



CIEN AGUAS MANUAL

A PARENT AND STUDENT HANDBOOK

Revised July 2020

**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 state of New Mexico. They cannot be changed except through the NM Public Education Commission 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	181 Days
Enrollment cap	424 Students
Authorized school grades	Kindergarten – 8 th 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

- 6-8th 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.
 - 6-8th – 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 intervent. 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 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. 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 or the front office of Cien Aguas International School located at 2000 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 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 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

New Mexico statute 22-8B-4.1 describes the enrollment procedures for admitting students to charter schools in their second year and beyond 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; and
- (2) siblings of students already admitted to or attending the same charter school.

Our school gives priority to siblings of current students 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.

ATTENDANCE POLICY

I. PURPOSE

The Compulsory School Attendance Law requires all school age children to attend school for at least the length of time of the school year that is established in the school district in which the person is a resident or the state chartered charter school in which the person is enrolled and the school district or state-chartered charter school shall not excuse a student from attending school except as provided in that law or for parent-authorized medical reasons. Any parent/guardian of a school age person subject to the provisions of the Compulsory School Attendance Law is responsible for the school attendance of that person. Each local school board and each governing body of a charter school or private school shall enforce the provisions of the Compulsory School Attendance Law for students enrolled in their respective schools.

II. DEFINITIONS

Half Day Absences are absences for two or more classes (or hours) up to fifty percent of an instructional day.

Full Day Absences are absences consisting of more than fifty percent of an instructional day. Excused Absences are short and long term mental or physical illnesses, observance of religious commitments, family emergencies, bereavement, court summons, school sponsored/sanctioned activities, hazardous weather conditions and short or long term suspensions (suspensions cannot be used as discipline for students who are in need of early intervention or are habitually truant).

Unexcused absences are absences from school or a class for which the student does not have an allowable excuse pursuant to the Compulsory Attendance Law or rules of the governing council. Such occurrences include instances where no explanation for an absence is given to the school at all. Family vacations during instructional days are considered unexcused absences.

Excessive absences refer to individual student attendance rates which fall below 95% in a grading period. Students with excessive absences can be categorized as:

- A. *Excessive Excused*: a student who has been identified as having a high number of absences **with notification** from the parent. Excessive excused absences are investigated by the school and may require additional documentation to justify the absences.

- B. *Student in need of early intervention*: a student who has accumulated five unexcused absences within any twenty (20) day period.
- C. *Habitual Truant*: a student who has accumulated the equivalent of ten or more unexcused absences within a school year.

Tardiness refers to children who arrive at school after the designated start time. All students arriving late are subject to conditions relating to tardiness as outlined in the “process” section below.

Early Releases refers to children who are picked up from school before the designated end time for that day. All students leaving early are subject to regulations relating to early releases as outlined in the “process” section.

III. PROCESS

Cien Aguas International School is required to report unexcused absences of two or more classes up to fifty percent of an instructional day as one-half day absence, and the unexcused absences of more than fifty percent of an instructional day to be counted as one full-day absence.

Cien Aguas International School is required to enforce the attendance policy utilizing the following process:

Tardiness/Early Releases: If a student is chronically tardy or picked up before the end of the instructional day, the truancy process may be initiated. **Every 5 late arrivals and/or early releases combined equates to one unexcused absences.**

Three absences: When a child has accumulated three unexcused absences, the school will contact the family to address the concern.

Five absences: When a child has accumulated five unexcused absences, the school will contact the family to address the concern. At this point, a meeting with the parent/guardian will be arranged to discuss the absences and develop a plan of action to address the problem. A Five Day Absentee Notification Form will be sent to the child’s parent/guardian.

Ten absences: If a student has accumulated an equivalent of ten or more absences within a school year, the parent shall be given written notice in person or by mail that the student is not in compliance with the Compulsory Attendance School Law. Parents will be asked to attend a conference with the Director or designee to develop an action plan to address the problem. The notice shall include a date, time and place for the parent to meet with the Director or designee to develop intervention strategies that focus on keeping the student in an educational setting. If there is another unexcused absence after delivery of a written notice of habitual truancy, the student shall be reported to the probation services office of the judicial district where the student resides for an investigation as to whether the student shall be considered to be a neglected child or a child in need of additional services. **(A signed copy of this policy is part of the registration packet and will be kept on file).**

***State law requires a school to withdraw a student after ten (10) consecutive days of absence; provided that withdrawals do not include students in need of early intervention the school is required to intervene with and keep in an educational setting as provided in Section 22-12-9 NMSA 1978.**

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 is prohibited from suspending or expelling students as punishment for being in need of early intervention or habitually truant.
- D. The school must provide for early identification of students with unexcused absences or those who are in need of early intervention. School intervention strategies must focus on keeping students who are defined as “in need of early intervention” in an educational setting.
- E. If a student is identified as a habitual truant, the school shall document the following:
 - a. Attempts of the school to notify the parents that the student had unexcused absences
 - b. Attempts of the school to meet with the parents to discuss intervention strategies
 - c. Intervention strategies implemented to support keeping the student in school
- F. While all children attending public school are subject to the requirements of the School Attendance Process, considerations must be made in order to respect and understand the sovereignty of tribal customs, religious practices, laws, effective communication practices and availability of Native American intervention resources.

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.
 - Students are allowed **no more than 4 unexcused absences per trimester**, totaling no more than 10 unexcused absences per school year.
 - 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.
- **Excessive excused absences** will be investigated by the school and may require additional documentation to justify the absence.

IV. SCHOOL ATTENDANCE PROCEDURES:

1. If a student is in need of early intervention, a school representative shall contact the student's parents or guardians to discuss possible solutions.
2. The school director or representative shall meet with the student and his or her parents or guardians to identify the causes for the student's excessive absences, identify what actions can be taken that might prevent the student's absences, identify possible school resources to address the causes for the student's absences, and establish an attendance contract to address the student's absences.
3. The notification to the student's parents or guardians and the meeting with the parents or guardians must be respectful and in a language and in a manner that is understandable to the student and the parents or guardians.
4. The attendance contract must contain follow-up procedures to ensure that the causes for the student's absences are being addressed.
5. The school representative will notify the parent/guardian by mail or personal service when the student has accumulated three (3) unexcused absences during a twenty (20) day period.
6. The school representative will notify the parent/guardian by mail or personal service when the student has accumulated five (5) unexcused absences during a twenty (20) day period.
7. When the student has accumulated 10 absences (excused and/or unexcused) during the school year or eight unexcused absences during a twenty (20) day period, the school principal and teacher(s) will decide if a Student Advisory Team meeting may be convened to develop an Attendance Contract.
8. If the student is a habitual truant (10 days unexcused absences during the school year), the school or their authorized representatives shall, in addition, give written notice of the habitual truancy by mail or by personal service to the student's parents or guardians.
9. If another unexcused absence occurs after the delivery of a written notice of habitual truancy, the student shall, within 7 days of this unexcused absence, be reported to the probation services office of the judicial district in which the student resides.
10. If the habitual truant is not referred to the children's court by the juvenile probation office for appropriate disposition, the school may contact the children's court attorney directly to determine what action will be taken.
11. If a determination and finding has been made by the juvenile probation office that the habitual truancy by a student may have been caused by the parents or guardians of the student, and no charges have been filed against the parents or guardians, the school may contact the district attorney's office to determine what action will be taken.
12. Training on attendance policies and procedures will occur for all school staff before the first day of school for students.

V. PREGNANT AND PARENTING STUDENTS:

- A. A student who provides documentation of the birth of the student's child shall be given ten (10) days excused absences; and student shall be allowed a time period to make up the work that the student missed that equals the number of days the student was absent for the birth of a child; and

- B. A student who provides appropriate documentation of pregnancy or that the student is the parent of a child under the age of thirteen needing care shall be allowed four (4) days of excused absences for such purposes; and the student a time period to make up the work that the student missed that equals the number of days the student was absent.
- C. The pregnant or parenting student is responsible for communicating the student's pregnancy and parenting status to the head administrator, if the student chooses to disclose the information.
- D. The school shall provide a copy of the pregnant and parenting student absence policies to all enrolled students in middle school.

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 the mission of our school, we support such a leave of absence for up to one academic year for 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 the leave of absence for up to one academic year. 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 PREVENTION POLICY

PURPOSE

Cien Aguas International School believes that providing an educational environment for all students, employees, volunteers, and families, free from harassment, intimidation, or bullying supports a total learning experience that promotes personal growth, healthy interpersonal relationships, wellness, and freedom from discrimination and abuse. Therefore, harassment, intimidation or bullying are forms of dangerous and disrespectful behavior that will not be tolerated.

DEFINITIONS

Bullying means any repeated and pervasive written, verbal or electronic expression, physical act or gesture, or a pattern thereof, that is intended to cause distress upon one or more students in the school, on school grounds, or at school activities or sanctioned events. Bullying includes, but is not limited to hazing, harassment, intimidation or menacing acts of a student which may, but need not be based on the student's race, color, sex, ethnicity, national origin, religion, disability, age or sexual orientation.

Harassment means knowingly pursuing a pattern of conduct that is intended to annoy, alarm or intimidate another person.

Hazing means committing an act against a student, or coercing a student into committing an act, that creates a risk of harm to a person, in order for that student to be initiated into or affiliated with a student organization, or for any other purpose. Hazing includes but is not limited to:

- 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 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.

Health Education is the instructional program that provides the opportunity to motivate and assist all students to maintain and improve their health, prevent disease, and reduce health related risk behaviors. It allows students to develop and demonstrate increasingly sophisticated health related knowledge, attitudes, skills, and practices. It meets the content standards with benchmarks and performance standards as set forth in 6.30.2.19 NMAC.

Disability Harassment is defined as intimidation or abusive behavior toward a student based on disability that creates a hostile environment by interfering with or denying a student's participation in or receipt of benefits, services, or opportunities in the school.

Harassment and Disability Harassment include but are not limited to:

- *Verbal acts, teasing, use of sarcasm, jokes;*
- *Name-calling, belittling;*
- *Nonverbal behavior such as graphic or written statements or signing;*
- *Conduct that is physically threatening, harmful, or humiliating; or*
- *Inappropriate physical restraint by adults.*

Racial Harassment consists of physical or verbal conduct relating to an individual's race when the conduct:

- Has the purpose or effect of creating an intimidating, hostile, or offensive academic environment;

- Has the purpose or effect of substantially or unreasonably interfering with an individual's academic performance; or
- Otherwise adversely affects an individual's academic opportunities.

Sexual Harassment means any unwelcome sexual advances, requests for sexual favors, or other inappropriate verbal, written, or physical conduct of a sexual nature. Sexual harassment may take place under any of the following circumstances:

- When submission to such conduct is made, explicitly or implicitly, a term or condition of obtaining an education; or
- Submission to or rejection of that conduct or communication by an individual is used to factor in decisions affecting that individual's education; or
- That conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's education, or creating an intimidating, hostile or offensive educational environment.

NOTICE OF PROHIBITION AGAINST BULLYING AND ANTI-BULLYING INTERVENTIONS

Cien Aguas International School prohibits bullying/harassment. Bullying/Harassment is when an individual takes out aggression toward another in the form of criticism, exclusion, isolation, teasing with verbal, psychological, emotional, and physical violence. If behaviors toward another student(s) make him or her feel intimidated, uncomfortable or if the student feels threatened, it may be considered bullying harassment even if the harasser did not intend for his or her actions to be offensive. Bullying includes, but is not limited to, hazing, harassment, intimidation or menacing acts of a student which may, but need not be based on the student's race, color, sex, ethnicity, national origin, religion, disability, age or sexual orientation that a reasonable person under the circumstances should know will have the effect of:

- *Placing a student in reasonable fear of physical harm or damage to the student's property;*
or
- *Physically harming a student or damaging a student's property; or*
- *Insulting or demeaning any student or group of students in such a way as to disrupt or interfere with the school's educational mission or the education of any student. Students and parents may file verbal or written complaints concerning suspected bullying behavior to the school director. Any report of suspected bullying behavior will be promptly reviewed. If acts of bullying are verified, prompt disciplinary action may be taken against the perpetrator, up to and including suspension and/or expulsion.*

Staff will be reminded at the beginning of each school year about the Anti-Bullying Policy, as well as their responsibilities regarding bullying behavior. A copy of the policy will be disseminated annually.

REPORTING INTIMIDATION, HARASSMENT OR BULLYING BEHAVIOR

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

1. The report may be made to any staff member. The staff member will assist the student in reporting to the director or other personnel.
2. Teachers and other school staff who witness acts of bullying or receive student reports of bullying are *required* to promptly notify designated staff.
3. Reports should be done in writing using the Harassment, Intimidation, Bullying, or Hazing Complaint Form. A copy of this form will be submitted to administration.

4. School director or designee is *required* to accept and investigate all reports of intimidation, harassment or bullying.
5. School director or designee is *required* to notify the parent or guardian of a student who commits a verified act of intimidation, harassment, or bullying of the response of the school staff and consequences that may result from further acts of bullying.
6. Retaliation against an individual who either orally reports or files a written complaint regarding harassment, intimidation, bullying, or hazing or who participates in or cooperates with an investigation is prohibited.
7. The right to confidentiality, both of the complainant and the accused, shall be preserved consistent with applicable laws.
8. If harassment or bullying continues, the perpetrator will be immediately suspended and removed from the school, pending a long-term hearing.
9. To the extent permitted under the Family Educational Rights and Privacy Act (FERPA), school staff is *required* to notify the parent or guardian of a student who is a target of bullying of the action taken to prevent any further acts of bullying.

INVESTIGATING INTIMIDATION, HARASSMENT OR BULLYING BEHAVIOR

Cien Aguas International School administration or their designee will appropriately and promptly investigate all reports of harassment, intimidation, bullying, or hazing. In determining whether the alleged conduct constitutes bullying, 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.

1. The administrator will make every effort to inform the parents/guardians of the victim and the accused of any report of harassment, intimidation, bullying, or hazing *prior* to the investigation taking place.
2. The investigation shall consist of personal interviews with the complainant, the individual(s) against whom the complaint 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 investigator.
3. The school may take immediate steps to protect the complainant, students, teachers, administrators, or other school personnel pending the completion of an investigation.
4. The investigation shall be completed as soon as possible. The director (or investigator) shall make a written report. 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. If the complaint involves the Director, the report shall be submitted to the Governing Council who will then designate an investigation to determine the validity of the report and will then make a decision, based on the investigative findings, whether or not to file a complaint with the New Mexico Public Education Department, Educator Ethics Bureau. A copy of the completed report will be maintained by the school's administration.
5. The Special Services coordinator will be involved in all reports involving a student receiving special services to ensure a fair investigation. Cien Aguas International School will follow IDEA regulations when investigating students receiving special services.

CONSEQUENCES FOR BULLYING

1. Verified acts of bullying shall result in intervention by the building Director or his/her designee that is intended to ensure that the prohibition against bullying behavior is enforced.
2. Bullying behavior can take many forms and can vary dramatically in how serious it is, and what impact it has on the targeted individual and other students. Accordingly, there is no one response to bullying. While conduct that rises to the level of "bullying" as defined above will generally warrant disciplinary

action against the perpetrator of such bullying, whether and to what extent to impose disciplinary action (detention, in and out-of-school suspension, or expulsion) is a matter for the professional discretion of the building Director.

CONSEQUENCES FOR KNOWINGLY MAKING FALSE REPORTS

False charges shall also be regarded as a serious offense and will result in disciplinary action or other appropriate sanctions.

ANTI-BULLYING EDUCATION

Bullying behavior is mentioned specifically in many areas of the Health Education performance standards, in all grade levels. All students need to be aware of bullying behavior. It is imperative that students are comfortable with understanding, describing, and recognizing bullying behaviors.

Health education will be incorporated into thematic units at each grade level.

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.

CONCERN and COMPLAINT 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 Principal/Supervisor

If you are not satisfied with the disposition of the complaint at Step 1, notify in writing your response to the principal/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 principal/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.

CUSTODY ISSUES

The school office personnel and classroom teacher should be notified of any custody issues involving your child. This notification should be written 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 court documents prohibiting such contact. 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 state-chartered public charter school, authorized by the Public Education Commission. Its Governing Council reports to the New Mexico Public Education Department, Charter Schools Division. The Governing Council governs and manages 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 Board has adopted.

The Governing Council holds collective authority over the school. Individual Board 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 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.

The Board has several working committees which include public relations, fundraising, facilities, nominating, and finance. Committees are chaired by Board members and their membership includes a mix of Board members and non-Board members. It is the role of the committees to make reports and recommendations to the Governing Council.

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 Principal, 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 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. Only the Director may modify in writing the one-year expulsion requirement on a case-by-case basis. 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.
- c. 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:
 - 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.
 - 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.
 - 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.
 - 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.

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, 'do-rags' 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.
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 at the discretion of the teacher. Sunglasses and hoods can not 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 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 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 principal or principal's designee a written request that identifies the record(s) they wish to inspect. The principal 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 principal 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.

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.

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.

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.

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. This includes parent volunteers and observers.

VOLUNTEERS

Volunteers are welcome and can participate at Cien Aguas in a variety of ways.

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.

WEATHER/SCHOOL CANCELLATIONS

A cancelled 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.

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 Governing Council believes the Internet offers vast, diverse and unique resources to both students and staff. The Council'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 Governing Council 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, 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 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(l)(3).

ALTERNATIVE EDUCATIONAL SETTING (AES)

The AES program is an alternative educational setting to address the needs of students who, for a variety of reasons, are having difficulty in the general educational environment. Students who have an Individualized Education Plan may be placed in AES through a committee made up of Administration, AES personnel, an IEP Facilitator, parents, and the student. Placement is not permanent and students are able to maintain progress in the core subjects while in the AES program. A decision is then made, at a future date, by the same committee whether the student should be returned to their home school.

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. 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 will be reviewed annually with staff and will be updated with recommendations from the Cien Aguas Safety Committee.

STUDENT HEALTH & WELLNESS

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
- Physicians 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:

THE NEW LAW REGARDING IMMUNIZATION RECORDS REQUIRED FOR SCHOOL ATTENDANCE.

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 to access 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.

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

