

LOVING HIGH SCHOOL

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July 25, 2016

Dear Parents,

The new school year is here! I am excited about the opportunities that exist for your student here at Loving High School. Our staff has set high expectations for every student and are ready to begin the new year!

This enrollment packet contains pertinent information we need in order for us to accurately determine your students initial plan for academic success. Please review each document and provide us with the necessary information that will enable us to make informed decisions regarding your student.

I am looking forward to working with each of you as collaborative partners in making your students experience at Loving High School a memorable and enjoyable one!

Sincerely,

Lee White
Principal

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Vision Statement

Every student will be equipped with the tools to be successful in an ever changing society.

Mission Statement

Loving Municipal Schools, in partnership with our community, is committed to ensuring all students reach the highest levels of achievement to become successful citizens.

Administrative Procedures

A clear and relevant Code of Student Conduct is essential to maintaining a safe and humane environment at Loving High School. It also provides a framework for thorough guidelines for correction and discipline that is fair and consistent.

An effective Code of Student Conduct must create and explain expectations, procedures, and strategies so that all stakeholders fully understand and abide by them.

Application of the Student Code

All aspects of the Student Code of Conduct are in effect during school hours and other times when students are participating in curricular and co-curricular activities.

STUDENT CONCERNS, COMPLAINTS, AND GRIEVANCES

Students may present a complaint or grievance regarding one or more of the following:

- Denial of an equal opportunity to participate in any program or activity for which the student qualifies that is not related to the student's individual capabilities.
- Discriminatory treatment on the basis of race, color, religion, sex, age, national origin, or disability.
- Harassment of the student which means knowingly pursuing a pattern of conduct that is intended to annoy, alarm or terrorize another person.
- Intimidation by another student.
- Bullying by another student which 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, in school vehicles, at a designated bus stop, 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.
- Concern for the student's personal safety.

Provided that

- The topic is not the subject of disciplinary or other proceedings under other policies and regulations of this District; and
- The procedure shall not apply to any matter for which the method of review is prescribed by law, or the Board is without authority to act.

The guidelines to be followed are:

- The accusation must be made within thirty (30) calendar days of the time the student knew or should have known that there were grounds for the complaint/grievance.
- The complaint/grievance shall be made only to a school administrator or professional staff member
- The person receiving the complaint will gather information for the complaint form.
- All allegations shall be reported on forms with the necessary particulars as determined by the Superintendent. Forms are available in the school office.
- The person receiving the complaint shall preserve the confidentiality of the subject, disclosing it only to the appropriate school administrator or next higher administrative supervisor or as otherwise required by law.
- Any question concerning whether the complaint/grievance falls within this policy shall be determined by the Superintendent.

- Students should file complaints on their own behalf. A parent or guardian may initiate the complaint process on behalf of an elementary school student. A parent or guardian who wishes to complain (other than an elementary student's parent) should do so by completing the forms following policy KE on Public Concerns and Complaints.
- A complaint/grievance may be withdrawn at any time. Once withdrawn, the process cannot be reopened if the resubmission is longer than thirty (30) calendar days from the date of the occurrence of the alleged incident. False or unproven complaint documentation shall not be maintained.
- Retaliatory or intimidating acts against any student who has made a complaint under this policy and its corresponding regulations, or against a student who has testified, assisted or participated in any manner in an investigation relating to a complaint or grievance, are specifically prohibited and constitute grounds for a separate complaint.
- Knowingly submitting a false report under this policy shall subject the student to discipline up to and including suspension or expulsion. Where disciplinary action is necessary pursuant to any part of this policy, relevant District policies shall be followed.
- The person receiving the complaint shall preserve the confidentiality of the subject, disclosing it only to the appropriate school administrator or next higher administrative supervisor or as otherwise required by law.

I. Student / Parent(s) Rights and Responsibilities

Students enrolled at Loving High School are afforded the rights to be treated respectfully and fairly guarding against discrimination based on race, creed, sex, religion, disability or national origin. All students enrolled at Loving High School have a right to the following:

A. Student Rights

1. A free (with the exception of credit recovery) public education subject to the provisions of state law (Public Education Department) and rules/regulations of the Board of Education of Loving Municipal Schools.
2. Discipline of students receiving special education services will follow the guidelines set aside by federal, state, and local laws in an effort to meet the Individuals with Disability Education Act.
3. Opportunity to participate in an environment that is safe, humane, and conducive to learning.
4. Right to due process.
5. Right to inspect and review educational records pertinent to them.
6. Access to educational intervention programs subject to budget availability.

B. Student Responsibilities

1. Students have a responsibility of following and respecting the Student Code of Conduct guidelines.
2. Students have a duty to know and obey school rules and regulations both inside and outside of the school building.
3. Students are expected to attend school on time.
4. Students are expected to obey the compulsory attendance law.
5. Students are expected to come to school each day ready to learn.
6. Students are expected to accept responsibilities for their own actions.
7. Students are expected to utilize institutional resources for help such as guidance, social worker, and tutoring.
8. Students are expected to turn in all class assignments when due.
9. Students should seek clarification for any assignment if they do not understand classroom requirements for completion.

C. Parent/Guardian Rights

1. Right to seek clarification of school procedures as they pertain to their child.
2. Be treated with respect by all staff members at Loving High School.
3. Visit classes after a request has been made through the teacher and approved by the principal. The visit must be on the teacher's plan period.
4. Receive academic and discipline information in a timely manner.
5. Be informed of changes mandated by law in a timely manner.
6. Participate in organizations for parents.

D. Parent/Guardian Responsibilities

1. Provide Loving High School with proof of residency.
2. Provide the school at registration with up to date proof of the following: immunization record, grades, birth certificate, social security number, and discipline records.
3. Inform the school whenever your child is absent.
4. Comply with the compulsory attendance law.
5. Support the educational process of your child.
6. Support the Code of Conduct Policy at Loving Municipal Schools.

II. Administrative/Teacher Responsibilities

A. School administrative responsibility

1. Support the educational environment at Loving High School.
2. Promote increased communication for all stakeholders.
3. Evaluate all instructional programs.
3. Evaluate and implement a school improvement plan.
4. Support curricular and co-curricular programs.
5. Enforce the Student Code of Conduct in a consistent manner.
6. Keep the Superintendent of School informed about opportunities and situations at Loving High School.

B. Responsibility of Teaching Staff

1. Remain knowledgeable about school policies while applying them with fairness and consistency.
2. Inform students and parents of school policies and academic expectations in a timely manner.
3. Communicate all information regarding student progress or concerns on a regular basis to students, parents, and administrative staff at Loving High School.
4. Provide make-up work consistent with district policies.
5. Maintain a positive environment.

III. Loving High School Attendance Policy

Any parent, guardian or person having custody and control of a person subject to the provisions of the Compulsory School Attendance Law is responsible for the school attendance of that person until that person has reached at least 18 years of age unless the person has graduated or received a general educational development certificate.

The school-age person shall attend school for at least the length of time of the school year that is established in the school district or charter school in which the child is a resident or enrolled, and the school district or charter school shall not excuse a student from attending school except as provided in the Compulsory School Attendance Law or for parent-authorized medical reasons.

A. Procedures for Notification

1. If a student accumulates three (3) unexcused absences, the school will notify the parent(s) using FORM LETTER I. The parent and student will be requested to appear before the Building Principal to develop an attendance contract. A student with five (5) unexcused absences is a student in need of early intervention.

If a student accumulates five (5) unexcused absences, the school will notify the parent(s) using FORM LETTER III. The parent and student will be requested to appear before the Truancy Committee of the Loving Municipal Schools.

2. If a student accumulates seven (7) unexcused absences, the school will notify the parent(s) using FORM LETTER III. The parent and student will be requested to appear before the Truancy Committee of the Loving Municipal Schools.
3. If the student accumulates ten (10) unexcused absences, the parent(s) will be notified by certified mail or a hand-delivered letter by school personnel using FORM LETTER IV. In addition, the case will be referred to the District Attorney's Office for investigation and potential criminal prosecution.
4. If unexcused absences continue after written notice of habitual truancy has been served on the parent, the principal or his/her designee shall report the student to the proper agencies for investigation as to whether the student shall be considered a neglected child or a child in a family in need of service because of habitual truancy and thus subject to the provisions of the Children's Code. The school will complete the "Probable Cause" form which must be attached to the notification to the court.

B. Parent's Failure to Meet

1. If a parent fails to arrange or attend a meeting within 48 hours following written notice that the student has been determined to be a habitual truant, the principal shall provide the Juvenile Probation & Parole Office (JPPO) with written notification of such failure and shall cooperate with any subsequent determination by the JPPO as to whether the parent has knowingly allowed the student to continue to violate the Compulsory Attendance Law of the State of New Mexico.
2. If the parent has not complied with correcting the violation of the Compulsory Attendance Law of the State of New Mexico, the principal will contact the Home/School Liaison Officer to file this violation with the Magistrate Court.
3. Each school shall distribute this policy to each student with an "Acknowledgement of Receipt" form to be signed by the parent. The signed form will be returned to the school office within five (5) days.
4. If a returned signed acknowledgement is not received by the school, the school shall make a reasonable attempt to contact the parent to determine if the parent received the form.

C. School Related Absences

The only absences not included in the absence count as unexcused are "Field Trip" or "School Sponsored Activity" which have been cleared and approved through administration prior to the event.

D. Medical Absences

Parents are requested to provide documentation of all medical absences.

E. Excessive Excused Absences

If the principal determines that a parent is calling excessively to excuse his/her student's absences as a non-medical excused absence (5 or more per semester), the principal will require that a conference be held and that a contract be

signed which states that further student absences could be determined to be unexcused. Excessive student absences shall be monitored for patterns, i.e., every Monday or Friday.

F. Summer School Attendance

Summer school is an intervention program to remediate or to recover credit. Therefore, summer school attendance is critical and absences will be limited to three (3) days. Parents and students will sign a contract affirming that they understand that to earn credit for a summer school session, they cannot be absent more than three days.

IV. Dress Code

The dress code for all Loving schools has been developed for two primary reasons. First, the district believes it's important to project a positive image to the community and the visitors to the school. Second, the district is trying to prepare students to enter the work force with an understanding of the standards of dress required in society. Students are expected to dress in an appropriate manner at all times. Student dress may not present a health or a safety hazard, violate municipal, county or state law, or present a potential disruption of the educational process.

A. Students are not to wear the following to school and/or sponsored activity

1. Spandex, stretch cotton shorts or shorts/skirts/dresses that measure more than three (3) inches above the top of the kneecap in a kneeling position.*
2. Torn or frayed clothing of any kind.
3. See-through/mesh clothing, even if worn over appropriate clothing.
4. Spaghetti-strap shirts or dresses and shirts with less than 3 inches of a sleeve.
5. Clothing that bares any part of the wearer's midsection, even if covered with or by appropriate clothing.
6. Clothing with any logo, writing, symbols, or numbers that reflect violence, malicious behavior, offensive language, sexual innuendo, drugs, alcohol, tobacco, or anything otherwise considered being disruptive or gang-related.
7. Excessively baggy/large coats i.e., "gang-related and/or trench/Goth style".
8. Excessively baggy/sagging pants. Pants must fit properly at the waist, inseam, and hem. Pants will be worn at the waist and secured with a belt if necessary. The belt end will not hang from the waist. Chains, leather straps, or "wallet chains" cannot hang from the waist. "Excessively baggy" shall be defined as pants being bunched at the waist under a belt, pants with a low-hanging crotch, or pants with the cuff that covers the feet of the wearer or drag on the floor.
9. Non-prescription dark glasses of any kind may not be worn indoors anywhere on the face or head.
10. Clothing that meets the dress code but is excessively revealing and/or excessively tight is also considered disruptive to the learning environment in the classroom and is prohibited on the Loving schools' campuses.
11. Shoes must be worn at all times.
12. Hats or Caps/Head Gear are not to be worn during school hours while on campus except for protection from the sun at administrator designated times, and designated school day field trips and extra-curricular activities, and by staff members who work outdoors. If students must wear protective headgear in the shop area, it must be within the shop area only. Hats and caps should be kept in lockers during school hours with the exception of lunch time.
13. Body tattoos may not be exposed to public view.
14. Body piercings (except for two earrings per ear) may not be worn.
15. No student on school property or at any school activity shall wear, possess, use, distribute, display, or sell any clothing, jewelry, bandana, emblem, badge, and symbol, sign, other items that are perceived as evidence of membership in or affiliation with a gang. (Excludes school athletic uniforms)

V. Progressive Discipline Policy

It is the responsibility of the students and their parent/guardian to inform themselves of current board policies and of administrative and classroom/school rules regarding conduct that is subject to disciplinary action.

At the beginning of each semester, every student will be given a “first day handout”.

The information contained within the guideline will include, but is not limited to, classroom make-up policies, discipline policies, grading policy, classroom behaviors and expectations. The outline will include parent/guardian, student and teacher signatures. Teacher will retain a signed copy. The disciplinary actions that may be taken by the principal or designee (with administrative approval) include, but are not limited to

1. Student conference
2. Student/parent conference
3. Detention
4. Restitution for damages to property
5. Mediation
6. Saturday School
7. In-School Suspension
8. Work Detail
9. Probationary enrollment
10. Out of school suspension
11. Recommendation for expulsion

*Refer to discipline matrix.

VI. Student Search and Seizure

Students possess the right of privacy of person as well as freedom from unreasonable search and seizure of property guaranteed by the Fourth Amendment of the Constitution. This individual right however is balanced by the school’s responsibility to protect the health, safety and welfare of all its students. Students, their personal effects and their vehicles, may be searched when it is determined reasonable to do so. Drug dogs and other detection devices may be used in these searches. If illegal substances, stolen property, or weapons are found, they will be confiscated and proper legal action taken.

VII. Illegal Drugs and Use of Tobacco Products

The Loving Municipal Schools prohibits students from using, misusing, abusing, possessing, selling, dealing, and/or giving away alcohol, controlled substances, solvents/inhalants used for intoxication, and/or drug paraphernalia while at school, on school property, in school vehicles, or while at school-sponsored activities (SDE Regulation 6, NMAC 1.4. Regulation 9.1.1).

Smoking or possession of tobacco products or smokeless tobacco is prohibited on or in school property during or after the regular school day and at all school-sponsored activities outside the school district. Random drug testing will be administered for any student athlete or participant in a NMAA governed activity or Loving Municipal School activity.

VIII. Weapons in School

The Board of Education recognizes the presence of weapons in school not only creates unacceptable risks of injury or death, but also creates a climate that undermines the educational purposes of the schools. Accordingly, it is the policy of the Board of Education to forbid the possession, custody, and use of weapons by unauthorized persons on school property, during school-sponsored activities, including transportation to or from such activity. This policy is enacted to implement the requirements of the Federal Gun Free Schools Act of 1994, 20 USC 8921 and NMSA 1978, 22-5-4.7, and it is the intention of the Board that it be interpreted to conform to provisions of law.

A weapon is any firearm, including a starter gun, which is designed to, may be converted to, or will expel a projectile by the action of an explosion. A firearm is also the frame, receiver of such weapon, any firearm muffler, silencer, or any destructive device that is an explosive or incendiary device, bomb, grenade, rocket, missile, similar device or mine.

Although not included within the definitions of a weapon under the Gun Free Schools Act of 1994 and NMSA 1979, 22.5.4.7, the School Board possesses the authority to and will impose disciplinary penalties when a student brings to school devices that may be used as weapons. This includes, but is not limited to knives of any length, including pocket knives, or other objects even if manufactured for non-violent purpose to have a potentially violent use, or any lookalike object that resemble objects that have a

potentially violent use if under the surrounding circumstances the purpose of keeping or carrying the object is for use of or threat of use as a weapon.

Any student found to be in violation of this policy shall be subject to discipline up to long-term suspension and expulsion. Any student found to be in possession of a weapon as defined in the Federal Gun Free Schools Act shall at a minimum be expelled from school for a period of not less than one year.

IX. Interrogation and Arrest

Law enforcement officers may not remove a student from school premises for questioning while the child is properly in attendance without permission of the student's parent or guardian unless the student has attained age of majority (18). Where an enforcement officer has a warrant or citation for the student's arrest or an order signed by a district judge, removal of the student by the officials under such order is mandatory when presented to the principal. The parent or guardian must be notified.

If the law enforcement officers request the right to question a minor student on school premises, the request shall be honored only if:

1. The parent and/or guardian has been contacted and has given their approval.
2. The parent or guardian has been given an opportunity to be present, and
3. The student has been advised of his/her legal rights.

None of the above shall be construed to prevent school authorities from seeking law enforcement under extreme circumstances.

X. Student Suspension

A. Procedures

School personnel shall make a conscientious effort to keep a student in school; however, a student may be suspended under the following conditions and procedures.

1. The principal may suspend students after a violation of the student discipline policy.
2. An attempt will be made by the principal to notify the parents of the suspension.
3. The principal may require a conference with the parent/guardian at the time of the suspension.
4. A parent/guardian may request a conference with the principal to discuss the disciplinary action.
5. When it becomes necessary for a student to be sent home, the parents/guardian of the student will be contacted. If neither parent nor guardian can be contacted, the student will be required to remain at school under supervision for the remainder of the school day.
6. Should a student become hostile, physical and/or verbally abusive to school personnel, the police will be called and that student will be removed immediately from school premises.
7. Immediate removal (remanding to the police) may be required in cases of weapons, illegal substances, and alcohol.
8. Students who are suspended are suspended from all activities held on any school campus during their suspension time.

B. Complaints/Grievance Procedures

Every effort shall be made by administration and faculty members to resolve problems through effective utilization of school district resources in cooperation with the student and parent/guardian.

In the event that a problem is not resolved, students and parent/guardians will follow the following complaint procedure:

1. Teacher
2. Athletic Director (if needed)
3. Principal
4. Superintendent
5. Board of Education

XI. General Policies

A. Sign In/Out Policies

All students must sign in and out of the building through the front office. Any student leaving campus without authorization will be counted truant. A student that is requesting to leave campus must have an authorized individual* come into the building to sign him/her out. The only exception to the rule is a 24 hour prior approval on file for dismissal from campus with written approval by parent.

*Only those individuals authorized on the emergency forms filled out during enrollment period are allowed to sign students in/out. If a change occurs in living arrangements or guardianship, it is the parent/student's responsibility to report changes to the front office.

B. Tardy Policy

Students are expected to be in class on time each day. Students receiving their 4th tardy will be subject to the following discipline actions:

1. 4th - 5th Tardy: Call parent & assign detention for 2 days
2. 6th - 9th Tardy: Call parent & assign detention for 5 days
3. 10th - 11th Tardy: Assign one day of In School Suspension
4. 12th - 13th Tardy: Assign two days of In School Suspension
5. 14th & Subsequent Tardy: two days of Out of School Suspension

C. Detention

Students who receive detention will report to the assigned teacher's room by 3:30 p.m. The time for detention is 3:30-4:10 p.m. Monday– Thursday. It is assigned by the building administrator only.

D. Detention Guidelines

1. Detention will meet 3:30p.m.-4:10 p.m. Monday- Thursday. Students who are late should not be allowed to stay and will be counted as a No Show to detention. Refer to Discipline Matrix.
2. Detention will be held in the Library unless otherwise notified.
3. Students will bring assignments to work on.
4. Students who talk will be given one verbal warning. If the talking continues, then the student will be required to leave and will receive a referral for Disruptive Behavior. Refer to the Discipline Matrix.

E. Saturday School Guidelines

Students who receive Saturday School will report to the Lecture Hall by 8:00 a.m. The time for detention is 8:00 a.m. until 12:00 p.m. It is assigned by the building administrator only.

1. Students who are more than 10 minutes late will not be allowed to stay and will be counted as a No Show to Saturday School. This is an automatic 3 day IN-School Suspension.
2. Students will be given an assignment to complete during Saturday School.
3. Students who talk will be given one verbal warning. If the talking continues, then the student will be required to leave and will receive an automatic 3 day In-School Suspension.

F. In-School Suspension (ISS) Guidelines

1. Students will check into ISS by 8:00 a.m. and will check out at 3:30 p.m. If student is not on time he/she will be counted as a No Show to ISS. This is an automatic 2 day of Out of School Suspension
2. Students will be given class related assignments to complete during ISS. If a student finishes early or brings no materials to ISS, he/she will be given assignments to complete.

3. Students who talk will be given one verbal warning. If the talking continues, then the student will be required to leave and will receive an automatic 2 day Out of School Suspension.

4. Students are suspended from all activities (including practice, games, events and activities) held on any school campus on the day In-School Suspension is served.

5. Student will be served breakfast and lunch during the time spent in ISS.

G. Make-Up Work Policy

Students are allowed a day for each day missed for each excused absence. The student must assume the responsibility to meet with the teacher(s) about work missed on the first day back in school. Make-up work is to be done outside the regular class period. Students who are truant are not allowed to make up missed work. Students will automatically lose 30% of assignment credit if the assignment is turned in late without prior approval from the teacher.

Power of ICU - Staff members have raised the bar at LHS and are assisting students in reaching high expectations.

Staff members are here to help and are going to go out of their way to help those students that need it.

No more zeros – All assignments will be completed. Late work is just that – Late. The highest grade a late assignment will receive is a 70%.

We have created a list – If a student's name is on the list with missing assignments, they will be reminded regularly.

Students who do not complete late work will be assigned to mandatory extra help (examples – working lunch time, missing pep rallies, afterschool tutoring)

Late work will be accepted until the 5th day after it was assigned.

H. Student Parking

Parking is a privilege at Loving High School. Parking permits cost \$15.00. Parking privileges can be revoked for disciplinary reasons. Students can begin purchasing parking permits one week prior to school starting through the main office. Students will have through the first week of school to purchase parking permits. At the beginning of the second week of school, students will get a warning for not having a permit. The second warning will result in a disciplinary referral. The discipline matrix will be followed for parking violations.

Parking Rules

- No student may park on the school grounds until student has purchased an authorized parking permit from Loving High School. Any student who parks in an unauthorized area or parks without a legally purchased parking permit may have the vehicle towed at the owner's expense.
- Students will only be allowed to park in the area designated for student parking.
- Report lost or stolen permits. A replacement permit will cost \$15.00. Students will not be allowed to park on campus until a replacement permit is purchased.
- Parking permit must be displayed as instructed, in the designated location on the vehicle at all times. Failure to properly display the parking permit may result in a student disciplinary referral or the vehicle being towed at the owner's expense.

For Safety and Security Purposes the Following Will Apply:

- Student cannot give or resell his/her parking permit to another student.
- No refunds will be given to students who lose their parking privilege for disciplinary reasons.
- A parking permit cannot be transferred from the vehicle to which it is registered to any other vehicle without administrative approval.
- Any student who is in possession of a stolen or counterfeit permit will face disciplinary action.
- Students are not to congregate in the parking lot, sit in or on their vehicles, or play loud music while on school grounds.

- The speed limit on campus is 10 mph. Reckless driving of any type by a student which creates endangerment when entering, leaving, or while on school grounds is not permitted. Violation of the driving/parking regulations may result in disciplinary action up to and including the revocation of driving/parking privileges.

To register your vehicle, you must have the following:

- Valid New Mexico Driver's License
- Copy of New Mexico Vehicle Registration
- Proof of automobile insurance
- Signed parking affidavit from parent/guardian

I. Hall Passes

A student should never be in the halls during class time without a proper hall pass. Every student must have a completed HALL PASS at all times he/she is not in assigned room or in the company of a staff member.

XII. Enrollment / Guidance of Students

The principal, dean of students, and teachers (in collaboration with parents and students) are responsible for developing student schedules. The dean of students is responsible for resolving any scheduling conflict that may arise. In addition, the dean of students assists students in locating information about colleges, scholarships, financial aid, and career counseling. The guidance office in conjunction with the principal's office provides information regarding graduation status. The registrar will provide transcripts upon request.

A. Enrollment

All new students are enrolled in the main Office. After meeting with the principal the student will then meet with the dean of students for the development of a class schedule. The student will be issued (if he/she doesn't already have one) a state ID number. Any student may enroll in Loving High School at the evaluated appropriate level on the following basis:

1. Covered by this policy, students are enrolled following appropriate intake procedures.
2. Late enrollees will be assigned to classes on a provisional basis, and the principal retains the option not to assign a grade and/or award credit. Students, who have not been enrolled in any school but request enrollment after the beginning of the 20th day of each semester, must have administrative approval for enrollment and may be enrolled for audit credit only.
3. A student who is over eighteen years of age, with the principal's approval, may enroll in school. The student must demonstrate a positive attitude and exhibit satisfactory behavior, dress, attendance and citizenship. Special education students will adhere to an IEP following appropriate intake procedures.

B. Compliance with Immunization

Only those students who can provide proof of immunization may lawfully enroll in public schools in New Mexico. All students new to the district must provide proof of immunization at the time of enrollment. Students transferring to the Loving Municipal Schools system are no longer allowed a conditional enrollment period. Proof of the following immunizations is required before enrollment.

1. DPT (Diphtheria, Tetanus, Pertussis) series of 3 and boosters, as required;
2. Polio: series of 3 and boosters, as required;
3. Measles: (10 day and 3 day) 1 vaccination.

Medical or Religious Exemption: Students must bring verification of exemption at the time of registration. This exemption must be renewed each year, prior to enrollment.

C. Schedules/Changes

Students can select their classes based upon a Career Pathway, personal choice, and teacher recommendation. At the high school, all changes must be made prior to the beginning of each semester. This allows time for vocational program schedule changes, changes related to the co-curricular programs, balancing class loads, and other necessary changes. A parent conference with the dean of students and teacher is required for any schedule change (with the exception of intervention needs) other than those listed above. The principal in addition to a parent-teacher conference must approve schedule changes requested after the beginning of each semester. The principal and dean of students are responsible for developing and approving changes in the master schedule.

XIII. Grades

Actual student numerical grades are recorded in the grade book. Nine weeks averages are determined by averaging the grades in the grade book. The actual numerical score earned on the semester exam is recorded on the report card. Parents can check their student's progress with the use of Parent Aide. This program requires internet connection and an account to link to the Loving High School Principal's Aide Gradebook. Parents can request an account through the high school secretary. Progress reports are distributed every Wednesday to students. In addition, on the third Wednesday of the month a copy of the progress report is mailed home.

Starting in the ninth grade, each high school student begins earning a cumulative grade point average. The Grade Point Average (GPA) is based on the local grading scale. In high school, the GPA becomes an important criterion for extra-curricular eligibility, awards and scholarships, car insurance discounts, as well as college bound and other post-secondary school admittance. A student's cumulative GPA is printed on record cards and transcripts. GPA information and class rank are available in the office. GPA and class rank information are often requested as part of the official transcript. *8th grade students taking Algebra I, will have the course included on high school transcript

A. Eligibility GPA—In order to participate in ANY extra-curricular activity, a student must not have more than one “F” and must have an overall GPA of 2.0. This GPA is calculated by averaging all seven class grades within a grading period.

B. Regular Grading System

A =90 –100 % (4.0 GPA)

B =80 - 89 % (3.0 GPA)

C =70 - 79 % (2.0 GPA)

D =60 - 69 % (1.0 GPA)

F =50 - 59 % (0.0 GPA)

AP Courses will have a weighted grading system: A=5.0, B=4.0, C=3.0, D=2.0, F=0.0

C. GPA—Class rank, Valedictorian, and Salutatorian are calculated using GPA from the 7th semester transcript. Concurrent enrollment classes will also be figured into the GPA.

D. Plagiarism

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

1. Copying or rephrasing another student's work.
2. Having someone else rewrite an assignment or rephrase any part of an assignment (not just proofread it).
3. Directly copying student aids (for example Cliff Notes), critical sources, reference materials, or other materials in part or in whole without acknowledgement.
4. Indirect reproduction of student aids, such as Cliff Notes, Cole Notes, critical sources, or reference materials by rephrasing ideas borrowed from them without acknowledgement.

E. Transcripts

The transcript is an official record of a student's high school performance. In order to be considered official, transcripts of credits must be received or sent by mail through the Guidance Office. All transcripts requested by schools and colleges will be sent free of charge. Transcript requests may be withheld if any monies are owed. Only

semester grades are recorded on the transcript. Seniors who wish to have a final, eighth semester transcript sent to a college must file a written request for this transcript with the Guidance Office in May of their graduation year.

F. Senior Notification Procedure

Parents/guardians and seniors will be notified as soon as the information is available to the school officials if the senior will not meet graduation requirements established by the State Department of Education and the Loving School Board of Education. In some cases, depending on the final examination schedules, this notification may not be possible until the day before graduation. Parents/guardians and seniors are cautioned about spending money toward graduation announcements, cap and gown, etc. Credits needed to graduate are listed by year in the curriculum handbook. Parents/guardians are encouraged to keep in touch with their student's teachers and check weekly progress reports in order to monitor school performance.

Note: There will be approximately two scheduled senior and parent meetings. The second meeting will cover graduation procedures and the Final Next Step Plan.

XIV. Withdrawal / Disenrollment

When students withdraw from Loving Municipal Schools, they will notify the office and/or building Principal (preferably a few days prior to their final day of attendance). Students who are withdrawing from Loving Municipal Schools must have a written statement from their parents/guardians containing the following information:

1. Reason for withdrawal
2. Transfer destination
3. Date of withdrawal
4. Parent's/guardian's signature
5. If Special Education is a factor, request for records release filled out by school secretary or in Special Education Office.

The parent or guardian will need to come to the office and sign the withdrawal form. A withdrawal form will be given to the student on the last day of his/her attendance. The student will check out with the dean of students, attendance secretary, librarian, nurse, and all his/her teachers. Teachers are required to record an average grade and sign the form. When the students have completed check-out procedures, the student will return the form to the secretary/dean of students, where a copy of the form and an unofficial copy of their transcript will be given to them for enrollment at their next school. Students should also obtain a copy of their health record from the nurse.

A. Other Disenrollment Conditions

1. Expulsion for disciplinary reasons.
2. Parent/guardian withdrawal of a student.
3. Violation of Compulsory Attendance Law.

B. Early Withdrawal

All early withdrawals must have prior approval by building administrator. Only those early withdrawals that are absolutely essential will be approved during the last two weeks (10 days) of a semester.

In cases of withdrawal during the last ten days of a semester, teachers will issue a grade for the semester's work based upon student performance including completion of the semester exams. Withdrawal prior to the last ten days of each semester will result in the student earning transfer grades only.

C. The following is the early withdrawal procedure:

1. The parent/guardian should write a letter or petition to the principal outlining reasons for request.
2. The student must confer with the principal.
3. The principal notifies the student and parent/guardian of the disposition of the request.
4. If the request is approved, the parent/guardian must come to the Office to sign a withdrawal form on the student's last day of class.

D. GED Testing

Loving Municipal Schools does not administer the GED test. NMSU-C administers this test. Eighteen-year-old students may contact NMSU-C directly for information concerning the GED at 234-9200.

XV. Administration of Medicine

Parents are not encouraged to send medication(s) to school with their children. However, the school district does recognize the fact that there are some instances in which the child must take medication during school hours. The following set of guidelines should help clarify this situation for school personnel and parents. Any student who must take any prescribed medication during school hours must:

1. Have the Medication Consent Form completed by parent. When completed, the form is to be submitted to the school office. A copy will be given to the nurse.
2. Be instructed, by parent/guardian, on how to take his/her own medication. Handicapped or mentally challenged children can be taught according to their capabilities.
3. Know from parent/guardian why he/she takes medication.
4. Medication(s) need to be kept in a safe place.

XVI. Important Phone Numbers

Main Office	745-2020
Principal	745-2025
Dean of Students	745-2027
Athletic Director	745-2032
Fax	745-2040

XVII. Class Sponsors

- A. Freshmen: Mr. Chacon, Mr. Santo, Mrs. Gut-Omen, Mr. Cordova
- B. Sophomores: Mr. Finch, Mr. A. Lopez, Mr. McIlroy, Mrs. Stewart
- C. Juniors: Mr. M. Lopez, Mr. Carrasco, Mr. Parraz
- D. Seniors: Ms. Crenshaw, Mrs. Bass, Ms. Granado, Mr. Flores

XVIII. Exam Schedule

Fall 2016 Semester Final Exams will be given December 16, 19, and 20.

Spring 2017 Semester Final Exams will be given May 19, 22, and 23.

XIX. Electronic Devices

Electronic devices absolutely will not be used in the classrooms. The devices are inclusive to but not limited to: cell phones, music players, cameras, and video games/systems. The school is not liable for lost or stolen items. If students are found using electronic devices during the school day, they will be subject to disciplinary action as listed in the discipline matrix.

XX. Athletic Activities

The district encourages all students to get involved in activities. This widens the educational experience and makes school more enjoyable. However, there are eligibility requirements for these activities. The New Mexico Activities Association (NMAA) has established eligibility requirements; prom and homecoming courts are included. To be eligible to participate in extra-curricular activities as per NMAA standards, students must retain the criteria set in Student Athletic/Activity Handbook.

A. Conflicts in School Activities

In the event of scheduling conflicts among school activities (i.e., athletics, music events, prom, or homecoming events) the sponsors of the activities involved will resolve the problem by consultation with the parents of the minor students or directly with the student who is 18 years of age. When a scheduling conflict occurs, it will be the responsibility of the activity sponsor to reach a satisfactory solution involving no student penalty. In the event activity sponsors cannot reach an equitable conclusion, a parent-administration decision will be final and binding.

B. The following priorities shall be observed in the event of scheduling conflicts:

1. National level competition
2. State level competition
3. District/regional level competition
4. Academic events
5. Prom and homecoming events
6. Non-district competition
7. Field trips
8. Practices

XXI. Food and Drinks

Students are not permitted to have food or drink, excluding water, in the classroom during class time, or in the hallways. All water bottles need to be clear. Lunches may be brought to school. Any food brought into the building (i.e. fast food lunch) must be checked in through the office. Administrative permission is required for food/drink use on special occasions (class parties, etc.).

XXII. Prom/School Dances

- A. Participation in the Junior-Senior Prom is to be limited to the regularly enrolled juniors and seniors and their dates. Middle school students in grades 6-8 are not eligible to attend the prom. Guests over the age of 20 years old will not be permitted. Admission is by invitation only.
- B. Guests who ARE NOT LHS students must be preapproved and must come to the dance with his/her date. Approval forms can be found in the main office. Photo identification will be required of all guests.
- C. All school policies will be strictly enforced for both students and their guests.
- D. NO GUEST OR STUDENT may re-enter once they leave.

Loving High School Discipline Matrix

Level I Offenses

1.1 Cafeteria Rules Infraction - Includes (but not limited to) instigating or participating in food fights and any inappropriate conduct related to food.

- | | |
|--------------------------|------------------------------------|
| 1 st Offense: | Call Parents; 1 day detention |
| 2 nd Offense: | Call Parents; 3 days detention |
| 3 rd Offense: | Call Parents; ISS for 3 days |
| 4 th Offense: | Call Parents; Suspend up to 3 days |

1.2 Dress Code Violation - Students are required to dress appropriately for school (Refer to Student Dress Code)

- 1st Offense: Call Parents; student is given another piece of clothing
- 2nd Offense: Call Parents; student is given other clothing, 3 days detention
- 3rd Offense: Call Parents; student is given other clothing, 3 days of ISS
- 4th Offense and Subsequent Offenses: Parents are notified, Suspend up to 3 days

1.3 Disruptive Behavior - Behavior that poses a serious threat to the learning environment, health, or welfare of others.

- 1st Offense: Call Parents; 3 days detention
- 2nd Offense: Call Parents; ISS for 2 days
- 3rd Offense: Call Parents; Suspend up to 10 days
- 4th Offense: Call Parents; Suspend to Superintendent

1.4 Electronic Device Violation - Inclusive of Cell Phones, music players, cameras, video games/systems

- 1st Offense: Call Parents; Warn and confiscate item
- 2nd Offense: Call Parents; 3 days detention; Parents pick-up device
- 3rd Offense: Call Parents; ISS for 2 days; Parents pick-up device
- 4th Offense: Call Parents; ISS for 5 days; Parents pick-up device

1.5 Forgery/Plagiarism/Cheating - Includes (but not limited to) copying work from other students and/or published sources.

- 1st Offense: Call Parents; 3 days detention & Receive zero on assignment
- 2nd Offense: Call Parents; ISS for 2 days
- 3rd Offense: Call Parents; Suspend up to 3 days
- 4th Offense: Call Parents; Suspend up to 10 days

1.6 Inappropriate Display of Affection - Includes (but not limited to) inappropriate touching, kissing, or other signs of affection between students.

- 1st Offense: Call Parents; 1-3 days detention depending on the severity
- 2nd Offense: Call Parents; 3-5 days detention depending on the severity
- 3rd Offense: Call Parents; Suspend 1- 5 days
- 4th Offense: Call Parents; Suspend up to 10 days

1.7 Littering - Discarding trash inappropriately.

- 1st Offense: Call Parents; Counsel/Warning
- 2nd Offense: Call Parents; 3 days detention
- 3rd Offense: Call Parents; ISS for 3 days
- 4th Offense: Call Parents; Suspend up to 3 days

1.8 Misbehavior on Buses - Any offense committed by a student on a district owned or contracted bus will be disciplined in the same manner as if the offense had been committed at the assigned school. Bus riding privileges may be revoked.

- 1st Offense: Call Parents; 3 days detention
- 2nd Offense: Call Parents; ISS for 2 days; Suspend from bus 1-3 days
- 3rd Offense: Call Parents; Suspend up to 3 days; Suspend from bus 3-5 days
- 4th Offense: Call Parents; Suspend to Superintendent

1.9 Misuse of School Technology - Violation of School Computer Use Policy (Refer to the *School Computer Use Policy* found in handbook)

- 1st Offense: Call Parents; Counsel/Warning
- 2nd Offense: Call Parents; 3 days detention
- 3rd Offense: Call Parents; ISS for 3 days
- 4th Offense: Call Parents; Technology privileges revoked for remainder of year; Suspend up to 3 days

1.10 Not Dressing out for PE

1 st Offense:	Call Parents; Counsel/Warning
2 nd Offense:	Call Parents; 1 day detention
3 rd Offense:	Call Parents; 3 days detention
4 th Offense:	Call Parents; ISS for 2 days

1.11 Speeding/Parking Violations - Students are limited to designated student parking areas and are prohibited from hazardous actions which include (but not limited to) peeling out, speeding, reckless driving, student endangerment, riding on hood, etc.

1 st Offense:	Call Parents; 3 days detention
2 nd Offense:	Call Parents; student is given one week suspension of driving on-campus any time
3 rd Offense:	Call Parents; student loses driving on-campus privileges for one month
4 th Offense:	Call Parents; and student loses driving on-campus privileges for the remainder of the school year

1.12 Tardies (Tardies are calculated per semester)

4 th & 5 th Tardy:	Call parents & 3 days of detention
6 th – 9 th Tardy:	Call Parents & 5 days of detention
10 th / 11 th Tardy:	Call Parents & ISS 1 Day
12 th / 13 th Tardy:	Call Parents & ISS 2 Days
14 th & Subsequent Tardies:	Call Parents & 2 Days Out of School Suspension

1.13 Unprepared for Class – Includes (but not limited to) missing books, lack of writing materials, incomplete homework.

1 st Offense:	Call Parents; 1 day detention
2 nd Offense:	Call Parents; 2 days detention
3 rd Offense:	Call Parents; 3-5 days detention
4 th Offense:	Call Parents; ISS for 2 Days

1.14 Vulgarity or Profanity – Written, verbal, or non-verbal communication – (including gestures) that is generally deemed offensive in the school environment

1 st Offense:	Call Parents; 3 days detention
2 nd Offense:	Call Parents; ISS for 2 days
3 rd Offense:	Call Parents; Suspend up to 10 days

Level II Offenses

2.1 Defiance of Authority (Insubordination) - Refusing to respond or carry out directive from school personnel including: custodians, food service personal, nurses, secretaries, aides, teachers, counselors, and principals.

1 st Offense:	Call Parents; ISS for 2 days
2 nd Offense:	Call Parents; Suspend up to 10 days
3 rd Offense:	Call Parents; Suspend to the Superintendent

2.2 Failure to Attend Detention - Without prior approval from school officials.

1 st Offense:	Call Parents; 5 days detention
2 nd Offense:	Call Parents; ISS for 2 days
3 rd Offense:	Call Parents; Suspend 2 days
4 th Offense:	Call Parents; Suspend to Superintendent

2.3 Gang Related – Includes (but not limited to) gesturing, “signing,” tagging, and wearing of gang related clothing.

1 st Offense:	Call Parents; Suspend up to 3 days
2 nd Offense:	Call Parents; Suspend up to 10 days
3 rd Offense:	Call Parents; Suspend to Superintendent

2.4 Theft - Taking possession or removal of property not belonging to the student (parent or guardian responsible for all costs of replacement or return of items in original conditions).

- 1st Offense: Call Parents; Call Police; 2 days ISS
2nd Offense: Call Parents; Call Police; Suspend up to 10 days
3rd Offense: Call Parents; Call Police; Suspend to Superintendent

2.5 Tobacco - *Extra-curricular regulations/policies also apply* - Includes (but not limited to) use or possession of cigarettes, chewing tobacco, and snuff.

- 1st Offense: Call Parents; ISS for 2 days
2nd Offense: Call Parents; Suspend up to 3 days
3rd Offense: Call Parents; Suspend up to 5 days
4th Offense: Call Parents; Suspend to the Superintendent

2.6 Truancy - Inappropriate absence from school without knowledge of guardians/school officials.

- 1st Offense: Call Parents; 3 days detention
2nd Offense: Call Parents; ISS for 3 days
3rd Offense: Call Parents; Suspend up to 3 days
4th Offense: Call Parents; Suspend up to 10 days

2.7 Vandalism - Defacing, damaging or destroying school property or an individual's property (student will clean-up, repair or pays for damages).

- 1st Offense: Call Parents; ISS for 2 days
2nd Offense: Call Parents; Call Police; Suspend to the Superintendent

2.8 Verbal Assault or Abuse (Written or Verbal) - Any inappropriate gesture, written communication, or verbal comment including profanity directed toward peers and/or staff with intent to harm.

- 1st Offense: Call Parents; 3 days detention
2nd Offense: Call Parents; ISS for 2 days
3rd Offense: Call Parents; Suspend up to 3 days
4th Offense: Call Parents; Suspend up 5-10 days

2.9 Violation of Suspension - Student appears on campus during the school day or at school activities while suspended.

- 1st Offense: Call Parents; Double Suspension days
2nd Offense: Call Parents; Suspend to Superintendent

Level III Offenses

3.1 Alcohol or Drugs - *Extra-Curricular regulations/policies also apply* - Possession, sale, transfer, distribution, or being under the influence of unauthorized prescription drugs, alcohol, narcotic substances, unauthorized inhalants, controlled substances, illegal drugs, counterfeit substances and imitation controlled substances.

- 1st Offense: Call Parents; Call Police; Suspend to Superintendent

3.2 Arson - Setting a fire or causing an explosion with the intention to damage property or buildings.

- 1st Offense: Call Parents; Call Police; Suspend to Superintendent

3.3 Assault with a Weapon/Firearm

- 1st Offense: Call Parents; Call Police; Suspend to Superintendent

3.4 Battery - Hitting, striking and/or causing injury to another person; physically injuring another person.

- 1st Offense: Call Parents; Suspend up to 5 days
2nd Offense: Call Parents; Call Police; Suspend to Superintendent

3.5 Bomb Threat

- 1st Offense: Call Parents; Call Police; Suspend to the Superintendent

3.6 Bullying – Repeated and systematic intimidations, harassment and attacks on a student or multiple students, perpetuated by individuals or groups. Bullying includes (but is not limited to) physical violence, verbal taunts, name-calling and put-downs, threats, extortion or theft, damaging property, and exclusion from peer group.

1st Offense: Call Parents; Refer to Social Worker
2nd Offense: Call Parents; Suspend up to 5 days depending on the severity
3rd Offense: Call Parents; Suspend up to 10 days depending on the severity
4th Offense: Call Parents; Suspend to the Superintendent

3.7 False Alarm - Tampering with emergency equipment, setting false alarms, making false reports.

1st Offense: Call Parents; Call Police; Suspend to the Superintendent

3.8 Fighting - Mutual participation in a fight involving physical violence where there is no main offender or injury (if fight results in serious body injury, it will be automatic 2nd offense regulation).

1st Offense: Call Parents; Call Police; Suspend up to 5 days
2nd Offense: Call Parents; Call Police; Suspend to Superintendent

3.9 Habitual Offender - Student has committed frequent offenses and has had multiple discipline referrals for multiple offenses.

1st Offense: Call Parents; Suspend up to 3 days
2nd Offense: Call Parents; Suspend up to 10 days
3rd Offense: Call Parents; Suspend to the Superintendent

3.10 Hazing - Forcing other students to perform strenuous, humiliating, or dangerous tasks (Disciplinary action will be determined by the severity of the conduct.)

1st Offense: Call Parents; ISS for 3-5 days
2nd Offense: Call Parents; Suspend up to 10 days
3rd Offense: Call Parents; Suspend to the Superintendent

3.11 Indecent Exposure - Includes display of private body parts in public.

1st Offense: Call Parents; Suspend up to 10 days depending on the severity

3.12 Initiating/Instigating a Fight - When a student is found to be the primary party responsible for developing the fight, regardless of being involved in the physical altercation.

1st Offense: Call Parents; Suspend 5 days
2nd Offense: Call Parents; Suspend to the Superintendent

3.13 Possession of a Firearm

1st Offense: Call Parents; Call Police; Suspend to the Superintendent

3.14 Possession of Inappropriate Materials - Includes (but not limited to) explicit materials, combustible chemicals, drug paraphernalia.

1st Offense: As warranted: Call Parents; Suspend up to 10 days; Call Police; Suspend to the Superintendent

3.15 Possession of a Weapon - Possession or use of any instrument or device used to inflict or attempt to inflict physical injury to another person.

1st Offense: Call Parents; Call Police; Suspend to the Superintendent

3.16 Recording of a Fight - Students are prohibited from recording, electronic distributions, and posting of school fights online.

1st Offense: Call Parents; Suspend up to 5 days
2nd Offense: Call Parents; Suspend to the Superintendent

3.17 Sexual Harassment - Unwelcome comments and other verbal or physical conduct of a sexual nature.

- 1st Offense: Call Parents; ISS for 3 days
2nd Offense: Call Parents; Suspend up to 3 days
3rd Offense: Call Parents; Suspend to the Superintendent

3.18 Social Media and Communication Offenses - Includes (but not limited to) sexting, Facebook/social media harassment of other students, cyber bullying.

- 1st Offense: Call Parents; ISS 1-3 days
2nd Offense: Call Parents; Suspend up to 3 days
3rd Offense: Call Parents; Suspend to the Superintendent

3.19 Threatening a Staff Member – Unlawfully placing a staff member in fear of harm (emotional or physical) with or without the use of a weapon.

- 1st Offense: Call Parents; Suspend to the Superintendent

Emergency Safety Plan

All parents should understand that Loving Municipal Schools emergency safety plan is designed for the safety of the students. It is your responsibility to share in the planning, preparing, and carrying out of this plan in the event of an emergency. This plan will require the cooperation, understanding, and diligent efforts of all parents, school personnel, and students. If a student fails to comply with any instruction or direction by school staff during an emergency, a referral for Defiance of Authority will be issued with consequences to the student. Pertinent parent information can be found on the district's web page at www.lovingschools.com.

Ways in Which Parents Can Help

1. Become familiar with the school's emergency disaster plan so that you will be prepared to deal with an emergency.
2. Discuss with family members the steps to be taken in an emergency (i.e., who to contact, where all the family members meet, where to go if a parent is not available, what to do if separated, name of family doctor, etc.).
3. Do not rush to the school. Congestion and confusion may cause serious delays.
4. Keep updated emergency and telephone information at school.
5. Do not call the school, but be near the phone whose number is listed as the emergency contact.
6. Impress upon your children the following items of preparation if the students should be sent home:
 - a. Follow routes prescribed by parents to and from school.
 - b. Do not delay. Go immediately home from school.
 - c. Go to the home of a designated neighbor or relative if parents are not home.
 - d. Monitor emergency information on local radio and TV stations.

Home Preparedness

Visit ready.gov online to create an emergency plan.

1. Keep a supply of food that doesn't need cooking and jugs of drinking water in case of loss of power or evacuation emergencies.
2. Keep blankets, first aid kit, and a flashlight ready.
3. Keep important papers, special medications, eyeglasses, etc., handy.
4. Keep a battery-operated radio handy and listen to local radio and TV stations.
5. Keep your car's gas tank at least half full in case of sudden evacuation.

6. Do not use your telephone during major disasters. Keep lines open for emergency messages.
7. Discuss personal survival plans with your family.
8. Discuss actions family members are to take in the event you are separated for a long period of time.
9. Discuss use of emergency 911 calls.
10. Be sure your children know how to contact you during the school day. Parents without telephones need to designate an emergency contact person the school can reach.

CURRICULUM HANDBOOK

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1. PLANNING YOUR FUTURE
2. NEXT-STEP PLAN
3. SCHEDULING & SCHEDULE CHANGES
4. MINIMUM REGISTRATION
5. CREDITS ISSUED
6. UNIT OF CREDIT DEFINITION
7. CREDIT RECOVERY COURSES
8. ATTENDANCE AND GRADES
9. TRUANCIES AND GRADES
10. ELIGIBILITY REQUIREMENTS FOR ATHLETICS & ACTIVITIES
11. TRANSCRIPTS
12. SCHOLARSHIPS
13. NATIONAL COLLEGIATE ATHLETIC ASSOC
14. GUIDANCE SERVICES
15. ADVANCED PLACEMENT (AP)
16. CORRESPONDANCE CREDIT
17. DUAL CREDIT PROGRAM
18. EARLY ADMISSION: NMSU-C
19. TEST INFORMATION
20. COLLEGE ENTRANCE TESTS
21. TEXTBOOKS/FEES
22. 504/ADA ACCESSIBILITY
23. CHEATING
24. PLAGIARISM
25. FINANCIAL AID

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1. GRADING POLICY
2. GRADE POINT AVERAGE (GPA)
3. PRE-AP AND AP COURSES
4. DUAL CREDIT CLASS GRADES
5. REPORT CARDS
6. GRADE CHANGES
7. TRANSFER GRADES AND CREDITS FROM ACCREDITED INSTITUTIONS
8. TRANSFER GRADES AND CREDITS FROM NON-ACCREDITED INSTITUTIONS

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2. STUDENT CLASSIFICATION
3. NEW MEXICO DIPLOMA OF EXCELLENCE
4. VALDICTORIAN/ SALUTATORIAN
5. GRADUATION (EARLY/MID-YEAR)
6. GRADUATION REQUIREMENTS
 - a. CAREER CLUSTER, WORKPLACE READINESS OR OTHER LANGUAGE
 - b. ENGLISH
 - c. MATH
 - d. PHYSICAL EDUCATION
 - e. HEALTH EDUCATION
 - f. SCIENCE
 - g. SOCIAL STUDIES
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MATHEMATICS DEPARTMENT

SOCIAL STUDIES DEPARTMENT

SCIENCE DEPARTMENT

PHYSICAL EDUCATION DEPARTMENT

FINE ARTS DEPARTMENT

BUSINESS/STEM DEPARTMENT
FAMILY CONSUMER SCIENCE DEPARTMENT
FOREIGN LANGUAGE DEPARTMENT
INDUSTRIAL TECHNOLOGY DEPARTMENT
HEALTH SCIENCE DEPARTMENT
NON-DEPARTMENT
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PARENTAL NOTIFICATION

1. TEACHER LICENSURE
2. SUBSTITUTE TEACHER
3. ADEQUATE YEARLY PROGRESS (AYP)
4. TUTORIAL SERVICES
5. PUBLIC SCHOOL CHOICE
6. ACCESS TO SCHOOL RECORDS/INFORMATION
7. MILITARY RECRUITER ACCESS TO STUDENTS
8. FAMILY EDUCATIONAL RIGHTS & PRIVACY ACT
9. PESTICIDE SPRAYING NOTIFICATION
10. COPRAL PUNISHMENT
11. STUDENT SUPERVISION-ON CAMPUS
12. STUDENT SUPERVISION-OFF CAMPUS
13. ANTI-BULLYING

GENERAL INFORMATION

1. PLANNING YOUR FUTURE

Here are some suggestions to help you prepare for the future and particularly for college or vocational training. **DISCUSS YOUR PLANS AND CONCERNS WITH YOUR PARENTS, TEACHERS, AND COUSELORS.**

Know Yourself

Achievement, abilities, interest, and ambitions are important factors to be evaluated in setting your goals. Initiative, responsibility, and personality will determine your degree of success. Discuss this with your Guidance Department.

Plan for the World of Work

Explore the many occupational fields prior to entering high school. Evaluate this information as it relates to your self-evaluation.

Plan for your vocation as early as possible

Start planning your future upon entering high school. Get some experience in the various occupations which interest you. Find out all you can about these occupations. Talk to people actually doing work in which you are interested. For instance, talk to your teachers about contacting people in careers that appeal to you.

Select your college or vocational school

Investigate the schools which offer training in the field of your choice. Talk to people who have attended these institutions, if possible. Find out the cost of your proposed program and what scholarships are offered to pay for the program of study.

Plan your high school program

Certain courses are required for entrance to college. The Catalogue of your chosen school will tell you what courses you should take. University catalogues can be found on the university's website.

Learn to study

Your teachers can help you learn good study habits for various subjects. Work hard to constantly improve your study habits. You'll be glad you did.

Strive for good grades

Grades of "B" or better are called "recommended" grades. You must have a 2.5 grade point average or higher to be eligible for most scholarships. If you are not getting recommended grades, talk to your teacher about your difficulty.

Become a well-rounded individual

Develop hobbies and participate in school and community activities. Broaden your field of interest through reading and contacts with people.

Plan your Finances

Parents and students should consider the combination of savings, scholarships, loans, and part-time student jobs when planning the financing of higher education.

Learn about college acceptance

A few degree-granting institutions require applicants to take admission examinations of some kind, such as the ACT/SAT. Secure information on these tests from the Admissions office of the university/college you plan to attend or from your Guidance Department.

Prepare for scholarship and application early

Obtain scholarship application information by December 1 of the year before you expect to start college.

2. **NEXT-STEP PLAN** The State of New Mexico requires each high school student to have a Next-Step Plan on file. This plan starts in the 8th grade listing coursework during high school years, as well as tentative choices of careers and post-secondary schools. Each student will prepare a Next-Step Plan with parent approval and signature. The student's program will be reviewed and updated on an annual basis. Next-Step Plans must be completed and current before the student will receive a schedule and/or be allowed to complete any schedule changes.

3. **SCHEDULING & SCHEDULE CHANGES** Students will have two weeks to change schedules at the beginning of each semester. **The principal or his/her designee must approve ALL schedule changes.**

4. **MINIMUM REGISTRATION** All classes as listed in this curriculum/course catalog are subject to a minimum registration and enrollment. If a course is not offered, the school will address individual student needs to the degree possible.

5. **CREDITS ISSUED** Credits for all courses, grades 9-12, shall be issued on a semester basis. Credit is granted through enrollment, attendance, and mastering New Mexico Standards and Benchmarks for each course and/or subject. **Credit will not be issued via semester exam challenges.**

6. **UNIT OF CREDIT DEFINITION** In high school, one unit of credit is allowed for a subject requiring one period per day for 174 days. Class periods must meet or exceed the minimum standards set by the New Mexico Public Education Department and the North Central Association Commission on Accreditation and School Improvement (NCA CASI).

7. **CREDIT-RECOVERY COURSES** If a student receives a failing grade in any core subject, the student may retake one class per year during the day in regular class offering. If a student is unable to take a course during the regular day, they may be required to retake the course in a zero (0) hour class, an after-school class, or a summer school class, when available. The course fee for all credit recovery courses will be \$100 per one-half credit or semester course.

8. **ATTENDANCE AND GRADES** To receive a grade in a course, the student must have been enrolled for at least 50% of the grading period. The student's grade will reflect only those assignments and assessments given since the student's enrollment. A grade can be determined for less than 50% attendance in a grading period if the student's transfer grades have been received and proportioned appropriately into the student's grade. Grades from schedule changes will transfer into new classes of similar discipline.

9. **TRUANCIES AND GRADES** Work missed because of truancies and/or suspensions will be made up at a time determined by the teacher but not later than the end of the grading period. Students will be allowed one day to make up work for each day missed until the end of the grading period. All semester exams must be made up within 10 days from the end of the semester. Work made up will be graded and averaged with others to arrive at the final grade for that period.

10. **ELIGIBILITY REQUIREMENTS FOR ATHLETICS & ACTIVITIES** Athletic and Activity participants must have a 2.0 Grade Point Average (GPA) or better and no more than one "F" to be eligible. Grades used for eligibility must be the most recent grading period. At semester, nine-week grades will be used. For 10th, 11th and 12th grade students, the last nine-week grades from the previous semester will be used to determine eligibility for the fall season. If a student has been promoted to the 9th grade, but is below the 2.0 eligibility requirement, the student will be eligible for athletics/activities but will be put on a monitoring system in their individual fall sport/activity. A student with academic deficiencies may become eligible if the deficiencies have been made up and the grade granted prior to report cards being printed. Report cards will be printed three week days following the end of the grading period.

11. **TRANSCRIPTS** Transcripts needed for school transfer, military use, scholarship consideration, college applications, or prospective employer information may be requested from the Guidance Department. A senior who is accepted at one or more colleges should request that his/her supplementary transcript of final grades be sent to the college where he/she plans to enroll. Unpaid fines/fees will result in a hold on transcripts until cleared.

12. **SCHOLARSHIPS** Scholarship policy will follow the same basic guidelines as those addressed in the Valedictorian/Salutatorian section. Students will not be eligible for certain local scholarships unless they have attended Loving High School for the previous four semesters or two years, starting no later than the beginning of their junior year. In many situations, the language in each individual scholarship will determine who is eligible to apply. Scholarships are usually divided into two categories: academics and activity. The purpose of academic scholarships is to recognize academic achievement and excellence. Funds for these programs usually come from the individual or private donors. Activity scholarships are awarded in an effort to give recognition to the special abilities of students. Most New Mexico colleges and universities award scholarships to student who have maintained a grade point average of a "B" or better and who need financial assistance. These institutions or private donors also award activity scholarships. The individual students should contact the college of his/her choice for specific information regarding academic or activity scholarships. Several scholarships are given locally to seniors who plan to continue to study beyond high school. The value of these awards varies. Generally speaking, only those students with a "B" or better grade average are eligible; however, a few are for students of average ability.

13. **NATIONAL COLLEGIATE ATHLETIC ASSOCIATION ELIGIBILITY/CLEARINGHOUSE** To register for NCAA Clearinghouse, log on to www.eligibilitycenter.org; from the home page, click on "Prospective Student-Athletes," which will link the student-athlete to the necessary information. Contact the school Guidance Department to request a copy of your official transcript/test scores to be sent to the NCAA Clearinghouse. This should be initiated during the junior year.

In Division I only, student-athletes entering a collegiate institution must complete a minimum of 16 high school core-course units. One of the additional units must be in the area of mathematics, bringing the total number of required mathematics units to three. This will require students to complete three years of mathematics at the level of Algebra I or higher. The other course may be in any core area, as described previously. In Division II there is no sliding scale. The minimum core GPA is 2.0. The minimum SAT and ACT score must be met for each college. **DIVISION I** In addition to meeting the Division I Core-Course Rule, the student must meet all Loving High School graduation requirements.

14. **GUIDANCE SERVICES** The Guidance Office offers specific services pertaining to graduation, college applications, financial aid, and career choices. The Guidance office assists with course scheduling, development of the Next-Step Plan and arranges college and military presentations throughout the year. The Guidance office can also give SAT, ACT, and Advanced Placement information to students. The Guidance office arranges Financial Aid workshops to assist students and parents in understanding and applying for financial aid.

15. **ADVANCED PLACEMENT (AP)** These are rigorous courses designed for college bound students. They are generally equivalent to grade 13 and 14 in content and expectations. Upon completion of these courses, a student may opt to take AP examinations by which the student can earn varying amounts of college credit (dependent upon the accepting college or university policies). A \$15.00 fee per exam is required to take these exams. AP course work counts for credit, GPA, and rank in class as defined under Grading Information. To be offered, all AP courses must have College Board approval via the AP Course Audit. Students may elect to take an AP exam for a subject they are not enrolled in by registering and paying the full cost of the exam prior to the ordering deadline. However, students electing to do so are not eligible for the add-on credit value.

16. **CORRESPONDENCE CREDIT** Students who need to earn credit for graduation will be permitted to earn credits by correspondence. Students will not be allowed to take more than two credits per school year. These courses must be completed early enough for the final grade to be received by the Guidance Department no later than the first week in May. If this stipulation is not met, then the student will not participate in graduation ceremonies.

17. **DUAL CREDIT PROGRAM** The primary purpose of the dual credit program is to increase the educational options and opportunities for high school students and increase the overall quality of instruction and learning available through high schools. These programs allow students to earn credit at the high school level and at the college level simultaneously. The program is available for 10th-12th graders. Students must have a 2.0 GPA and place into courses by passing the Compass exam.

18. **EARLY ADMISSION – NEW MEXICO STATE UNIVERSITY-CARLSBAD (NMSU-C)** This program is a NMSU-C program only and is not a part of Loving High School. Early Admission is generally considered an enrichment program available to students who may benefit from exploration in higher level or specialized courses not available at the high school. College credit is available. Course work does not count toward high school graduation, GPA, or rank in class. This program is available for 9th-12th graders. Students must have a 2.0 GPA and place into course by passing Compass exam. Early Admission students will not be released during regular school hours.

19. **TEST INFORMATION** The Discovery test can be administered to all freshman, sophomores, and juniors three times (fall, winter, spring) each school year. The New Mexico Standards Based Assessment (SBA) will be administered to all juniors during the spring semester. The results of the SBA will be posted on the student's transcript and will become part of the student's permanent record. Sophomores and Juniors will also take state mandated End of Course Assessments at the end of the school year. Please refer to the graduation section for information regarding passing the SBA to graduate.

20. **COLLEGE ENTRANCE EXAMS** The Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT) will be given to all interested students. It is a standardized test that provides firsthand practice for the SAT test. It also gives the student a chance to compete for National Merit Scholarships, Corporate-Sponsored Merit Scholarships, and College-Sponsored Merit Scholarships. The PSAT/NMSQT measures critical reading skills, math problem-solving skills, and writing skills leading to success in college studies. Over 200 colleges offer merit scholarships based on the PSAT and SAT test scores. See www.collegeboard.com for common reasons for taking the PSAT and other information to help parents and students decide if they may benefit from taking this test.

ACT/CEEB There are two college entrance tests: the American College Test (ACT) and the College Entrance Examination Board (CEEB). To gain admission to a college, a student will need to take one of these tests during his/her junior and senior years. Information about the tests may be obtained in the Guidance Office or www.actstudent.org. Most New Mexico colleges require the American College Test (ACT). Many other colleges in the United States require the ACT for entrance. The ACT battery includes five tests: English, Mathematics, Sciences, Reading and Writing.

CEEB Various colleges throughout the United States require the College Entrance Examination Board (CEEB), which consists of the Scholastic Aptitude Test (SAT) and the Subject Tests. The SAT measures verbal and mathematical reasoning abilities. The Subject Tests are required by some schools and are offered in 22 subjects areas. There are seven national test dates, but Loving students must test in Carlsbad during the two administration dates. A student may take either SAT on those dates. Contact the Guidance Office for specific Carlsbad testing dates or www.collegeboard.com. *Note: Students may be DENIED ADMISSION to the University of their Choice if they have not taken the appropriate college prep courses in high school.*

21. **TEXTBOOKS/FEES** Textbooks are furnished by the state via Loving High School. Students who lose or damage a book while it is checked out to them will be expected to pay for the loss/damage. All textbook fees are to be paid through the main office. Some elective courses require fees that cover consumable materials, supplies, and membership fees. These fees are payable at the first of each semester. Students with demonstrated financial need can make arrangements for payment with each instructor. Failure to return issued textbooks and/or failure to pay fees will result in grades and transcripts being withheld until cleared.

22. **504 / ADA ACCESSIBILITY** The Loving Municipal School District does not discriminate on the basis of disability in admission to its programs, services, or activities, in access to them, in treatment of individuals with disabilities, or in any aspect of their operations. The Loving Municipal School District also does not discriminate on the basis of disability in its hiring or

employment practices. This notice is provided as required by Title II of the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. Questions, complaints, or requests for additional information regarding the ADA and Section 504 may be forwarded to building principals.

23. CHEATING POLICY Loving High School wants to foster a spirit of honesty and integrity. Honesty and integrity is required of all students in the presentation of any and all phases of course work. The attempt of any student to present work that which they have not performed is regarded as a serious offense. Instances of cheating are dishonesty of any kind on exams, quizzes, or on written assignments. This also includes illegal possession of an exam, the use of unauthorized notes during an examination, copying from the paper of another student, and assisting others to cheat. All of the above will result in disciplinary action and a failing grade. The offender is subject to disciplinary action up to and including suspension.

24. PLAGIARISM The definition of plagiarism is "Copying or imitating the language, ideas, and thoughts of another writer and passing them off as your own original work". Specific examples of plagiarism that will not be tolerated include

- * copying or rephrasing another student's work

- * having someone else rewrite an assignment or rephrase any part of an assignment (not just proofread it)

- * directly copying student aids (for example Cliff Notes), critical sources, reference materials, or other materials in part or in whole without acknowledgement

- * indirect reproduction of student aids, such as Cliff Notes, Cole Notes, critical sources, or reference materials

- * rephrasing ideas borrowed without acknowledgement.

25. FINANCIAL AID If students desire to pursue additional education and training and need financial assistance, there are many programs to help them with finances. It is the student's responsibility to make the initial step in securing financial aid. The Guidance Department will guide the student on how to go about obtaining aid and will assist students in other ways (i.e., letters of recommendation, college selection).

GRADING INFORMATION

1. GRADING POLICY

A. Two grades per week should be recorded for each grading period.

B. An interim assessment will be given each nine-week period.

C. Uniform, district-approved semester examinations will be given in all classes. A student not taking the nine-week test or the semester examination will receive an "Incomplete" in the course until the examination is taken. An "Incomplete" on the test will become an "F" after two weeks.

D. Semester tests will count as 20% of the semester grade.

E. Grading procedures shall be posted in each classroom.

F. Exceptions may be granted by the high school principal or designee upon request.

2. GRADE POINT AVERAGE (GPA) All courses have been grouped into accelerated or regular classes for instructional purposes. Grade averages for scholarships and ranking purposes will be computed in the following manner:

A (90%-100%) counts	4 points
B (80%-89%) counts	3 points
C (70%-79%) counts	2 points
D (60%-69%) counts	1 point
F (59% and below) counts	0 points

All courses as listed in the Loving High School Curriculum Handbook will count toward the student's GPA and toward the credits required for graduation. The student will have one grade point average in determining status for scholarships, class ranking, honors, and athletic/ activity eligibility.

3. **PRE-AP AND AP COURSES** The prefix letters “Pre-AP” or “AP” in this curriculum guide will designate all accelerated course work. All prerequisites for a course must be met prior to enrollment. Exceptions can only be granted by the instructor. A student may only take three (3) Advanced Placement courses per semester without written parental permission. Students who receive a “D” or “F” for the first grading period of either semester will be placed on probationary status for the next grading period. A “D” semester grade requires an appeal to continue with the course the following semester or to enroll in another Pre-AP or AP course. The student may appeal by submitting a written request signed by the student and their parent(s) to the instructor within one week of the start of the semester. If the instructor grants the appeal, a written academic improvement plan will be developed in collaboration with the instructor, student and parent(s). The plan must address the conditions agreed to by the instructor, student, and parent(s) and must list the consequences of failing to pass the course. An “F” semester grade will remove the student from the course. All AP courses (not pre-AP) will use a 5 point grading scale.

4. **DUAL CREDIT CLASS GRADES** All principal-approved, post-secondary dual credit class grades will count toward the credits required for graduation and will be calculated, at face value, in the student’s GPA. The dual credit grade from the post-secondary institution will be entered on both the student’s high school transcript and the student’s college/university transcript. (*Note: 3.0 college credit hours = 1.0 high school semester credit*)

5. **REPORT CARDS** Report cards are issued at the end of each nine-week session. Letter grades are used to designate a pupil’s progress.

6. **GRADE CHANGES** Once a student’s grades are reported on the report card, the grades are considered final and official. All requested changes to a final grade, including a request made due to a clear mistake or clerical error in grade submission, must be made in the following manner.

A. School Official Request

A written, signed, and dated request from the teacher which includes a brief explanation for the grade change will be submitted to the building principal. The principal will review the request, approve or disapprove, sign and date and forward.

1. Approved requests will be forwarded to the building Guidance Department. The Guidance Department will make the requested change and maintain a permanent file of all requests made.

2. Disapproved requests will be forwarded to the building Guidance Department. The Guidance Department will forward a copy of the disapproved request to the originator and maintain a copy in a permanent file of all requests made.

B. Requests from a Student’s Parent(s) or Legal Guardian(s) or Student of Legal Age to Change a Grade

A written request from a student’s parent(s) or legal guardian(s) or student of legal age stating the reason for such a request will be submitted to the building principal. Within ten (10) working days the principal will respond in writing to the student, parent(s) or legal guardian(s) that states whether the request is denied or allowed, and the grade entered if allowed, ensuring that the local school board or governing authority’s policy was followed. All such requests must meet the following criteria in accordance with NMAC 6.30.10.8.

1. Permits a course grade change upon receipt of a signed written request from the student’s parent(s) or legal guardian(s) or student of legal age that states the reasons for the requested grade change.

2. Is based on articulated reasons that are stated in the response such as extenuating circumstances, additional graded work submitted by the student, additional or make-up testing, or any other meaningful criteria that can be verified.

3. Is equally available to all students who are similarly situated.

4. Is within strict adherence to FERPA.

5. Requires written input from the student’s classroom teacher who issued the grade in dispute, who shall state reasons to support or oppose the requested grade change and shall not be pressured into or retaliated against for making a certain recommendation. If the teacher is unavailable, the principal will document their attempts to gain input from teacher and reasons for grade change if approved.

6. Requires, unless a student is still enrolled in the school district at the time of the grade change request, the request to be within a reasonable period of time after the student has exited the school unless extenuating circumstances permit consideration of a longer time.

7. Determines if course grade change documents are to be maintained in a student’s permanent record or maintained in a separate file that is destroyed after the student graduates, transfers from, or otherwise leaves the school.

8. In no way limits or attempts to limit 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.

7. TRANSFER GRADES AND CREDITS FROM ACCREDITED INSTITUTIONS All course grades and credits from accredited institutions including charter schools will be transferred at face value for the purpose of determining a student's GPA.

8. TRANSFER GRADES AND CREDITS FROM NON-ACCREDITED INSTITUTIONS For transfer from a school/program (home school, private, correspondence, etc.) not accredited by state departments of education or by nationally accrediting agencies, Loving High School will determine grade placement, credits, and grade points from the information as listed below. Transferring students and/or their parents/guardians are responsible for providing and arranging for this information.

A. Written documentation of the curriculum, including, but not limited to course description, goals, objectives, and materials used for each course requested for credit.

B. Written documentation of evaluation procedures used for each course requested for credit.

At the District's option, the student may be required to take and pass basic skills tests and/or final departmental exams for each course for which credit is requested. Credit is granted on a semester basis; therefore, a student must pass both semester exams for a full year course. The cost of providing the tests and/or exams will be paid by the student requesting placement. If additional assessment is warranted, the student will be referred for additional evaluation.

Courses Any credits accepted will be on a pass/fail basis with no grade points given. Elective credit will be awarded only to those courses set forth in State of New Mexico Statute 22-2-8.4-b (7): "Only the following elective units shall be counted toward meeting the requirements for graduation: fine arts, i.e., music, band, chorus and art; practical arts; health education; physical education; languages other than English; speech, drama, vocational education, mathematics; science; English; ROTC; social science, computer science; and other electives by the New Mexico Public Education Department." Electives approved by local boards of education pursuant to the following criteria may be counted toward meeting the requirements for graduation:

A. The program of classes must include a written curriculum.

B. The course must be taught by an appropriately licensed instructor.

C. The course must be in compliance with applicable State and Federal regulations, statutes, standards and guidelines.

Graduation To be eligible for a Loving High School diploma, a student transferring from a non-accredited institution must have attended the full school year immediately prior to graduation. The student is not eligible for class rank or special graduation recognitions (honor graduate, distinguished graduate, valedictorian, etc.). In order for a student to qualify for either Valedictorian or Salutatorian, that student must attend four complete semesters by the time he/she graduates. A student must enroll at Loving High School no later than the beginning of his/her junior year to qualify for either of these honors.

Scholarships Scholarship policy will follow the same basic guidelines as those addressed in the Valedictorian/Salutatorian section. Students will not be eligible for certain local scholarships unless they have attended Loving High School for the previous four semesters or two years, starting no later than the beginning of their junior year. In many situations, the language in each individual scholarship will determine who is eligible to apply.

GRADUATION INFORMATION

1. NEXT-STEP PLAN

✓ What is the Next-Step Plan?

The Next-Step Plan provides a framework for your academic decisions as you go through each of the high school years in preparation for college, the world of work, the armed services, or other endeavors. The Next-Step Plan is a requirement in New Mexico law, (NM Public Statute, Article 13, Section 22-13-1.1).

✓ Who does the planning?

Planning takes place through a meeting with you, your parent(s), and your Guidance Department, or other school official. After agreement is reached for your courses for the coming year, the Next-Step Plan is signed by you, your parent(s) and your Guidance Department (or other school official in charge of planning coursework). A copy is kept at the school under the supervision of the principal.

✓ What is planned?

Your courses for the coming school year are discussed in the meeting. Information from previous years, such as test scores, your interests, and career goals help guide the decisions. Your final Next-Step Plan as a senior will show what you plan to do after graduating, such as attending a two or four year college or a university, entering a trade or vocational program, becoming an apprentice or intern, entering military or other service, full time employment, or a combination of training and employment.

✓ When does Next-Step Planning take place?

Planning begins at the end of the eighth grade as you prepare for high school. It then takes place toward the end of each year until you graduate from high school. The final twelfth grade Next-Step Plan includes projected pursuits immediately following graduation.

2. STUDENT CLASSIFICATION Students will be classified according to the number of credits they have completed at the high school. 9th grade students or freshman are those students who are attending high school for the first time. 10th grade students or sophomores must have earned 6 credits, 11th grade students or juniors must have earned 13 credits, and 12th grade students or seniors must have earned at least 20 credits.

3. NEW MEXICO DIPLOMA OF EXCELLENCE Beginning with the class of 2012, a student shall not receive a New Mexico Diploma of Excellence if the student has not demonstrated competencies in subject areas of Mathematics, Reading and Language Arts, Writing, Social Studies and Science, including a section on the Constitution of the United States and Constitution of New Mexico, based on a standards-based assessment or assessments or a portfolio of standards-based indicators as established by the New Mexico Public Education Department. If a student exits from the school system at the end of grade twelve without having satisfied these requirements, the student shall receive an appropriate state certificate indicating the number of credits earned and the grade completed. **If within five years after a student exits from the school system, the student satisfies these requirements, the student may receive a diploma of excellence.**

4. VALEDICTORIAN/SALUTATORIAN STATUS In order for a student to qualify for either Valedictorian or Salutatorian, that student must attend four complete semesters by the time he/she graduates. A student must enroll at Loving High School no later than the beginning of his/her junior year to qualify for either of these honors. Valedictorian and Salutatorian will be selected at the end of the 3rd 9 weeks grading period of their senior year. A 5.0 scale will be used to determine class ranking. All transfer students will have their grades recalculated to the 5.0 scale. All subjects, or those that are determined by policy, will be figured into GPA. The senior with the highest GPA will be recognized as Valedictorian, and the student with the second-highest GPA will be identified as Salutatorian.

5. GRADUATION – EARLY / MID-YEAR Students desiring early graduation must submit a written request to the high school principal during the first half of the semester preceding the semester of desired completion. The principal may accept request after this date in special circumstances. The request must contain the reasons for the request and the written approval of the student's parents or guardian. All graduation requirements must be met by the early completion date. **GRADUATION REQUIREMENTS** A student who meets their graduation requirements after August 1 will graduate and receive their diploma with the next graduating class.

	CLASS OF 2016 & 2017
COURSE	CLASS OF 2016 & 2017 (at least one of the 30 credits required for graduation shall be earned as an advanced placement or honors course, a dual-credit course offered in cooperation with an institution of higher education or a distance learning course)
Career Cluster, Workplace Readiness, or Foreign Language	1 credit
English	4 credits (English I, II, III and IV are required. Four credits in grades 9-12 may be required by some colleges and/or scholarships)
Mathematics	4 credits (Algebra I, Geometry, and Algebra II or equivalent* required) * Algebra II or an equivalent mathematics course may be waived for a lesser math course with a written, signed permission from the student's parent(s)
Science	3 credits (Physical Science 9 th , Biology or Pre-AP Biology required) (2 must be laboratory)
Social Studies	4 credits (Civics/World Geography/New Mexico History, U.S. History, World History, ½ Government and ½ Economics required)
Physical Education	1 credit (grades 9-12)
Health Education	.5 credit
Mentoring	.5 credit per school year
Electives	10.5 credits
TOTAL CREDITS	30 Credits

	CLASS OF 2018 & 2019
COURSE	CLASS OF 2018 & 2019 (at least one of the 26 credits required for graduation shall be earned as an advanced placement or honors course, a dual-credit course offered in cooperation with an institution of higher education or a distance learning course)
Career Cluster, Workplace Readiness, or Foreign Language	1 credit
English	4 credits (English I, II, III and IV are required. Four credits in grades 9-12 may be required by some colleges and/or scholarships)
Mathematics	4 credits (Algebra I, Geometry, and Algebra II or equivalent* required) * Algebra II or an equivalent mathematics course may be waived for a lesser math course with a written, signed permission from the student's parent(s)
Science	3 credits (General Science 9 th , Biology or Pre-AP Biology required) (2 must be laboratory)
Social Studies	4 credits (Civics/World Geography/New Mexico History, U.S. History, World History, ½ Government and ½ Economics required)
Physical Education	1 credit (grades 9-12)
Health Education	.5 credit (grades 8-12)
Electives	8.5 credits
TOTAL CREDITS	26 Credits

a. CAREER CLUSTER, WORKPLACE READINESS OR FOREIGN LANGUAGE. Beginning with the class of 2013, one credit of Career Cluster, Workplace Readiness, or a Foreign Language is required for graduation. This requirement includes classes in the Career Technical or the Foreign Language Departments.

b. ENGLISH. Four credits are required for graduation and must be taken each year in grades 9-12. Students should be aware that some colleges and/or scholarships might require four credits in Grades 9-12. Student athletes, who desire to attend a Division I or Division II school, must take four years of English in grades 9-12. Students who have completed English IV or AP English IV in their junior year have one option during their senior year: 1) enroll in one semester of English at New Mexico State University at Carlsbad (dual credit enrollment) or another university which partners with Loving High School.

c. MATH. Four credits are required during grades 9-12 for graduation. One credit in mathematics must be taken while enrolled in the 9th grade and the additional two credits must be earned while enrolled in grades 10-12. **Algebra I and Geometry are required for graduation.** The Algebra I requirement may be obtained by taking Algebra I (full year) at the middle school or at the high school. Four credits of high school mathematics in grades 9-12 are required. **Algebra I, Geometry and Algebra II or an equivalent course are required for graduation.** Algebra II or an equivalent mathematics course may be waived for an approved equal math course with a written, signed permission from the student's parent(s). However, all Juniors will take the Algebra II End of Course Assessment, as required by the state.

d. PHYSICAL EDUCATION. All students in Grades 9-12 must meet the Physical Education requirement. A waiver of this requirement for chronic and/or permanent conditions may be granted by the New Mexico Public Education Department through the high school principal. The Physical Education requirement may be met as follows: 1) complete one credit of Physical Education during school hours; or 2) complete one credit of Athletics under the direction of PE endorsed teachers during school hours.

e. HEALTH EDUCATION. All students in Grades 8-12 must have taken and passed Health Education. This .5 credit can be earned in the 8th grade.

f. SCIENCE. Three credits are required during Grades 9-12 for graduation. One credit in Physical Science must be taken in the 9th grade. Transfer students may bypass the requirement for Physical Science, with the approval of the science department chair and principal, if they have completed a comparable or more advanced course at their previous school. Two additional credits must be earned in grades 10 through 12. One of these additional credits must be Biology or Pre-AP Biology. Two credits in science must be earned in a lab science.

g. SOCIAL STUDIES. Four credits are required during grades 9-12 for graduation. All freshmen take a year-long required Civics/World Geography/New Mexico History course, sophomores take a year-long required U. S. History course, juniors take a year-long required World History course, and all seniors take one semester of Government and one semester of Economics, both required.

h. MENTORING. One –half credit per year. This course will offer students the opportunity to prepare for success in high school and for post-secondary education/employment. This course will cover many areas including personal aptitudes and attitudes about career and life choices. Job skills including interviewing, resume creation, and job application will be covered. College or vocational requirements will be investigated. Basic life skills for young people involving work, school, and financial matters will be covered. It may include topics such as reading and writing improvement, study skills, general problem solving, basic reasoning, and test-taking skills. It will help prepare students for particular state and national standardized tests required for graduation or for post-secondary education.

7. CRITERIA FOR GRADUATION FOR STUDENTS WITH DISABILITIES A student receiving special education services may be awarded a diploma using any of the following programs of study as per IEP (Individual Education Plan) team decisions.

Standard: A student must pass all sections of the current state graduation examination(s) administered under standard administration or with state-approved accommodations as determined by the student's IEP team and meet all other standard graduation requirements.

Career Readiness: A student must take the current state graduation examination(s) and achieve a level of competency to be determined by the student's IEP team; earn the number of credits required for graduation through standard or alternative courses as determined by the IEP team; and achieve competency in all areas of the Career Readiness Standards with Benchmarks as determined by the IEP team.

Ability: A student must take either the current state graduation examination(s) or the state-approved alternate assessment, achieving a level of competency to be determined by the student's IEP team, and meet all other graduation requirements established by the IEP team. The receipt of a diploma terminates the service eligibility of students with special education needs.

COURSE DESCRIPTIONS

PROGRAMS OF STUDY

The primary purpose of Programs of Study (POS) is to provide successful student transitions between secondary and postsecondary education. Programs of Study create secondary-to-postsecondary sequences of academic and career education coursework that lead students to attain a postsecondary degree or industry-recognized certificate or credential. Programs of study incorporate and align secondary and postsecondary education elements. Loving High School currently offers Programs of Study in Health Sciences, STEM (Science, Technology, Engineering, & Math), and Building Trades/Architecture.

WHAT

- include academic and Career Technical Education content in a coordinated, non-duplicative progression of courses
- offer the opportunity, where appropriate, for secondary students to acquire postsecondary credits
- lead to an industry-recognized credential or certificate at the postsecondary level, or an associate and/or baccalaureate degree.

WHY

- provides smoother transitions for students as they move from secondary to postsecondary education and into the workforce (this helps students avoid pitfalls that tend to derail their career plans, waste tuition money, and frustrate their parents)
- provides opportunities for teachers to collaborate on curriculum, methods, and desired outcomes of instruction (the process empowers teachers by allowing them to design effective and efficient instruction that helps their students achieve their goals)
- provides students with goals and a plan to achieve them

HOW

The development of Programs of Study is a collaborative effort among schools and colleges to seamlessly coordinate classroom instruction and support experiences and activities for a particular career cluster or pathway, which includes career and technical student organizations, career development and guidance, and community participation. Programs of study build upon a curriculum that addresses cluster/pathway knowledge and skills, as well as national and state academic standards.

How Course Credits May be Earned

English - Must have 4 credits to graduate

English I, II, III, IV

Pre-AP English

AP English

Math - Must have 4 credits to graduate

Algebra I - Required

Algebra II – Required unless waived by signed parental permission form

Geometry - Required

Pre-Calculus

Probability/Statistics

Applied Math

Social Studies - Must have 4 credits to graduate

NM History/Civics

U.S. History and Geography

World History and Geography

Government/Economics

Science - Must have 3 credits (two includes a lab) to graduate

Physical Science (includes a lab)

Biology (includes a lab)

Pre-AP Biology (includes a lab)

Chemistry or Physics (includes a lab)

AP Chemistry (includes a lab)

Anatomy & Physiology (includes a lab)

Physical Education - Must have 1 credit to graduate

Co-Ed PE

Health Education – Must have .5 to graduate (2017)

Health Education

Mentoring – Must have .5 per year to graduate (2016 & 2017)

Electives - Must have 10.5 credits to graduate (2016 & 2017)

8.5 credits (2018, & 2019)

English Department Credits/Courses

English I (Grade 9)

Prerequisite: None -- one credit

Course builds upon the students' prior knowledge of grammar, vocabulary, word usage, and mechanics of writing, and usually includes the four aspects of language use: reading, writing, speaking, and listening. Usually, the various genres of literature are introduced and defined, with writing exercises often linked to reading selections. Course works to develop students' writing skills, emphasizing clear, logical writing patterns, word choice, and usage as students write essays and begin to learn the process of writing research papers. Course is designed for freshmen and typically introduces two or more genres of literature (novel, short story, poetry, etc.). Exploration of each genre's literacy elements, determination of theme and intent, and vocabulary/semantics are often included as part of the course content. A required research paper and vocabulary studies will be included.

English II (Grade 10)

Prerequisite: English I -- one credit

Course offers a balanced focus on composition and literature. Students will learn about alternate aims and audiences of written compositions by writing persuasive, critical, and thematic essays and compositions. The study of literature encompasses various genres as students improve their reading rate and comprehension skills to determine authors' intent and theme and to recognize the techniques employed by the author to achieve a goal. Course is designed for sophomores and typically introduces two or more genres of literature (novel, short story, poetry, etc.). Exploration of each genre's literacy elements, determination of theme

and intent, and vocabulary/semantics are often included as part of the course content. Preparation for the PSAT may be included. A required research paper and vocabulary studies will be included.

English III (Grade 11)

Prerequisite: English II --one credit

Course continues to develop students' writing skills, emphasizing clear, logical writing patterns, word choice, and usage as students write essays and learn more advanced techniques of writing research papers. Students continue to read works of literature and respond with written assignments. Literary conventions and stylistic devices may receive greater emphasis than in previous courses. Course is designed for juniors and emphasizes comprehension judgment and critical thinking skills in the reading of texts and literature. More advanced literary techniques (irony, satire, humor, connotation, tone, rhythm, symbolism, etc.) are introduced and explored through two or more literary genres, with the aim of creating sophisticated readers. Emphasis on the SAT/ACT will be included. A required research paper and weekly vocabulary studies will be included.

English IV (Grade 12)

Prerequisite: English III -- one credit

Class offers opportunities for the students to exhibit mastery of Language Arts Skills in all segments of reading and writing. There will be heavy emphasis on preparation for college. Course is designed for seniors and emphasizes comprehension, judgment, and critical thinking skills in the reading of texts and literature. More advanced literary techniques (irony, satire, humor, connotation, tone, rhythm, symbolism, etc.) are introduced and explored through two or more literary genres, with the aim of creating sophisticated readers and writers. Emphasis on the SAT/ACT will be included. A required research paper and weekly vocabulary studies will be included.

Pre-AP English I

Prerequisite: Placement is determined by middle school teacher's recommendation, previous academic record, NMSBA scores, and an evaluation of the applicant's writing skills.--one credit

This is the first course leading to Advanced Placement IV. This is a rigorous course designed for the student with exceptional ability in English. Placement in this course is determined by a screening process. The composition skills will focus on the essay form and the writing process, including revision, editing and usage. The literature will include a study of literary genre and introduce literary analysis. In addition, vocabulary development will be stressed.

Pre-AP English 1I

Prerequisite: Pre-AP English I or approval by English I Instructor based upon previous academic record, MAP/NMSBA scores, and an evaluation of the applicant's writing skills --one credit

This is a rigorous course designed for students who are dedicated to the scholarly pursuit of study in American literature. Students must meet the high expectations of the instructor by responding to the literature using advanced composition and discussion techniques. The course is second in the sequence of courses leading to Advanced Placement IV.

AP English Literature and Composition

Prerequisite: Pre-AP English I & II--one credit

Offered alternating years

This course is designed to follow Pre-AP English courses. Students enrolled in this course will focus intensively on reading, writing, and discussing the works of major authors. They will analyze and critique fiction, nonfiction, and poetry through formal multi-purpose essays and informal writing assignments. Vocabulary development, sentence fluency, clarity of ideas, and independent reading will be an integral part of class requirements. The text will be college-level material, and the coursework will be commensurate with a college-level English class. Guided practice using sample AP exams will be used to help prepare students for the AP English exam.

AP English Language and Composition

Prerequisite: Pre-AP English I & II--one credit

Offered alternating years

This course is designed to follow Pre-AP English courses. Students enrolled in this course will focus intensively on writing about a variety of disciplines and to demonstrate an awareness of audience and purpose. This course teaches students to read primary and secondary sources carefully and to synthesize material for their own compositions. Students will focus writing upon content, purpose, and audience. Guided practice using sample AP exams will be used to help prepare students for the AP English exam.

Language Arts Laboratory (Grade 9 – 12)**Prerequisite:** None –one credit

Language Arts Laboratory is a required course for those students that score below proficiency on the New Mexico Standards Based Assessment. This course provides instruction in basic language skills, integrating reading, writing, speaking, and listening while placing great emphasis on individual student progress. Course content depends upon student skills based upon entering the course. Additionally, this course may include vocabulary building, spelling, grammar, writing, composition, silent reading, and improving listening/comprehension skills. (Language Arts Laboratory courses may or may not be taught in a laboratory or resource setting).

Speech/Communications (Grade 11-12)**Prerequisite:** None (one semester equals ½ credit)

Course enables students to develop communication skills for a variety of speaking situations (such as small and large group discussions, delivery of lectures or speeches in front of audiences, etc.). Course topics may include research and organization, writing for verbal delivery, stylistic choices, visual and presentation skills, analysis and critique, and development of self-confidence.

Math Department Credits/Courses**Algebra I****Prerequisite:** 8th Grade Math -- one credit

Algebra is a requirement for all students. Topics in the course include number sense and computation, real number system, equations and inequalities, work related problems, linear relationships, coordinate systems, relation and functions, probability and statistics, basic geometry terms, transformations, polygons, perimeter, circumference, area and volume Pythagorean theorem.

Geometry**Prerequisite:** Algebra I -- one credit

Geometry examines topics such as congruent triangles, similar triangles, inequalities quadrilaterals parallel lines and planes. Emphasis is placed upon reasoning and problem solving skill gained through study of similarity, transformations, right triangle trigonometric, area, volumes, circles and coordinate geometry.

Algebra II**Prerequisite:** Algebra I -- one credit

Topics in this course include matrix operations, right triangle trigonometry, data analysis, measures of central tendency, systems of equations, functions and relationship, quadratics, limits of sequences and algorithms, exponential functions, volume and surface area.

Statistics / Probability**Prerequisite:** Algebra I and Geometry credits and/or Teacher Recommendation --one credit

Statistics introduces probability sampling of data, data analysis, and probability. Students will formulate questions that can be addressed with data. Students will also collect, organize, interpret and display relevant data to answer questions. Additionally, students will select and use appropriate statistical methods to analyze data solutions for real world problems developed through methods of mathematical modeling.

Pre-Calculus**Prerequisite:** Geometry, Algebra II and Trigonometry and/or Teacher Recommendation -- one credit.

Pre-Calculus introduces exponential and logarithmic functions, trigonometric functions of real numbers, triangle vector, analytic geometry, roots of polynomial equations and complex numbers.

Math Intervention (Grade 9 – 12)**Prerequisite:** None – One credit elective credit

Math Lab is a required class for students that score below proficient on the New Mexico Standards Assessment. This course

is a review of basic operation with whole numbers, decimals, percent, and fractions. It will also place emphasis on solving linear equations, inequalities and the use of critical thinking skills.

Applied Math (Grade 11-12)

Applied Math topics include recognizing and developing patterns using tables, graphs and equations. Mathematical analysis is stressed as a methodology for approaching the solution to problems. Students will explore operations on algebraic expressions, and apply mathematical properties to algebraic equations. Students will problem solve using equations, graphs and tables and investigate linear relationships, including comparing and contrasting options and decision-making using algebraic models.

Reinforcement of topics from two-dimensional Geometry is integrated into this curriculum. This includes applications from the areas of area and perimeter, the Pythagorean Theorem and its applications, as well as geometric proportion. Finally, introductory instruction in the area of mathematical probability is provided to reinforce use of fractions and numerical modeling. Technology will be used to introduce and expand upon the areas of study listed above.

Social Studies Department Credits/Courses

Civics/NM History (Grade 9)

Prerequisite: None -- one credit

This course is designed to study the functioning of society (including political, economic, and legal systems). Emphasis will also be on the history of New Mexico including the geography of the state. This course will also emphasize the duties of citizenship and the functions of both state and federal government.

U. S. History/Geography (Grade 10)

Prerequisite: Civics / NM History -- one credit

This course provides an overview of the history of the United States, examining time periods from Reconstruction through World War II or after. Political, military, scientific, and social developments are included in the historical overview. Within this course is U.S. Geography to support geographical concepts as they relate to the understanding of the development of the United States.

World History/Geography (Grade 11)

Prerequisite: U.S. History/Geography -- one credit

This course covers a study of World History, which will include political thought and movements, progress and decline of civilizations, history and cultures of the world, economics, geography, leaders, empires, and wars.

Government/Economics (Grade 12)

Prerequisite: Civics/NM History, U.S. History, World History--one credit

The focus of this course is a study of the history and development of the free enterprise economic system, its applications and effects on the individual within that system, and the relationship with comparative world economics. The course also presents a study of the history and structure of the American constitutional government, with emphasis placed upon its operation at national, state, and local levels. The course identifies the effects of government on individuals/organizations and their roles in the governing process.

Science Department Credits/Courses

Physical Science (includes lab) (9th grade)

Prerequisite: None -- one credit

Course involves the study of the structures of states of matter. Topics covered may include forms of energy, wave phenomenon, electromagnetism, and physical and chemical interactions.

Biology (includes a lab) (Grades 10th – 12th)

Prerequisite: Physical Science -- one credit

This class is intended to acquaint the student with the significant scientific facts and major themes of biology which affect daily life. This course will focus on the aspects of living organisms ranging from cell structure and function, genetics,

classification of plants and animals, animal anatomy/physiology, vertebrates/invertebrates, and human biology.

Chemistry (includes a lab) (Grade 11 – 12)

Prerequisite: Physical Science, Biology, Algebra I and Geometry with a “C” or better and/or Teacher Recommendation -- one credit

This class is an introduction to chemistry concepts. The course will focus on the composition, properties, and reactions to substances. The student will discover behaviors of solids, liquids, and gases with emphasis to characteristics of elements indicated on the periodic table. Higher order thinking skills and implementation of good study habits is a must.

Physics (Grade 11-12)

Prerequisite - Biology (A or B Student), Algebra I and Geometry with a “C” or better and/or Teacher Recommendation -- one credit

This course involves the study of the forces and laws of nature affecting matter: equilibrium, motion, momentum, and the relationships between matter and energy. The study of physics includes examination of sound, light, magnetic, and electric phenomenon.

Anatomy/Physiology I (includes a lab) (Grade 11 – 12)

Prerequisite - Biology (A or B Student), and/or Teacher Recommendation--one credit

Anatomy and Physiology will present the human body and biological systems in more detail. In order to understand the structure of the human body and its functions, students will learn anatomical terminology, study cells and tissues, explore functional systems (skeletal, muscular, circulatory, respiratory, digestive, reproductive, nervous, and so on). This class will require higher critical thinking skills and the pursuit/implementation of good study habits to succeed in the anatomy/physiology curriculum.

Physical Education Department Credits/Courses

Co-ed Physical Education I, II, III, IV (Grades

9-12) Prerequisite: none -- one credit

The co-ed physical education course is based upon activity blocks that include selected team sports, individual and dual sports, and basic fitness. P. E. is designed to stress the care and use of equipment, court markings, dimension, history, skill acquisition and technique, rationale in view of health and leisure time pursuits, strategies, terminology and officiating.

Health and Nutrition (Grades 9 - 12)

Prerequisite: None -- one credit

This course offers opportunities to study the composition, structure, properties of foods, and the chemical changes that occur during processing, storage, preparation, and consumption. Designed as a laboratory course, Health and Nutrition explores the effects of various materials, microorganisms, and processes on food products. Components of this class may be incorporated into laboratory exercises of food and nutrition courses. This class may be part of a series of sequential courses designed around healthy lifestyles/wellness, i.e., physical education, health and chemistry.

Fine Arts Department Credits/Courses

Falcon Band I, II, III, IV (Grades 9-12)

Prerequisite: Student must be eligible to participate in activities according to the NMAA and Loving Municipal School rules and regulations. Performances are required and are counted as part of the band grade.—one credit

Fees: \$40 for students using school owned equipment/instruments

Falcon band is a performance class, and it will count as an elective credit. Falcon Band students will perform at football games, parades, and other events. Some after school rehearsals are required by the Band Director. All students are required to wear uniforms at all events when performing. The band members will raise money for the various activities and trips that the band is involved in throughout the school year. No one will be penalized for missing a performance because of participation in sports.

Business Credits/Courses

Accounting I (Grades 11 -12)

Prerequisite: Math grades of “C” or better—one credit

This course will teach financial bookkeeping for business and personal use. Accounting I introduces concepts and principles based on a double-entry system of maintaining the financial records of a sole proprietorship, partnership, or corporation. It includes analyzing business transactions, journalizing, posting and preparing worksheets, and financial statements.

Business and Personal Law (Grades 10 – 12)

Prerequisite: None -- one credit

This course provides students with an understanding of the legal framework in which American business functions. The students will be introduced to law as it pertains to everyday living and business situations, use of legal terminology, application of law to legal problems, law of contracts, court structures, and legal situations involving minors. (Can be taken as Dual Credit.)

Keyboarding (Grades 9 -12) Prerequisite: None -- one credit

This course provides an introduction to the keyboard (letter, numbers, and symbols), basic machine operation, and proper keyboarding technique. As student’s progress through the course, they improve their speed and accuracy then advance to include producing business letters and reports that incorporate column typing. The course develops proficiency, production skills, and problem solving skills.

Introductory Office (Grades 9

-12) Prerequisite: None --one credit

This course will introduce the Microsoft suite of products for MOS certification. It will include word processing, spreadsheet, database, presentation, and e-mail/calendar tools. Upon completion of this course, students can test for MOS Core certification.

Advanced Office (Grades 10 – 12)

Prerequisite – Introductory Office -- one credit

This course will continue with advanced concepts used in Microsoft suite of products for MOS certification. It will enhance word processing, spreadsheet, database, presentation, and e-mail/calendar skills. Upon completion of this course, students can test for **MOS Expert** certification.

Website Design (Grades 10 – 12)

Prerequisite – successful completion of Internet (or instructor approval)--one credit

This class will continue the basics of Internet class. Students will use the Internet for advanced research projects and intermediate HTML and scripting, as well as Studio MX software for web page creation. Students will help create additions to and maintain the current district web site.

Introduction to Business/ Entrepreneurship (Grades 9 – 12)

Prerequisite: None -- one credit

This class will cover the study of American and foreign business and economies. Studies will include business ownership, leadership, management, marketing, business ethics, consumer rights & responsibilities, and financial management. This course is designed to equip students with introductory skills which help prepare them to organize and run a business. Business terminology, basic entrepreneurship concepts, and fundamental operating principles are emphasized. Students are involved with activities such as developing business, marketing plans, and insuring a business.

Electronic Publishing/Yearbook (Grades 10 –

12) Prerequisite – Introductory Office or IC3--one credit

- Instructor Approval

- Application/Interview required
- English grade of “C” or better (English teacher recommendation)

This course is based on the activities associated with creating and editing the annual high school yearbook, school newspaper, and video journalism. Emphasis will be on the use of current computer software and photographic equipment to complete various forms of published materials.

Financial Literacy (Grades 9-12)

This course prepares students in making financial decisions, income planning, money management, saving, investing, and consumer rights/responsibilities.

Media Literacy (Grades 9 -12)

This course educates students about the media impact on individuals and society. Students will examine media formats and learn strategies about how advertisers persuade consumers to buy products.

STEM Department Credits/Courses

Smart Lab (Grades 9 – 12)

Prerequisite: Keyboarding—one credit
Lab Fee: \$10.00

The creative learning smart lab is a state of the art learning environment. There are over 30 projects within the technology lab that encompass the following core system: Physical Simulations, Circuitry, Publishing, Multimedia, Science and Data Acquisition, Computer Simulations, Graphic Design, and Control Technology. This course allows learners to gain knowledge and skills based on their own experience in the research and development environment of the lab. The technology lab provides an environment conducive to divergent thinking and creative endeavors. It is through this environment that learners will create projects that are personal and relevant. In the process, learners will develop a sense of self-worth and independence that more closely aligns with the real world.

Introduction to Engineering Design (Grades 9-12) one credit

The major focus of the course is learning how to take an idea through a design process that will eventually be manufactured or produced. As you learn about various aspects of engineering and engineering design, such as how engineers communicate through drawing, you will apply what you learn through various activities, projects, and problems. The course covers the following:

- The Role of an Engineer
- The Design Process
- Product Design
- Product Analysis and Improvement
- Designing as an Engineer

In addition, you will use Inventor, which is a state of the art 3-D design software package from AutoDesk, to help you design solutions to different design projects. Working in teams, you will learn about documenting your solutions, solving problems, and communicating your solutions to other students and members of the professional community of engineering and engineering design. Introduction to Engineering Design TM is intended to serve as a foundation course within the Project Lead The Way® course sequence.

Systems Go I (Grades 9-10) – one credit

The course is designed to promote a student’s understanding of innovation, the R&D industry, and work/life skills such as problem-solving, design, development, testing and analysis, leadership, and teamwork, to mention a few. There are 15 modules that provide important information to the student through teacher-user-friendly projects and PowerPoints. The

majority of the modules contain hands-on projects within the inquisitive learning curriculum to support real-world discovery of real-world solutions to real-world problems.

Systems Go II (Grades 11-12) – one credit

This course enhances the application of the student's knowledge base, addition of knowledge, and the development of life and work skills - cognitive reasoning, critical thinking, problem-solving, design and development, testing and analysis, documentation, and teamwork and leadership. It is designed to provide important information to the student through 15 modules supported by teacher-user-friendly PowerPoints used to ignite the student's desire to learn through the implementation of inquisitive learning. The student will be informed of knowledge bases and problem-solving tools found within the four main energy systems: mechanical, fluid, electrical, and thermal. Hands-on projects are contained within the inquisitive learning curriculum for the first semester to support problem-solving, critical thinking, and cognitive reasoning. The second semester provides the class/students the opportunity to design and development project to get a one pound research package to an altitude of 5,280 feet or, achieve transonic flight. The students, as a project team, develop the overall vehicle design through the use of computer modeling. The design will incorporate all the content mastered in the first semester concerning rocket flight.

Foreign Language Department Credits/Courses

Spanish I (Grades 9 – 12)

Prerequisite: None -- one credit

The beginning Spanish course is designed to develop proficiency in comprehension and to converse in Spanish with acceptable pronunciation and intonation. Development of all four language skills (listening, speaking, reading, and writing) in Spanish will be emphasized. Cultural activities will be included to enrich the student's knowledge of his/her cultural background and the values of other cultures.

Spanish II (Grades 10 – 12)

Prerequisite: Spanish I -- one credit

Spanish II is a continuation of Spanish I but with more emphasis on communication skills. It is designed to improve proficiency in comprehension and to converse in Spanish with acceptable pronunciation and intonation. Development of all four language skills (listening, speaking, reading, and writing) in Spanish will be emphasized. An appreciation of the culture of Spanish speaking countries is enhanced.

AP Spanish (Grades 11 – 12)

Prerequisite: Spanish II -- one credit

AP Spanish emphasizes more communication skills. It is designed to improve proficiency in comprehension and to converse in Spanish with acceptable pronunciation and intonation. Development of all four language skills (listening, speaking, reading, and writing) in Spanish will be emphasized. An appreciation of the culture of Spanish speaking countries is enhanced.

English Language Learner – ELL

Prerequisite: None

This course will assist students in improving their reading skills and vocabulary knowledge. Students will develop the skills needed to read and understand a variety of texts. Students will also learn techniques and strategies to build their vocabulary. The overall intended outcome for this course is to improve reading and writing proficiency levels.

Industrial Technology Department Credits/Courses

Woodworking Skills I (Grades 9 – 12)

Prerequisite: None -- one credit

Fees: Will need material for individual projects only.

This course provides the student with information regarding use and care of hand tools and elementary power tools, safety procedures, and supervised project construction.

Woodworking Skills II (Grades 10 – 12)

Prerequisite: Woodworking Skills I -- one credit
Fees: Will need material for individual exercises.

This course is designed to provide the student with skills to include the use of advanced power tools, power tool safety, and supervised construction.

Industrial Safety/Construction Technology (Grades 9-12)

Prerequisite: Basic Construction -- one credit
Fees: Will need material for individual exercises

This course provides knowledge for equipment and general safety, human relations, building construction surveying, footing, foundation form work, framing, sheathing, insulation. This course also provides students with basic electrical wiring and plumbing. Roofing, exterior and interior finishes, masonry, door, window, cabinet insulation, roofing, exterior and interior finishes, masonry, door, window, and cabinet insulation will be covered. Classroom instruction, on-the-job training, and problem solving skills will be assessed.

Basic Mechanical Drafting (Grades 9 – 12)

Prerequisite: None -- one credit
Fees: None *Students will need to provide drawing pencils.

A basic drafting course structured for beginners. The course will explore basic fundamentals of drafting instruments, techniques, lettering, and rules of drafting.

The course will also emphasize various drawing techniques like auxiliary, sectional, multi view, and pictorial creations.

Architectural Drafting (Grades 10 – 12)

Prerequisite: Basic Mechanical Drafting--one half credit
Fees: None *Will need to purchase drawing pencils.

This is a beginning course in architectural drafting and design. Each student will learn needed symbols, codes, skills, and techniques for designing and drawing a floor plan. The students will also study and draw the plans that make up a complete set of architectural drawings (plot, elevations, foundations, and detail drawings).

Welding I (Grades 9 –

12) **Prerequisite:** None--one credit

Fees: None. *Supplies: Students must provide ten pounds of welding rods and various types of metals to practice on. Students will also need to provide metal for individual projects.

This course is designed to introduce students to both the basic fundamental of electric arc welding, gas cutting, forging, bending, and stamping. Includes and emphasizes hand tool and machine identification and use. Also includes shop safety, organization, and procedures.

Welding II (Grades 10 – 12)

Prerequisite: Welding I

Fees: None *Supplies: Students must provide ten pounds of welding rods and various types of metals to practice on. Students will also need to provide metal for individual projects. This is an advanced course of metals with an in depth study of electric welding which includes Mig welding (gas metal welding). The course will also emphasize plasma cutting and shaping. The course continues with shop safety and shop procedures & techniques.

Blueprint Reading for Building Trades (Grades 10 –

12) **Prerequisite** – Building Trades I

Fees: None

This course provides students with an introduction to construction materials, methods, and basic cost estimating and blueprint reading applicable in today's residential, commercial, and public works industry. This course will also provide instruction by blueprint reading and interpretations, field trips, and actual job-site visits and progress evaluation.

Health Science Courses

Anatomy and Physiology for Technical Programs (Grades 10-12)

This course is an introductory study of human anatomy and physiology. It is intended to provide a basic understanding of the structures and functions of the human body. This course is not intended for students in science or nursing degree fields. This is a two credit college course.

Healthcare Career Exploration (Grades 10-12)

The Diversified Health Occupations Program is designed for high school students 10-12 who are interested in health related careers. This course represents a coordinate blend of formal classroom instruction, guest speakers on related topics, and possible scheduled field trips.

Healthcare Occupation/Certified Nursing Assistant (CNA) (Grades 11-12)

The dual enrollment course is designed to teach the student the necessary knowledge and skills to deliver responsible and safe health care. Close personal care requires a sensitive and knowledgeable caregiver, who has a good understanding of patient needs, as well as, personal interaction with other health care team members. This course includes an introduction to health care and the role of the nurse aide; understanding the body structure, function and needs; safety in the provision of care; and satisfactory performance of basic care skills. The classroom and nursing skills laboratory portion of the course is taught by adjunct faculty. The course has specific requirements: CPR and TB screening. The clinical portion of the course is conducted in a licensed, certified area health care agency. The student must satisfactorily meet the objectives of the course's written exams, laboratory skills performance, and clinical practice to be eligible for course completion. Successful completion of this course entitles the student to take the New Mexico Nurse Aide Skills and Written Exam (computerized). Dual Credit Course

Medical Terminology (Grades 10-12)

This dual enrollment course is an introduction to medical terminology with an emphasis on elements of medical terms, standard medical abbreviations, spelling, and an appreciation of the logical method found in medical terminology. This class will assist students, who are interested in pursuing a healthcare career; learn basic medical terminology using a systematic approach.

First Aid/CPR/AED (Grades 9-12)

Gives individuals the knowledge and skills necessary to recognize and provide basic care for breathing, cardiac emergencies, injuries and sudden illnesses, including how to use an automated external defibrillator (AED) for victims of sudden cardiac arrest, until advanced medical personnel arrive and take over. Dual Credit Course

Non-Department Credits/Courses

Office Aide/Teacher's Aide (Grades 12)

Prerequisite: Instructor/principal approval, *maximum of one credit allowed--one credit

Students work in principal's office, the guidance office, or teacher's classroom doing various tasks: answering the telephone, filing, showing visitors around the school, showing new students classrooms, word processing, and running errands in school as needed.

Driver's Education

Prerequisite: 15 years of age before class begins

One half credit is awarded upon completion of coursework.

Successful completion of this approved Driver Education course is required for anyone under the age of 18 before receiving a driver's license per New Mexico law. Students must provide documentation and grading for the course to the guidance department for credit to appear on transcript.

Online Courses (Grades 9 – 12)

Prerequisite: Principal approval

Credit value will be determined based upon the course.

This class will allow students to enroll in online courses for enrichment or for deficiencies. Completion of AP courses will grant student both high school and college credits. Course selection will be based on student ability or background in subject area.

This will be an independent study class with local teacher as a facilitator. Students must meet online deadlines in order to receive course credit.

Mentoring (Grades 11 – 12) Prerequisite – None

One half credit

This course will offer students the opportunity to prepare for success in high school and for post-secondary education/employment. This course will cover many areas including personal aptitudes and attitudes about career and life choices. Job skills including interviewing, resume creation, and job application will be covered. College or vocational requirements will be investigated. Basic life skills for young people involving work, school, and financial matters will be covered. It may include topics such as reading and writing improvement, study skills, general problem solving, basic reasoning, and test-taking skills. It will help prepare students for particular state and national standardized tests required for graduation or for post-secondary education.

Work-Based Learning

Prerequisite – Approval of Instructor/Principal--one credit

**(Students enrolling in this class must provide their own transportation)*

Course will give students an opportunity to learn both basic knowledge and particular skills in career areas. Students will use their work experiences to lead to further understanding about the needs of employers, the requirements of different industries, and the skills required to be a competent employee. The course will explore job search techniques, attitudes and job success, working as a member of a team, the impact of technology and other aspects of jobs and industries.

PARENT NOTIFICATION

1. **TEACHER LICENSURE.** In accordance with the No Child Left Behind Act (NCLB), Title I, Part A, Section 1111, "Parents Right to Know", the parent has the right to request information about the licensure and other qualifications, teaching assignment, and training of their child's teacher and any paraprofessionals (instructional assistants) who may work with their child. The parent may contact the building principal for this information.
2. **SUBSTITUTE TEACHERS.** If a substitute is in a classroom for four consecutive weeks with a sub-standard license, parents must be notified of the certification of the substitute. The parent may contact the building principal for this information. (NMSA 1978, 22-10-16)
3. **ADEQUATE YEARLY PROGRESS (AYP).** After the second grading period, parents will be notified regarding students who will not make adequate yearly progress. Parent conferences will be held in October and March regarding student progress and possible retention. (NMSA 1978, 22-2A-6)
4. **TUTORIAL SERVICES.** If a school does not make AYP and is qualified for Title I services, based on its reduced and free lunch, participants are also eligible for Title I Supplemental Educational Services (SES). These services provide free tutoring to help students do well on the required New Mexico achievement test and to succeed in school. Tutoring is provided on a priority basis with those students having the greatest academic need serviced first.
5. **PUBLIC SCHOOL CHOICE.** Under NMSA, Chapter 22 and Title I of the NCLB, the option of school choice must be made available for all New Mexico students attending a school with a NCLB designation. Public School Choice is the option for a student to attend another public school that is outside the student's school attendance area. All students enrolled in any Title I school identified under NCLB as in School Improvement, Corrective Action or Restructuring qualify for a transfer under Public School Choice. A school district must provide all students in the school the option to transfer to another public school, including charter schools, that is not in school improvement. There may be situations in which choice is not practicable. The distance to another school with the appropriate grade span, for example, may be excessive. School districts must, however, make good faith efforts to determine whether such choice is practicable.

Factors considered should include travel distance, existing transportation boundary agreements, available grade spans and other appropriate factors. Refer to School Board Policy J-1050.

6. ACCESS TO SCHOOL RECORDS/INFORMATION. Access to educational records is governed by the requirements of the Amended Family Educational Rights and Privacy Act (FERPA) of 1974 and district policy. Under this act and policy, non- custodial parents have the right only to academic and attendance records. Parents must inform the school principal in writing, on a form provided in the principal's office, if they wish to limit media access to their student's pictures, honors or other recognition as outlined in Policy.

7. MILITARY RECRUITER ACCESS TO INFORMATION/SCHOOL RECORDS. Both the NCLB Act of 2001 (P.L. No. 107-110), and the National Defense Authorization Act for Fiscal Year 2002 (P.L. No. 107-107), entitle military recruiters to receive the name, address and telephone listing of juniors and seniors in high school. Parents may make a written request to the building principal to opt out of having the school provide directory information to military recruiters. The Loving High School will allow military recruiters (i.e., Army, Navy, Air Force, Marines, Coast Guard, National Guard) to be available on the high school campus for job fairs, as well as to visit with interested students, at the student's request during his/her lunch periods.

8. FAMILY EDUCATIONAL RIGHTS & PRIVACY ACT/PROTECTION OF PUPIL RIGHTS ACT (FERPA/PPRA).

In compliance with the NCLB Act, the parent has the right to:

- (a)) Inspect surveys created by third parties before such surveys are administered or distributed to students.
- (b) Inspect and the right of students to refuse to participate in any surveys designed to collect private information about, among other things, students' or their families' political affiliations, sexual behaviors and attitudes, mental problems, illegal behavior, income and religious practices or beliefs.
- (c)) Inspect, upon request, any instructional material used in the educational curriculum for the student.
- (d) Be informed of the administration of physical examinations or screenings that the school may administer to students.
- (e) Know of the collection, disclosure or use of personal information collected from students for the purpose of marketing or selling such information.
- (f)) Inspect, upon request, any instrument used in the collection of personal student information to be used for marketing purposes.

The PPRA now obligates schools to provide parents reasonable notice, at least once annually at the beginning of the school year, of the adoption and implementation of the policies required by the Act. This notice must offer an opportunity to parents to opt the student out of participation of any instructional material used as part of the educational curriculum. The PPRA now requires schools to provide notice to parents of:

- (a) Activities involving the collection or disclosure of personal student information for marketing purposes.
- (b) The administration of any survey designed to gather private student information in the various categories listed under the PPRA.
- (c) Any non-emergency, invasive physical examination or screening that is required as a condition of attendance, administered by the school and scheduled in advance, and not necessary to protect the immediate health and safety of the student or other students.

9. PESTICIDE SPRAYING NOTIFICATION. As per the New Mexico Public Education Department Regulation 9.13.4, a written request for advance notice of pesticide spraying prior to application may be made by a parent or guardian. This written request for notification should be turned in to the building principal.

10. CORPORAL PUNISHMENT/NOTIFICATION. All school personnel are encouraged to practice a high standard of professional ethics in regard to discipline. The administration of corporal punishment is now illegal and will not be administered by staff of Loving Municipal Schools. Additionally, Loving Municipal Schools will not permit nor be a witness to the use of Corporal Punishment by parents/guardians on school premises.

11. STUDENT SUPERVISION – ON CAMPUS (*In Loco-Parentis*). Parents must send their children to school under New Mexico's compulsory attendance laws. Schools stand in *loco parentis* as regards to discipline, supervision and

custody issues. This means that schools are responsible for students “in place of the parents” while students are in school. School personnel should exercise due care in guarding the health, safety and welfare of students enrolled in their schools. All school officials, employees and authorized agents of the public schools whose responsibilities include supervision of students shall stand in *loco parentis* with regard to students they are required to supervise at any time the responsibility of supervision exists. Whenever students are lawfully subjected to the school’s control, public authorities shall have the right to supervise and control the conduct of students, and students shall have the duty to submit to the school’s authority. Principals must assume responsibility and leadership with regard to the discipline of students. The right to attend public school is not absolute. It is conditioned on each student’s acceptance of the obligation to abide by the lawful rules of the school and community until and unless the rules are changed through lawful processes.

12. STUDENT SUPERVISION – OFF CAMPUS (*In Loco-Parentis*). The school reserves the right to discipline students for out-of-school conduct having a direct and immediate effect on school discipline or the general safety and welfare of the school. This will apply to all students traveling to, attending, and returning from school, and while visiting another school, or a school-sanctioned activity.

13. ANTI-BULLYING: Bullying behavior by any student in the Loving Municipal School District is strictly prohibited and such conduct may result in disciplinary action, including suspension and/or expulsion from school. “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, in school vehicles, at a designated bus stop, 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 or may 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.

- * Physically harming a student or damaging a student’s property.

- * 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 complaints concerning suspected bullying behavior with school personnel and administrators. 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. (NMAC-N, 6.12.7.7, 11-30-06)