





SIEMBRA LEADERSHIP HIGH SCHOOL

Student Handbook

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www.SiembraABQ.org

@SiembraABQ on Facebook 

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Siembra Leadership High School is an APS start-up charter that was established in 2016. We are intentionally positioned in the heart of Downtown Albuquerque's Innovation District. We have a unique three pillar model and industry focus on entrepreneurship & economic development. Siembra was initially chartered from July 2016 through June 2021. Siembra was also successfully re-charter for July 2021 through June 2026. We are grateful to serve our young people, families and the community.

MISSION

The mission of Siembra Leadership High School (SLHS) is to prepare academically underserved students for entrepreneurial careers that reflect the values and needs of the Albuquerque Community through collaboration with entrepreneurs and an emphasis on social, emotional and intellectual growth.

PROMISE

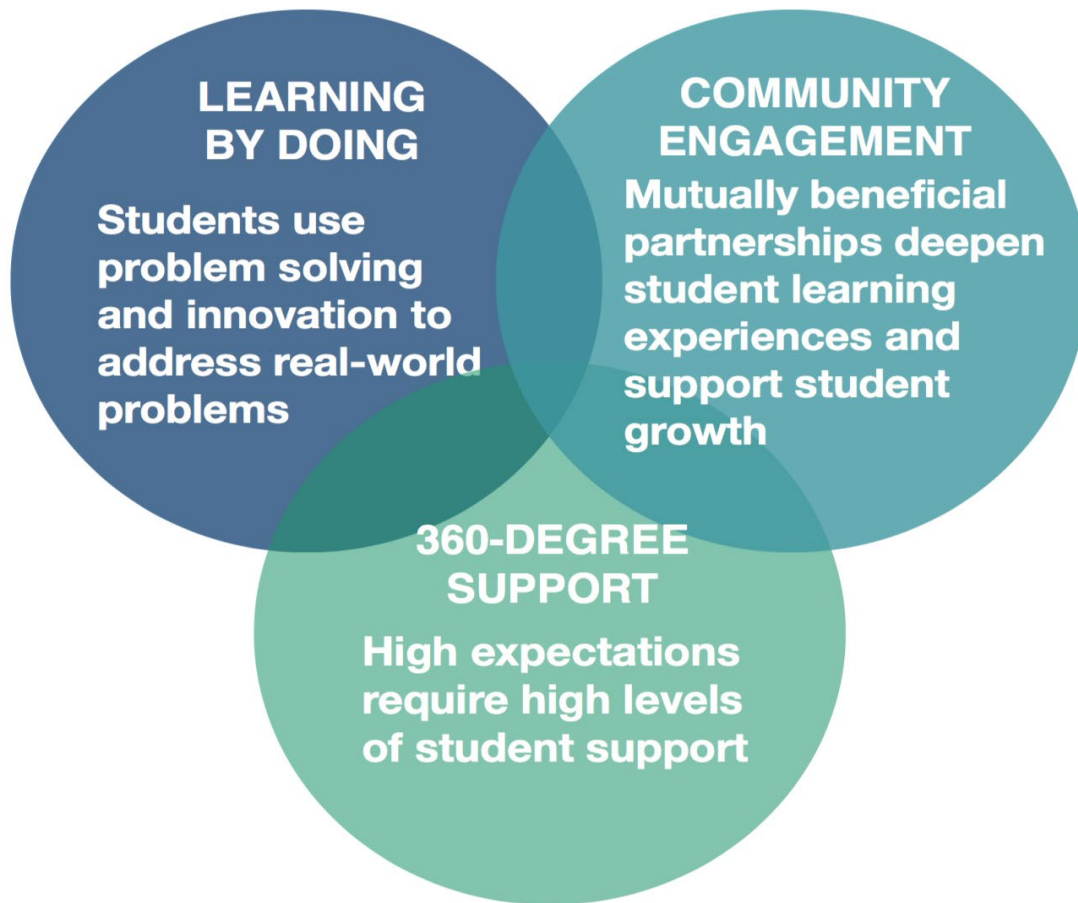
Siembra is committed to making the community a better place by engaging young people in economic development and entrepreneurship. We view young people as assets and believe they are the key to economic development in Albuquerque. We are re-imaging what school looks like and see the institution as a vehicle for larger social change.

VISION

Siembra's vision is to unlock human potential by equipping students with the tools and skills they need to innovate through voice and opportunity. As the only entrepreneurship-focused high school in New Mexico, Siembra Leadership combines passionate and innovative educators, high-growth employers, and local entrepreneurs to offer innovative, real-world learning that prepares students for the future. Siembra Leadership students develop 21st century skills, and an entrepreneurial mindset, that prepares them for success in college and their career. Students and families benefit from 360-degree support to ensure students can focus on hands-on, rigorous learning each day. The core entrepreneurial values of the school are:

- **OPPORTUNITY:** The ability to recognize an opportunity is the foundation of entrepreneurship. Siembra recognizes opportunity in every student. The school provides a thrilling education that is rigorous, innovative, and tuned into the lives of students and their individual needs
- **CREATIVITY & IMAGINATION:** Creativity and imagination are at the core of innovation. Siembra encourages students to think outside the box, explore, and pursue their passions. The school's network of high-growth employers and entrepreneurs help to build a safe space for students to take creative risks, learn, and test the limits of their imagination
- **THE ABILITY TO FAIL:** For the entrepreneur, mistakes are stepping stones for success. Siembra's approach to learning adopts this fundamental entrepreneurial principle, encouraging students to overcome tough challenges, to see problems as opportunities, to develop the persistence they need to reach all their goals, and to give them the support to fall forward
- **MAKING A DIFFERENCE:** Entrepreneurship is about identifying problems and finding solutions that contribute to improving our lives and communities. Siembra ensures that the school and its students are grounded in making a positive impact on the people around them, creating a strong future for Albuquerque

THREE PILLAR MODEL



Community Engagement. Siembra students work with the local community, making a positive impact on the people around them, creating a strong future for Albuquerque. Reciprocal relationships with the community are the foundation of a well-connected school with future pathways for its students. Community Engagement directly informs schools and their curriculum so that communities become more connected, integrated and better places to live.

Learning by Doing. Siembra students are provided with a multisensory one-of-a-kind innovative curriculum. Students use real world opportunities to explore their creativity and imagination to problem solving and dive into project-based learning. Siembra works with the community to allow students to gain insight into various entrepreneurial settings and allows them to engage into the project for deeper understanding and individual learning growth. Students are encouraged to think outside of the box and find solutions to demonstrate their learning process.

Student Support. The students support pillar at Siembra Leadership High School focuses on a 360-degree support for all students. The student support pillar promotes positive youth development, social emotional, academic learning and helping students transition into adulthood. We view our students as assets and ask our students to take big risks academically and socially and in return we offer high levels of support to ensure that our students have the opportunities and skills that they need in order to succeed. We work to meet the students where they are at in an environment where they feel safe.

SIEMBRA ENTREPRENEURSHIP CERTIFICATION

This industry-responsive certification is an internal Siembra specific certification designed in collaboration with the entrepreneurial industry in Albuquerque, New Mexico. This certification supports Siembra's promise of making the community a better place to live by engaging young people in entrepreneurship & economic development. This micro credentialing honors students' entrepreneurial learning and skill development beyond traditional education.

Requirements:

Siembra graduates receive an Entrepreneurship Certification by meeting requirements in 1) entrepreneurship classes/credits, 2) Senior Capstone and Entrepreneurial Project-based Learning, and 3) Experiential Education.

1. Entrepreneurship Classes/Credits

Siembra students participate in high school electives and dual enrollment courses that are aligned with the entrepreneurial sector. Siembra students will have completed at least three of the following Siembra specific or CNM dual enrollment courses:

1. Siembra Business Communications credit
2. Siembra Business Management credit
3. Siembra Financial Literacy credit
4. Siembra Academy Career Experience credit
5. Siembra Technology credit
6. CNM Introduction to Business Professionalism class
7. CNM Introduction to Entrepreneurship class
8. CNM Financial Literacy

2. Senior Capstone & Entrepreneurial Project Based Learning

Siembra graduates participate in a Capstone experience that begins as early as their 11th grade year that consists of running a startup. Upon enrollment, Siembra graduates begin participating in entrepreneurial project-based learning that is grounded in Entrepreneurial Learning Outcomes that have been collaboratively designed by the industry experts and Siembra curriculum designers. Siembra graduates will have demonstrated mastery in 22/29 Learning Outcomes focus areas listed below through Senior Capstone and/or Entrepreneurial Project-based Learning:

1. Entrepreneurial Processes

1. Discovery
2. Concept Development
3. Resourcing
4. Actualization

2. Entrepreneurial Traits/Behaviors

1. Leadership
2. Personal Assessment
3. Personal Management

3. Communication & Interpersonal Skills

1. Fundamentals of Communication
2. Group Communication

4. Digital Skills

1. Computer Skills
2. Computer Applications

5. Economics

1. Economic Concepts
2. Cost-profit Relationship
3. Economic Indicators & Trends
4. Economic Systems
- 6. Financial Literacy**
 1. Personal Money Management
 2. Financial Services
 3. Money Basics
- 7. Marketing Management**
 1. Product/Service Creation
 2. Marketing Information Management
 3. Promotion
 4. Pricing
 5. Selling
- 8. Operations Management**
 1. Business Systems
 2. Channel Management
 3. Purchasing
 4. Daily Operations
- 9. Strategic Management**
 1. Planning
 2. Controlling

3. Experiential Education:

In addition to courses, Senior Capstone and Entrepreneurial Project-based learning, students also participate in community-based Experiential Entrepreneurial Education. Graduates receiving this certification will have engagement in at least three of the following:

1. Graduate business pitch and consult with Siembra's Entrepreneurial Committee
2. Graduate business pitch to the Siembra Leadership High School School Board
3. 1:1 Consultation with a local small business development office to include but not limited to: WESST, SVEDC, IDED, etc.
4. 1:1 Consultation with finance/bank partners to include but not limited to Rio Grande Credit Union
5. Paired Mentorship with a seasoned entrepreneur
6. Peer to Peer Mentorship with up and coming Siembra Entrepreneurs
7. Peer to Peer Mentorship with Siembra Entrepreneur Alumni
8. Paid or unpaid internship
9. Participate in Siembra Commercial Competition

4. Alumni support through continued connections:

Siembra graduates with an Entrepreneurial Certification also have continued alumni support with access to 1) Growth Wheel Licensing software for startups, 2) Color Theory Network, and 3) on-site facilities. Color Theory Network includes: South Valley Economic Development Center, Rio Grande Community Development Corporation, International District Economic Development Center, Roanhorse Consulting, WESST, Siembra Leadership High School, NM Dream Team, Encuentro and NM Immigrant Law Center.

MISSION SPECIFIC GOALS

Every charter school in New Mexico has performance indicators that are unique to their own unique model. Siembra's goals are part of our performance framework contract with Albuquerque schools.

1. **Goal I:** All graduates will be prepared for transition to industry or higher education as evidenced by one or both of the following:
 - a. Attainment of **Entrepreneurial Certification** through Siembra (see above)
 - b. Completion of **Dual Enrollment (College) Courses** at CNM
 - i. Courses align with the following CNM certifications:
 1. Business Certificate
 2. Entrepreneurship Certificate
 - ii. Siembra currently offers the following CNM course on our Campus:
 1. Introduction to Entrepreneurship
 2. Introduction to Business Professionalism
 3. Financial Literacy
2. **Goal II:** All graduates will have **demonstrated mastery learning in entrepreneurial industry and community partner experiences engagement** as evidenced by one of both of the following:
 - a. Meeting all graduation requirement through **Senior Capstone** in which students **run their own business** in their Senior year.
 - b. Successful completion of a **Paid Internship** through Future Focused Education with an accompanying **Workforce Readiness certification**.



SIEMBRA LEADERSHIP HIGH SCHOOL
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Part of the Albuquerque Leadership Schools Network, Siembra Leadership High School is New Mexico's first and only entrepreneurship-focused high school. Siembra was created to both meet students where they are and respond to community needs. Unlike traditional schools, Siembra uses an innovative three pillar model that focuses on student support, project-based learning, and community engagement.

Siembra is one of the most innovative schools in the state of New Mexico. Every project that students participate in is designed to not only connect students with the credits that they need to graduate, but also give them an opportunity to practice entrepreneurial skills and network with the larger community. Every Siembra student's goal is to earn a high school diploma, learn every skill they need to run their own business, not-for-profit, or social enterprise, have a paid internship, and earn college credits while in high school.

Paid internships are a huge focus at Siembra Leadership High School. This program allows students to simultaneously earn high school credit, gain professional work experience, and—of course—get paid. Students are able to take college classes like Introduction to Entrepreneurship and Financial Literacy on the Siembra campus for free. This provides students with a vital onramp for the college experience, making sure they are ready for the challenges of higher education before they are actually there. Right now, Siembra has 35 students operating functional businesses in every stage, all the way from initial start-up to consistently turning profits.

"Rather than take a traditional pencil and paper test, our students are sharing their learning with the community in very public ways," says Siembra's executive director, Jaelyn Baldwin. "Our students not only share what they have learned, but also illustrate how they have given back to the community." In response to the landmark New Mexico District Court case *Yasui/Martinez v. State of New Mexico*, Siembra students hit the Downtown Public Library in 2020 to share their personal equity stories and campaign for equity before an audience of people from Albuquerque Public Schools, the New Mexico Public Education Department, and the Public Education Commission.

"Success as an educator can be attributed to building relationships with kids," says Baldwin. "Students do not care how much you know until they know how much you care." Siembra runs a remarkable student support model, maintaining a staff of seven full-time social workers for a current student-body of 165. Larger public high schools in Albuquerque, by contrast, may have as few as one or two social workers for over 1,000 students. "This speaks volumes to how we prioritize the social and emotional learning of young people at such a critical point in their lives," says Baldwin.

As the first and only entrepreneurship-focused school in New Mexico, Siembra takes college and career preparation to the next level, affording students a truly unique learning opportunity. Students graduate from Siembra fully equipped with the skills—business planning, marketing, asset-making—they'll need to start their own business or run a successful non-profit organization. At Siembra, the sky is truly the limit.

- Learning by doing.
- Responsive to community needs.
- Life skills are just as important as math and reading.
- School is home; staff is family.
- Positioned in larger entrepreneurial/economic development ecosystem.
- Transition to industry & higher ed.



AS SEEN IN
2019-2020 YEARBOOK

APRIL 2020

SIEMBRA IN THE NEWS

- Downtown Albuquerque News: Siembra students envision a post-pandemic Downtown in... Minecraft?
<https://us3.campaign-archive.com/?u=306fc3b21030d6f0128cc4af9&id=d49026479d>
- Siembra Keeps Kids Engaged During the Pandemic
<https://www.krqe.com/news/albuquerque-metro/siembra-leadership-keeps-kids-engaged-during-pandemic/>
- Color Theory and Siembra
<https://www.krqe.com/news/albuquerque-metro/color-theory-collaboration-strives-to-provide-resources-support-for-entrepreneurs/>
- Siembra Students Create Games for Those with Disabilities
<https://www.koat.com/article/albuquerque-students-create-game-boards-for-those-with-disabilities/30875193>
- Siembra Launches Pop-Up Shops Downtown
<https://www.krqe.com/news/albuquerque-high-schoolers-launch-pop-up-businesses-downtown/>
- Siembra Leadership High School Wins Kellogg Grant
<https://www.abqjournal.com/805179/new-charter-school-wins-kellogg-grant.html>
- Anasazi Building is New Home to Siembra Leadership High School
<https://www.krqe.com/news/anasazi-building-in-downtown-albuquerque-now-home-to-charter-school/>
- Curso gratuito para jóvenes que deseen tener negocios propios
<https://noticiasya.com/nuevo-mexico/2016/06/22/curso-gratuito-para-jovenes-que-deseen-tener-negocios-proprios/>
- Now Is the Time to Put Equity Into Action
<https://futurefocusededucation.org/2020/04/21/now-is-the-time-to-put-equity-into-action/>
- How Siembra Leadership High is Breaking the Mold of Traditional School
<https://futurefocusededucation.org/2018/04/12/how-siembra-leadership-high-is-breaking-the-mold-of-traditional-school/>
- Deeper Learning & Equity: A Call for New Mexico Schools
<https://futurefocusededucation.org/2018/04/26/deeper-learning-equity-a-call-for-new-mexico-schools/>

WHAT DOES GETTING STARTED AT SIEMBRA LOOK LIKE?

Here are some steps that families and students can expect to go through when starting at Siembra:

3. **Lottery Application.** We are a free and public charter school that is always enrolling students to provide access to school as young people need it. You can access a lottery application from our website at <https://siembraabq.org/enroll/>
4. **Initial Onboarding/Lottery Application Follow-up.** You can expect to receive a follow phone call or email from us within 48 hours of submitting your lottery application. At this time, we want to answer any questions you might have and schedule or tour of Siembra.
5. **School Tour.** School tours are done virtually or in person with student, family and a member of our Community Engagement team. At this time, we want to answer any questions you have and share with you what school will look like.
6. **Shadow Day.** For any prospective students and families that are interested in Siembra, we offer a Shadow Day program that families can opt into prior to enrollment. This requires a signed parent permission form allowing the student to be partnered with another student mentor to get an idea of what a day in the life of a Siembra student is like.
7. **Enrollment/Registration.** Siembra leadership high school enrollment process includes completion of registration packet, submission of shot records and submission of any previous high school transcripts. Our registration packet may be accessed electronically here: <https://siembraabq.org/registration-packet/>
8. **Student Success & Intake Assessment.** Within two weeks of enrollment a Student Success & Intake Assessment is done individually with students and a member of the Student Support Team.
9. **New Student Orientation.** Every Friday all new students meet all staff and are orientated to school during a new student orientation. At this time, we want to ensure that students have everything the need to successfully engage in school.
10. **Family Engagement Weeks.** Family Engagement weeks take place four times throughout the school year. We set aside this time at the mid term and end of term points to meet with families to discuss support and success. During family meeting weeks we also workshops and open house events for families. Each family engagement week ends with a Mental Health Friday to prioritize self-care and wellbeing.
11. **Schoolwide Onboarding Days.** Schoolwide onboarding days take place at the beginning of each semester, typically August and January. The purpose of Schoolwide onboarding days it to allow student and staff on opportunity to build relationships and get oriented to the Siembra model through workshops and culture building activities.
12. **Success Coach + Success Project.** Every student is paired with a Success Coach who is the point of contact for every family at Siembra. Success Coaches follow young people through their four-year experience at Siembra. Success Project meets four times per week and Success Coaches are available throughout the week for additional academic and social-emotional support.
13. **Continuous Entry Points into Project-based Learning.** Students are oriented to projects up enrollment by their project teachers. There are two teachers for each project. Student will be learning about project driving question, learning outcomes & deliverables, credits based on student need and exhibitions. Project-based learning is individualized and mastery based, honoring students' skills and strengths.

THE LEADERSHIP SCHOOLS

Siembra is part of the Leadership Schools Network that includes: Future Focused Education, ACE Leadership High School, Health Leadership High School, Technology Leadership High School, Siembra Leadership High School and the soon to be Education Leadership High School in Santa Fe.

Leadership Schools are free, public charter high schools with curriculum designed around learning by doing, community engagement, and student support. Students engage in collaborative work in a supportive, small school environment that values the overall well-being of our young people. Each Leadership School has a different industry focus. We provide the tools and experience students need to become successful leaders in the industry they are most interested in. At the Leadership Schools Network, we know another way of teaching and learning is possible. The Network serves as a learning hub for dedicated educators, providing common ground, new skills, and knowledge that offer a guiding path for teacher, school, and student success.



ASSESSMENT, LEARNING, GRADES & CREDITS

COMMUNITY RESPONSIVE PROJECT-BASED LEARNING

Siembra is not your traditional school with students moving through classes/subjects. Siembra designs authentic curriculum specific to our three-pillar model and community. Learning takes place through real world projects. Newly designed projects are introduced to students two time per year, in the first and second semesters.

Project Design Process. Project design starts at one of our Ed Café events which take place several times throughout the school year. Partners from the public are invited to come and “pitch” project ideas based on real world issues in the community. Siembra’s job is to then respond to our community and design a semester long project experience.

Learning Outcomes within Projects from a three-pillar view. Each project includes learning outcomes that are then aligned to Siembra’s assessment system. Learning Outcomes from Common Core State Standards in alignment with the New Mexico Public Education Department are imbedded into projects. Siembra specific Learning Outcomes are also embedded into every project. Social and Emotional Learning (SEL) Outcomes from Siembra’s Developmental Asset work are also embedded into projects.

Mastery Learning. Siembra employs a mastery approach to learning. This means that students have multiple opportunities to provide evidence that they have met the learning outcomes and targets of the project. Students demonstrate evidence of mastery in many ways: group discussions, presentations, portfolios, discussions with teachers, products/deliverables, mini-exhibitions and the final exhibition. Throughout a project, student work and assignments are aligned to one or more student learning outcomes and targets. Teachers will share with students to what extent they have demonstrated proficiency and by providing feedback through specific actionable comments to help students understand their learning and take steps on how to improve. We recognize that students will learn and grow and become more proficient throughout a project.

Student-centered Approach to Earning Credits. Students earn different and multiple credits in each project based on individual student need. Each course credit that is available in a project will have specific Learning Outcomes and Targets tied to that credit. Credits are earned through demonstration of mastery of Common Core, National and State Standards. Transcript audits and schedule reviews are done at several points throughout the school year

ASSESSMENT

Student learning is assessed through Exhibitions. Exhibitions are a required student performance assessment. Performance assessments are long-term, public, and relevant assessment methods that provide the opportunity for students to demonstrate what they have learned through their experiences. Mastery is measured by both formative and summative assessments which are performance based. Students are tasked with using 21st Century Skills to share their learning with the community. Students speak to the following: the real-world problem, learning outcomes, credits, personal growth and connection to community.

Mini-Exhibitions. Mini-Exhibitions take place at the middle of each semester internally with school staff and students peers as the audience.

Final Exhibitions. Final Exhibitions take place during the final weeks of each semester with public audience to include community partners, entrepreneurs, families and other stakeholders.

GRADES

Final grades are sent out at the end of each semester; mid-semester Progress reports are also sent out at the halfway point of the term. We calculate final grades by converting learning outcomes aligned to each for course to a course grade. Students can earn different course credits in a project. Credits are earned through demonstration of mastery of Common Core, National and State Standards. Each course credit that is available in a project will have specific Learning Outcomes and Targets tied to that credit. Teachers use a standards-based grading approach to determine to what extent the student’s performance on the assignment reflects proficiency.

END OF SEMSESTER GRADES:

Course Grade	Criteria
A	Student demonstrates Proficiency or Mastery in 90% of Learning Targets.
B	Student demonstrates Proficiency or Mastery in 80% of Learning Targets.
P	Student is actively engaged in project and working towards higher levels of Proficiency or Mastery in Learning Targets. Student demonstrates Proficiency or Mastery in 60 - 80% of Learning Targets.
I	Incomplete, which means work toward mastery is still in progress. Students will have the opportunity to show progress toward mastery and still earn the credit by the end of the scholastic year. It is recommended that families and students hold a family meeting to identify supports.

MID SEMSESTER PROGRESS:

Course Grade	Criteria
OT	An OT signifies that students are ‘on track’ to demonstrating proficiency at the halfway point of the term.
NT	An NT signifies that students are ‘not on track’ to demonstrating proficiency at the halfway point of the term. It is recommended that families and students hold a family meeting to identify supports.

ENTREPRENEURIAL LEARNING OUTCOMES

Siembra Leadership High School has developed and uses its very own Entrepreneurial Learning Outcomes specific to our community. These learning outcomes were developed with the input and tuning of local entrepreneurs. During our “year zero” or planning year prior to opening, community meetings were held to engage entrepreneurs in entrepreneurial curriculum building. Siembra also has an Entrepreneurial Committee that meets monthly, reporting to the SLHS School Board. This committee is tasked with oversight and consult of Siembra’s industry focus. Two Entrepreneurial Learning Outcomes are embedded into each of Siembra’s projects in our PBL model.

A	Entrepreneurial Processes Understands concepts and processes associated with successful entrepreneurial performance
Discovery	
A.01	Explain the need for entrepreneurial discovery
A.02	Discuss entrepreneurial discovery processes
A.03	Assess global trends and opportunities
A.04	Determine opportunities for venture creation
A.05	Assess opportunities for venture creation
A.06	Describe idea-generation methods
A.07	Generate venture ideas
A.08	Determine feasibility of ideas
Concept Development	
A.09	Describe entrepreneurial planning considerations
A.10	Explain tools used by entrepreneurs for venture planning
A.11	Assess start-up requirements
A.12	Assess risks associated with venture
A.13	Describe external resources useful to entrepreneurs during concept development
A.14	Assess the need to use external resources for concept development
A.15	Describe strategies to protect intellectual property
A.16	Use components of a business plan to define venture idea
Resourcing	
A.17	Distinguish between debt and equity financing for venture creation
A.18	Describe processes used to acquire adequate financial resources for venture creation/start-up
A.19	Select sources to finance venture creation/start-up

A.20	Explain factors to consider in determining a venture's human-resource needs
A.21	Describe considerations in selecting capital resources
A.22	Acquire capital resources needed for the venture
A.23	Assess the costs/benefits associated with resources
Actualization	
A.24	Use external resources to supplement entrepreneur's expertise
A.25	Explain the complexity of business operations
A.26	Evaluate risk-taking opportunities
A.27	Explain the need for business systems and procedures
A.28	Describe the use of operating procedures
A.29	Explain methods/processes for organizing work flow
A.30	Develop and/or provide product/service
A.31	Use creativity in business activities/decisions
A.32	Explain the impact of resource productivity on venture success
A.33	Create processes for ongoing opportunity recognition
A.34	Adapt to changes in business environment
B	Entrepreneurial Traits/Behaviors Understands the personal traits/behaviors associated with successful entrepreneurial performance
Leadership	
B.01	Demonstrate honesty and integrity
B.02	Demonstrate responsible behavior
B.03	Demonstrate initiative
B.04	Demonstrate ethical work habits
B.05	Exhibit passion for goal attainment
B.06	Recognize others' efforts
B.07	Lead others using positive statements
B.08	Develop team spirit
B.09	Enlist others in working toward a shared vision
B.10	Share authority, when appropriate
B.11	Value diversity

Personal Assessment	
B.12	Describe desirable entrepreneurial personality traits
B.13	Determine personal biases and stereotypes
B.14	Determine interests
B.15	Evaluate personal capabilities
B.16	Conduct self-assessment to determine entrepreneurial potential
Personal Management	
B.17	Maintain positive attitude
B.18	Demonstrate interest and enthusiasm
B.19	Make decisions
B.20	Develop an orientation to change
B.21	Demonstrate problem-solving skills
B.22	Assess risks
B.23	Assume personal responsibility for decisions
B.24	Use time-management principles
B.25	Develop tolerance for ambiguity
B.26	Use feedback for personal growth
B.27	Demonstrate creativity
B.28	Set personal goals
C	Communications and Interpersonal Skills Understands concepts, strategies, and systems needed to interact effectively with others
Fundamentals of Communication	
C.01	Explain the nature of effective communications
C.02	Apply effective listening skills
C.03	Use proper grammar and vocabulary
C.04	Reinforce service orientation through communication
C.05	Explain the nature of effective verbal communications
C.06	Address people properly
C.07	Handle telephone calls/emails in a businesslike manner

C.08	Make oral presentations
C.09	Explain the nature of written communications
C.10	Write business letters
C.11	Write informational messages
C.12	Write inquiries
C.13	Write persuasive messages
C.14	Prepare simple written reports
C.15	Prepare complex written reports
C.16	Use communications technologies/systems
Group Communications	
C.17	Follow directions
C.18	Explain the nature of group communication
C.19	Give directions for completing job tasks
C.20	Conduct group meetings
C.21	Respect the privacy of others
C.22	Treat others fairly
C.23	Develop cultural sensitivity
C.24	Foster positive working relationships
C.25	Participate as a team member
C.26	Demonstrate self-control
C.27	Show empathy for others
D	Digital Skills Understands concepts and procedures needed for basic computer operations
Computer Basics	
D.01	Use basic computer terminology
D.02	Apply basic commands of operating system software
D.03	Employ desktop operating skills
D.04	Determine file organization
D.05	Demonstrate system utilities for file management

D.06	Compress or alter files
D.07	Use reference materials to access information
D.08	Use menu systems
D.09	Use control panel components
D.10	Access data through various computer drives
Computer Applications	
D.11	Demonstrate basic search skills on the internet
D.12	Evaluate credibility of Internet resources
D.13	Demonstrate file management skills
D.14	Communicate by computer
D.15	Solve routine hardware and software problems
D.16	Operate computer-related hardware peripherals
D.17	Explain the nature of e-commerce
D.18	Describe the impact of the Internet on business
D.19	Develop basic website
E	Economics Understands the economic principles and concepts fundamental to entrepreneurship/small-business ownership
Basic Concepts	
E.01	Distinguish between economic goods and services
E.02	Explain the factors of production
E.03	Explain the concept of scarcity
E.04	Explain the concept of opportunity costs
E.05	Describe the nature of economics and economic activities
E.06	Determine forms of economic utility created by business activities
E.07	Explain the principles of supply and demand
E.08	Describe the concept of price
Cost-Profit Relationships	
E.09	Explain the concept of productivity

E.10	Describe cost/benefit analysis
E.11	Analyze the impact of specialization/division of labor on productivity
E.12	Explain the concept of organized labor and business
E.13	Explain the law of diminishing returns
E.14	Describe the concept of economies of scale
Economic Indicators/Trends	
E.15	Explain measures used to analyze economic conditions
E.16	Explain the nature of the Consumer Price Index
E.17	Explain the concept of Gross Domestic Product
E.18	Determine the impact of business cycles on business activities
Economic Systems	
E.19	Explain the types of economic systems
E.20	Describe the relationship between government and business
E.21	Assess impact of government actions on business ventures
E.22	Explain the concept of private enterprise
E.23	Assess factors affecting a business's profit
E.24	Determine factors affecting business risk
E.25	Explain the concept of competition
E.26	Describe types of market structures
E.27	Determine the impact of small business/entrepreneurship on market economies
F	Financial Literacy Understands personal money-management concepts, procedures, and strategies
Money Basics	
F.01	Explain forms of financial exchange (cash, credit, debit, etc.)
F.02	Describe functions of money (medium of exchange, unit of measure, store of value)
F.03	Describe the sources of income (wages/salaries, interest, rent, dividends, transfer payments, etc.)
F.04	Recognize types of currency (paper money, coins, banknotes, government bonds, treasury notes, etc.)
F.05	Read and interpret a pay stub

F.06	Explain the time value of money
F.07	Describe costs associated with credit
F.08	Explain legal responsibilities associated with use of money
F.09	Use money effectively
Financial Services	
F.10	Describe services provided by financial institutions
F.11	Explain legal responsibilities of financial institutions
F.12	Explain costs associated with use of financial services
F.13	Select financial institution
F.14	Open account with financial institution
Personal Money Management	
F.15	Set financial goals
F.16	Develop savings plan
F.17	Develop spending plan
F.18	Make deposits to and withdrawals from account
F.19	Complete financial instruments
F.20	Maintain financial records
F.21	Read and reconcile financial statements
F.22	Correct errors with account
F.23	Explain types of investments
F.24	Invest money
F.25	Develop personal budget
F.26	Build positive credit history
F.27	Improve/repair creditworthiness
G	Marketing Management Understands the concepts, processes, and systems needed to determine and satisfy customer needs/wants/expectations, meet business goals/objectives, and create new product/service ideas
Product/Service Creation	
G.01	Explain methods to generate a product/service idea

G.02	Generate product/service ideas
G.03	Assess opportunities for import substitution
G.04	Determine product/service to fill customer need
G.05	Determine initial feasibility of product/service ideas
G.06	Plan product/service mix
G.07	Choose product name
G.08	Determine unique selling proposition
G.09	Develop strategies to position product/service
G.10	Build brand/image
G.11	Evaluate customer experience
Marketing-information Management	
G.12	Explain the concept of market and market identification
G.13	Describe the role of situation analysis in the marketing-planning process
G.14	Determine market segments
G.15	Select target markets
G.16	Conduct market analysis
G.17	Explain the concept of marketing strategies
G.18	Describe the nature of marketing planning
G.19	Set a marketing budget
G.20	Develop marketing plan
G.21	Monitor and evaluate performance of marketing plan
Promotion	
G.22	Describe the elements of the promotional mix
G.23	Calculate advertising media costs
G.24	Select advertising media
G.25	Prepare a promotional budget
G.26	Develop promotional plan for a business
G.27	Write a news release

G.28	Obtain publicity
G.29	Select sales-promotion options
G.30	Write sales letters
G.31	Manage online activities
G.32	Evaluate effectiveness of advertising
Pricing	
G.33	Calculate breakeven point
G.34	Explain factors affecting pricing decisions
G.35	Establish pricing objectives
G.36	Select pricing strategies
G.37	Set prices
G.38	Adjust prices to maximize profitability
Selling	
G.39	Acquire product information for use in selling
G.40	Analyze product information to identify product features and benefits
G.41	Prepare for the sales presentation
G.42	Establish relationship with client/customer
G.43	Determine customer/client needs
G.44	Determine customer's buying motives for use in selling
G.45	Differentiate between consumer and organizational buying behavior
G.46	Recommend specific product
G.47	Convert customer/client objections into selling points
G.48	Close the sale
G.49	Demonstrate suggestion selling
G.50	Plan follow up strategies for use in selling
G.51	Process sales documentation
G.52	Prospect for customers
G.53	Plan strategies for meeting sales quotas
G.54	Analyze sales reports
G.55	Analyze technology for use in the sales function

G.56	Manage online sales process
H	Operations Management Understands the processes and systems implemented to facilitate daily business operations.
Business Systems	
H.01	Plan business layout
H.02	Determine equipment needs
H.03	Document business systems and procedures
H.04	Establish operating procedures
H.05	Develop project plans
H.06	Analyze business processes and procedures
H.07	Implement quality improvement techniques
H.08	Evaluate productivity of resources
H.09	Manage computer-based operating systems
Channel Management	
H.10	Select business location
H.11	Select distribution channels
H.12	Develop and implement order-fulfillment processes
Purchasing	
H.13	Explain the buying process
H.14	Describe the nature of buyer reputation and vendor relationships
H.15	Establish company buying/purchasing policies
H.16	Conduct vendor search
H.17	Choose vendors
H.18	Negotiate contracts with vendors
H.19	Place orders
H.20	Barter with vendors
Daily Operations	
H.21	Schedule staff
H.22	Maintain inventory of products/supplies

H.23	Organize shipping/receiving
I	Strategic Management Understands the processes, strategies, and systems needed to guide the overall business organization
Planning	
I.01	Conduct SWOT analysis
I.02	Conduct competitive analysis
I.03	Evaluate business acquisition options
I.04	Develop company goals/objectives
I.05	Develop business mission
I.06	Forecast income/sales
I.07	Conduct break-even analysis
I.08	Develop action plans
I.09	Develop business model canvas
Controlling	
I.10	Use budgets to control operations
I.11	Develop expense-control plans
I.12	Analyze cash-flow patterns
I.13	Interpret financial statements
I.14	Analyze operating results in relation to budget/industry
I.15	Track performance of business model canvas

SENIOR CAPSTONE RUBRIC

In a student's 11 grade year, if not sooner, the begin preparation to the Senior Capstone. Senior Capstone is a New Mexico Public Education Department recognized demonstration of competency for graduation.

Entrepreneurial Learning Outcomes	Beginning Steps 1	Nearing Proficient 2	Proficient 3	Mastery 4
Entrepreneurial Processes Understands concepts and processes associated with successful entrepreneurial performance	Virtually no evidence of Entrepreneurial Processes	Limited evidence of Entrepreneurial Processes	Shows an understanding of Entrepreneurial Processes including: Discovery, Concept Development, Resourcing, and	Concrete evidence of Entrepreneurial Processes including: Discovery, Concept Development, Resourcing, and Actualization

			Actualization	
<p>Entrepreneurial Traits/Behaviors Understands the personal traits/behaviors associated with successful entrepreneurial performance</p>	Virtually no evidence of Entrepreneurial Traits/Behaviors	Limited evidence of Entrepreneurial Traits/Behaviors	Shows an understanding of Entrepreneurial Traits/Behaviors including: Leadership, Personal Assessment, and Personal Management	Concrete evidence of Entrepreneurial Traits/Behaviors including: Leadership, Personal Assessment, and Personal Management
<p>Communications and Interpersonal Skills Understands concepts, strategies, and systems needed to interact effectively with others</p>	Virtually no evidence of Communications and Interpersonal Skills	Limited evidence of Communications and Interpersonal Skills	Shows an understanding of Communications and Interpersonal Skills including: Fundamentals of Communication and Group Communications	Concrete evidence of Communications and Interpersonal Skills including: Fundamentals of Communication and Group Communications
<p>Digital Skills Understands concepts and procedures needed for basic computer operations</p>	Virtually no evidence of Digital Skills	Limited evidence of Digital Skills	Shows an understanding of Digital Skills including: Computer Basics and Computer Applications	Concrete evidence of Digital Skills including: Computer Basics and Computer Applications
<p>Economics Understands the economic principles and concepts fundamental to entrepreneurship/small-business ownership</p>	Virtually no evidence of Economics	Limited evidence of Economics	Shows an understanding of Economics including: Basic Concepts, Cost-Profit Relationships, Economic Indicators/Trends, and Economic Systems	Concrete evidence of Economics including: Basic Concepts, Cost-Profit Relationships, Economic Indicators/Trends, and Economic Systems
<p>Financial Literacy Understands personal money-management concepts, procedures, and strategies</p>	Virtually no evidence of Financial Literacy	Limited evidence of Financial Literacy	Shows an understanding of Financial Literacy including: Money Basics, Financial Services, and Personal Money Management	Concrete evidence of Financial Literacy including: Money Basics, Financial Services, and Personal Money Management
<p>Marketing Management Understands the concepts, processes, and systems needed to determine and satisfy customer needs/wants/expectations, meet business goals/objectives, and</p>	Virtually no evidence of Marketing Management	Limited evidence of Marketing Management	Shows an understanding of Marketing Management including: Product/Service Creation, Marketing-information, Management	Concrete evidence of Marketing Management including: Product/Service Creation, Marketing-information, Management

create new product/service ideas			Management Promotion, Pricing, and Selling	Promotion, Pricing, and Selling
Operations Management Understands the processes and systems implemented to facilitate daily business operations	Virtually no evidence of Operations Management	Limited evidence of Operations Management	Shows an understanding of Operations Management including: Business Systems, Channel Management, Purchasing, and Daily Operations	Concrete evidence of Operations Management including: Business Systems, Channel Management, Purchasing, and Daily Operations
Strategic Management Understands the processes, strategies, and systems needed to guide the overall business organization	Virtually no evidence of Strategic Management	Limited evidence of Strategic Management	Shows an understanding of Strategic Management including: Planning and Controlling	Concrete evidence of Strategic Management including: Planning and Controlling

STUDENT PRINCIPLES, POLICIES & PROCEDURES

Positive Youth Development (PYD) & Engagement. The SLHS Student Conduct Policies are based on the premise that students are being prepared for careers in the technology profession. The rules will respect individual’s constitutional and legal rights. The policies were designed using a positive youth development framework that engages students constructively in their developmental processes. Therefore, when disciplinary action is taken, it is done so to foster students’ healthy and positive developments. Guidelines for appropriate expectations and consequences are noted in the SLHS Student Handbook. Siembra’s primary goal is to provide and maintain a safe, nurturing, and appropriately challenging environment that promotes learning and positive personal growth. an environment based on positive youth development principles is the focus of SLHS. We expect students to be responsible as partners in this process. SLHS will nurture relationships with parents/guardians, community members, and industry partners so that they can be collaborators in our school’s goal.

Educational Opportunity. The right to attend public school is not absolute and may be lost temporarily or permanently for violations of school rules. An expulsion from SLHS can jeopardize a student’s right to attend other schools. Disciplinary measures applicable to special education students shall be addressed pursuant to the appropriate statutes and regulations. As allowed by law, these students may be moved to an appropriate alternative educational setting. They will continue to participate in the general curriculum in accordance with each student’s Individualized Educational Plan (IEP). The SLHS Student Conduct Policies meet the state of New Mexico requirements regarding school discipline policies.

SLHS supports equal educational opportunities for students free from limitations based upon ethnic or racial backgrounds, religious beliefs, handicaps, sex, economic, social, or medical

conditions in compliance with state and federal laws. TLHS does not tolerate bullying, cyber-bullying or retaliation in our school building, on school grounds, or during school related activities.

FERPA. The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Siembra Leadership High School is not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Siembra Leadership High School may charge a fee for copies.
- Parents or eligible students have the right to request that a Siembra Leadership High School correct records that they believe to be inaccurate or misleading. If Siembra Leadership High School decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the Siembra Leadership High School still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Siembra Leadership High School must have written permission from the parent or eligible student to release any information from a student's education record. However, FERPA allows Siembra Leadership High School to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
 - School officials with legitimate educational interest;
 - Other schools to which a student is transferring;
 - Specified officials for audit or evaluation purposes;
 - Appropriate parties in connection with financial aid to a student;
 - Organizations conducting certain studies for or on behalf of the school;
 - Accrediting organizations;
 - To comply with a judicial order or lawfully issued subpoena;
 - Appropriate officials in cases of health and safety emergencies; and
 - State and local authorities, within a juvenile justice system, pursuant to specific State law.

Siembra Leadership High School may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, Siembra Leadership High School must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the Siembra Leadership High School not disclose directory information about them. Siembra Leadership High School must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of Technology

Leadership High School. All student files will be stored in a locked cabinet with a written log of viewers.

Dress Attire. Siembra makes best use of the community as the classroom. As such, students are encouraged to dress comfortably and in a manner that supports their engagement with the Downtown Community. Student dress attire that may present a health or safety hazard, violate municipal or state law or present a potential disruption to the instructional program is prohibited. Dress attire or accessories which advertise, display or promote any drug, including alcohol or tobacco, sexual activity, violence, disrespect and/or show bigotry towards any group is prohibited.

Internet Use. Student are expected to use the internet to support their learning in our project-based model anchored in entrepreneurship. Students are expected to follow the Internet Safety/Use Policy.

Messages from Parents/Families to Students During the School Day. Messages will only be delivered to students for emergencies. If you need to communicate non-emergency information with your child during the school day, we will have your child return your phone call. It is best to communicate the plan for the day before your child leaves for school.

Jurisdiction of SLHS. Students should be aware that they are under the jurisdiction of SLHS at any time they are on school premises, at school sponsored activities or in vehicles authorized for transportation to or from school or school activities. Students participating in extracurricular activities may be subject to additional rules of conduct that apply outside the school year and in locations outside the school premises.

Professional Qualifications. As a parent/guardian, you may request to view the qualifications of all staff.

DISCIPLINARY OFFENSES

As At SLHS, we recognize that making mistakes is a part of learning, in both academics and in social-emotional growth. We will work to support students regardless of the choices they make, but it must be noted that certain actions or behaviors will necessitate firm consequences on behalf of the school.

Following is a list of disciplinary offenses in alphabetical order. Please review them and do not engage in these behaviors. This list is not all-inclusive; acts of misconduct not specified herein shall also be subject to discretionary action by appropriate school staff. The criterion used for defining unacceptable behavior is whether it has the potential to disrupt the educational process.

Attendance.

- School will provide intervention strategies that focus on keeping students in school.
- Habitual truants are reported to appropriate authorities such as the CYFD staff, Juvenile Probation & Parole, School Attorney, Truancy Court, and the State of New Mexico.
- A parent/guardian must notify the school each day that the student will be absent.
- A parent/guardian must notify the school each day that a student is signing out before the end of the instructional day.
- Absences may be excused for the following reasons with appropriate documentation: illness, limited family

emergencies, family death, legal appointments, religious commitment, college visit, deployment of a parent in the Military.

Arson. Maliciously, willfully and/or neglectfully, starting or participating in by any means, a fire or explosion on school property or at any school related event is prohibited.

Assault/Bullying (Aggravated). Intending or performing assault with a weapon, instrument, or any means of force likely to produce bodily injury (including sexual assault and/or offences) is prohibited. Threatening physical harm to another or causing a present fear of imminent danger to a person (including threats, gestures, and verbal assaults) is always prohibited.

Assault/Bullying. Threatening physical harm to another or causing a present fear of imminent danger to a person (including threats, gestures, and verbal assaults) is always prohibited.

Battery/Fighting. Employing hostile contact in which at least one party has contributed to a situation by verbal action and/or bodily harm is prohibited.

Battery/Fighting (Aggravated). Employing hostile contact with any kind of weapon, or causing great bodily harm is prohibited.

Bullying. Using power aggressively in which a person/group is subjected to intentional, unwanted and unprovoked hurtful verbal and/or physical actions. The aggression is repeated on more than one occasion and can include either: physical, verbal, emotional, racial, sexual, written, electronic, damage to property, social exclusion, and intimidation.

Bomb Threat/False Alarm. Falsely and maliciously stating to another that a bomb or other explosive device has been placed in such a position that a person or property are likely to be injured or destroyed, as well as interfering with the proper functioning of a fire alarm system, giving a false alarm, whether by means of a fire alarm or otherwise, are prohibited.

Boundaries. Students are also expected to remain in appropriate areas during the school day.

Cell Phone And IPOD/MP3/Electronic Devices. Electronic devices are encouraged for student use in project-based learning, community engagement and student support learning activities. Electronic devices may not be used in a manner that is detrimental to psychologically safe school culture or threatens the individual safety of students, staff, and visitors.

Cyber bullying. Electronic communication that targets a specific student/group with intent to harm; is published with the intention that the communication be seen or disclosed to the targeted student/group; is in fact seen or disclosed to the targeted student/group; and creates or is certain to create a hostile environment on the school campus that is so severe or pervasive as to substantially interfere with the targeted student's/group's educational benefits, opportunities or performance. Those who encourage bullying in a digital or cyber environment may be subject to corrective action on any occasion.

Defiance of School Personnel/Authorities. Students are expected to speak and act in a respectful manner. Refusing to comply with a reasonable request or demand by any school official, at places or times when school officials have jurisdiction, is prohibited. There will be times when a teacher feels it is important to have a student leave the room. This may result from an argument, a student not being willing or able to participate, or other circumstances. A teacher, administrator, or other staff member always has the right and the authority to ask a student to leave the room, and the student must do so immediately and without disruption.

Disruption of the Educational Process. Any behavior or conduct which disrupts or interferes with the operation of the school. This can also be behavior, which leads a school authority to reasonably forecast that such an interruption or interference is likely to occur unless preventive action is taken.

Dress Code. The dress code is intended to follow basic a presentation and appearance. Please look in the mirror each morning and ask yourself, “Am I appropriately dressed for school”? The responsibility to interpret and enforce the policy rests with the Principal.

Drug, Alcohol, Tobacco Possession/Use. In accordance with the State Board of Education Regulation 81-3, SLHS prohibits students from using, possessing, distributing, or trafficking alcohol and/or other harmful and illegal substances. This is defined as any substance or ‘look alike’ substance capable of producing a change in behavior, or altering a state of mind or feeling, including but not limited to: narcotics, cocaine, hallucinogens, amphetamines, barbiturates, marijuana, as well as federally controlled substances, prescription drugs not assigned to that person, and other intoxicating substances. This rule applies on school property, at school, or any school-related events. This includes being under the influence, or looking, smelling, or acting as if under the influence of a controlled or illegal substance. Also, strictly prohibited is possession, use or distribution of any paraphernalia such as lighters, pipes, bongs, rolling papers, or other materials associated with drugs, alcohol or tobacco. In addition, students may not possess or use tobacco products of any sort on school property, or in the areas immediately surrounding the school property during school, or at school-sponsored events.

**Please note that “possession” as used herein, includes not only possession on one’s physical person, but also custody and control. Thus, a student may be found in possession of any item if the item is in the student’s backpack, car, or elsewhere, if subject to the student’s custody and control.

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

Firearms. The Gun Free Schools 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 at school or any setting that is under the control and supervision of school officials, in which possession, selling or otherwise furnishing a fire arm or explosive device.

Food and Drink on Campus. Students are not allowed to eat food during class without teacher permission.

Gang-Related Activity. A gang can be defined as any group of students and/or non-students whose group behavior is threatening, delinquent, or criminal.

Gang-related activity can be intimidating to students, faculty, and staff, and can also be disruptive to the educational process. Although this list is not all-inclusive, examples of inappropriate and unacceptable gang-related behaviors include: gang graffiti on school property, intimidation of others, gang fights, initiation rituals, and wearing gang attire and colors. Since gang behavior, markers and colors are variable and subject to rapid change, the Principal and staff will exercise sound judgment and discretion based upon current circumstances in area neighborhoods and schools when evaluating gang-related activity. Gang-related indicators that will be considered include:

- The student wears attire consistent with gang dress.
- The student displays gang logos, graffiti, and/or symbols on personal possessions.
- The student displays gang hand signs or signals to others.

General Disruptive Behavior. SLHS maintains a serious, safe and supportive learning environment. We expect respect from all members of the SLHS community. Student behaviors perceived by teachers or other staff as disruptive and/or disrespectful will result in disciplinary consequence.

Harassment. We prohibit any behavior that is intended to, or has the effect of harassing, denigrating, or intimidating another person on the basis of sex, race, color, religion, national origin, age, disability, or sexual orientation. Although the determination of what constitutes harassment may vary with the circumstances, it can be described generally to include verbal and/or non-verbal forms of conduct, or communication, or physical contact, which is intended to, or which has the effect of coercing, degrading, humiliating, intimidating, or threatening another.

Hazing. Hazing of other students, which includes forcing others to engage in humiliating, or dangerous activity to be included in a group, is expressly forbidden. Hazing is not permitted as a condition of membership to any group associated with SLHS.

Horseplay. Students are expected to respect the personal space of others by keeping their hands off one another. This includes but is not limited to: inappropriate wrestling, horseplay, and inappropriate public displays of affection.

Off Limit Areas. There will be some areas of the SLHS facility where students are not allowed. These areas will be clearly articulated, so please respect these boundaries.

Robbery. Taking the property of another through means of force or fear is prohibited.

Search Policies.

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

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

Sexual Harassment. Sexual harassment is a form of gender discrimination as defined in Title IX of the Education Amendments of 1972. Sexual harassment is a violation of Federal Law and School Policy. It is illegal under state human rights statutes and may be considered a criminal offense under state and local assault and child abuse laws. This includes sexual advances, requests for sexual favors, and written or verbal conduct of a sexual nature. If behavior toward another student makes him or her feel intimidated, uncomfortable or if the student feels threatened, it may be considered sexual harassment even if the harasser did not intend for his or her actions to be offensive.

Sexual Misconduct. Sexual misconduct includes but is not limited to: physical acts of aggression, force or threat against another student, threatening to force or coerce sexual acts, touching of private/intimate parts of the body, coercing, forcing or attempting to coerce or force sexual intercourse.

Smoking. SLHS is a non-smoking facility and smoking within the building is cause for suspension. This includes the areas in the vicinity of the school building, as well as off-campus school related activities.

Theft. Unauthorized possession, and/or sale of property of another, without consent of the owner is prohibited at all times.

Threats. No member of the SLHS community may threaten another. Threats to harm or commit violence against any other individual are taken very seriously, even those uttered while joking or kidding around. A threat is never a joke.

Trespassing. Entering or being on school grounds, or in a school building, without explicit permission is prohibited.

Truancy. Students who skip school or are found in areas not approved by the school are truant.

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

Weapons. Possession or use of any kind of weapon, while at school, or at any school-related event is strictly prohibited. Weapons include, but are not limited to, guns (BB guns and look-alike guns, including squirt guns), knives of any kind, including sharp objects (designed to harm or scare) pepper spray, and any other form of chemical spray.

Refusing to comply with any reasonable demand or request by any school official or sponsor at places and times where school personnel have jurisdiction is included in this definition.

DEFINITIONS OF DISCIPLINARY CONSEQUENCES

Behavior Contract. A behavior contract outlines a plan to which the student must adhere. The contract specifies targeted behaviors the student is expected to correct, the desired behaviors, specific supports and strategies needed, and consequences for success or failure.

College Impact as One Disciplinary Consequence. A possible consequence for serious disciplinary/academic cases includes notification of disciplinary action to colleges to which the student has applied, thus placing at risk student's admissions prospects.

Detention. Students may be assigned to detention during lunch and/or before or after school. Students are assigned at the discretion of the principal. Student behavior during detention must be respectful and responsible. Students who do not observe the rules will serve additional detention time and may also be subject to suspension.

Disciplinary Hearing. In serious cases and/or cases in which a student has exhibited a pattern of inappropriate behavior that is disrupting the educational process, the principal will call for a Disciplinary Hearing. Typically, a Hearing Officer conducts the hearing. The disciplinary hearing will occur within 10 days from the first full day of suspension, and the student is suspended from school until the hearing occurs.

Expulsion. The student is banned from SLHS school grounds and activities for a period of one year. In some cases, expulsion may be a permanent removal from SLHS. When appropriate, a student who is expelled may be placed in an alternative program. • A student receiving an expulsion will lose credit for the trimester in which the expulsion occurs, unless the student is engaged in an alternative program. • A student must be given a due process hearing prior to expulsion. • The student may, at his/her own expense, choose to be represented by an attorney at the hearing. Upon completion of an Expulsion a student may return to his/her assigned school.

Family Contact/Meeting. A phone conversation and/or meeting including student, advisor, appropriate teachers, student support members, and/or principal. Please note that in certain instances, especially in the case of concerns around physical or social/emotional safety, the principal may elect to have student not report to class until a family meeting has occurred to problem-solve the issue. This meeting will be set up as soon as possible but will not always occur immediately the next day.

Mediation. During mediation, members of the SLHS Support Team work with students, families, and faculty in an attempt to resolve a dispute or misunderstanding. The goal of the process is to arrive at a common understanding of accepted responsibility and a shared commitment to positive future interactions.

Referral to Law Enforcement. Communication with local authorities in certain instances as required by law or at the request of the principal and/or designee.

Restitution. Restitution involves repaying or making amends to the community for damage or wrongdoing. Restitution entails giving an equivalent compensation for loss, damage, or injury caused to the SLHS community.

Suspension: Period of time away from school in which student reflects upon what it means to be a part of the SLHS community. The principal or designee determines suspensions upon review of disciplinary cases. Long-term suspensions (10 days or more) will follow the SLHS Student

Disciplinary Hearing Procedures. Students who are long-term suspended are not allowed on school grounds or at school activities during the suspension time period. Students who are short-term suspended (1 – 9 days) are not allowed on school grounds or at school activities during the suspension time period. A student with an identified disability may not be suspended more than 10 days without an IEP review to determine whether the student’s IEP is appropriate and whether the behaviors in question are a manifestation of the student’s disability. Upon review of disciplinary cases, all state and federally guaranteed due process laws for students will be followed in accordance with New Mexico Statute 22-5-4.3, School Discipline Policies, “The school’s Governing Board ...shall establish student discipline policies and shall file them with the department of education.” All students have the right to a fair hearing and procedure process and an appeal process.

COVID-19 (policies)

Students must follow all Covid-19 policies required by the state for schools which may be updated on a regular basis by the CDC and the New Mexico Department of Health, the Public Education Department and FEMA. These include but are not limited to:

- 1) Following the social distancing guidelines while on school property and during school functions outside of the school building.
- 2) Not entering the school if symptoms of Covid-19 are present or if the student has been diagnosed with Covid-19 or been in close contact with someone who has been diagnosed or has symptoms of Covid-19.
- 3) Signing in and taking temperature and answering covid-19 related questions before entering the building.
- 4) Reporting to school staff if the student becomes ill or develops symptoms during the school day where parents will be called to make arrangements to transport the student home from school.
- 5) Reporting to the school within 4 hours any positive confirmation of Covid-19 tests and having the student quarantine for 10 days from diagnosis or onset of symptoms.

Procedures will be updated as required by state and federal guidelines.

SEXUAL HARRASSMENT & DISCRIMINATION (Title IX Policies)

GENDER DISCRIMINATION

Siembra Leadership High School and federal law prohibit discrimination on the basis of gender. If students are treated differently based upon their gender in curricular or extracurricular activities, this treatment may be considered gender discrimination. Gender discrimination may include: academic programs, discipline, classroom assignment, physical education, grading and/or athletics.

SEXUAL HARASSMENT

Sexual harassment is a form of gender discrimination as defined in Title IX of the Education Amendments of 1972. Sexual harassment:

1. Is a violation of federal law, and Siembra Leadership High School policy?
2. Is illegal under state human rights statutes and may be considered a criminal offense under state and local assault and child abuse laws.

3. Includes sexual advances, requests for sexual favors, and written or verbal conduct of a sexual nature – this includes email correspondence.

If behavior toward another student makes him or her feel intimidated, uncomfortable or if the student feels threatened, it may be considered sexual harassment even if the harasser did not intend for his or her actions to be offensive.

Sexual harassment is considered to have occurred when:

1. Submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of the academic status of a student or obtaining an education.
2. Submission to or rejection of that conduct or communication by an individual is used as a factor, which affects the academic standing or education of a student.
3. Conduct or communication has the purpose or effect of substantially or unreasonably interfering with the education of a student, or creates an intimidating, hostile or offensive educational environment.

SEXUAL MISCONDUCT

Sexual misconduct includes, but is not limited to:

1. Physical acts of aggression.
2. Force or threat against another student.
3. Threatening to force or coerce sexual acts.
4. Touching of private/intimate parts of the body.
5. Coercing, forcing or attempting to coerce or force sexual intercourse.

These acts should be reported to school personnel immediately. Under state law, school personnel are required to report such acts to the local police department.

PREGNANT & PARENTING STUDENTS

Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination against pregnant or parenting teens. Title IX views teen pregnancy as a “medical condition” therefore pregnant student may:

1. May voluntarily elect to stay at their home school during their pregnancy.
2. Are to receive a comparable curriculum and academic opportunities which may include on-line courses at home.
3. Retain their academic standing, which cannot be altered due to their medical condition.

VIOLATION OF TITLE IX

Complaints. Any student, parent or legal guardian, on behalf of his or her child, who believes he or she has been discriminated against on the basis of sex, gender, race, national origin or disability may file a written complaint. The school administration is obligated to investigate all title IX complaints completely.

****These procedures do not deny any student or parent/legal guardian the right to pursue other avenues of recourse.*

RETALIATION

No student will suffer retaliation or intimidation for initiating a complaint with the school's administration. Retaliation against any student seeking assistance at school, filing a complaint or participating in the investigative process is grounds for disciplinary action. It is the policy of Siembra Leadership High School to respect the privacy of the complainant, the respondent, the accused and the witnesses as much as possible consistent with the legal obligations to investigate, take appropriate action and conform with any discovery or disclosure obligations.

STUDENT RECORDS

Student records kept by the school will be open to review by the custodial/guardian. Parents and/or students will be treated in a confidential manner, as prescribed by local policy, New Mexico Public Education Department Regulations and the Family Educational Rights and Privacy Act of 1974 (FERPA).

Siembra Leadership High School maintains the following educational records directly related to students:

1. Academic records
2. Personal information records
3. Disciplinary records
4. Attendance records
5. Health records
6. Progress records
7. Standardized testing records

Access to education records is limited to:

1. Parents of students under 18.
2. Parents of students under 18 if such student is a dependent as defined in the Internal Revenue Code.
3. Students.
4. Officials of schools or districts who have a legitimate educational interest.
5. State and local officials to whom information is required to be reported.
6. Certain testing organizations.
7. Accrediting organizations.
8. Appropriate persons in connection to an emergency.
9. Pursuant to subpoena or court order.
10. Any person with the written consent of the parent of students under 18 or the student over 18.
11. A school or schools in which the student seeks or intends to enroll or leads Siembra Leadership High School to believe he/she may enroll.

SECTION 504 AND THE AMERICANS WITH DISABILITIES ACT

Section 504 and Americans with Disabilities Act (ADA) are federal laws that prohibit discrimination against persons with a disability. These laws define a person with a disability as anyone who:

1. Has a mental or physical impairment which substantially limits one or more major life activities (major life activities include activities such as caring of one's self, performing manual tasks, walking, seeing, hearing, breathing, learning and working.)
2. Has a record of such impairment.
3. Is regarded as having such an impairment.

SCHOOL OBLIGATIONS

Siembra Leadership High School recognizes a responsibility to avoid discrimination against any person with a disability, as defined by these laws. No discrimination will knowingly be permitted in any of the programs and practices in the school.

SCHOOL RESPONSIBILITIES UNDER SECTION 504

The school is responsible for identifying, evaluating and if the child is determined to be eligible under Section 504 by giving access to appropriate education services. If the parent/guardian disagrees with the determination made by the professional staff of the school, he/she has a right to a hearing with an impartial hearing officer.

PARENT/STUDENT RESPONSIBILITIES UNDER SECTION 504

The student and parent have a responsibility to notify the school as soon as possible about possible 504 issues that may require special consideration by the school. The parent and student shall notify the school prior to the start of the school year of any existing conditions that may require school action to ensure access for the student to appropriate services.

DISABILITY HARASSMENT/DISCRIMINATION

Numerous situations may constitute disability harassment or discrimination. Mocking, taunting, ridiculing, criticizing or punishing a disabled student because of his/her disability are a few examples of what may constitute disability harassment or discrimination. Concerns should be promptly reported to the school administrator.

School personnel who become aware of disability related harassment shall promptly and effectively act to end the harassment and prevent it from recurring and, where appropriate, remedy the effects on the student who was harassed. Remedial measures will generally include counseling both person(s) who have been harmed by harassment and person(s) who have been responsible for the harassment of others and implementing monitoring programs to follow up on resolved issues of disability harassment.

PROCEDURAL SAFEGUARDS FOR PARENTS

It is the policy of Siembra Leadership High School to follow the procedural safeguards outlined in the New Mexico State Department of Education's **Parent and Child Rights in Special Education**.

