosis, Public Health resource information will be provided.

### **STUDENT DENTAL EXAM VERIFICATION POLICY**

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

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

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

Ref: 6.12.13 NMAC

### **STUDENT DIABETES MANAGEMENT POLICY**

#### **A. Definitions.** As used in this Policy:

1. "diabetes" means a metabolic disorder of type one or type two diabetes mellitus; complications related to diabetes mellitus; or prediabetes;
2. "diabetes care personnel" means a School employee who volunteers to be trained and is trained in accordance with the Student Diabetes Management Act, NMSA 1978, §§22-34-1 et seq. and NMPED rule; the employee need not be a health care practitioner;
3. "diabetes medical management plan" means a document that the student's personal health care practitioner and parent/guardian develops that sets out the health services that the student needs at school and that is signed by the student's health care practitioner and the parent/guardian;
4. "health care practitioner" means a person licensed to provide health care in the ordinary course of business;
5. "school employee" means a person employed by the School, a person employed by the department of health or a local health department or by the public education department who is assigned to a school, or a contractor designated to provide diabetes management services at the School.

#### **B. Diabetes Care Personnel Training.**

1. School shall ensure that annual diabetes training programs are provided for all School nurses and diabetes care personnel.
2. Training shall be in accordance with NMPED rule 6.12.11 NMAC for the training of school employees for the care of students with diabetes.
3. At minimum, the training shall address:
  - a. Identification and treatment of hypo- and hyperglycemia;



- b. Understanding the appropriate actions to take when blood glucose levels are outside of the target ranges indicated by a student's diabetes medical management plan;
  - c. Understanding the interpretation of health care practitioner instructions regarding diabetes medication drug dosage, frequency and manner of administration;
  - d. Performance of finger stick blood glucose testing and ketone testing and recording of results;
  - e. The administration of glucagon and insulin and the recording of results;
  - f. Understanding how to administer glucagon and insulin through the insulin delivery system;
  - g. Recognizing diabetes-related complications that require emergency assistance; and
  - h. Understanding recommended schedules and food intake for meals and snacks, the effect of physical activity upon blood glucose levels and actions to be implemented in the case of schedule disruption.
4. The training shall be provided by the school nurse (if the School employs a school nurse), or by a health care practitioner with expertise in diabetes.
  5. The training shall be provided to a minimum of two School employees willing to act as diabetes care personnel; the employees acting as diabetes care personnel need not be health care practitioners. If the School employs a school nurse, the School nurse must receive the training.
  6. If at any time fewer than two School employees are available to be trained as diabetes care personnel, the Director/Director shall distribute to all School staff a written notice stating that the School is seeking volunteers to serve as diabetes care personnel.  
The notice shall inform the staff that:
    - a. The School is required to provide diabetes care to one or more students with diabetes and is seeking personnel willing to be trained to provide that care;
    - b. The tasks to be performed by diabetes care personnel;
    - c. That participation is voluntary and the School will not take action against any staff member who does not volunteer to be designated;
    - d. That training will be provided to employees who volunteer to provide care; and
    - e. The contact information of the person whom staff should contact in order to volunteer to be diabetes care personnel.
  7. The annual training shall take place as soon as possible after the beginning of a new School year, and no later than December. Employees volunteering to replace trained individuals no longer acting as diabetes care personnel shall be trained within 3 weeks.
  8. The Director/Director shall confirm that the training has occurred in an annual report to the Governing Council.
- C. Training for School employees with primary responsibility for supervision of a student with diabetes.**
1. All School employees who have primary responsibility for supervising a student with diabetes during some portion of the school day, including bus/school activity drivers responsible for the transportation of a student with diabetes, shall be trained annually on:
    - a. Recognition of hypoglycemia;
    - b. Recognition of hyperglycemia; and
    - c. Actions to take in response to diabetes related emergency situations.
  2. This training shall be provided by the school nurse, or a health care practitioner with expertise in diabetes.
  3. New employees with primary responsibility for supervising a student with diabetes hired after the annual training shall be trained within 4 weeks of hire.

4. The Director/Director shall confirm that the training has occurred in an annual report to the Governing Council.

**D. Parent/Guardian Responsibilities.**

1. Upon enrollment at the School or at annual registration, the parent/guardian of each student with diabetes who seeks diabetes care while at school shall submit to the school a diabetes medical management plan.
2. Upon submission of the diabetes medical management plan, the School shall review the diabetes medical management plan with the parent/guardian, and shall implement the plan.
3. The School shall not require or compel parents/guardians to provide diabetes care for a student with diabetes at school or school-related activities.
4. Upon the written request of a parent/guardian of a student with diabetes and authorization by the student's diabetes medical management plan, and upon demonstrated proficiency, a student with diabetes shall be permitted to perform blood glucose checks, administer insulin through the insulin delivery system that the student uses, treat hypoglycemia and hyperglycemia and otherwise attend to the care and management of the student's diabetes in the classroom, in any area of the school or school grounds, and at any school-related activity.
  - a. The student shall be permitted to possess on the student's person at all times all necessary supplies and equipment to perform these monitoring/treatment functions; however, the student shall be responsible for keeping supplies/equipment safe, and shall not make it available to other students.
  - b. If the student or parent/guardian requests, the student shall have access to a private area for performing diabetes care tasks.
5. The parent/guardian of a student with diabetes may volunteer to assume the official responsibility of diabetes care for their student, should the parent/guardian be attending a school-sponsored activity, trip, extended offsite excursion, or extracurricular activity in which the student with diabetes is participating. The parent/guardian must prearrange with the School Nurse to assume these responsibilities, if desired.

**E. School Implementation of Diabetes Medical Management Plans.**

1. The School shall ensure that all students with diabetes receive appropriate and needed diabetes care at school, as specified in the student's diabetes medical management plan.
2. In accordance with the request of a parent/guardian of a student with diabetes, and in accordance with the student's diabetes medical management plan, the school nurse or, in the absence of a school nurse, diabetes care personnel, shall perform diabetes care functions that shall include, at a minimum:
  - a. Checking and recording the student's blood glucose levels or ketone levels and assisting the student with checking and recording those levels;
  - b. Responding to blood glucose levels that are outside of the student's target range;
  - c. Administering glucagon and other emergency treatments as prescribed;
  - d. Administering insulin or assisting a student in administering insulin;
  - e. Providing oral diabetes medications as prescribed; and
  - f. Following instructions regarding meals, snacks and physical activity.
3. The school nurse, or at least one diabetes care personnel, shall be available at the School to provide care to each student with diabetes in accordance with subsections E.1 and E.2 above, during regular school hours and during all school-sponsored activities, trips, extended offsite excursions and extracurricular activities in which a student with diabetes is a participant, and on buses/activity vehicles

where the bus/activity driver has not been trained in diabetes care and the student with diabetes is a passenger.

4. The School Nurse and/or diabetes care personnel shall safely store medical supplies and diabetes medication in the manner appropriate for the supplies/medication. The supplies/medication shall be stored in the nurse's office.

**F. Right to Attend.**

The School shall not restrict a student who has diabetes from attending the School on the basis that the student has diabetes, that the School does not have a full-time school nurse, or that the School does not have trained diabetes care personnel.

**G. Governing Council Reporting.**

The Governing Council shall provide a report to the New Mexico Public Education Department by October 15, 2020 and by each October 15 thereafter, as follows:

1. Stating how many students with diabetes are attending the School; and
2. Providing documentation regarding the School's compliance with the provisions of the Student Diabetes Management Act.
3. In accordance with the requirements of 6.12.11.13(B) NMAC.

**H. Administrative Complaint.**

Students with diabetes and their parents/guardians may bring an administrative complaint against the School before the NMPED for any School failure to meet its training obligations pursuant to the Student Diabetes Management Act, or for School's failure to permit self-management of diabetes pursuant to Subsection D.4 of this Policy. See 6.12.11.13 NMAC for the NMPED complaint procedure.

Ref: NMSA 1978 §§22-34-1 et seq.; 6.12.11 NMAC

## **MEDICAL CANNABIS POLICY/PROCEDURE**

Pursuant to the New Mexico Medical Cannabis in Schools Act ("Act"), qualified students certified for use of medical cannabis pursuant to the Lynn and Erin Compassionate Use Act who require medical cannabis as a reasonable accommodation necessary for the student to attend school may be administered medical cannabis before attending school, or at CAIS. **Medical cannabis may be administered at School only if:**

1. A written treatment plan for the administration of the medical cannabis is agreed to and signed by the Director or designee, and by the qualified student's parent or legal guardian. The treatment plan must be on the written treatment plan form posted on the NMPED's website, and must include:
  - a. An affirmation of diagnosis of a qualifying debilitating medical condition, and description of the qualified student's debilitating medical condition per the Lynn and Erin Compassionate Use Act;
  - b. Description of the plan of treatment with medical cannabis, including:
    - i. Recommended dosage allotment;
    - ii. Recommended frequency of administration in a school setting; and
    - iii. Signature of the parent/guardian and the certifying practitioner;(treatment plan form may be found at <https://webnew.ped.state.nm.s/bureaus/safe-healthy-schools/medical-cannabis-in-schools/> ); and
2. Before the first administration of medical cannabis in a school setting, the qualified student's parent or legal guardian completes and submits documentation to the Director that includes a:
  - a. Copy of the qualified student's written certification for use of medical cannabis pursuant to the Lynn and Erin Compassionate Use Act from a certifying practitioner;
  - b. A copy of the student's New Mexico Department of Health (NMDOH)-issued ID card, which includes the name of the primary caregiver;

- c. A signed Health Insurance Portability and Accountability Act (HIPAA) authorization, using the HIPAA authorization form posted on the NMDOH's website (<http://nmhealth.org/publication/view/form/137/>), which shall be retained by the School as a medical record; and
  - d. Written statement from the qualified student's parent or legal guardian releasing the school and school personnel from liability (see Director for copy of required form), except in cases of willful or wanton misconduct or disregard of the qualified student's treatment plan.
- 3. The written certification and written treatment plan shall be valid for no more than one year from the date of issuance and shall be presented to the School at or prior to the school year for which the certification and treatment plan shall apply.
- 4. In case of spillage or waste of medical cannabis on School premises, cleanup and destruction of spillage or waste shall be immediate and shall be documented by a School employee witness. If the School is administering the medical cannabis when spillage or waste occurs, the student's parent/guardian must be notified the same day the spillage or waste occurs.
- 5. The parent/guardian shall provide the written certification and written treatment plan, a new release from liability, and a new package or container with clearly labeled identifiers including the qualified student's name, date of birth, and dosage allotment, upon enrollment in a new public school following disenrollment, withdrawal, transfer, or graduation from another school.
- 6. Only the following designated School personnel may administer medical cannabis to qualified students: the CAIS nurse, and other designated school personnel. A School employee who refuses to administer medical cannabis shall not be disciplined for such refusal. Medical cannabis prescribed to a qualified student to be administered by the School shall be provided to the School Nurse by the qualified student's parent/guardian in its original prescription packaging, with clearly labeled identifiers including the qualified student's name, date of birth, dosage allotment, and administration instructions from the certifying practitioner, and shall be stored by the School in a secured location in a locked storage container, accessible only by designated school personnel. Medical cannabis administered to a qualified student at school by designated school personnel shall be administered only pursuant to the written treatment plan. Unless otherwise specified in the written treatment plan, medical cannabis shall be administered by designated school personnel at school only in the following location: nurse's office. Medical cannabis used in a school setting outside of school premises shall be immediately returned to the locked storage container by the designated school personnel. The qualified student's parent/guardian must pick up from the designated School personnel any unused medical cannabis at the end of each school year or upon disenrollment, withdrawal, transfer or graduation of the qualified student, whichever occurs first.
- 7. **A student shall not possess, store, or self-administer medical cannabis at a school setting or at a School-related activity.** A parent, legal guardian, and/or designated school personnel shall not administer medical cannabis at a school setting or during a school-related activity in a manner that creates disruption to the educational environment or causes other students to be exposed to medical cannabis.
- 8. **Administration and use of medical cannabis in a school setting is not authorized, and being under the influence of cannabis in a school setting is not authorized, where the student is not a qualified student pursuant to the Lynn and Erin Compassionate Use Act who requires medical cannabis as a reasonable accommodation necessary for the student to attend school, where the student's performance/behavior at school/school activities is adversely affected by such use, where it may pose a danger to other students, and/or where it disrupts or has the potential to disrupt the educational process.**
- 9. Student possession, use, distribution, sale or being under the influence of a cannabis product in a manner inconsistent with this Policy, inconsistent with the Medical Marijuana in Schools Act, and/or inconsistent with the Lynn and Erin Compassionate Use Act, is banned and will be considered a violation of the School's policies against distribution/possession/use of an unlawful substance on campus, and shall be disciplined accordingly.
- 10. The School shall not discipline a qualified student on the basis that the student requires medical cannabis as necessary for the student to attend school, or deny eligibility to attend school to a qualified student on the basis that the qualified student requires medical cannabis as a reasonable accommodation necessary for the student to attend school or an in-state school-sponsored activity.

11. The School shall annually provide appropriate training on this Medical Cannabis Policy to all school personnel.

As used in this section:

- i. “certifying practitioner” means a health care practitioner who is licensed in New Mexico to diagnose a qualified patient and recommend medical cannabis as a course of treatment;
- ii. “designated school personnel” means a school employee whom the School specifically authorizes to possess, store and administer medical cannabis to a qualified student in accordance with the Act;
- iii. “medical cannabis” means cannabis that is:
  - a. Recommended for treatment of a debilitating medical condition as defined in the Lynn and Erin Compassionate Use Act, in a written certification by a certified practitioner; and
  - b. Dispensed by a cannabis producer that has received approval from the New Mexico Department of Health (NMDOH) to conduct sales of medical cannabis; and
  - c. Is in the form of a capsule, extract, or concentrate to be ingested through the mouth that:
    - i. May be safely divided into measurable doses;
    - ii. is not an aerosol product consumable through smoking or in particulate form as a vapor or by burning;
    - iii. is not a food or a beverage product;
    - iv. is not a salve, balm, or other topical product;
    - v. does not require refrigerated storage; and
  - d. If administered by designated school personnel, is provided to the school in package or container clearly labeled with the student’s name, date of birth, and dosage allotment; if administered by the parent/guardian, is brought to the school for administration by the parent/guardian in a package or container clearly labeled with the student’s name, date of birth, and dosage allotment.
- iv. “qualified student” means a student who demonstrates evidence to the Director that the student is authorized as a qualified patient pursuant to the Lynn and Erin Compassionate Use Act to carry and use medical cannabis in accordance with the provisions of that Act, 6.12.10 NMAC, the Lynn and Erin Compassionate Use Act, and New Mexico department of health rules regarding the Lynn and Erin Compassionate Use Act. **Note: a qualified student is prohibited from possessing any form of cannabis in a school setting;**
- v. “school setting” means any of the following locations during a school day:
  - a. A school building;
  - b. A school bus or activity vehicle used within the state during, in transit to or in transit from a school-sponsored activity;
  - c. A public vehicle used within the state during, in transit to or in transit from a school-sponsored activity in the state; or
  - d. A public site in the state where a school-sponsored activity takes place;
- vi. “written certification” means a statement written by a qualified student’s certifying practitioner in a qualified student’s medical records or in the written treatment plan statement; certifying that the qualified student has a debilitating medical condition pursuant to the Lynn and Erin Compassionate Use Act; certifying that the certifying practitioner believes that the potential health benefits of the medical use of cannabis would likely outweigh the health risks for the qualified student; and signed by the certifying practitioner. A written certification is not valid for more than one year from the date signed by the certifying practitioner.
- vii. “written treatment plan” means a document developed by the parent/guardian in collaboration with the certifying practitioner that:
  - a. Includes the certifying practitioner’s diagnosis and description of the qualified student’s debilitating medical condition per the Lynn and Erin Compassionate Use Act;
  - b. Describes the plan for recommended treatment with medical cannabis, including:
    - i. The recommended dosage allotment;
    - ii. the recommended frequency of administration of medical cannabis in a school setting; and

- iii. is signed by the parent/guardian and the certifying practitioner.

This Policy is not applicable to any School-related activity taking place outside of the state of New Mexico. **Hemp products are not covered by this policy.**

## **MCKINNEY VENTO ACT – NOTICE OF DISPUTE RESOLUTION PROCESS**

**Notice.** The McKinney-Vento Act and New Mexico Public Education Department (NMPED) rule, provide that CAIS (“School”) must give notice of a homeless student’s right to file a complaint to raise an enrollment, educational placement or compliance issue, or to file an appeal to NMPED when a disagreement arises between the School and the homeless student. The School shall post this notice and related complaint forms where homeless families and unaccompanied youths receive services, and on the School’s website.

**Disputes over enrollment and compliance issues.** If a dispute arises over enrollment, educational placement or other compliance matters, the School will take the following steps to avoid unnecessary disruption to the student’s education.

1. If a dispute over enrollment or educational placement issues arise, the homeless student shall be immediately enrolled at CAIS and be provided adequate and appropriate transportation services pending resolution of the dispute and any appeal.
2. For all disputes, the parent or guardian of the homeless student, or the student if unaccompanied (unaccompanied student), shall be provided with a written explanation of the School’s adverse decision regarding enrollment or other matters related to homelessness services, and notice of the right to commence an Informal Dispute Resolution Process or Formal Dispute Resolution Process pursuant to this policy, and to appeal the School’s decision to the New Mexico Public Education Department (NMPED).
3. If the parent/guardian/unaccompanied student are English learners, use a native language other than English, or need additional supports because of a disability, translators, interpreters, or other support services will be made available without charge in the appropriate language to ensure they understand the written decision and the process for dispute resolution and appeal. The School’s Liaison is the person to contact for such assistance.
4. If a parent/guardian/unaccompanied submits a complaint to initiate a dispute resolution process, the School’s Liaison for homeless families (Liaison) shall confirm receipt by using the most reliable contact method within three (3) business days.

### **Dispute Resolution Processes**

The following dispute resolution processes are available to parents/guardians/unaccompanied youths wishing to dispute matters pursuant to the School’s McKinney-Vento policy.

- A. Informal Dispute Resolution Process. The Informal Dispute Resolution Process (Informal Process) is optional. The parent/guardian/unaccompanied youth may proceed directly to the Formal Dispute Resolution Process described below.
  1. After a determination is made by the School that negatively impacts the student’s educational placement or rights under the McKinney-Vento Act, the parent/guardian/unaccompanied youth may contact the Liaison to request a meeting with the School’s Director to discuss a possible resolution.

2. The Liaison may request that the parent/guardian/unaccompanied youth complete the McKinney-Vento Dispute Resolution Form (M-V Complaint Form) to help clarify the areas of disagreement between the two sides, but completing the form is not a prerequisite use the Informal Process.
3. A meeting will be schedule within ten (10) business days with the School's Director. The Liaison shall attend to help facilitate a resolution. Neither party shall be allowed to have outside representation during the Informal Process.
4. If a resolution is reached during the Informal Process meeting, the Director will create a written statement describing the resolution and each attendee shall sign the statement, or indicate by electronic mail, if the meeting is held virtually that each consent to the statement.
5. The Director, Liaison and the parent/guardian or unaccompanied youth will sign the written agreement. The written agreement will be prepared for signature at the meeting, or within three (3) school days of the meeting and then circulate to the parent/guardian or unaccompanied youth by email or in person.
6. If the Informal Process is unsuccessful, the parent/guardian or unaccompanied youth may submit a written complaint and ask to use the Formal Dispute Resolution process. If the Formal Dispute Resolution Process is not pursued by the parent/guardian or unaccompanied youth, the Liaison will follow the process described below under "Notice to NMPED of Adverse Decision and Appeals."

B. Formal Dispute Resolution Process.

1. The parent/guardian/unaccompanied youth must first complete the M-V Complaint Form and return it to the Liaison. The Liaison shall be available to the family and/or unaccompanied student to answer questions about completing the M-V Complaint Form.
2. The Liaison will deliver the M-V Complaint Form and any documentation to the Director within one (1) day of its receipt.
3. Parents/guardians/unaccompanied youth and the School are permitted to have an advocate or a legal representative and may submit documents, witness statements, and oral testimony to support their positions during the Formal Dispute Resolution meeting.
4. The parents/guardians/unaccompanied student will provide written notice of having a representative appear at the Formal Dispute Resolution meeting to the Director by no later than five (5) business days prior to the meeting.
5. Upon receipt of a completed M-V Complaint Form, Director shall make reasonable attempts to schedule a meeting with the parent/guardian/unaccompanied student, and representative, if any, to discuss and resolve the complaint, within ten (10) business days. The Director shall notify the parents/guardians or unaccompanied student and any representative at least three (3) business days prior to the meeting.
6. During the meeting, the parent/guardian/unaccompanied youth and representative, if any, shall be given an opportunity to present evidence to support the homeless student's position. The School shall present its position and evidence after the family, unaccompanied youth or representative. Each side shall provide copies of documents they intend to submit to support their position to the other by email or hand deliver by no later than twenty-four (24) hours in advance of the meeting.
7. If a resolution is reached during the Formal Dispute Resolution meeting, the parties will jointly create a written statement describing the resolution and each attendee shall sign the statement, or indicate by electronic mail, if the meeting is held virtually that each consent to the statement.

8. If a resolution is not reached during the Formal Dispute Resolution meeting, the Director shall provide a written decision to parent/guardian/unaccompanied youth and representative, if any, within ten (10) business days following the meeting. The written decision shall include:
  - All factual information relied upon for the written decision;
  - The legal basis that supports the decision;
  - A description of any options the Director considered and reasons why they were rejected; and
  - A description of other factors relevant to the Director's decision, including the facts, witnesses and evidence relied on and their sources.
9. The written decision will include notice to the parent/guardian or unaccompanied youth of the right to appeal the School's decision to the NMPED, including timelines to ensure any relevant deadlines are not missed.
10. All decisions and notices shall be drafted using language and formatting appropriate for low literacy, limited vision readers and individuals with disabilities.
11. The School shall provide electronic written notice to the parent/guardian/ unaccompanied youth who have email and shall follow up with the notice in person or by mail.

**Notice to NMPED of Adverse Decision and Appeals.** A homeless student has the right to appeal an adverse decision to the NMPED pursuant to 6.10.3.9 NMAC. In the case of a decision adverse to the homeless student, the Liaison shall forward the Director's written decision to the NMPED along with NMPED's required form (<https://webnew.ped.state.nm.us/bureaus/student-success-wellness/mckinney-vento/>) within five (5) calendar days of the issuance of the Director's written decision. Parents/guardians/ unaccompanied youth may also initiate the appeal by providing NMPED's required complaint form (at link above and on School's website) and related information to the NMPED's Homeless Liaison.

**School McKinney Vento Liaison Information.**

[Margarita Bravo](#) 505-255-0001 Registrar

**NMPED McKinney Vento Coordinator.**

Dana Malone; [Dana.Malone@state.nm.us](mailto:Dana.Malone@state.nm.us); 505-819-9537

The NMPED Coordinator of Education for Homeless Children and Youths works with New Mexico school districts, charter schools, schools and other partners in order to provide educational stability to students experiencing homelessness by removing barriers such as enrollment in school, transportation, access to school meals, appropriate education and extracurricular activities.



**ACKNOWLEDGEMENT FORM**

**CIEN AGUAS MANUAL**

**A PARENT AND STUDENT HANDBOOK**

I have read the Parent/Student Handbook and agree to abide by the rules and regulations that have been stated.

He leído el libro de pólizas de Padres/Estudiante y estoy de acuerdo en seguir las reglas y los procedimientos mencionados. Parent/Guardian's

Parent's Signature: \_\_\_\_\_  
Firma del padre/tutor:

Date/Fecha: \_\_\_\_\_

Student's Signature: \_\_\_\_\_  
Firma del estudiante:

Grade: \_\_\_\_\_  
Grado:

THIS PAGE MUST BE ON FILE IN THE SCHOOL OFFICE.

ESTA PAGINA DEBE SER REGRESADA EN LA OFICINA DE LA ESCUELA

