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INVITING SCHOOLS

The Hobbs Municipal Schools Board recognizes that the Professional Learning Communities (PLC) is a process aimed at school improvement. As a School District, we support and encourage the use of the PLC correlates. If there was ever a need for a research-based road map to a culture focused on students and learning, it is now. With the implementation of Common Core standards and the previous passage of “No Child Left Behind” legislation, schools can no longer continue to conduct business as usual.

Places

This is an environment for all in which is orderly, warm and responsive. There is a 21st Century look that includes technology, cooperative learning and a student support system called Professional Learning Communities.

Policies

Hobbs Municipal Schools has changed their vision statement to “All Children Will Learn”. This sets the purpose for Hobbs Municipal Schools, keeps everyone going in the same direction, and is agreed upon and understood by all. The mission of the Hobbs Municipal Schools is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments. The bar has risen from compulsory schooling to compulsory learning for all – whatever it takes.

Processes

High student performance is every student achieving maximum personal potential in the educational process. Teachers are expected to teach and pupils are expected to learn. In Professional Learning Communities, teachers are viewed as holding the key leadership positions in a school. They are “transformational leaders” with high standards of professionalism for themselves. High performing staff is a student-centered team, sharing energy, vision and knowledge with character and compassion and committed to achieving excellence in their school.

Opportunity to Learn and Time on Task

Up to seventy percent of the student’s school day is spent in seatwork. Yet, students achieve more in classes where they spend most of their time being taught or supervised

by their teachers rather than working on their own, (Brophy & Good, 1986). Hobbs Municipal Schools expects proper use of time and school day, direct teacher instruction, use of learning styles and modalities, cooperative learning methods, proper use of worksheets, peer tutoring, and every student's needs being met daily regardless of educational need.

Programs

Assessment isn't something that comes at the end of a unit to find out what students learned; rather it is today's means of understanding how to modify tomorrow's instruction. Assessment always has more to do with helping student's grow than with cataloging their mistakes. Professional Learning Communities is a results-oriented culture in which all attempts at school improvement are judged on the basis of how student learning is affected. SMART goals are a part of this plan. Goals are Strategic and Specific, Measurable, Attainable, Results-Oriented, and Time-Bound. They are monitored continuously. Instructional alignment, mastery learning, variety of assessment and daily communication on students' progress are important aspects of this correlate. Our job is to prepare students for what comes next. Looking at the results of our work gives us information about what changes need to occur in order to better prepare our current set of students. Three vital questions are: 1) Who is not achieving? 2) Why not?; and 3) What are we going to do about it? We must remember that at-risk students need more time, more practice, more experiences, more indirect instruction and more direct instruction.

People

Hobbs Municipal Schools will continue to expand on our current parents programs such as SAC (School Advisory Council), PTA, and parent volunteers. We want parents and the community to feel welcomed at all schools. Professional Learning Communities encourages better parent relationships with increased communications, better communications, public relations, and ownership by all. "A good school is a happy place and it takes three elements to make it that way: 1) a strong principal; 2) the teachers; and 3) involved parents. (Margerite Kelly, The Mother's Almanac II, 1989).

Strong Instructional Leadership

The role of the principal is changing. They can no longer continue to be managers and not instructional leaders and meet today's challenges of "All Children Will Learn". Principals are most effective when they are defining the school's goals, aiding student

Achievement, and praising other's work. The Franklin-Covey training shows principals how to be: proactive, begin with the end in mind, put first things first, think win-win, seek first to understand/then to be understood, synergize, and sharpen the saw. Once you see and think differently, you will act differently. Those actions will produce superior results. This sort of transformation is the key to turning buildings into places where effective people create lasting results, (Franklin-Covey, 2002). McGrath training also equips principals with a tool to communicate with people who are not following the mission of the Hobbs Municipal Schools.

Hobbs Municipal Schools will continue to strive to go from GOOD to GREAT for our students.

CURRICULUM DEVELOPMENT

The purpose will follow guidelines established by the Assistant Superintendent for Instruction.

Resources

The Board will provide resources for the Instructional Program commensurate with the financial ability of the School District.

Personnel

The Instructional Program will be adequately staffed by competent personnel. The assignment and total number of personnel will be influenced by the following:

- A. Local Needs
- B. Standards for Excellence for New Mexico Schools
- C. Public Education Commission
- D. Advanced Education
- E. The Annual Operating Budget of the Hobbs Schools
- F. The Total Student Membership of the School System

Materials

Materials for the curriculum and for curriculum development will be selected by the professional staff under the supervision of the Assistant Superintendent for Instruction. The major portion of this material will come from the ISTAR and purchased through the instructional budget and from supplemental funds. The Hobbs Municipal School District will follow the New Mexico Public Education Department (NMPED) Instructional Materials Supplement 9, Administrative Requirements, for purchasing.

The Hobbs Municipal Schools will ensure that every student has an appropriate textbook and/or other instructional materials for each class. The texts will support the curriculum requirements of each course. Students will be allowed to take textbooks home for each class.

Financial

The Board will allocate funds in the annual operational budget for support of the curriculum and for curriculum development.

Planning

Curriculum planning and development will be the responsibility of the Superintendent and the Assistant Superintendent for Instruction. Such assistance as is needed will be provided by the Board for effective and long range planning for the instructional program.

Research

The Board recognizes the need and value of educational research in developing, validating and standardizing newer programs and strategies in education. Staff members are encouraged to participate and cooperate with research projects. To avoid overlapping and duplication, and to ensure that the results are available and adequately disseminated, all research and experimental projects using either staff, pupils, or materials within the District must be approved by the Assistant Superintendent for Instruction prior to their beginning. Results of all research must be furnished to the Assistant Superintendent for Instruction.

Pilot Projects

Pilot projects are encouraged in the curriculum. Such projects will have the approval of the Assistant Superintendent for Instruction and the Board may be required to authorize and approve pilot programs for the Hobbs Municipal School District prior to implementation.

Projects which are a deviation from Public Education Department Standards for Excellence must be approved by the Public Education Department.

Pilot Project Evaluation

Pilot projects, when properly approved and instituted, will be evaluated by the staff involved in the project and the Assistant Superintendent for Instruction. Established evaluation procedures will be followed.

The Board may authorize and approve pilot programs for the Hobbs Municipal School District prior to implementation.

Curriculum Adoption

All course offerings in the instructional program are to be reviewed and approved by the Superintendent and the Board. Course offerings shall conform to standards established by the Public Education Department.

Curriculum Guides and Course Outlines

The local curriculum guide, developed for a specific subject, shall be used by all teachers who teach the subject as the minimum program for the course of instruction. As local curriculum guides are needed, they will be developed under the supervision of the administration in cooperation with the staff.

CURRICULUM DESIGN

The curriculum of the Hobbs Schools will be designed to meet the needs of all Hobbs students and is subject to continual evaluation and periodic change.

Basic Program

The basic instructional program of the School System will meet and/or exceed all standards established by the Public Education Department and applicable State and Federal Statutes.

Public Schools – required courses of instruction: The Public Education Department shall, by regulation, prescribe courses of instruction to be taught in the public schools in the state.

High School (Grades 10-12)

The high school basic program will conform to Public Education Department Standards of Excellence as well as AdvancEd.

Freshman School (Grade 9)

The Freshman School basic program will conform to the Public Education Standards of Excellence.

Middle School (Grades 6-8)

The middle school basic program will conform to Public Education Department Standards of Excellence.

Elementary School (Grades K-5)

The elementary school basic program will conform to Public Education Standards of Excellence.

Pre-K and Kindergarten (Early Childhood Education)

The Pre-K and Kindergarten program will conform to Public Education Standards of Excellence.

Extended Programs

Where practical and possible, instructional programs outside the limits of the regular school program may be provided. These programs will meet all established Board and Public Education Department standards. The Board specifically authorizes and encourages a working relationship with New Mexico Junior College and University of the Southwest whereby Hobbs High School students may participate in instructional programs which are not available to them otherwise.

Summer Programs

The Board may provide facilities, equipment, personnel and material for implementation of summer programs where funds are available and sufficient interest is indicated for adequate classes. These programs will be for all levels of the School System and will be funded as outlined by the Public Education Department. Tuition may be charged.

Work Study Programs

Work study programs will be maintained by the District provided funds are available.

Special Programs

Instructional programs in special areas of student need will be provided upon recommendation to and approval by the Board. These programs will be under the direction of the Office of Instruction and will meet all established Board and Public Education Standards.

Remedial

Instructional programs designed for students who need remedial and therapeutic instruction will be provided where needed.

Homebound Services

Homebound instruction will be offered to those students who are unable to attend school due to physical or emotional issues. Student admission to the homebound program for physical issues is based upon a medical provider's recommendation or based upon the determination of the IEP team. Student admission to the homebound program for emotional issues is based upon a

mental health provider's recommendation. The issue must prohibit the student's participation in any activity outside of the home environment for a period exceeding two (2) weeks. Such activity would include the student's inability to attend school classes, extracurricular activities, work and general social functions. The student must be able to meet with the homebound facilitator and be capable of work completion or capable of making an attempt at work completion. If these criteria are not met, the homebound services may be rescinded. The provider will complete the HMS Request for Homebound Instruction form which will be submitted to the school nurse for proper signatures. The paperwork must contain a start date and a return date for homebound services. The parents will be required to sign the Homebound Instruction Program Eligibility Form or the IEP team reflects that decision in the student's IEP.

All school personnel will refer any request for homebound tutoring to their principal. In this case, the school principal will contact the school nurse, who will in turn contact the parents and the provider.

The final decision of acceptance into the Homebound Program will be determined by the Director of Nursing Services and the Director of Special Education/Homebound Services.

Special Education

The Board will provide instructional programs at all levels for students in special education in accordance with state and federal guidelines.

Co-Curricular Activities

A well balanced program provides opportunity for student participation in a variety of activities including special interest clubs, physical activities, student government and cultural affairs. Efforts shall be made to prevent domination of activities by a few students, and each sponsored activity shall serve valid educational purposes.

The administration and supervision of all school-sponsored activities shall be delegated by the Board to the administration and faculty. All such activities shall be provided with qualified sponsors who are employees of the school.

Participation and membership in activities shall be governed by principles and policies that encourage wide participation. The activities program shall provide a means for increasing student leadership abilities, encouraging special student interests and skills, and providing opportunities for giving students a voice in school affairs.

Home schooled students may have the opportunity to participate in co-curricular activities after registering as a home schooled student with the Athletic Director.

Interscholastic Activities

The Board recognizes the value to students of a well rounded interscholastic activities program. These programs will be established and maintained for students in grades seven (7) through twelve (12). The interscholastic program will comply with all regulations of the Public Education Department and the New Mexico Activities Association.

Interscholastic Athletics

Hobbs eighth grade boys and girls are permitted to participate in the following high school sports: golf, wrestling, cross country, softball, tennis and swimming as long as personnel and facilities at the high school are adequate. Eighth grade students taking part in these high school sports will be allowed to obtain transportation through the Activity Bus from Heizer Middle School, Highland Middle School and Houston Middle School for practice. Participation will be after the middle school day is completed.

Hobbs ninth grade students who are enrolled in the ninth grade athletic period will be permitted to participate in football, volleyball, basketball or track. The students are allowed to participate in soccer, cross country, wrestling, baseball, softball, tennis and golf. This in no way adversely affects the individual's middle school or high school participation eligibility.

The high school coach will work closely with the middle school principals concerning attendance during the athletic period and when athletes are involved in a school-sponsored trip.

Home schooled students may have the opportunity to participate in interscholastic athletics after registering as a home schooled student with the Athletic Director.

Adult Education Program

The Board may provide opportunities for adult citizens of the community to participate in instructional programs designed to meet their particular needs provided funds are available. Criteria to be used for determining eligibility for entrance into this program will be developed by the Assistant Superintendent for Instruction.

INSTRUCTIONAL ARRANGEMENTS

The Superintendent will develop the best instructional arrangements for meeting the educational needs of the children of Hobbs. These arrangements will be evaluated periodically to determine their effectiveness.

Placement of Students for Instruction

Elementary/Secondary: Students will be placed heterogeneously based upon their individual needs. Placement of students will be based on proper evaluation by appropriate personnel, and parents will be advised of changes made in placement.

Organization for Instruction

The basic vertical organization plan of the School System will be K-5, 6-8, 9 and 10-12. The basic plan will be followed by all units unless a pilot project for deviation has been approved by the Superintendent and/or Assistant Superintendent for Instruction.

The Board desires various instructional techniques to be tried on a controlled basis. Change will be authorized if a better method of instruction is proven. Any controlled or pilot project must prove equal or superior to existing programs or methods in order to be maintained or included in the regular program.

Self-Contained Classrooms

The basic organizational plan of the elementary schools (grade K-5) will be the heterogeneously grouped self-contained classroom.

Departmentalization

Elementary: Deviation from the self-contained classroom plan of organization may be permitted only upon approval of the Superintendent and/or Assistant Superintendent for Instruction.

Secondary: The secondary schools (6-12) will employ the departmentalized plan as a basic concept.

Class Size

The class size will be determined by the pupil-teacher ratio scheduled by the building principal and approved by the Superintendent and/or Assistant Superintendent for Instruction. Class size will comply with Public Education Department Regulations and New Mexico State Law Regulations HB 212: 22-10A-20.

Scheduling for Instruction

The Superintendent and/or designee will design instruction schedules for the School System. All schedules will comply with New Mexico State Law, Public Education Department and AvancEd.

Student Schedules

The principal of each school will be responsible to the Superintendent and/or designee for the scheduling of each student into the instructional program.

INSTRUCTIONAL RESOURCES

The Board will provide, within its resources, the best instructional environment possible.

Instructional Materials

The Superintendent will utilize available resources to provide each classroom in the School System with a basic set of instructional materials.

Textbook Selection and Adoption

Textbooks will be selected from the ISTAR or other sources as approved by the Assistant Superintendent for Instruction and/or the Superintendent. Textbooks for the School System will be adopted for each subject area in the School System provided funds are available. The Office of Instruction will establish the procedures for adopting textbooks.

Procedures for Textbook Selection, Adoption and Use

A. Purpose

The HMS (Hobbs Municipal Schools) Board of Education is committed to providing textbooks and related instructional materials, both print and electronic, that support the District curriculum and to establish responsibility and procedures for compliance with statutory and regulatory requirements.

B. Background

Textbooks and other instructional materials are an essential component of the learning environment. They must be selected through a deliberative process that enriches curriculum, supports the needs of students and staff and aligns with the applicable standards.

C. Position

The selection of equipment, books and materials shall be made in consultation with the professional staff responsible for their use.

- 1) The Assistant Superintendent for Instruction will coordinate the process for evaluating and selecting instructional materials, establish guidelines for the review and selection of instructional materials by the HMS Instruction Department; and maintain a comprehensive file of evaluation decisions for all instructional materials.
- 2) Instructional materials will be evaluated and recommended by the professional staff to assure support for the curriculum and alignment to the NM Content Standards, Benchmarks, and Performance Standards.
- 3) A procedure will exist for parents, students, and staff to request an evaluation of any instructional material being used in the Hobbs Municipal Schools.
- 4) Instructional materials selected for use in the Hobbs Municipal Schools shall reflect the cultural and linguistic diversity of the community.
- 5) The selection of instructional materials shall be made in collaboration with the employees who will be held responsible for their use and with the involvement of parents and community members.
- 6) The Textbook Adoption Committee (TAC) will include a minimum of two teachers from each school impacted. Those teachers not on the committee will be given the opportunity to review the materials and provide input to their representative on the committee. At least one parent or community member from each school site impacted shall be invited to serve on the Textbook Adoption Committee (TAC) in recommending textbooks for adoption use in that school.
- 7) In selecting instructional materials the District shall give written notice to parents and other community members through public notices in the media, school newsletters and school websites, that a committee is being formed and shall include information about the opportunities to review textbooks being considered for adoption and ways to provide input into the selection process including voluntary service on the Textbook Adoption Committee (TAC).

- 8) The Superintendent shall develop a standard process that is approved by the Board of Education, which will include a timeline for actions to be taken by the Textbook Adoption Committee (TAC) and a variety of ways to involve parents and community
- 9) Required textbooks will be issued free to students. The Superintendent of Schools or his/her designee is responsible for establishing and enforcing statutory requirements and regulations relating to textbooks.
- 10) Every student will have a textbook for each class that conforms to curriculum requirements and students will be allowed to take textbooks home.
- 11) The purchase of instructional materials shall be in accordance with state statute [22-15-9 NMSA 1978], which requires that an amount not to exceed fifty percent (50%) of the school district's allocation shall be used to purchase materials included on the State of New Mexico adopted list.
- 12) The Superintendent of Schools shall promulgate a regulation for the enforcement of this policy.

D. Review

This policy shall be reviewed on an on-going basis in accordance with the Board of Education policy review process.

Supplemental Materials Selection and Adoption

Supplementary materials will be selected with the approval of the Assistant Superintendent for Instruction and/or the Superintendent. Other supplementary materials may be adopted by the Board upon the recommendation of the Superintendent and/or Assistant Superintendent for Instruction.

Equipment and Supplies Selection and Adoption

The Superintendent and/or Assistant Superintendent for Instruction will establish guidelines for the selection and adoption of equipment and supplies for the instructional program.

Instructional Services

The Superintendent will utilize available resources to provide the School System with instructional services which are in keeping with sound educational practices and in harmony with local school philosophy.

Paraprofessionals

The Board supports the concept of paraprofessionals. The application of the concept will be determined by the Superintendent and governed by resources and State Department of Education Standards. Training requirements for paraprofessionals will conform with State and Federal law and Regulations of the Public Education Department.

Resource Teachers

The Board supports the concept of specialized teachers. The application of the concept will be determined by the Superintendent and governed by resources and Public Education Department Standards.

School Libraries

The library is an essential resource center and adds immeasurably to the education program of a school. All areas of the curriculum are vitally affected by available library materials.

Every effort shall be made to meet and exceed the standards as set forth by the State Department of Education. In order to provide for adequate library materials, there shall be an item in the annual budget for this essential service.

Professional Libraries

The annual operational budget will make provisions for funds to support a library for the professional staff. In addition to the support of a central professional library, the budget will provide for the purchase of subject level periodicals from each building.

Community Resources

Community resources in the areas of field trips, personal presentations by individuals, materials, and volunteer adult aides may be utilized where possible and practical to complement the instructional program.

Community Resource Guides

Guidelines to assure the most beneficial use of these resources will be established by the Assistant Superintendent for Instruction.

Field Trips and Excursions

Educational field trips which are a part of or culmination of a unit of study may be authorized by the Superintendent provided funds are available.

Use of Community Resource Persons

The Board encourages the administrative staff to search for and give consideration the utilization of knowledgeable personnel to make particular presentations to the Hobbs students.

The program, material and name of the person to present same shall be submitted to the Assistant Superintendent for Instruction and/or principal approximately thirty (30) days prior to scheduled date. If all appears appropriate and educationally sound, plans to present the program to students may proceed.

If a question arises, the Assistant Superintendent for Instruction shall review the program, and if accepted, will determine what schools can best utilize it.

If for some reason a satisfactory decision on a particular program cannot be reached, the Superintendent shall refer the finding to the Hobbs Board of Education.

School Volunteers

The use of adult school volunteers is authorized by the Board.

GUIDANCE PROGRAM

The board will provide funds in the annual operational budget for the support of a guidance and counseling program. Personnel will be assigned guidance responsibilities in each secondary school. Personnel will be available for the elementary schools on a per need basis.

ACADEMIC ACHIEVEMENT

A program will be developed which provides opportunities for each student to attain and maintain the best place for the students in a democratic way of life. Students will be encouraged to continually strive for self-improvement and success in their academic work.

Grading Systems

Periodic grades will be given in all subject areas from grades kindergarten through twelve. Reasonable standards for measuring achievement in each subject will be established. Grades will not be used as a disciplinary device.

Final Examinations

Final examinations may be considered a part of the school wide grading policy.

Report Cards

A report to parents will be made on a periodic basis by the professional staff.

Class Rankings

The Superintendent and/or designee will be responsible for developing a procedure of ranking the annual high school graduating class.

Homework

Homework is a desirable practice which the professional staff may employ at all grade levels.

Honor Rolls

The Superintendent and/or designee representative will be responsible for developing a procedure to identify students who are eligible for inclusion on an academic honor roll. News releases concerning honor roll status will be limited to the secondary schools.

Promotion, Retention and Remediation

It is the policy of the Hobbs Municipal Schools Board of Education to comply with the statutory requirements for remediation programs, promotion policies and restrictions as amended in 22-2A-6 (HB212, 2003 Legislature). The remediation programs, academic improvement programs and promotion policies shall be aligned with alternative school-district-determined assessment results and requirements of the assessment and accountability program.

Administrative Directive

At the end of grades K through seven, three options are available, dependent on a student's adequate yearly progress:

1. The student has made adequate yearly progress and shall enter the next higher grade;
2. The student has not made adequate yearly progress and shall participate in the required level of remediation. Upon certification by the School District that the student has made adequate yearly progress, the student shall enter the next higher grade; or,
3. The student has not made adequate yearly progress upon completion of the prescribed remediation program and upon the recommendation of the teacher and school principal shall either be:
 - a. retained in the same grade for no more than one (1) school year with an academic improvement plan developed by the student assistance team in order to meet adequate yearly progress, at which time the student shall enter the next higher grade; or,
 - b. promoted to the next grade if the parent refuses to allow his/her child to be retained pursuant to Subsection a., above. The parent(s) / legal guardian(s) shall sign a waiver indicating his/her/their desire that the student be promoted to the next higher grade with an academic improvement plan designed to address specific academic deficiencies. The academic improvement plan shall be developed by the student assistance team outlining timelines and monitoring activities to ensure progress toward overcoming those academic deficiencies. Students failing to make adequate yearly progress at the end of that year shall then be retained in the same grade for no more than one (1) school

Year in order to have additional time to master the required content standards.

At the end of the eighth (8th) grade, a student who fails to make adequate yearly progress may be retained in the eighth (8th) grade for no more than one (1) school year to make adequate yearly progress, or if the student assistance team determines that retention of the student in the eighth (8th) grade will not assist the student make adequate yearly progress, the team will design a high school graduation plan to meet the student's need for entry into the work force or a post-secondary education institution. If a student is retained in the eighth (8th) grade, the student assistance team shall develop a specific academic improvement plan that clearly delineates the student's academic deficiencies and prescribes a specific remediation plan to address those academic deficiencies.

A student who fails to make adequate yearly progress for two (2) successive school years shall be referred to the student assistance team for placement in an alternative program designed by the School District. Alternative program plans may be filed with the Public Education Department.

Promotion and retention decisions affecting a student enrolled in special education shall be made in accordance with the provisions of the Individual Education Plan (IEP) established for that student.

To determine the classification of a student's grade level, the student must successfully pass the course work to receive credit. Twenty-six (26) credits are required for graduation.

Students are grade classified based upon number of credits earned, must meet criteria for successfully completing credits and pass the New Mexico Public Education Department Standards Based Assessment or the appropriate Alternative Demonstration of Competency.

Make-Up Opportunities

There will be no trial promotions. The professional staff will refrain from giving the parent and the child the impression that the child may be successful if he/she will attend summer school. Secondary school courses, when offered in night school, summer school or alternate school, may be used for make-up credit.

Tutoring

The professional staff will provide assistance for students wherever and whenever possible. However, no staff member will tutor their own students for pay. Student tutors may be utilized under the direct supervision of the principal and the classroom teacher.

Acceleration

The Office of Instruction will design an instructional program which will meet the needs of students as sequential progress is made. However, students who are capable of progressing at a more rapid rate should be given the opportunity, within reason, to do so. Senior high school students in particular should be provided this opportunity.

K-5 Minimum Educational Standards

The content presented in programs at all levels shall assist students in the development of the competencies specified in Education Standards 4.1.3 and 4.3.1.c.

Each student's instructional program shall include but not necessarily be limited to fine arts, computer literacy, comprehensive health education including substance abuse education, language arts, mathematics, physical education, practical arts, science, and social studies including New Mexico history.

The extent of offerings for each student in each content area at each level shall be determined by the standards adopted by the Hobbs Board of Education. An interdisciplinary or nontraditional approach may be utilized in presenting content. Interventions should be offered as part of the school day emphasizing language arts and math.

All kindergarten through second grade classes shall provide a daily minimum of three hours of instruction in language arts skills, including phonics, and a daily minimum of one hour of mathematics.

All third grade classes shall provide a daily minimum of two and one-half hours of instruction in language arts skills and a daily minimum of one hour of mathematics.

All fourth and fifth grade classes, shall provide an average weekly minimum of ten hours of instruction in language arts skills with an emphasis on writing and editing; an average weekly minimum of five hours of instruction in mathematics, and an average weekly minimum of two hours of instruction in both science and social studies, including geography.

The following subject areas shall be offered in the remaining instructional time: art, music, physical education, health, computer literacy, including a general familiarization with computers and support in the areas of mathematics and writing through word processing.

Program deviations will require the approval of the Superintendent or a designee.

Graduation Requirements – Grades 9-12

At the end of the eighth (8th) grade or during the ninth (9th) grade, each student shall prepare an individual program of study for grades nine through twelve. The program of study shall be signed by a student’s parent(s) / legal guardian(s).

Successful completion of a minimum of twenty-six (26) units aligned to the state academic content and performance standards shall be required for graduation. These units shall be as follows: (Ref. HB212: 22-13-1.1)

ENGLISH	4 Units (Major emphasis on grammar & literature)
MATH	4 Units (One of which is equivalent to the Algebra II level or higher)
SCIENCE	3 Units (One of which shall have a laboratory component)
WORLD HISTORY AND GEOGRAPHY	1 Unit

U.S. HISTORY AND GEOGRAPHY	1 Unit
GOVERNMENT or ECONOMICS	1 Unit
PHYSICAL EDUCATION	.5 Unit
NEW MEXICO HISTORY	.5 Unit
CAREER CLUSTER or WORK PLACE READINESS	1 Unit
LANGUAGE OTHER THAN ENGLISH	1 Unit
ELECTIVES	9 Units
TOTAL UNITS REQUIRES	26 Units

College Preparatory Endorsement Requirements

Those students desiring the college preparatory curriculum endorsement on the diploma and transcript must meet the following requirements in grades 10-12:

ENGLISH	3 Units (CP)
MATH	2 Units (CP)
SCIENCE	1 Unit (CP)
U.S. HISTORY AND GEOGRAPHY	1 Unit (CP)
U.S. GOVERNMENT AND ECONOMICS	1 Unit (CP)
TOTAL OF 8 CP UNITS	

Two years of foreign language are highly recommended.

Diplomas

A student shall not receive a high school diploma from Hobbs High School that has not passed the New Mexico Standards Based Assessment or the appropriate Alternative Demonstration of Competency. If a student exits from the school system at the end of grade twelve without having passed the New Mexico Standards Based Assessment or the appropriate Alternative Demonstration of Competency, he/she shall receive an appropriate state certificate indicating the number of credits earned and the grade completed. If within five (5) years after a student exits from the School System he/she takes and passes the New Mexico Standards Based Assessment or the appropriate Alternative Demonstration of Competency, he/she may receive a high school diploma. (Ref. HB212; 22-13-1.1).

The Board authorizes the Superintendent and/or designee to request written approval from the Public Education Department to award a diploma to a student who has not passed the Standards Based Assessment or the appropriate Alternative Demonstration of Competency. Request must be made in accordance with Standards of Excellence.

Graduation Requirements for Students with Disabilities

Graduation plans must be part of all Individual Education Plans (IEP's) for students with disabilities. A diploma is granted to all students with disabilities who graduate from high school. Students with disabilities have unique needs and the pathway to the diploma may vary depending on the program of study determined most appropriate by the IEP Team. There are three (3) pathways or programs of study leading to a diploma. The three pathways are: Standard, Career Readiness, and Ability.

Departures from the standard program of study for students receiving special education must be considered carefully and used only as far as necessary to meet an individual student's educational needs as determined by the IEP Team. Receipt of a diploma terminates the service eligibility of students with special education needs.

All diplomas awarded by Hobbs Municipal Schools must be identical in appearance, content, and effect, except that symbols or notations may be added to individual student diplomas to reflect official school honors or awards earned.

Standard Program of Study

A Standard Program of Study requires the following:
(Ref. Subsection J (9)(b)(i) of 6.30.2.10 of NMAC)

1. The student must meet or surpass all requirements for graduation based on New Mexico Standards of Excellence with or without reasonable modification of delivery and assessment methods.
2. The student must pass all sections of the New Mexico Standards Based Assessment under standard administration or with state-approved accommodations and meet all other graduation requirements.

Career Readiness Program of Study

A Career Readiness Program of Study requires the following:
(Ref. Subsection J (9)(b)(ii) of 6.30.2.10 of NMAC)

1. The student must meet the State Board of Education's Career Readiness Standards with Benchmarks as defined in the Individual Education Plan (IEP) with or without reasonable modifications of delivery and assessment methods.
2. The student must take the current state graduation examination and achieve a level of competency to be determined by the student's IEP Team.
3. The student must earn the number of credits required for graduation through standard or alternative courses as determined by the IEP Team.
4. The student must achieve competency in all areas of the State Board of Education's Career Readiness Standards with Benchmarks as determined by the IEP Team.

Ability Program of Study

(Ref. Subsection J (9)(b)(iii) of 6.30.2.10 of NMAC)

1. The student must meet or surpass Individual Education Plan goals and objectives, with or without reasonable modifications of delivery and assessment methods referencing skill attainment at a student's ability level, which may lead to meaningful employment.

2. The student must take either the current state graduation examination or the state-approved alternative assessment, achieving a level of competency to be determined by the student's IEP Team.
3. The student must meet all other graduation requirements established by the IEP Team.

A student receiving special education services may be granted a certificate when the IEP Team provides documentation and justification for the use of a certificate and provides for a follow-up plan of action that will lead to a diploma. A student who receives a certificate is eligible to continue receiving special education services until receipt of a diploma or until the end of the academic year in which the student turns twenty-two (22) years of age.

Certificate

If a diploma is not awarded, a certificate of completion must be awarded to a student in special education upon completion of a planned course of study based on individualized program objectives.

The design of a planned course of study leading to a certificate of completion shall include but not be limited to the following areas of instruction, depending upon the student's identified needs:

- A) Language, including receptive and expressive communication.
- B) Socialization.
- C) Motor Development.
- D) Habilitation or rehabilitation of visual or auditory sensory losses.
- E) Functional Academic Skills.
- F) Daily Living Skills.
- G) Home Management Skills.
- H) Recreation/Leisure Time Skills (Inclusive of the Arts).
- I) Physical Education or Adaptive Physical Education.

TESTING PROGRAMS

Test selection and adoption will be as per the direction of the Public Education Department guidelines.

EVALUATION OF INSTRUCTIONAL PROGRAM

The instructional program will be evaluated at periodic intervals as established by the Public Education Department Standards. Evaluation programs required by the Public Education Department and AdvancEd, will be followed.

INSTRUCTIONAL RELATED ACTIVITIES

In the absence of Board policy or administrative regulation, school personnel will assume the initiative in handling a given situation to the best of their ability. The lack of policy shall be called to the attention of the Superintendent immediately and in writing.

Teaching Methods

The professional staff will employ teaching methods which are in keeping with the philosophy and policies of the School System.

Controversial Issues

The interpretation of controversial issues will be left to the discretion of the building principal and the classroom teacher. Objections to instructional methods, material and library books will follow the same administrative procedures as other complaints. (Reference Policy JCE, 1 of 1)

Teaching About Religion

The use of sectarian or denominational books and teaching of sectarian doctrine is prohibited. In compliance with state law, the teachers of the local system shall not use sectarian or denominational books and will not teach sectarian doctrine at any time.

School Ceremonies and Observances

The Superintendent will be responsible for integrating ceremonies and observances which are of local, state or national significance into the educational program. Such observances and ceremonies must be in keeping with accepted practices and must not infringe unduly upon instruction time.

Flag Displays

The American flag and the New Mexico flag will be displayed in all classrooms, and both flags will be flown on each school campus.

Assemblies

Assemblies shall be integrated into the instructional program and will be conducted on school time and in school facilities under adequate supervision.

School Stores

School stores are authorized as a service to students. Items to be sold will not be unduly competitive with local merchants. Profits derived from school stores will be expended for the benefit of students. Such stores must be on school premises and under the direction of the building principal.

Lesson Plans

Adequate weekly lesson plans are required of all teachers. Lesson plan books will be provided and will remain the property of the School System.

Substitute Teachers

A qualified substitute teacher will replace the regular teacher during times of temporary absence of the teacher. The substitute will carry out all normal functions of the regular teacher.