

Portales Municipal Schools Student Academic Expectations

The mission of Portales Municipal Schools is to “Provide all students a quality education” so that “All students will be productive and successful citizens.” With the many distractions everyone faces today, the mission and vision is becoming much harder to accomplish. Today’s students are overwhelmed with information from the internet and television, and social media has replaced much of the interpersonal communications between individuals. Many of these distractions have created barriers that make teaching and learning a much more difficult task as teachers work to develop atmospheres of learning that can compete with all of these different distractions. Still, we at Portales Municipal Schools believe that in order to achieve our mission and vision, administrators, teachers, parents, and students must make high expectations a priority. To help accomplish these lofty goals, Portales Municipal Schools has developed the following regulations and rules. These rules are not intended as punishment for students, but as expectations that will drive students to reach deeper, soar higher, and achieve more.

Assignments and Homework

The development of study skills and self-discipline are integral and indispensable elements of a quality educational process. Assignments and homework will be provided to help students better develop study skills and self-discipline and as a means to allow for practice and retention of material. Homework is not punishment and should never be used as such. Classroom and homework assignments should be specifically addressed to the objectives of the instructional program, and, in addition, students should develop responsibility for actively pursuing knowledge without immediate supervision outside as well as within the classroom.

Students, regardless of their intellectual capacity, should understand that mastery of skills is not always possible within the time constraints of the classroom. Each student should leave the District with a firm foundation for pursuing knowledge and developing skills on an independent basis. Since a student cannot learn everything possible in an individual subject, students must develop skills necessary to use the foundation laid in school to learn how to learn and access information that will indeed make them life-long learners.

To that end, in order for teachers, students, and parents to understand what level of mastery a student has achieved, student work must be assessed through in-class and homework assignments. Completion of these assignments allows a student to show what he or she understands and helps the teacher to design future instruction. Regular formative and summative assessments along with completed assignments will provide information to parents, students, and teachers to determine a student’s strength and weaknesses for future instruction and assignments.

1. In-class and homework assignments must be turned in on time. Teachers will provide the date the assignment is to be completed and turned in. Late work will generally be accepted up to a maximum of five (5) days following the due date; however, a teacher may reduce the maximum number of days he or she provides to collect late work, but in no case will a teacher accept late work after five (5) days unless related to an excused absence or approved by the principal. Teachers will provide their assignment policy to

students in writing the first day of school. If a teacher decides to accept late assignments, a reduction from the total score will be made for each day the assignment is late until the fifth day. In grades 9 – 12, ten percent (10%) of the maximum points possible will be deducted from the grade for each day the assignment is late up to five (5) days. (*ie: If an assignment is worth 100 points, 10 points will be deducted for each day the assignment is late. After five (5) days, a zero (0) will become the final grade for the assignment. If an assignment is worth 50 points, 5 points will be deducted each day.*) No work will be accepted for a grade after five (5) days beyond the due date. (**Late work due to excused absence is noted below.**)

2. If a homework assignment is not completed by the due date because a student does not understand the assignment, the student should discuss the assignment with the teacher. The teacher should then provide the information the student requires. If necessary, the teacher may require the student to attend tutoring to provide the information the student needs. If additional instruction or tutoring is required, the teacher may waive the deduction of points from the grade if the work is turned in by a due date set by the teacher. Late assignments or homework should be questioned by the teacher. It is the teacher's and student's responsibility to ensure that missing assignments or homework is not due to a lack of understanding.
3. Assignments or homework assignments not completed by the due date because of excused absences, may be made up without loss of points provided that:
 - A. The student speaks to the teacher the day after the excused absence and obtains the assignment to be completed.
 - B. Students with an excused absence will be allowed two (2) days for every day missed to complete the assignment.
 - C. Students may be required to remain after school to receive instruction to complete the assignment(s).
 - D. Assignments not turned in by the third (3rd) day after the absence will have points deducted for each day late as explained in paragraph 1 above or as per the teacher's homework policy provided to each student at the beginning of the school year.
4. Students who have excused absences for three (3) or more days in a row may have a total of six days to complete the make-up work or meet with the school principal or counselor to create a plan that is reasonable to ensure the make-up work is completed in a timely manner without losing points. This plan may include before or after-school tutoring to ensure that proper instruction is provided to the student. A student involved in extracurricular activities who has an approved plan may not be penalized in that activity for failure to attend the entire practice or event.
5. Students who have prior knowledge of a planned absence for extracurricular activities, school activities, or family activities of three (3) days or more are expected to meet with their teachers to obtain their assignments in advance. These assignments will be expected to be turned in on the day the student returns to school. Otherwise, assignments will be expected to be complete and turned in as per paragraph 3 above.
6. Even though a student may have additional time to complete an assignment due to absence or the assignment being late, a zero (0) will be recorded in the grade book for that assignment. When the assignment is turned in, it will be graded and the zero (0) will

be replaced with the corrected grade. If the assignment is not turned in as required above, the zero (0) shall remain the recorded grade for that assignment.

Extra Credit

In-class and homework assignments are due on the due date. If all assignments are completed and turned in on time, a student should have no fear of failing a class. It is the responsibility of all involved including the teacher, the student, and parents to ensure that assignments are completed on time. Because assignments have a due date and there is an opportunity to complete and receive credit for late assignments, there is no need for extra credit assignments. Teachers will not provide additional assignments for extra credit. No extra credit will be provided for returning required documents, progress reports, etc. Teachers may not provide extra credit for providing supplies that are required of students in a class.

Teachers may provide extra credit questions or work within an assignment or assessment, ie: extra credit questions, extra credit essay answers, etc.

Honors and Dual Credit Classes

Portales High School offers Honors and Dual Credit classes in select courses. Honors and Dual Credit courses are not appropriate for all students. Students may request to be enrolled in Honors or Dual Credit courses, but because the curriculum is intended to provide an increased rigor and be more challenging, students who wish to enroll in these classes must meet more rigorous enrollment requirements. Students enrolled in Honors classes and/or Dual Credit courses are expected to maintain high academic standards. A student enrolled in an Honors Class must maintain at least a "C" average in the class. If a student does not have at least a "C" as a semester grade in an Honors class, the student will be disenrolled from the Honors class and enrolled in a regular class for the next semester.

Given the belief that portions of our Honors and Dual Credit offering present greater academic challenges for our students, Portales High School weights the end of term grades on a 5 point scale for classes in Honors English, Honors Mathematics, Honors Science, Honors Social Studies, Honors Foreign Languages, and corresponding dual credit courses in college English, mathematics, science, social studies/history, and foreign languages.

Students who are eligible to enroll in an Honors Class may decline the opportunity and be enrolled in a regular academic course for that subject.

When scheduling students into Honors and Dual Credit courses, the most recent PARCC scores will determine eligibility. The following chart describes enrollment criteria for Honors courses.

High School Honors Classes*

| CLASS | OPTION 1 | OPTION 2 |
|-----------------------------|---|---|
| Honors English I | PARCC ELA Level 4 or 5 | PARCC ELA Level 3 with scale score of at least 740 and teacher recommendation |
| Honors English II | PARCC ELA Level 4 or 5 | PARCC ELA Level 3 with scale score of at least 740 and teacher recommendation |
| Honors English III | PARCC ELA Level 4 or 5 | PARCC ELA Level 3 with scale score of at least 740 and teacher recommendation |
| Honors Geometry | PARCC MATH Level 4 or 5 | PARCC MATH Level 3 with scale score of at least 740 and teacher recommendation |
| Honors Algebra II | PARCC MATH Level 4 or 5 | PARCC MATH Level 3 with scale score of at least 740 and teacher recommendation |
| Honors Biology | PARCC MATH Level 4 or 5 PARCC ELA Level 4 or 5 | PARCC MATH/ELA Level 3 with scale score of at least 740 and teacher recommendation |
| Honors Chemistry | PARCC MATH Level 4 or 5 PARCC ELA Level 4 or 5 | PARCC MATH/ELA Level 3 with scale score of at least 740 and teacher recommendation |
| Honors US History | PARCC ELA Level 4 or 5 | PARCC ELA Level 3 with scale score of at least 740 and teacher recommendation |
| Honors World History | PARCC ELA Level 4 or 5 | PARCC ELA Level 3 with scale score of at least 740 and teacher recommendation |
| Honors Government | PARCC ELA Level 4 or 5 | PARCC ELA Level 3 with scale score of at least 740 and teacher recommendation |
| Honors Economics | PARCC ELA Level 4 or 5 | PARCC ELA Level 3 with scale score of at least 740 and teacher recommendation |

*Students enrolling without PARCC scores may be enrolled in Honors Classes provided:

1. Students enrolling from out of state must present scores from a standardized State assessment indicating the student is proficient or above in the subject area in which the student wishes to enroll.
2. Students with no out of state standardized assessment scores may enroll in an Honors class if enrolled in an honors or AP class at the school last attended.
3. Transcripts of a student with no PARCC or out of state standardized State assessments will be enrolled in a regular class; however, upon teacher recommendation and evaluation of transcripts from the previous school, with principal approval, the student may be placed in an Honors class.

Students wishing to enroll in Dual Credit courses must meet certain academic requirements. These students and their parents must also read, sign and abide by the Dual Credit Agreement prior to enrollment in Dual Credit courses. See Appendix A for complete Dual Credit rules.

High School Classification

Students enrolled at Portales High School are classified as Freshmen (9th grade), Sophomores (10th grade), Juniors (11th grade), or Seniors (12th grade.) Students who do not successfully complete the required number of credits to move to the next classification will be identified with the class for which their credits indicate. Students who are classified as Freshmen will remain under the rules of Freshmen. Students who earn the credits to become a Sophomore, Junior, or Senior, will earn the rights and privileges of their classification. A student's classification can change after the first semester of a school year if the required credits are earned to advance to the next classification. Students do not automatically advance to the next classification because it is their second, third or fourth year in high school. The required number of credits for classification is outlined below:

| | | |
|-----------------------|---------|-----------|
| 0 – 6 | Credits | Freshman |
| 7 – 13 | Credits | Sophomore |
| 14 – 19* | Credits | Junior |
| 20* Credits and above | | Senior |

*For the 2017-2018 school year only, students with 17 or more credits will be classified as Seniors.

Attendance

Regular school attendance is essential for success in school; therefore, absences shall be excused only for necessary and important reasons. Not only is attendance important for academic success, the attendance of school age children (*any child reaching his or her 5th birthday by September 1 until reaching 18 years of age or graduation*) is required by state law (22-12-2 NMSA, 1978). Excused absences include illness, illness of a parent, sibling, or other immediate family member, bereavement, or other family emergencies, and observance of major religious holidays of the family's faith. Excused absences do not include family vacations, sleeping in, a parent's inability to wake up on time, haircuts, shopping, or a general desire not to come to school on a given day.

We know that life happens, and every student becomes ill from time to time. We also understand that sometimes other illnesses in the family need to be addressed and it is not possible for a student to attend school. We do not expect, nor do we desire, to have students in school who are running a fever, vomiting, coughing excessively, or generally feeling bad. Students with these symptoms should remain at home or be taken to a physician at the parent's/guardian's discretion to allow the student time to recover from the illness and to help prevent the spread of disease to others.

Parents or guardians should attempt to schedule medical, dental, and other appointments after school hours whenever possible. If a student misses school due to a medical or dental appointment, the parent should ask for an appointment card or a doctor's note. The appointment card or doctor's note can be used as documentation of the excused absence. If a student remains home and does not see a physician, the parent should call the school on the day of the absence to verify the reason for the absence. If calling the school is not possible, parents may send a signed note to school with the student when he or she returns. Whenever possible, the school will make a reasonable effort to contact a parent to verify why a student is absent if the parent has not contacted the school prior to the absence or on the day of the absence. If parental contact is made, no other action is needed. For absences greater than one (1) day in length, the school should be notified each day of the absence. However, if the parent knows that a student will be absent for more than one (1) day, notifying the school at the beginning of the absence will suffice. We recommend that if an absence will be more than three (3) days in duration, the parent make contact with the school so that arrangements can be made to provide instructional materials and assignments to the student so that work can be completed during the absence if possible. In all cases, if an excused absence is expected to be for more than five (5) days, parents should contact the school to create a plan to provide instruction at home or other location to prevent the student from falling too far behind. Such plans must be approved by the Assistant Superintendent of Instruction after consultation with the school's principal.

Verbal notice or notes from parents identifying the reason for the absence will only be accepted until the day following the absence. Verification of an excused absence after the day of return will only be accepted in the form of a note from a physician, clinic, or dentist confirming the dates of the absence.

A verified absence is not necessarily an excused absence. However, verification is important for the safety of students. Verification provides the school with information that you, as a parent or guardian, know the student is not in school on a given day or at a given time.

If an absence is unexcused, missed assignments may be accepted up to a maximum of five (5) days following the date of the absence; however, **a teacher may reduce the maximum number of days he or she will allow to collect work missed due to an unexcused absence. Teachers may choose to not accept work missed during an unexcused absence**, but in no case will a teacher accept work missed as a result of an unexcused absence after five (5) days of the unexcused absence. Teachers will provide their assignment policy regarding unexcused absences to students in writing the first day of school.

Absences of students due to the deployment or return from deployment of a parent, guardian, or sibling are excused absences. If the absence will be longer than three (3) days, the student will be expected to make arrangements with the school to receive lessons in advance as stated above regarding extended absences.

Many students enrolled in Portales Municipal Schools are members of 4-H and FFA. Absences for the participation in local and state fairs to show livestock or enter exhibits are excused absences. Parents or guardians should notify the school in advance regarding these absences. All attendance and homework rules apply.

State law requires the school to contact parents and guardians when a fifth (5th) unexcused absence occurs. You could also be contacted after a third (3rd) unexcused absence. However, a fifth (5th) unexcused absence, according to State law and District Policy, identifies the student as a student in need of intervention and requires a meeting between school administration and the parents or guardians. At this meeting, an administrator will work with the parents/guardians and student to determine the cause of the unexcused absences, what resources might be available to assist the parents/guardians and student, and create a corrective action plan to help prevent future unexcused absences. If parents/guardians fail to respond to notice of the meeting or fail to attend the meeting, the Juvenile Probation Office, District Attorney's Office, Children's Youth and Families Department, and New Mexico Income Support Division will be notified that the student is in need of intervention and that the school has received no support from the parents/guardians.

Upon a tenth (10th) unexcused absence, parents or guardians will be notified by mail or in person that the student is now considered habitually truant, and another meeting between the parents/guardians, student, and administration must occur. This meeting will be held to develop intervention strategies focused on keeping the student in school. The parents/guardians will also be notified in writing that a future absence will require that the school notify the Juvenile Probation Office that the student is habitually truant. The administration will also notify the District Attorney's Office, Children's Youth and Families Department, and New Mexico Income Support Division that the student is habitually truant and has failed to respond to intervention.

In order to be successful in school, students must attend regularly. Portales Municipal Schools has no desire to create additional tension within a family or contention between schools and parents. Yet, we know that attending school as required, putting in the effort necessary, and building good relationships with other students and school staff will ensure the success of our students. Our most important goal is to provide a quality education so that all of our students will be productive and successful citizens

Appendix A

Portales Municipal Schools Dual Credit Enrollment

Dual Credit is a program that allows high school students to enroll in college-level courses offered by universities and colleges through Portales High School. Dual Credit courses may be academic or career technical but not remedial or developmental. This allows students to simultaneously earn credit toward high school graduation and a postsecondary degree or certificate.

Dual Credit courses are offered through Portales High School in cooperation with Eastern New Mexico University, Clovis Community College, and Mesalands Community College. From time to time, to meet a student's needs, courses from other cooperating colleges may also be considered. Dual Credit courses are offered to students at Portales High School at no cost to the student or the student's parents. However, students who take classes requiring special software may be required to purchase the software prior to taking the course. Students who then pass the course with a grade of C or better will be reimbursed for the cost of the software at the conclusion of the course.

Dual Credit courses are primarily offered to full time juniors and seniors who meet certain eligibility requirements. Sophomores who are classified as "Gifted" students with an IEP may also take Dual Credit courses if they meet other eligibility requirements. With the principal's approval and recommendation of a guidance counselor, freshmen and sophomores may take certain vocational or academic dual credit courses.

Dual Credit courses are not for everyone. In order to be successful taking Dual Credit courses, a student must have a strong work ethic, maintain good time management, and be self-disciplined. Although most Dual Credit courses are taken during a regular school day, many courses may require attendance for one to two hours daily only two or three days per week. This will leave a gap during the remaining days of the week while not attending the Dual Credit course. Students are expected to use that time wisely to study and complete assignments for the next meeting date.

Each successfully completed three or more hour Dual Credit course is equal to one high school credit. Dual Credit courses in mathematics, English, history, humanities, and science may be substituted for required core credit high school classes. Other Dual Credit courses that do not substitute for core classes, will substitute for high school elective credits on a three or more college credit hour to one high school credit ratio. One hour college classes, such as labs, that must be taken concurrently with a college course do not provide additional high school credit, nor do they replace a high school class for the purposes of being a full time high school student. A full time student must be enrolled in at least four classes. These four classes may be a combination of high school classes and Dual Credit courses. However, in order to be counted toward enrollment in four classes, the Dual Credit course must be at least a three hour course.

Portales High School wants all Dual Credit students to be successful in their high school academic career and in Dual Credit courses. Successfully completing Dual Credit courses allows a student to earn college credit toward a degree or certificate. Additionally, there is no cost for

tuition or books for Dual Credit students and their families, except as already mentioned. This can represent a large financial savings to the families of college or vocational school bound students. Many times, most or all of the required general education college courses can be completed upon high school graduation and before actual enrollment in a university or vocational school.

In order to enroll in Dual Credit courses through Portales High School, students must meet certain requirements. As long as a student completes the courses and maintains the required GPA, a student may continue taking Dual Credit courses until graduation. Requirements for Dual Credit participation follow.

Dual Credit Requirements for Academic and Vocational College Courses:

1. Approval by high school counselor
2. Signed permission of student's parent or guardian
3. 2.5 Grade Point Average or above
4. Full time Junior or Senior in high school. Full time Sophomore who is classified as "Gifted" with an IEP who meets all other requirements
5. At least a score of 3 on the PARCC English Language Arts (ELA) or Mathematics College and Career Readiness Assessment
 - A. A student with a score of 4 or 5 on both the PARCC ELA and Mathematics Assessments may enroll in a maximum of three (3) college courses per semester
 - B. A student with a score of 3 on one PARCC Assessment and a 4 on the other assessment may enroll in a maximum of 2 college courses during the fall semester. Successful completion of both college courses with a grade of "C" or better will provide the student an opportunity to enroll in a maximum of three (3) college courses during the spring semester with counselor and principal approval.
 - C. A student with a score of 3 on both the PARCC ELA and Mathematics Assessments may enroll in one Dual Credit course during the Fall semester. Successful completion of the course with a grade of "C" or better will entitle the student to enroll in two Dual Credit courses during the spring semester with the possibility of enrolling in three courses with principal approval.
 - D. A student with a score of 3 on either the PARCC ELA or Mathematics Assessment and a score of 2 on the other PARCC ELA or Mathematics Assessment may take one college course during the fall semester with principal approval. The course may only be taken relative to the 3 scored on the PARCC Assessment. Successful completion of the fall college course will provide the student an opportunity to enroll in two college courses during the spring semester with counselor and principal approval.

6. Students must meet the enrollment eligibility requirements of the college or university where classes will be taken. (Some colleges and universities require minimum assessment scores on entrance examinations.)
7. Dual Credit courses are offered to students at Portales High School at no cost to the student or the student's parents. However, students who take classes requiring special software may be required to purchase the software prior to taking the course.
8. Required textbooks are provided at no cost to the student. Textbooks must be returned to Portales High School in similar condition as received by the student with allowance for reasonable wear and tear at the conclusion of the semester. Lost or stolen textbooks, textbooks that have been damaged beyond reasonable use, and books that are not returned to Portales High School become the responsibility of the student and must be paid for by the student
9. Dual Credit students agree to attend Dual Credit courses regularly at the scheduled meeting times. In the case of unavoidable absence, it is the student's responsibility to contact the Dual Credit course instructor to notify him/her of the absence and obtain any classwork that might have been missed or can be completed at a later date. Excessive absences will be cause for disenrollment from the Dual Credit course.
10. A student who is taking two or three courses and drops or withdraws from a course will be allowed to enroll in one college course the following semester. If a student has two courses remaining after dropping or withdrawing from a college course and earns a grade of "D" or "F" in one of the remaining courses, the student may only enroll for one Dual Credit course the following semester and only with principal approval. A student who has only one remaining class after dropping or withdrawing from a class earns a grade of "D" or "F" in that class, the student will not be allowed to enroll in a Dual Credit course the following semester.
11. A student who is taking one Dual Credit course and drops or withdraws from the class will not be allowed to enroll in a Dual Credit course the following semester.
12. A student who earns a "D" or "F" in any Dual Credit course while enrolled in more than one Dual Credit course may only enroll in one Dual Credit course the following semester and then only with principal approval.
13. A student enrolled in only one Dual Credit course who earns a grade of "D" or "F" in the course may not enroll in a Dual Credit course the following semester.
14. A student who has a grade of "D" or "F" in a Dual Credit course at mid-term will meet with the student's counselor to determine whether the student should drop or withdraw from the course. The counselor may recommend to the principal that the student receive mandatory tutoring. Should the student be required to attend tutoring sessions and fails to attend, the counselor, with written authorization from the principal may dis-enroll the student from the class through a drop or withdrawal. (Students who are withdrawn or dropped from a course due to this circumstance may only enroll in future Dual Credit courses as described in paragraphs 7 and 8.)

15. Successful completion of a Dual Credit course requires a final semester grade of “C” or better.
16. Core Dual Credit courses identified as courses in English, History/Humanities, Mathematics, and Science are recorded using a 5 point GPA scale.
17. Non-academic vocational dual-credit courses that lead to an associate’s degree or certificate may be taken by freshmen and sophomores with counselor and principal approval and acceptance by the post-secondary institution.
18. The student and the student’s parent must sign a Dual Credit Course Agreement signifying the student and parent have read, understand, and agree to abide by the regulations as set forth in paragraphs 1-15 of this document.
19. Students may be enrolled in dual-credit course during the Spring Semester for Fall classes based upon PARCC scores from the previous school year. The most current PARCC scores are reported in June. Should scores fail to meet the enrollment criteria, the student will be dis-enrolled from the course at the discretion of the principal.
20. A student with a GPA of less than 2.5 may apply for some vocational courses with approval of the student’s counselor, the principal, and the institution.

Dual Credit Course Agreement

As a student at Portales High School, I am requesting to enroll in one or more Dual Credit courses. To the best of my knowledge, I have met the requirements as described in the document entitled **Portales Municipal Schools Dual Credit Enrollment**. I acknowledge that I have read and agree to the terms of the regulations as set forth in the aforementioned document. I also understand that failure to maintain grades and attendance as required by the regulations will lead to withdrawal from the course in question and could jeopardize enrollment in future Dual Credit courses.

Student's Printed Name

Student's Signature

Date

I am the parent/guardian of the student listed above who is requesting enrollment in one or more Dual Credit courses. I acknowledge that I have read and agree to the terms of the regulations as set forth in the document entitled **Portales Municipal Schools Dual Credit Enrollment**. Furthermore, I provide consent for officials at Portales Municipal Schools to enroll my student in Dual Credit courses. I also understand that some courses may not be available on the campus at Portales Municipal Schools and it will be the responsibility of me and my student to make transportation arrangements to the location of the Dual Credit course and hold harmless Portales Municipal Schools from liability for said transportation. TO THE FULLEST EXTENT PERMITTED BY LAW, PARENT AND STUDENT WAIVE AND RELEASE ALL CLAIMS AGAINST AND SHALL INDEMNIFY, DEFEND AND HOLD HARMLESS THE DISTRICT, ITS RESPECTIVE AGENTS AND EMPLOYEES AGAINST ALL CLAIMS, DAMAGES, LOSSES, AND EXPENSES, INCLUDING ATTORNEYS' FEES, ARISING OUT OF, OR RESULTING FROM THE ENROLLMENT IN THE DUAL CREDIT PROGRAM, AND TRANSPORTATION TO THE EDUCATIONAL INSTITUTION, ARISING FROM ANY WILLFUL OR NEGLIGENT ACT OR OMISSION OF THE DISTRICT, ANY SUBCONTRACTOR, ANYONE DIRECTLY OR INDIRECTLY EMPLOYED BY THE DISTRICT, OR ANYONE FOR WHOSE ACTS, ANY OF THEM, MAY BE LIABLE, REGARDLESS OF WHETHER OR NOT CAUSED IN PART BY THE NEGLIGENT ACTS OF THE DISTRICT.

Parent/Guardian Signature

Parent/Guardian Signature

Date

Counselor's Signature

Date

Principal's Signature (If approval required)

Date