



ANANSI CHARTER SCHOOL

2023-24 Parent & Student 6-8 Handbook

Revised August 10, 2023

**P.O. Box 1709
57 State Highway 230
El Prado, NM 87529
Phone: 776-2256 Fax: 776-5561
www.anansicharterschool.org**



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August 2023

Dear Students and Parents/Guardians of Anansi Charter School (ACS),

Welcome to our new families and welcome back to our returning families for another school year. It is my heartfelt honor to serve as the Director of Anansi Charter School. I am requesting that you all become familiar with this handbook. A copy of the handbook will be distributed electronically to every middle school student enrolled in the school. In addition, a copy is displayed on the Anansi Charter School's Website at www.anansicharterschool.org for your convenience. The administration and staff are committed to fair and consistent enforcement of school rules and policies, the use of restorative practices to manage infractions, and the use of this handbook to provide appropriate guidelines.

We are working to build a school community of support, safety, and learning opportunities, while serving the individual and cultural needs of our students. A safe, consistent, and welcoming school environment is an integral part of this goal, and cooperative relationships and effective communication between home and school are necessary to ensure a productive learning environment for our students. We encourage parental support and involvement to assist us in this effort.

Parents/Guardians and student are required to sign, detach, and return the Parent & Student Acknowledgement Form at the end of this handbook that states you have read and understand the policies. If you need clarification or interpretation of any item found in this handbook, please do not hesitate to contact my administrative assistant or me. As your school director, I look forward to working together with you this school year.

Sincerely,



Michele Hunt

Director, Anansi Charter School

PARENT/GUARDIAN’S RESPONSIBILITY

Parents or guardians need to share with their students the importance of a quality education. They also need to encourage their students to develop self-discipline and to accept responsibility for learning. Parents need to teach their students a sense of respect for themselves, others, and their school environment.

It is important for parents to work closely with teachers, director, and staff for the benefit of their students. This shall include an effort to attend school functions when possible. At a minimum, parents shall communicate with their students’ teachers weekly or bi-weekly in order to establish a relationship and rapport with the teacher and learning environment. Parents shall respond immediately to requests for conferences. At home, parents will provide a time and place for their students to study. Parents are encouraged to enhance their students’ learning by preparing them mentally, physically, and emotionally for school each day.

STUDENT’S RESPONSIBILITY

ACS students will learn to demonstrate respect for themselves and others; through their educational experiences at the Anansi Charter School, they will learn to make appropriate choices and accept responsibility for their own actions. Students will develop and maintain skills in the area of social emotional skills such as self-awareness, self-management, problem solving skills, empathy for others, and responsible decision making skills.

Students will become knowledgeable of the norms, expectations, and social needs of the school community, and will develop an intrinsic sense of social responsibility toward its school community. Consequently, students will take ownership of their “school community” and their education available to them.

TEACHER’S RESPONSIBILITY

The classroom teacher has the major responsibility for establishing and maintaining an orderly, disciplined atmosphere in the classroom. Each teacher will establish behavioral expectations within the classroom. The efficient classroom requires a well-understood and consistent set of rules and guidelines. Each teacher will collaborate with the students to create a classroom communication charter. Expectations will be established from the beginning; they must be easily learned and understood. Additionally, students shall be encouraged and taught strategies to develop self-management skills.

The teacher will develop and model a positive climate for instruction. This shall include a sound educational program for all students, adaptation of materials and methods to meet the needs of all students, and the provision of learning experiences appropriate to each student’s ability. Teachers and other personnel who are assigned to work with students will provide direct supervision. Finally, the classroom teacher will work closely with parents/guardians for the benefit of all students. This includes making initial contact with each parent, developing a mutually respectful relationship, and providing on-going communication throughout the school year.

DIRECTOR'S RESPONSIBILITY

The school director or his/her designee will administer the Parent/Student Handbook which has been adopted by the Anansi Charter School Governance Council. In addition, the school director will provide proper due process and will keep proper records of all discipline cases referred. The school director shall establish discipline procedures which are consistent with this handbook and that promote a quality learning environment that honors the culture of all families. The director will endeavor to build positive home/school connections for the benefit of optimal student learning opportunities.

In establishing discipline policies and procedure, the school director will work closely with faculty, staff, and appropriate outside agencies, to promote effective, workable and realistic restorative discipline practices that promote an equitable and positive school culture. Additionally, the director will consistently and regularly communicate school policies and procedures which include a commitment to communicate directly with parents and students the expectations regarding student conduct within the school environment. Finally, the director promotes an atmosphere of high learning expectations for all students, and includes an effort to encourage self-management skills among all students.

I. Brief History

Anansi Day School was founded in 1993 by three early childhood educators committed to establishing a quality Early Childhood Development Center in Taos County. The school opened with an enrollment of 45 students with grades Preschool – First Grade. Due to community demand, the school expanded to second grade in 1998. In an effort to become more available to the larger community of Taos and break down economic barriers, the school obtained its 501(c)3 not for profit status in the fall of 1999. The Board of Directors of Anansi Day School voted to pursue the option of closing its doors as a private institution and becoming a public charter school at its annual meeting in August 2000. Anansi Charter School submitted its application to the Taos Municipal School District on October 1, 2000, and on January 22, 2001 the Taos Municipal School Board approved the charter application for the startup of the Anansi Charter School.

The school began with a commitment to offer the teaching excellence Anansi has always been known for now as a publicly funded, nondiscriminatory, lottery fed school. For the first five years, the Charter included Kindergarten through Second Grade. In 2007, the Anansi Charter School was approved by the Taos School Board to amend its charter and expand through fifth grade. The school added third grade for the 2008-2009 school year, fourth grade for 2009-2010 and completed the expansion by adding fifth grade in 2010-2011. In the 2010-11 school year the school completed the renovation and expansion of its facility to accommodate its growth. The school now has a secure home that meets the programmatic needs of its charter and the requirements for a public owned facility. (Mission Accomplished!)

The Anansi Charter School was approved in August of 2012 to add the grades 6th through 8th to the school by adding one grade per year. ACS added sixth grade in 2014, the seventh grade in 2015, and completed the middle school in 2016 with the addition of eighth grade. ACS

now endeavors to maintain its campus and continues to polish and improve upon the programs and educational experience that it offers as we enter our nineteenth year as a charter school.

II. Mission and Educational Philosophy

Vision Statement

To be a public community school that educates the heart and mind of each learner to ensure success.

Mission Statement

The mission of Anansi Charter School is to develop the academic potential and emotional intelligence of each learner. We strive to promote the love of learning through student engagement, innovative educational practices, and family and community partnership.

Mission Glossary:

“To develop the academic potential of each learner”:

- Through the commitment to high expectations for every learner
- Through the commitment to the use of evidence-based effective instructional practices
- Through the commitment and use of Anansi’s Common Core aligned curriculum
- Through the use of assessment & data informed instruction
- Through the use of a multi-sensory approach to instruction
- Through the use of interactive, student-centered instructional practices
- Through the use of consistent daily instructional routines and norms
- Through the use of differentiated instruction
- Through the attention of multiple intelligences
- Through the recognition of the learning potential of each individual student

“To develop the emotional intelligence of each learner”:

- Through the commitment of weekly social emotional learning instruction
- Through the use of Anansi’s selected Social Emotional learning curricula
- Through the development of positive relationships: student to student, student to teacher, student to parent, and parent to teacher
- Through the development and use of a communication commitment
- Through the commitment to a safe and positive school climate
- Through the commitment to policies that support the development of trust, consistency, and restorative justice
- Through the commitment of providing each student with a “cross grade buddy”

“We strive to promote the love of learning through student engagement and innovative practices”:

- Through experiential, student centered learning opportunities
- Through varied cooperative learning environments that include whole group, small group, partnered, and independent opportunities
- Through project-based learning

- Through field trips, and real world connection opportunities
- Through student council and student leadership
- Through integrated learning units of study
- Through student performances, productions, and celebrations of learning events
- Through the use of interactive technology
- Through cross-grade units of study of world cultures and cultural history
- Through the Anansi faculty's commitment to life-long learning and curiosity
- Through the use of games as a learning tool
- Through the commitment to the development of each student's creativity
- Through the commitment to the arts as a vehicle for exploration, reflection, learning, and expression

“We strive to promote the love of learning through family and community partnerships”:

- Through the commitment to a positive school climate and open door to visitors
- Through school-wide events such as the Dr. Seuss Read-a-thon, Earth Day Campus Event, and the Let's Move Family Outdoor Events
- Through the expectation of parent volunteerism and activism in their school
- Through the culmination of studies through Celebrations of learning and Student-Driven presentations
- Through the commitment of seeking community partnerships for learning and service experiences
- Through the expectation of 100% participation in parent-teacher-student conferences two times per year
- Through the use of newsletters and consistent clear communication
- Through establishing clear communication with every family

Educational Philosophy

Anansi Charter School recognizes the importance of early childhood, elementary, and middle school education. ACS focuses on appropriate and sequential development practices for the whole student and youth from age five through fourteen. ACS utilizes an activity based and integrated curriculum throughout the day, realizing that students learn best through active manipulation of their learning environment. Keeping the size of the school small is vital to the incubation of relationships; student to student, teacher to student, teacher to parent, and teacher to teacher. This intimacy assures a continuum in the quality and philosophy of an Anansi education.

The Anansi Charter School believes in the importance of educating the whole student; therefore, ACS considers and focuses on many factors to educate each student. These factors include but are not limited to the following:

- Development of relationship with the parents: ACS believes a partnership is formed with the parents in the education of the student, the parents are a great resource for knowing and understanding the student, parental support and collaboration is an essential ingredient for student success.

- Development of a trusting and caring relationship between student and teacher: ACS believes the student must believe that the teacher cares about him or her and will support him or her through the learning process.
- Awareness of Student Developmental Readiness: ACS believes each teacher must understand student development in the domains: cognitive, motor skills (fine and gross), social emotional, and language and linguistic development.
- Student Physical Well-being: ACS believes each student must be provided nutritious food, physical exercise, adequate rest, and water to drink; in addition to being provided educational knowledge and skills to maintain lifelong healthy habits.
- Student/Youth Social Emotional Well-being: ACS believes that the climate and culture of the school must consistently maintain a feeling of safety for all students.

III. Staff, Governance Council, & Friends Board

Anansi Charter School 2023-2024 Staff:

Director	Michele Hunt
Office Manager:	Tracy Tarleton
Administrative Assist:	Roberta Martinez
Administrative Assist.	Alina Bain
Kindergarten:	Alicia Vigil
Kindergarten Ed. Assistant:	Stephanie Vigil
1 st Grade:	Andrea Martinez
1 st Grade Ed. Assistant	Paula Medina
2 nd Grade:	Jutka Furesz
3 rd Grade:	Rachel Wetmore
4 th Grade:	Jennifer Porter
5 th Grade:	Eva Behrens
6 th Grade:	Elsbeth Atencio
7 th /8 th Grade Lang. Arts/Soc Studies,	Conrad Cooper
Music (K-6)	
7 th /8 th Grade Math & Science	Kaila Dickey
Spanish K-3:	Ariel Abolitz
Spanish 4-8:	Margarita Maes
Special Ed Teacher & Director:	Lisa Woolery
Special Ed Teacher:	Peg Bartlett
Special Ed. Support Teacher:	Christa Valdez
Special Ed Teacher & Math Coach	Kelly Farewell
Special Ed. Assistants	Rebecca Porter, Ashley Willock
Enhancement Teacher:	Joelle VanWilligen
Literacy Coach	Annalise Zosel
Reading Intervention Assistant:	Barbara Salazar

Physical Education Teacher:	Jourdan VanCulin
Counselor & SpEd Teacher	Risa Lehrer Draney
Arts Facilitator:	Caitlin Alexander
Speech Therapist:	Areana Dru
Occupational therapist:	Martie Lockwood
Aftercare Teacher:	Contracted with Inspire

Anansi Charter School 2023-2024 Governance Council

President:	Valerie Higgins
Vice President:	Leslie Romero
Treasurer:	Eitan Lewan
Secretary:	Leilani Dean
Member:	Sophia Seim
Member:	Iris Thornton
Member:	Eileen Horn
Member:	Hannah Garcia

Friends of the Anansi Charter School Not for Profit Board (Parent Advisory Board)

President:	Britt Brown
Vice President:	Dan Laabes
Treasurer:	Nancy Burt
Secretary:	Chris Johnson
Member:	Brooke Chambers
Member:	Marianne Fahrney
Member:	

IV. School Hours and Aftercare Hours

Monday, Tuesday, Wednesday, Thursday	8:30 AM to 3:30 PM, 3:45PM (K-6)
	8:30 AM-3:45 PM (7 th & 8 th grade)
Friday weekly	8:30-2:15 PM (all grades)

Throughout the school year Anansi Charter School will open its doors at 8:00 AM, and class time will begin promptly at 8:30 AM. We encourage all students to arrive by 8:15 AM so that they may settle in to the classroom prior to the start of morning routines. On Mondays, Tuesdays, Wednesdays, and Thursdays, students will be dismissed at 3:30 PM, while on Fridays All students are dismissed at 2:15 PM to allow for teacher in-service time. All students who are not participating in the Anansi Charter School’s Aftercare Program must be picked up promptly by 3:45 PM on Mondays, Tuesdays, Wednesdays, and Thursdays and by 2:30 PM on Fridays

Generally, teachers and staff will be available between 3:30 PM-4:00 PM. This is an excellent opportunity to speak with your student's teacher.

Aftercare Program Hours

Monday, Tuesday, Wednesday, & Thursday 3:45 PM to 5:30 PM

This program will be administered by Inspire on the school campus. Aftercare is available to 6-8th grade students on a case by case basis, as it is a K-5 program. 6th through 8th grade students must serve as helpers and role models while attending the program.

V. Daily Schedule: Grades 6

8:00 AM	early arrival
8:15	arrival
8:30	school begins
9:00	work session
10:30	snack*/outside time
10:45	work session
12:00 PM	lunch and outside
1:00	work session
2:15	early dismissal on Fridays only
3:00	clean up
3:15	closing circle
3:30	dismissal
3:45	Aftercare care
5:30	Aftercare care ends and school closes

* This snack is the responsibility of each student, to provide for himself or herself. Please no junk food!

Daily Schedule Grades 7-8:

8:00 AM	early arrival
8:15	arrival
8:30	school begins: Advisory period
9:00	ELA or Math class
10:30	snack* & walk break
10:45	Science or Social Studies Class
11:45	outside break & lunch
12:30	ELA or Math Class
2:00	Science or Social Studies Class
2:45	Enrichment Class
3:45	dismissal
3:45	Aftercare care
5:30	Aftercare care ends and school closes

* This snack is the responsibility of each student, to provide for himself or herself. Please no junk food!

VI. Approach to Instruction & Curriculum

Anansi has developed a research-based fully aligned curriculum that has been recognized and accepted by the New Mexico Public Education Department. The Anansi Curriculum employs evidence based instructional strategies and developmentally appropriate activities that support student learning. Each subject area allows each student the gradual transition moving from direct instruction to guided/supported practice to independent practice leading student understanding and mastery of concepts and skills. Each instructional concept is presented through several instructional modalities and then connected to student activities/practice. Assessment and evaluation of the student's progress and understanding of the curriculum is based on student performance-based evidence, teacher observation, teacher evaluation, and short cycle assessments.

Anansi Charter School recognizes the importance of elementary and middle school education, focusing on appropriate and sequential developmental practices for students from ages five through fourteen. Project-based and integrated curriculum is used throughout the day, realizing that students learn best through dynamic interaction in of their learning environment. Keeping the size of the school small is vital to the incubation of relationships; student to student, teacher to student, teacher to parent, and teacher to teacher. This intimacy assures a continuum in the quality and philosophy of an Anansi education.

Proven Reading and Math Techniques

An innovative balanced literacy program based on the components of the Common Core English Language Arts Standards through locally developed curriculum maps. The program curriculum includes critical reading analysis, Socratic seminar discussion of text, a balance of fiction and non-fiction text, text comprehension instruction, writing instruction for genres, mechanics, organization, and content, spelling, and vocabulary instruction.

The ACS math curriculum is standards-based and research-based for effectiveness. Instruction of math concepts is based in best practices: using manipulatives, applied mathematical problems, teacher guided practice, and reinforced through practice, working first in a concrete approach and gradually moving toward abstractions.

Curriculum Enhancements

Students are provided the opportunity to experience and learn the following curricular enhancements: cores subjects of science, social studies, and Spanish language and electives that may include technology, robotics, speech and debate, journal writing, media arts, physical education and/or middle school competitive sports, environmental awareness, and the arts such as music, performing arts, movement/dance, and fine arts.

Integrated Curriculum

Teaching is done in focused project-based units on a wide range of topics, allowing students to integrate facts into practical knowledge potentially in multi-age groupings. Classes explore topics that integrate science, history, geography, language arts and fine arts.

Mastery

Students learn best by mastering (internalizing) academic skills and concepts, which then become the foundation for new knowledge. All students are expected to do quality work, completing and correcting lessons as needed.

Problem-Solving Skills

ACS enables students to experience the process of solving academic and social problems by asking questions. Students learn to make appropriate choices by formulating choices, considering the outcomes of those choices, then testing them in a safe environment, and experiencing the results.

Special Education and Response to Intervention (RTI)

Response to Intervention plans in reading and mathematics are developed for students who qualify through assessment, classroom observation and parent meeting process. Anansi's RTI provides instructional tutorial support to qualifying students in a small group pull-out format. Special Education services for eligible students are provided using an environment that is least restrictive. The following documents can be found in the appendix to document Anansi's process:

- Remediation Plan/RTI (transitioning to MLSS)
- Student Assistance Team (SAT) Plan

After School Enrichment Program

An after school program is available for all Anansi Charter School students from 3:45-5:30 Monday, Tuesday, Wednesday, and Thursday. The program provides enrichment through outdoor education, literature, and science based projects and themes. In addition the students are offered extra-curricular activities in chess, arts enrichment, intramural basketball (for grades 3-6), and after school tutoring.

Curriculum

Language Arts – A systematic and structured instruction that includes:

- literature and text comprehension
- analysis, and critical thinking
- vocabulary development
- writing in the genres of persuasive essay, narratives, informational writing, and poetry
- speaking and listening skills.

This program includes extensive reading for purpose and enjoyment, writing to communicate ideas, creativity, information, and thinking, and presentation to share thinking and learning, persuade others, and to inform through verbal, multi-media, and dramatic presentations.

Mathematics- I-Ready Classroom Math is a research based math curriculum that is aligned with the Common Core math standards that is used in kindergarten through eighth grades, while in addition, MidSchool Math Project will be used in the sixth, seventh, and eighth grades. Math U

See Curriculum is a mastery-approached program of instruction for appropriate students. Instruction is supported through Khan Academy, IXL, I Ready and other online resources.

Science – The science curriculum introduces biological and physical sciences through inquiry and scientific method, hands-on experimentation, and demonstration with curriculum aligned to the National Next Generation Standards. (FOSS Program, Stanford Science)

Social Studies – Anansi has developed a project based curriculum integrating geography, economics, local and world cultures, arts, science, history, literature and music. This includes, global cultural studies and a community outreach program.

Spanish – ACS aims to develop basic fluency in the Spanish language among students, including listening, speaking, reading and writing. Teachers use dynamic, research-proven methodology to foster fluency, focusing on repetition of high-interest, comprehensible input. In addition, the program cultivates students’ awareness and appreciation of the varied cultures in Spanish-speaking areas, in Taos and around the world.

Arts – Students are encouraged and taught to express themselves through music, movement, visual and performing arts. Though specific skills and techniques are taught, the primary thrust of the Arts Program is to integrate the arts into the core curriculum areas.

Technology – Technology is used to enhance instruction and learning, through supplemental programs. These programs include the introduction of basic computer skills and use of the computer as a tool for information gathering and processing.

Physical Education – Holistic health curriculum addresses the following areas: anatomy and physiology, personal awareness, hygiene, and interpersonal communication skills. The physical education curriculum focuses on gross motor development, fundamental skills and knowledge of sports and games, and development of an interest in life-long physical activity.

Health: “Health education” is the instructional program that provides the opportunity to motivate and assist all students to maintain and improve their health, prevent disease, and reduce health-related risk behaviors. It allows students to develop and demonstrate increasingly sophisticated health-related knowledge, attitudes, skills, and practices. It meets the content standards with benchmarks and performance standards as set forth in 6.30.2.19 NMAC. Anansi Charter School teaches an age appropriate, comprehensive plan of instruction focusing on human sexuality, HIV/AIDS and sexually transmitted disease prevention in elementary and middle school as an internal part of health education and other subjects. ACS provides an “opt-out” option for families. Please inquire with the administrative office for further information.

Outdoor Education – The outdoor education curriculum integrates geography, geology, biology, history and environmental science.

Emotional Intelligence/Social Emotional Learning - A curriculum for building self-awareness, self-management, communication skills, social awareness, relationship skills, and responsible decision making.

Snacks and Lunch

Snack-Time is provided at the morning break for a nutritious snack. Students are generally in need of both the break and the food! Each student is responsible for his or her own snack; please send something nutritious such as fruit, vegetables, meats or cheese, or a whole grain bar or crackers. ***Pre-packaged chips and junk food are discouraged.***

Lunch –Lunches are available free to all students for the 2023-2024 school year. School lunch menus are sent home at the beginning of each month.

We encourage you to pay attention to the menu and communicate with your student(s) regarding their likes and dislikes on the menu. Lunch is a valuable meal and it is important that your student consume this mid-day nutritional boost. If he/she does not like what is on the menu, please pack your student a nutritious lunch for that day.

If you choose not to participate in the lunch program and you pack your student’s lunch, please include eating utensils, napkin, beverage and a cold pack to keep foods fresh. Note that refrigerator space is not available. **In addition, any hot foods should come in a thermos or other insulated container, as there are no staff members available to warm food up and there is no available microwave.**

Items not allowed to be included in snacks or lunches are: candy, gum, soda and glass containers.

Aftercare Enrichment

Mission Statement: The mission of the Anansi Charter School Enrichment Program is to promote the love of learning through student engagement, innovative educational practices, and family and community partnership. The program aspires to meet its mission through a play-based program designed for students enrolled in the Anansi Charter School in grades kindergarten through eighth grade.

Philosophy Statement: The after school program recognizes the importance of elementary and middle school education focusing on appropriate and sequential development practices for the whole student. Anansi utilizes an activity based and integrated curriculum, realizing that young students learn best through active manipulation of their learning environment. Learning centers are organized so that each student has the opportunity to self-select an activity or project in his or her area of interest: the arts, science, constructive materials, puzzles, games, inventions, and dramatic play.

Curriculum Statement: The Anansi Charter School after care program uses play as the primary mode of learning, supporting the active engagement of the students in their choices of activities. The students are encouraged to choose from a variety of centers prepared by the after school-teacher. The curriculum is designed to provide open-ended exploration and experimentation promoting each student’s social emotional development.

Commented [MH1]:

The Aftercare Enrichment Program will be available to all Anansi Charter School students, as well as other students from the community. This program will be administered by Inspire on the School campus. This program will operate on Mondays, Tuesdays, Wednesdays, and Thursdays from 3:45 to 5:30 PM. In addition to accommodating working parents, this program is intended to provide enrichment to the participating students in the areas of the arts, science, physical activity, literature, cooking, social skills, chess, and computers. In addition, Anansi Charter School offers a junior chess club (dates and time TBA).

Participation in the Aftercare Enrichment Program is on a pre-arranged basis.

VII. Policies

School Attendance:

Regular attendance is essential to a student's success in school. Most subjects are taught in sequence, requiring the understanding of each concept in the order of its presentation. The Anansi Charter School expects a commitment to regular attendance to school, while understanding that students will occasionally miss school for a variety of reasons. Less than five percent (5%) or nine or less absences is the reasonable number of days missed in any given school year regardless of the absence being excused or unexcused. Students are expected to be on time and in attendance when classroom lessons begin. Being on time is a critical life skill, especially relating to future work activities. Students are required to check in at the office when they are tardy to school. Tardiness is an additional concern that results in students missing the essential exercises that start a school day and excessive tardies (ten or more) will be addressed in the same manner as absences.

Parents are required to contact the school concerning absences and notify ACS of extenuating circumstances that may hamper school attendance by a student. The excuse must be received within 48 hours of the absence or the absence will be recorded as unexcused. **State law requires that after 3 days of illness a written doctor's excuse be provided for documentation.**

ACS defines excused and unexcused absences in the following manner:

Excused absences include: a student's religious observation, a student's illness, death in a student's family or a student's medical appointments and district sports participation.

Unexcused absences include: vacations, shopping trips, family visits, parent unable to bring student to school, etc.

ACS recognizes and adheres to Intergovernmental Agreements: While all Students attending public schools are subject to the Compulsory School Attendance requirements, ACS takes into consideration the sovereignty of Native American tribal members (with 506 documentation) and will excuse absences due to tribal customs and religious practices. Native American students who are habitual truants will be referred to the Juvenile Probation Office and Tribal Government. Absences due to tribal customs and religious practices are excluded from the count of absences on the student record.

Strategies to Prevent Chronic School Absence

Universal Intervention: All students and families will be taught the meanings of chronic absence and how it differs from truancy in that it tracks both excused and unexcused absences. Anansi Charter School shall provide interventions for students who are chronically absent which means a student who is missing school five percent (5%) of the time or more, regardless of excused or unexcused absence and dependent upon the number of absences. Information will be provided verbally and in writing at the start of school Family Engagement Fair

Tier 1 ACS employs an individual prevention strategy if a student misses five percent (5%) to nine percent (9%) classes or days of school. For our kindergarten through fifth grade students with this range of absences the parent/guardian is to be contacted by the attendance team for discussion, and our middle school students with this range of absences the parent/guardian and the student will participate in discussions with the attendance team.

The discussions shall inform them of;

- the student's attendance history
- interventions and/or services available to the student and/or family
- consequences of further absences which may include referral to the Children, Youth and Families Department for excessive absenteeism,

Tier 2: Early interventions are called for if the students' are ten percent (10%) to nineteen percent (19%) of classes or days of school. The attendance team shall;

- notify the parent in writing by mail or personal service,
- the notification will provide the date, time and place for a meeting to be held for the purpose of developing intervention strategies to keep the student in an educational setting.

The attendance team (inclusive of parent/guardian and student when appropriate) shall convene to determine and establish:

- a specific intervention plan to support the student in improving attendance, strategies to be explored and considered may be:
 - a home visit to build relationship with the student and family
 - a classroom observation to address concerns that might contribute to absences
 - assignment of a school advocate for the student that is mutually determined by student and school staff
 - incentives for attendance improvement
- the individually designed plan will include an attendance contract that lays out the strategies to be adhered, the student goal for attendance improvement, and the timeline for meeting the goal

Tier 3: Intensive Support is called for if a student misses twenty percent (20%) or more of the classes or days of school. The attendance team shall;

- notify the parent in writing by mail or personal service,

- the notification will provide the date, time and place for a meeting to be held for the purpose of developing intervention strategies to keep the student in an educational setting.

The attendance team (inclusive of parent/guardian and student when appropriate) shall convene to:

- Develop a modified attendance intervention plan that may increase the intensity and frequency of the current interventions if appropriate
- Possibly identify the root causes of the attendance issues, identify additional barriers to meeting the attendance goals established at the tier 2 level, and assign additional specialized help to assist the student in overcoming the barriers and issues
- Establish non-punitive consequences at the school level that would be a direct result of excessive absences from school such as:
 - Mandatory attendance to after school tutoring to complete assignments and fill in learning gaps that may occur due to absences
 - Mandatory activities to develop a sense of belonging and purpose within the school community
- Apprise the student and the parent of the consequences of further absences.

Tier 4: If a student does not respond to intensive support as implemented above by continued absence (excessive absenteeism), the Family Navigator shall consult with the Director on the issue and the student shall be reported to the probation services office of the appropriate judicial district for the purpose of an investigation as to whether the student should be considered a neglected child or a child in a family in need of family services, subjecting the child to provisions of the Children's code.

The records supporting such action shall be provided to the juvenile probation services office by the Director within ten (10) days of the identification of the student excessively absent. Consequences shall not include out-of-school suspension or expulsion, and instead will focus on intervention and fostering retention of students in the educational setting with improved attendance and/or resolved attendance issues.

Only after exhaustion of intervention strategies may the District consider withdrawal of the student from membership in the school. Consulting with the juvenile probation services office or the caseworker for child services should be accomplished before such action.

Extended Absence Policy

Attendance is critical to academic success! Plan vacations during Fall, Spring, Winter and Summer Breaks! However...

The Anansi Charter School extends its attendance mission and allows students and their parents to travel for educational purposes for extended periods. The Anansi Charter School has set standards that the teachers, parents, and students would agree to prior to travel. **The request must be made at least two weeks in advance, and otherwise will not be approved.**

The information request will be for all assignments that will be given during the extended absence. The student will be required to keep a daily travel journal in addition to assignments given by the teacher. The Parent/Guardian will be required to request from teachers, in writing, their plans for extended travel. Parent/Guardian must fill out a Student Extended Absence Form.

This form will be approved or disapproved by the School Director, only after parent/guardian and all teachers' involved sign the Form and the Director verifies the total days absent. Also, one week prior to the extended absence, parent/guardian will meet with teachers to obtain all homework assignments. The extended travel will then be considered a school approved trip and the student will be excused. Within one week of return, parents must meet with teachers to ascertain if the student has completed the scheduled assignment and has not fallen behind on any work; and the student and parent/guardian will provide a brief presentation to the student's class regarding the learning from the travel. Parents/Guardians are considered responsible for meeting the student's outcomes.

The teacher and/or the school Director may disapprove of the request for extended absence for the following reasons:

- Time period for request is during the mandatory NM State Assessment Test Window in March and April;
- Student is performing below grade level; or,
- Student has frequent previous absences.

Leaving Campus

Anansi Charter School maintains a "closed campus". Students are not allowed to leave the campus at any time during school hours unless a parent/guardian signs their student out through the office. If a parent/guardian picks up a student during the day, **they must sign them out at the office**. Parents who have legal documentation for restraining orders or custody orders that restrict other parents or custodians access to the student must supply the school with copies of the court orders. *The Anansi Charter School is completely closed from 12-1 while lunch is served for the safety and security of our campus. All employees are involved in serving lunch. If you need to pick up your child please arrive prior to noon or after 1pm, and sign them out in the school office.*

Bus Transportation

Bus transportation will be provided to and from the Anansi Charter School by the Taos Municipal School District consistent with the Transportation Policy Manual submitted by the Superintendent of Schools. Problems or questions about the service should be addressed to Michele Hunt, ACS Director at 776-2256. Students may be suspended from the bus for improper behavior at the discretion of the bus driver, the ACS Director, or the transportation director. A bus schedule will be provided during family orientation, at the beginning of the school year. In addition to the rules and responsibilities set out by the Taos School District, the Anansi Charter School has adopted the following:

Anansi Charter School Bus Transportation: Rules & Responsibilities

Safe and convenient transportation is a privilege and not a right. The parents of students who abuse this privilege will be required to provide their own transportation. A student is considered under the supervision of the school from the time he/she boards the bus in the morning until

he/she reaches the bus stop in the afternoon, which includes the time he/she is on the school bus. THEREFORE, RIDING THE SCHOOL BUS IS AN EXTENSION OF THE SCHOOL DAY AND ALL RULES AND REGULATIONS OF THE STUDENT CODE OF CONDUCT ARE APPLICABLE.

Student responsibilities: Students must:

- Conduct themselves with courtesy and good manners while on the bus.
- Not throw anything out of or in the bus or shoot anything with rubber bands at other students or the driver.
- Stay seated for the entire bus ride.
- Use a quiet voice to visit with the student next to you on the bus, yelling is prohibited.
- Keep your hands to yourself on the bus.
- Use appropriate language, and treat others respectfully
 - Use of foul language (swearing, bathroom talk) is prohibited.
 - Teasing and bullying is prohibited, see Consequences for Violations of the Anti-Bullying Policy, which will be followed.
- No eating or drinking on the bus.
- No buying or selling items on the bus.
- No use of pencils, pens or other pointed objects that could cause injury if the bus lurches or stops suddenly.
- Sixth through eighth grade students may use their cell phone while riding the school bus as long as it is not used to intentionally harm another student through social media or to view or send inappropriate material (see Appropriate Use of Technology Policy)
- Not sexually harass others. Examples include but are not limited to: sexual comments, inappropriate touching/behavior, and, indecent exposure.
- Pay for damage done to the bus, such as breaking glass or tearing or cutting seats.
- Not have in their possession/use objects on the bus that are forbidden at school: (including, but not limited to), weapons, drugs, alcohol, tobacco, animals, lighters, matches, etc.
- Know your bus schedule.

Parent/Guardian responsibilities:

- Be on time for dropping off and picking up your student from the bus stop (no loitering at bus stop.)
 - 8:05am for morning bus
 - 4:00pm for afternoon bus
- Your sixth through eighth grade student may be at the bus stop unchaperoned to meet the bus.
- Your sixth-eighth grade student may walk unchaperoned to parent's work place or home.
- Your sixth-eighth grade student may escort a younger sibling to or from the bus stop.
- Students and parents are responsible for knowing their student's pick up schedule. If a student misses the bus or accidentally does not take the bus at the end of the school day, the student will be placed in after care and charged the appropriate fee.

Consequences for not meeting responsibilities:

Serious offenses will result in the immediate removal from buses and possible suspension from school. Students who are removed from the bus for serious offenses will not be permitted to ride the bus home the afternoon of the day the action is taken.

NOTE: A bus-only suspension does not release the student from compulsory attendance at school. If the student is removed from the bus, it becomes the parent's responsibility to provide transportation for the student to and from school.

For students that violate the safety requirements and rules for bus transportation throughout the school year, disciplinary actions shall range from an assigned seat to removal from service for the remainder of the school year. The consequence choice shall be determined based upon the severity and frequency of the student's mis-conduct on the bus.

Progress Reports/Grading

Middle school grades, 6th – 8th, will use the following Letter grade with equivalent point value:

- A = 90%-100%
- B = 80%-89%
- C = 70%-79%
- D = 65%-69%
- F = Below 65%

Grades will be disseminated on a quarterly basis (approximately every 9 weeks). Notification of ineligibility (as provided below) will be sent out to Students and parents on a weekly basis for:

- a D or F grades in any subject,
- two or more tardies in a single week, or
- two unexcused absences from school.

Students will remain ineligible for the following activities until their academic standing reaches a C or above or attendance and/or behavior issues are remedied.

- Middle School Sports
- Electives programs
- Field Trips
- Winter Sports Program

Students will be required to attend elective study halls until they meet the eligibility standards. Eligibility checks are performed weekly; however, students with a D or F for the first time may earn their eligibility the first day their grades return to passing.

Teachers will document student grades utilizing the grade book, core objectives, and absentee record. Students in 6th, 7th, and 8th grades, will be evaluated on Citizenship, Attitude, Participation and Effort (CAPE criteria). The CAPE evaluation makes up 25% of the students total grade for each subject. The goal in the Anansi Charter School performance agreement we are targeting all students to score an 85% on their CAPE score.

Early Warning System:

Research shows that students who miss more than ten days of school per year, have behavior issues, or fail to complete their school work, have a much greater risk of dropping out of school prior to graduating from high school. Anansi Charter School is committed to holding students accountable, and is making use of reporting system to inform school faculty, parents, and students when there is a risk factor in any of these three areas. In addition to this reporting system, the middle school will make use of the lunch and outdoor break as a supervised time for students to make repairs for their attendance, tardiness, behavioral, and performance completion issues. Students will be assigned this consequence for any infraction in these areas. Students who are chronically assigned this lunch detention (3 or more times per week = chronic), will be assigned to the SAT process to review the student's data, uncover the issues, and seek the assistance of the parents, director, student, and staff to determine the needed interventions to correct the issue.

Promotion /Retention

At Anansi Charter School, in order to be promoted a student must pass Math and English Language Arts, while the New Mexico Statute-22-2-8.6 requires passing at least two core classes: Math, Social Studies, Science, or Language Arts to be promoted. When a student is recommended for retention, the parents may sign a one-time waiver and the student is promoted. Eighth grade students who have failed Math or English Language Arts are required to take an additional assessment administered outside the regular school day, to determine the course of action for the student. The course of action includes but is not limited to the following options: retention, promotion, and/or the requirement of an online summer course completion with a passing grade of 70% or greater. Students who have 20 absences or more are automatically considered for retention pursuant to Taos Municipal Schools Truancy policy.

Conferences

A close relationship between home and school is important for student and school success. Anansi Charter School welcomes and encourages parental participation so that we may cooperate and collaborate in the education of students.

Student led parent-teacher conferences are mandatory and are scheduled two times during the school year; it is a goal in the ACS charter to achieve 100% participation in parent-teacher conferences. Please see your school calendar for specific dates, to assure your availability for fall and spring conferences. Teachers and staff are available for additional conferences as necessary. These will be scheduled upon request.

Any questions or concerns should be brought directly to your student's primary teacher. If additional consultation is needed, a conference with the ACS Director or other appropriate instructors and staff will be scheduled.

School/Home Communication

Anansi Charter School has an open door policy and to that end encourages open communication between home and school, and your students' teachers are available between 3:30 and 4:00 for informal conversations. Formal meetings can be scheduled with the teacher as needed. ***Teachers are not available between 8:00 and 8:30 for informal unscheduled meetings; however, a teacher can receive notes in the morning for any information that must be passed from a parent to a teacher. In the case of a morning emergency, please check in at the school office.***

Classroom news and events as well as general information about the school will be communicated through a monthly classroom newsletter and calendar. These items will be sent home with your student, emailed to parents, and posted in the classroom. Please take the time to read these communications to be informed about your student's classroom happenings.

Student/Parent Directory

Parents will receive a directory listing parents' and student's names, addresses and telephone numbers for the students in each classroom. Recipients are requested to respect the privacy of others on the list by refusing to make its contents available to others. **Parents have the responsibility to inform the school by September 8th if they do not wish to have their mailing address and phone number distributed in the school directory.**

Telephone

The school telephone is a business phone and is not to be used by students or parents unless an emergency situation exists. Students may request permission from Anansi staff to make a phone call if needed.

Cell Phones and Use of Electronic Devices

Cell phone use and electronic devices have the potential for distraction and disruption. In addition, the potential for theft, loss, and damage is overwhelmingly high. If your student brings a cell phone to school for use ***after*** school hours they do so at their own risk.

Students in Anansi Charter School shall not bring personal property such as, iPods, Game Boys or DS's to school. **Electronic devices** are prohibited and if brought to school will be kept in the office until the end of the day when they can be picked up by the student's parent or guardian.

Cell Phone Policy

Anansi Charter School is a cell phone free campus. There is no student cell phone use on the school campus, which includes before and after school.

- Students who bring their cell phone to school must power it off and turn it in to the homeroom teacher to keep until the end of the day.
- If any staff member sees a student with a cell phone, (including in a pocket), the phone must be handed over to the staff member, and then delivered to the office, where it will be kept through the end of the current semester.

- If a student needs to make a call while at school, the student needs to ask permission to use the phone and get assistance from a staff member.
- Anansi Charter School is not responsible for lost or damaged cell phones.
- Student cell phones may be used on the school bus or in a family vehicle.

If at any time you need to reach your student during the school day, please call the administrative office at 776-2256, and we will get the student from class or take a message to the student depending on the situation.

Student files

Student files are protected by Family Educational Rights and Privacy Act. Only students, their parents or guardians and appropriate school personnel are allowed access to a student's file. The file itself is considered the property of the school and may not be removed from the school office. Parents may request an appointment to read through their student's file with a school representative present. The Anansi Charter School reserves the right to require that requests for inspection or for copies of the file be made in writing and a school representative will be present during the file inspection. All inspections shall be done no later than 15 days after the request.

Enrollment Application Procedures:

Application Deadline:

The application deadline for the lottery will be set and approved by the Governing Council as well as the date of the lottery. Any applications received after this deadline will be added to the waiting list in the order in which they are received after sibling, retained students and lottery applicants.

Lottery Procedures:

A number will be assigned to each application starting with the last 2 digits of the year of application, a hyphen, a zero and the grade digit (Kindergarten would be "0"), a hyphen and a number ranging from 001-999 based on the number of applications received. (For example, a student applying for Kindergarten for the 2012 school year may be assigned the number 12-00-001. A student applying for 2nd grade starting in 2012 may be assigned a number the reads 12-02-012.)

These numbers will be placed in a "hat" and randomly drawn, one at a time, on the approved lottery date. The numbers will then be tied in to the applicants and a waiting list will be generated based on the order in which they were drawn. If during the drawing of the lottery, an anomaly occurs where a student applying receives an unfair advantage; the lottery will stop, the corrections will be made and the lottery will start over.

Siblings receive priority and will be placed in their own lottery unless space is available in the grade level the sibling is eligible for prior to the time of the lottery. Their number will start with an "S". (For example, suppose the Kindergarten previously mentioned is a sibling. His/her number may read S12-00-001.)

Waiting List Procedures:

The waiting list will be maintained until the 120th school day of the year applied at which time, enrollment will be closed. Students applying after the lottery date will be placed at the end of the list in the order of which the application is received. Siblings applying after the lottery date will be placed at the end of the sibling list in the order in which they are received before other applicants, lottery or otherwise, based on the priority status of siblings. The same criteria apply for retained students.

The enrollment application received after the lottery will be stamped and signed by the enrollment coordinator as verification of when he/she received the application. If applications are received on the same date, the enrollment coordinator will assign a number (01, 02, 03. . .) after the date to indicate the order in which they were received on that day.

Notification of Lottery Results:

Lottery applicants will be notified in writing regarding their placement as a result of the lottery process.

Disqualification of Applicants:

A student may apply for one (1) grade only. Students who apply for more than one grade will be removed from the lottery. A student must apply using his/her legal name. Using an alias could result in disqualification from the lottery or dis-enrollment at a later date. Parents are responsible for entering the correct grade their student is applying for on the lottery application.

The lottery process is absolutely random. No preference will be given based on religion, sex, race, etc. Enrollment preference is granted to returning students and siblings of currently enrolled students. In addition, lottery applicants who are currently attending a school that has not met Annual Yearly Progress (AYP) standards are awarded two lottery numbers as required by the New Mexico Public Education Department (NMPED).

Sibling Lottery/Lottery Procedures for the Following Year:

Siblings of currently enrolled students are given sibling priority and are placed in their own lottery during our spring lottery process. Having an enrolled sibling does not automatically guarantee enrollment in to the school for the following year. If there are several siblings applying for one grade level, there will be a sibling lottery to determine who will be accepted in to any available spots and their order at the top of the waiting list.

It is the parent's responsibility to notify the school and fill out an enrollment application for siblings applying for the lottery by the deadline announced. Applications received after the deadline/lottery process will be automatically placed on the waiting list after any other siblings already on the list.

The Anansi Charter School definition of a sibling is as follows:

- Must share at least one biological parent AND a household at least 50% of the time.
- If siblings are not biological siblings, proof of guardianship must be provided.
- Foster children may be considered as a sibling with legal proof of guardianship.

Step-siblings may qualify if they meet these requirements:

- They must share a household with the enrolled sibling at least 50% of the time; proof must be provided (court/custody order);
AND
- Parents are legally married (marriage certificate)
OR
- The biological parent of the enrolled sibling must adopt or take legal guardianship over the applicant (court documents.)

Acceptable forms of proof (must be certified):

- Court/custody orders.
- Affidavit/acknowledgement of paternity.
- Copies of Birth Certificates.
- Marriage Licenses.

Admissions

Students entering kindergarten are required to be five years old on or before September 1 for the school year in which they are enrolling. Parents must provide a birth certificate and updated immunization records or Immunization Exemption Form in addition to filling out all forms in the ACS enrollment packet in order to complete their student's enrollment.

Withdrawal

Upon terminating enrollment at Anansi Charter School, for any reason, parents must:

- Inform your student's teacher and the office of your intent to withdraw your student from ACS with as much notice as possible, preferably a minimum of ten days notice.
- Pickup a withdrawal form from the office.
- Complete and return the withdrawal form to the office.
- Schedule a final conference with your student's teacher.

Change Of Address/Telephone

It is very important that every student maintain an up-to-date address and telephone number record at the school office. Please notify the school immediately if you have a change of address or telephone number during the school year. It is the responsibility of the parent or legal guardian to provide the school current and accurate contact information.

It is the parent/guardian's responsibility to update emergency contact information. Students may only be released to individuals listed as an emergency contact if a parent or legal guardian is unreachable or unavailable to pick up his/her student in the event of emergency, illness, disciplinary action or any other reason a student may need to leave school premises. In the event a parent, legal guardian, or an emergency contact cannot be reached, the police or Emergency Medical Services will be contacted depending on the circumstances.

Playground Rules

General Guidelines:

- Shoes must be worn
- When eating on the playground, students must be responsible for clean-up
- Removal of trash/garbage, large rocks, and hazardous materials from the playground is everyone's responsibility
- Teacher supervision is required for checking out equipment from the shed
- All equipment must be put away after lunch recess

Swings

- No jumping off the swings
- No running in between swings while they are in motion
- Spinning in swings is allowed when the swing is stationary

Soccer Field

- Good sportsmanship is required to stay in the game

Basketball Court:

- Only a teacher can raise or lower the net
- Hanging on the hoop will result in being asked to leave the court
- Good sportsmanship is required to stay in the game
- Teacher assistance in assigning teams as needed

Safety:

- No picking up and throwing sand, rocks, or sticks.
- No tackling, wrestling, grabbing clothes or pushing.
- No Red Rover

Equipment:

- No pushing on equipment.
- No running on equipment.
- No sliding down handrails.
- No standing on picnic tables.
- No throwing sand, gravel, rocks, sticks, snowballs, etc.

Games:

- Agreed upon rules and teams before you begin
- No wrestling, pushing, shoving, or arguing allowed in any games
- Good sportsmanship is required
- Leave the field when a teacher asks you to "take 5", sit on the sidelines quietly until teacher invites you back to the game
- Reasons to "take 5"
 - Rule infractions
 - Poor sportsmanship
 - Pushing, shoving, grabbing, wrestling
 - Arguing
 - Using profanity

When recess is over:

- All students line up with his or her teacher
- All students participate cleaning up equipment in the yard when requested

Optimum Learning Environment Policies:

Behavioral Policy

It is the belief of the Anansi Charter School that each student is capable of appropriate social and emotional behavior. These skills are fostered at Anansi Charter School through teacher/student interaction, peer interaction and role modeling. If a problem arises which affects the safety or well-being of the student or those around him or her, an appropriate consequence will be immediately implemented. If the behavior continues a Student Assistance Team (SAT) will be formed to develop a behavior contract. The contract will outline the problem behavior, parent/teacher conference will be scheduled immediately and a mutually agreed upon plan will be implemented. A follow-up conference will be scheduled to evaluate the progress and that progress will be continually monitored and evaluated for modifications.

If a plan cannot be agreed upon, a conference with a guidance team, which will be comprised of an administrator, teacher(s) and the student's parents, will be scheduled. The guidance team will formulate a behavioral contract. A follow up conference will be scheduled to evaluate the progress and that progress will be continually monitored and evaluated for modifications.

Discipline

The Anansi Charter Schools' discipline policy is based upon and guided by the State Board of Education Regulation 6.11.2., Chapter 11 Public School Administration – Student Rights and Responsibilities. A copy of these regulations can be viewed on the New Mexico Public Education Department's website www.ped.state.nm.us or in the school offices.

Discipline is approached as a means of helping Students learn "acceptable behavior" according to their emotional, intellectual and physical development. Discipline shall include positive guidance, redirection and the setting of clear limits, which foster the student's own ability to become self-disciplined. Anansi Charter School follows the Cline-Fay Institutes' philosophy of discipline. The guidelines of this philosophy are detailed in Parenting with Love and Logic and Teaching with Love and Logic by Foster Cline, MD and Jim Fay. You will find in our school library a parent education library complete with audiocassettes, videos and literature on the love and logic philosophy.

At ACS all students are expected to:

Act responsibly by:

- Following directions.
- Following procedures.

Act respectfully by:

- Being kind.
- Talking appropriately.
- Keeping hands and feet to self.

Act cooperatively by:

- Listening to others.
- Working together.

If a student behaves in a threatening or inappropriate manner at school, the student will be removed from class, and the student's parent/guardian will be called to pick up her/his student. If the infractions persist then a Student Assistance Team meeting will be scheduled.

Infractions include but are not limited to:

- Creating class disturbance, continual talking: removal from class, lunch and recess detention, habitual behavior may lead to suspension
- Repeated failure to follow instructions/rules; for class and school (talk to teacher for specific classroom rules of conduct); unprepared for class: removal, lunch and recess detention, potential suspension for habitual behavior
- Inappropriate behavior (hitting, spitting, kicking, pushing, shoving, running away from a teacher, screaming, etc. at school) discipline referral, consequences based on incident
- Profane language and put-downs
- Talking back, being rude/disrespectful, or displaying inappropriate behavior to a teacher: classroom removal, lunch and recess detention to make up work
- Academic Attire violations: see policy
- Academic negligence: Notification of ineligibility on a weekly basis due any grades that are D or F, (see Reporting and Grading on pages 17-18)
- Fighting: emergency suspension, further consequences determined by incident severity
- Academic Honesty Violations: see policy

Students are given clear, reasonable expectations as participants in the learning environment. When students disrupt the learning environment or behave in unsafe or unhealthy ways, their choices will have consequences. Teachers will deal with the misbehavior and administer consequences that may range from a request for change in the behavior to immediate removal from the class based upon the seriousness of the infraction. A discipline referral, a note, or a phone call will serve as notification to the parents. *A student will be referred to the Director for seriously disruptive, disrespectful, or dangerous behavior, and then may be suspended or expelled based upon the seriousness of the infraction.*

Academic Honesty: Cheating and Plagiarism:

Incidences of academic cheating will not be tolerated. Teachers will announce the commencement of testing by saying, "We are now in a testing situation." when the test is finished, teachers will announce, "Testing is finished." during the testing period any student or students who are interacting in any manner with other students will have their test paper confiscated and receive a zero for the test. Students who are found to have plagiarized material for reports or projects will be given zeroes for the work; however, the must still be completed correctly and turned in to the teacher.

Dismissals/Expulsions

The Director may suspend students who fail to comply with discipline policies. Students who habitually fail to comply with these policies and/or who present an immediate threat to health and safety of others or themselves will be assigned one of the following consequences dependent upon severity of the incident:

- In School Suspension
- Out of School Suspension
- Expulsion

Parents will be notified in writing and will be required to meet with the Director prior to student returning to school.

Expectation of Student Behavior

The Governing Council expects students to conduct themselves in keeping with their levels of development, maturity and demonstrated capabilities with a proper regard for the rights and welfare of other students and school staff, the educational purpose underlying all school activities and the care of school facilities and equipment.

The Governing Council believes that the best discipline is self-imposed, and that it is the responsibility of staff to use disciplinary situations as opportunities for helping students learn to assume and accept responsibility for their behavior and the consequences of their behavior. Staff members who interact with students shall apply best practices designed to *prevent* discipline problems.

Policy and Guidance for Prohibiting Harassment, Intimidation, Racialized Aggression, Bullying, and Cyberbullying on School Property, at School Sponsored Functions, and on School Buses

New Mexico Statute Reference

New Mexico law requires each school district and charter to adopt a policy prohibiting harassment, intimidation, racialized aggression, bullying, and cyberbullying on school property, at school-sponsored functions and on school buses. *6.12.7 NMAC*; NMSA 1978 §22-5.4.3; Black Education Act, NMSA 1978 §22-23C-1 et seq.

Anti-Bullying Policy Statement

“Bullying, Cyberbullying, Hazing, Racialized Aggression, or any form of harassment by any student in the Anansi Charter School is strictly prohibited, as is any retaliation against anyone who reports or witnesses any such conduct, and such conduct may result in disciplinary action. Students and parents may file verbal or written complaints, and may do so anonymously, concerning suspected bullying behavior to school personnel and administrators. Any report of suspected bullying behavior will be promptly reviewed. If acts of bullying are verified, prompt disciplinary action, using a system of Progressive Discipline, will be taken against the perpetrator.”

The Governing Council has determined that a safe and civil environment in school is necessary for students to learn and achieve high academic standards; harassment, intimidation, racialized aggression, bullying, and cyberbullying, like other disruptive or violent behaviors, is conduct that

disrupts both a student's ability to learn and a school's ability to educate its students in a safe environment.

Definition of Bullying Behaviors

"Harassment, intimidation, racialized aggression, bullying, or cyberbullying" means any gesture or written, verbal or physical act that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory handicap, or by any other distinguishing characteristic, that takes place on school property, at any school-sponsored function or on a school bus.

These acts may have the effect of harming a student or damaging the student's property, or placing a student in reasonable fear of harm to his/her person or damage to his/her property.

These acts may have the effect of insulting or demeaning any student or group of students in such a way as to cause substantial disruption in, or substantial interference with, the orderly operation of the school.

"Cyberbullying" means any bullying that takes place through electronic communication.

"Racialized aggression" is any aggressive act which can be characterized or categorized as racial in nature, or which appears to be racially motivated.

Examples of bullying behaviors include: name calling, teasing, gossiping, undesired text or other social networking type messaging, exclusion, pushing, shoving, taking personal possessions, verbal threats, hand gestures, etc.

Consequences for Violations of Anti-Bullying Policy

1. Verified acts of harassment, bullying, racialized aggression, or cyberbullying shall result in intervention by the Director that is intended to ensure that the prohibition against bullying behavior is enforced.
2. Bullying behavior can take many forms and can vary dramatically in how serious it is, and what impact it has on the targeted individual and other students. Accordingly, there is no one response to bullying. While conduct that rises to the level of "bullying" as defined above will generally warrant disciplinary action against the perpetrator of such bullying, whether and to what extent to impose disciplinary action is a matter for the professional discretion of the Director using a system of Progressive Discipline. Consequences must be designed to stop bullying, racialized aggression, and cyberbullying, should be developmentally appropriate, and should consider past behavior. The consequences for bullying, racialized aggression, and cyberbullying cannot include suspension or expulsion.

Factors for Determining Consequences:

- Age, developmental and maturity levels of the parties involved;
- Degrees of harm;
- Surrounding circumstances;
- Nature and severity of the behaviors;

- Incidences of past or continuing patterns of behavior;
- Relationships between the parties involved; and,
- Context in which the alleged incidents occurred.

Examples of Consequences:

- Admonishment;
- Temporary removal from the classroom;
- Deprivation of privileges;
- Classroom or administrative detention;
- Out-of-school suspension;
- Legal action; and Expulsion.

Reporting relating to the Anti-Bullying policy

The Governing Council requires the Director to be responsible for receiving complaints alleging violations of this policy. All school employees are required to report alleged violations of this policy to the principal or the principal’s designee. All other members of the school community, including students, parents, volunteers and visitors, are encouraged to report any act that may be a violation of this policy.

Response to the Victim and the Bully

The school will make counseling available to individual victims of harassment, intimidation and bullying and respond in a manner that does not stigmatize victim(s). The school will provide social skills training to the bully and for all students to address victimization.

Response to the Reporter of Incidents

The ACS Director and Governing Council prohibits reprisal or retaliation against any person who reports an act of harassment, intimidation or bullying. The consequences and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the administrator after consideration of the nature, severity and circumstances of the act, in accordance with case law, Federal and State statutes and regulations and district policies and procedures.

False Reports

The Governing Council prohibits any person from falsely accusing another as a means of harassment, intimidation or bullying. The consequences and appropriate remedial action for a *student* found to have falsely accused another as a means of harassment, intimidation or bullying may range from positive behavioral interventions up to and including suspension or expulsion, as permitted by law.

For a full and complete copy of the Anansi Charter School Anti-Bullying Policy, please see the director or visit the Anansi Charter School website: www.acstaos.org.

Reference:

[6.12.7.8 NMAC - N, 11-30-06]

History of 6.12.7 NMAC: [Reserved]

"Progressive discipline" means disciplinary action other than suspension or expulsion from school that is designed to correct and address the basic causes of a student's specific misbehavior while retaining the student in class or in school, or restorative school practices to repair the harm done to relationships and other students from the student's misbehavior, and may include:

- (1) meeting with the student and the student's parents;
- (2) reflective activities, such as requiring the student to write an essay about the student's misbehavior;
- (3) counseling;
- (4) anger management;
- (5) health counseling or intervention;
- (6) mental health counseling or intervention;
- (7) participation in skill-building and conflict resolution activities;
- (8) community service; and
- (9) in-school detention or in-school suspension that is for a constructive purpose and may take place during lunchtime, recess, after school, or during weekends.

Reporting relating to the Anti-Bullying policy

The Governing Council requires the Director to be responsible for receiving complaints alleging violations of this policy. All school employees are required to report alleged violations of this policy to the principal or the principal's designee. No school employee who in good faith reports any known or suspected violation of this discipline policy or in good faith attempts to enforce the policy shall be held liable for any civil damages as a result of such report or of the employee's efforts to enforce any part of the policy. All other members of the school community, including students, parents, volunteers and visitors, are encouraged to report any act that may be a violation of this policy. Reports may be made using the "Harassment, Bullying, Racialized Aggression, Cyberbullying or Hazing Complaint Form" attached to the Parent and Student Handbook.

Response to the Victim and the Bully

The school will make counseling available to individual victims of harassment, intimidation, racialized aggression, bullying, and cyberbullying and respond in a manner that does not stigmatize victim(s). The school will provide social skills training to the bully and for all students to address victimization.

Response to the Reporter of Incidents

The ACS Director and Governing Council prohibits reprisal or retaliation against any person who reports an act of harassment, intimidation, racialized aggression, bullying, or cyberbullying. The consequences and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the administrator after consideration of the nature, severity and circumstances of the act, in accordance with case law, Federal and State statutes and regulations and district policies and procedures.

False Reports

The Governing Council prohibits any person from falsely accusing another as a means of harassment, intimidation, racialized aggression, bullying, or cyberbullying. The consequences

and appropriate remedial action for a *student* found to have falsely accused another as a means of harassment, intimidation, racialized aggression, bullying, or cyberbullying may include positive behavioral interventions, but may not include suspension or expulsion.

Drugs and Alcohol Use by Students

The non-medical use, possession, or sale of drugs and/or drug paraphernalia and/or use, possession, or sale of alcohol on school property or at school events is prohibited. Students in violation of this prohibition shall be subject to prosecution in accordance with the law as well as disciplinary actions which may include police notification, suspension or expulsion. Law enforcement may be contacted.

Searches

The Director has the right to search and seize property when there is reason to believe that some material or matter detrimental to the health, safety and welfare of the student(s) exists. Lockers and desks are the property of the school and may be inspected at any time with or without reason by school personnel. Back packs and pockets may be searched when there is reasonable suspicion that the student is in possession of a prohibited substance.

Weapons Policy

No student shall carry or possess a weapon or simulated weapon on school premises. No student shall use or threaten to use a weapon or simulated weapon to disrupt any activity of the school. Any employee who observes any person in possession of a weapon or simulated weapon on school premises shall immediately report the matter to the school director. The school director who observes or receives a report of a student or individual possessing a weapon on school premises shall immediately take appropriate safety and disciplinary actions in accordance with school policies. Bringing a weapon to school (knife, firearm, explosive or other object, even if manufactured for a nonviolent purpose, that has a potentially violent use or the purpose of keeping or carrying an object is for use, or threat of use as a weapon) will result in the following consequences:

Procedures:

- A. Inadvertent – weapon will be confiscated, a brief meeting scheduled with parent/guardian and student. Further consequences will be determined on a case-by-case basis.
- B. With Intention of Threat – the following procedure will apply: If a student brings a weapon to school for the purpose of threatening an individual or individuals the student will be sent home immediately. Depending on the severity of the infraction the student will be referred to appropriate law enforcement authorities. The student can be suspended for up to 5 school days to research the incident. During the time of suspension the school will set up a Student Assistance Team (SAT) meeting and might ask that the parent come to the SAT meeting with a scheduled appointment for a psychological evaluation for the student. The parent will be contacted by telephone and mail with the time and place of the SAT meeting. Parents/Guardians are welcome to bring individuals to the meeting who will be helpful in developing a

positive plan for the student. The student will not return to school prior to a SAT meeting.

Intent to Harm Consequences:

- Possession of knife or other weapon: suspension or expulsion; contact parent/guardian, counseling, and behavior plan required
- Possession of a fire arm: automatic expulsion; contact parent/guardian and law enforcement

LEGAL REF.: 22-5-4.7 NMSA (1978)
30-7-2.1 NMSA (1978)

20 U.S.C. 7151
CROSS REF.: JIC- Student Conduct

JIH-Interrogations, Searches, and Arrests
JK- Student Discipline
JKD- Student Suspension/Expulsion

Due Process Procedures

Emergency Suspension – Due Process Procedures

An emergency suspension occurs when a student is removed from school without prior use of due process procedures. An emergency suspension is allowed if the student’s continued presence in school poses a danger to person or property or an ongoing threat of disruption to the academic process. The due process procedures for a short-term suspension must be provided to the student as soon as practicable following the student’s removal from school pursuant to an emergency suspension. The student’s parent(s)/guardian(s) will be notified of the suspension as soon as reasonably possible.

Short Term Suspension – Due Process Procedures

A short-term suspension is a suspension for a period of time less than or equal to ten (10) school days. Before a short-term suspension is imposed, the director shall inform the student of the alleged misconduct and describe generally the evidence known at that time to support the allegations of misconduct. The director shall invite the student to discuss the student’s version of the situation. This is so the student has an opportunity to dispute the allegations of misconduct. The administrator shall then determine if a short-term suspension should be imposed and shall inform the student of his or her decision. If the student is suspended, the student’s parent(s)/guardian(s) shall be notified of the suspension by telephone. No appeal is available for a short term suspension.

Long Term Suspension – Due Process Procedures

A long-term suspension is a suspension that exceeds ten (10) school days in duration. It may extend up to one (1) full year in duration. If a long term suspension is warranted, the student will be short term suspended for 10 days, following all due process procedures, pending a recommendation that the student be given a long term suspension or be expelled from the school.

A certified letter will be mailed to the parent or guardian containing the following information: the charges and the rule or regulation violated; the extent of the punishment considered; the date, time and place of the formal hearing; that the student may be represented by counsel, and the name of the hearing officer.

A formal, long term hearing will be scheduled and conducted by a hearing officer. Upon the conclusion of a hearing by the hearing officer in which a decision of long term suspension or expulsion is made, the decision may be appealed to the Governing Council.

Vandalism

Our school and school equipment is public property. Willfully damaging or destroying this property is cause for immediate suspension and possible expulsion. The school requires that damages be paid or arrangements be made for payment prior to re-admission to school. If a student accidentally causes damage they should report it to their teacher immediately so that the damage is not misconstrued as vandalism. If school property is damaged while a student is violating school rules, for example if students are fighting or “rough-housing”, the student or the student’s parents/guardians are responsible for the cost of replacing or repairing the damaged property.

Textbook and Lost/Damaged Book Policy

Each classroom at ACS must have a sufficient number of textbooks for every student on each subject that requires a textbook for the instructed curriculum. Students will be allowed to take a textbook when required for assignments or upon request by student or parent during the school year. The replacement of lost and/or damaged books shall be the responsibility of the parent/guardian of the student who has either checked the book out from the library or for any textbooks assigned to the student.

Safe Drug-Free Campus

The non -medical use, possession or sale of drugs and/or use possession or sale of alcohol on school property or during any school activity is prohibited. Students in violation of this prohibition shall be subject to prosecution in accordance with the law as well as disciplinary action, which may include police notification, suspension or expulsion.

Academic Attire

Anansi Charter School has developed an academic attire requirement for two primary reasons. First, we believe it is important to project a positive image to our community and visitors to our school. Second, we are preparing our students to enter the work world with an understanding of the standards of society. Decisions on what to wear to school are the responsibility of parent(s)/guardian(s) and students. Students who do not present themselves in ACS academic attire will be required to wear an Anansi provided T-shirt. Parents will receive a notification of the violation with each offense, along with a copy of the ACS academic requirements.

Anansi Charter School recognizes that all students have an intrinsic worth based upon who they are and not what they wear. ACS respects students’ rights to express themselves in the way they

dress. All students who attend ACS are also expected to respect the school community by dressing in a way that is suitable and appropriate for a K-8 educational environment. Appropriate clothing for school supports educational goals, facilitates participation in learning and provides for the health, safety, and wellbeing of students and staff. Clothing needs to be appropriate for the weather conditions and the tasks of school. This policy is intended to provide guidance for school staff, students, and their families.

1. Clothing must cover areas from one armpit to the other armpit, down to approximately 3 to 4 inches in length on the upper thighs (see image below). Tops must have shoulder straps. Rips or tears in clothing should be lower than the 3 to 4 inches in length on the upper thighs.
2. Shoes suitable for running indoors and outdoors must always be worn.
3. See-through or mesh clothing may be worn over clothing that meets the minimum requirements of the dress code (see #1).
4. Headgear (hoodies, hats, and caps) may be worn outdoors only, and must be removed in the classroom. Sunglasses may not be worn inside the buildings.
5. Clothing that depicts, implies, advocates, or advertises drugs, alcohol, tobacco, vape, sex, violence, gangs, weapons, foul language, nudity or hate speech does not contribute to a safe professional environment and is not to be worn at school.
6. Clothing and accessories that endanger student or staff safety may not be worn.



Consequences for failing to uphold Anansi’s academic attire dress code as follows:

First offense: Call home. Change into school provided T-shirt/clothing. Original clothing returned when clean T-shirt/clothing is returned to the director.

Second & Third Offense: One day in school suspension and required meeting with director. Ongoing issues will be managed by the director, middle school team, student, and parent.

Visitors

Visitors are welcome to schedule an appointment to observe in an Anansi classroom. Observation requests are reviewed by the administrative office, scheduled in advance, and approved by the director. For safety purposes, all visitors are required to sign in and sign out at the office where there will be a visitor sign-in/sign-out sheet and a visitor’s badge to be worn at

all times throughout the visit and returned to the office when signing out. Parent or family visitors are welcome to assist in the classroom and classroom volunteerism may be coordinated directly with the classroom teacher. It is important to remember that this is not a time for conferencing or making inquiries of teachers while they are in the midst of instruction. Questions during instructional times can be answered by the school director or administrative support staff or by appointment with the teaching staff after school dismissal.

Field Trips

Field trips are an important and highly enjoyable part of Anansi Charter School's program. Each trip is carefully planned to teach some aspect of the curriculum. Taos Municipal School buses will provide transportation for field trips. We always encourage parents to participate in field trips. It's a great way to be a part of your student's school experience, as well as a great help to the teacher.

A separate authorization form will need to be completed by the parents and returned to the Anansi Charter School prior to the field trip. All aspects of the Anansi Charter School Student/Parent Handbook apply to all school sponsored activities or field trips on or off the campus. If a teacher requests your help on a field trip, please keep in mind the following guidelines for parent chaperones:

- Assist the teacher with the entire class
- Attend to student safety at all times
- Ask the teacher how you can assist them
- Be assertive with students and help enforce behavior expectations
- Arrive early and ride the bus
- Supervise all Students; not just your own student
- Stay engaged with the Students and be respectful of presenters by not socializing with other parents or students during activity times
- Help enforce rules on the bus

Not appropriate for school field trips:

- Younger siblings, pets or friends
- Swearing, use of alcohol or tobacco
- Eating or drinking on the bus

Medical Information and Student Update

The State of New Mexico requires that you provide the school with a complete record of your student's immunization shots signed by a physician/healthcare provider unless the student is properly exempted. The State of New Mexico requires that Students have a chicken pox vaccination or a verification of chicken pox. If for any reason your student has not received immunizations and you believe that an exemption may apply, please contact the school office immediately for a nine-month Immunization Exemption Form.

A Student Update Form must be filled out at the beginning of each year. This form will provide the school with current information concerning emergency telephone numbers, medical considerations and other important information. It is very important that every student maintain

an up-to-date address and telephone number record at the school office. **Please notify the school immediately if you have a change of address or telephone number during the school year.**

Please be sure that the office and the classroom teacher are aware of any health considerations that could cause possible problems for your student.

Illness

If your student shows signs of an oncoming illness such as an acute cough, runny nose or fatigue, please be sure to keep him or her home for the well-being of your student as well as the other Students in the classroom.

If your student has an elevated temperature or has vomited, please keep him or her home and quiet for an additional 24 hours before returning to school. Let us know if measles, chicken pox or any other communicable disease is diagnosed so we can alert other families.

Please call the school as soon as possible in the morning if your student will be absent.

Medication

Medication may be dispensed only with a written doctor's order and a written authorization from a parent. The doctor's orders must include the name of the student, name of the drug, dosage and schedule of drug to be administered and side effects of the drug. Forms are available in the ACS office and at the Parent Information Board. Medications are to be kept in a central location within a locked closet or cabinet.

No faculty or staff member will dispense aspirin or acetaminophen or any other over the counter medication without written parental consent.

Students Who Become Ill or Have an Accident at School

Parents will be called immediately if their student becomes ill during the school day. In the event you cannot be reached, we will notify the person listed on your emergency contact card. Please be certain to keep this information up to date.

If a student has an accident at school, we will try to contact the parents by telephone. If we cannot reach the parents or other emergency numbers and we consider the injury an emergency, we will call the student's doctor and comply with the doctor's advice, and/or call for emergency services or take the student to the emergency room.

Snow Days

Anansi Charter School relies on Taos Municipal School buses for transporting students to school; therefore, ACS will follow the decision of the Taos Municipal School system for school closure due to road or weather conditions. Parents are encouraged to listen to the local radio

stations (KTAO, 101.9) or watch an Albuquerque news channel on television in the event of snowfall or inclement weather for school cancellation and delay information.

Emergency Drills

Four emergency drills are conducted in the first 4 weeks of school. These first four drills must include two fire drills, one evacuation drill, and one shelter in place drill. Throughout the rest of the school year the school is required to conduct a minimum of four additional emergency drills, two of which must be fire drills. Detailed escape plans are posted inside the door of each classroom. For fire drills each class has an escape route to an outside area a safe distance from the building. Children are moved to these designated areas in less than 75 seconds in a safe, quiet and orderly manner. Unwanted Intruder- Lock Down drills will be conducted periodically. Shelter-In-Place drills are required 2-times per year.

A detailed emergency preparedness plan is available in the Anansi Administration office. The school is prepared for a variety of emergency situations.

Disaster/Safety Instructions

In case of a school emergency, please listen to KKIT or KTAO FM radio stations for instructions. Please do not call the school or go there until directed. The following actions will take place:

- A. Students and Staff will exit building to back pasture, 500 feet or more away from the building. Teachers will have their class roster with Students's names and phone numbers. In the event that students cannot return or enter the school building and remain on the school grounds, we will move to step 2.
- B. If students and Staff are unable to return to the building we will call Esther Winter at 758-5208 to arrange transportation and call Arroyos Del Norte Elementary School (737-6175) to let them know that we are evacuating to their gym. We will either have someone run to a neighbor to make the call or use a personal cell phone if available. Students will walk along neighboring pasture to Highway 230 for TMS bus pick up. Bus will transport students and staff to Arroyos Del Norte Elementary School where the Anansi parents will be informed to pick up their Students. Staff will remain at Arroyos Del Norte until all parents have been contacted and all Students picked up.

Emergency Information

In case of emergency each student is required to have on file at the school two (2) completed yellow emergency information cards. One goes in the student's file and the other stays with the teacher in the classroom.

Parental Assistance and Classroom Involvement

Parents and other family members are encouraged to be actively involved in your student's education. There are many opportunities both in and out of the classroom to participate in a manner that is meaningful to you as well as a big help to your student's teacher. In addition to enhancing the education of your student and his or her classmates, your contribution will likely be a rewarding personal experience as well. Remember, the success of any charter school is largely dependent upon parental and community support. In order to become involved, please speak with your student's teacher, the school director, or a member of the Governance Council.

Guidelines for Communication with School Personnel

Your student's education is a cooperative effort between parents and school personnel. At times, you may wish to seek additional support, information, or resources. From time to time, situations may arise that will need to be addressed with your student's teacher. Here are some key points to remember when you are communicating with school personnel about your student's educational needs:

- ✓ Please schedule meetings with your student's teacher in advance. Please understand that a teacher's responsibilities may prevent accommodation of a request for an immediate meeting. Please request the meeting within one week of the concern, issue, or incident, so that the discussion may be timely.
- ✓ It would be helpful to be prepared for the meeting by writing down your issues, what you want to say, and questions you would like answered. Write down your solutions and recommendations as well.
- ✓ Your student's educational needs are best met when you and your student's teacher work together, and acknowledge each other's efforts toward your mutual goals.
- ✓ Stay positive and calm throughout the conversation. Avoid blaming or becoming defensive. All parties are expected to be respectful and courteous. Any teacher or school employee reserves the right to terminate a meeting in the event of inappropriate or abusive behavior.
- ✓ Listen to the teacher's point of view and suggestions with an open mind.
- ✓ Ask the teacher to clarify any school "lingo" – language used by educators that you might not understand.
- ✓ Agree together on an appropriate, informal intervention plan or resolution. Share responsibility for success of the plan. Make a note of this plan. Be clear about commitments and next steps – yours and the teacher's.
- ✓ If you feel a follow up meeting or phone call is necessary, and this has not already been scheduled as part of the plan that you and the teacher created, you are welcome to initiate the meeting or call.

- ✓ The parent, teacher, or Director may request a Student Assistance Team (SAT evaluation – student study for educational, emotional, social, behavioral needs – please see SAT flow chart) if it's felt that a more formal plan is necessary.
- ✓ If the situation is not resolved through meeting with the teacher or SAT process, please request a meeting with the Director.
- ✓ The Director is available to mediate issues between the parent/guardian and teacher. Any party may request mediation as part of the process.
- ✓ If the situation is still not resolved through meeting with the Director, then and only then, request in writing to be placed on the Governing Council agenda. Individual personnel issues will be addressed in executive session only, rather than open session. Any Governing Council member approached by a parent will respectfully redirect the parent to this process.

Grievance Procedure

The purpose of this procedure is to provide a timely and equitable solution at the lowest possible administrative level, to any parent or grievance, which may arise.

- A. **Step 1:** First try to discuss any problems you might have with your student's teacher. Teachers are available for any informal discussions you might need on Monday, Tuesday, Wednesday, and Thursday between 3:30 and 4:00 PM and Fridays from 1:30-2 PM for 6th grade only. If you feel this is not adequate you may schedule an appointment for a conference, with the teacher.
- B. **Step 2:** If the problem remains after speaking with the teacher, the Director will attempt to resolve the problem after meeting with the parties involved.
- C. **Step 3:** If after step 2 the problem remains the parties may submit their grievance to the Governance Council. The grievance shall be submitted in writing. The Governance Council shall review the matter at its next regular meeting or, if deemed appropriate, at a special meeting called for the purpose of reviewing the appeal. The Council shall review all written statements, written testimony, documents and other tangible evidence, which has been accumulated in the matter. If deemed necessary by the Governance Council, a hearing shall be called for the purpose of resolution of the grievance. The parent and the Director shall be advised in writing of the Council's decision within five (5) school days of the meeting. The decision of the Anansi Charter School Governance Council is final.

Provisions:

- All proceedings will be kept informal and confidential.
- The supervisor shall keep all communications and documents relating to the grievance matter in a separate file, and all materials shall be destroyed after the resolution of the grievance.

- The administration agrees to make available to the parent all pertinent information, not privileged, in its possession or control, which is relevant to the issues raised.

Toys and Valuables From Home

Except for special occasions, such as a relevant class presentation, or if requested to do so by your student's teacher, students are not allowed to bring toys, "fidgets", or electronic devices from home.

Common sense and consideration is the best guide in determining whether or not to bring personal possessions to school. The school director and staff cannot be responsible for valuables that students bring to school. It is recommended that students leave all valuables at home.

Acceptable Use of Internet and Technology Resources

All ACS students, employees, contractors, volunteers and other school officials who use or have access to technology must sign and abide by the Anansi Charter School's Acceptable Use Policy (AUP) indicating their knowledge of and agreement to terms and conditions of use of school technology resources. Failure to follow the acceptable use procedure will result in the loss of the privilege to use these tools and may result in disciplinary action up to and including suspension, expulsion, termination and criminal charges. All technology resources must be used in a responsible, efficient, ethical and legal manner and in accordance with the ACS Mission Statement, Priorities, and Goals.

Parties and Celebrations

From time to time throughout the year there are individual classroom parties, which are determined by the teacher and the class. The dates, times and requests for parent volunteers and contributions are generally communicated in letters home prior to the party.

Family Involvement: Volunteerism and Fundraising

At ACS parent/guardian volunteers are an essential resource. One of the exciting aspects about the "charter movement" is that these schools are truly community schools; governed and operated by the staff, parent body, and community members. Anansi Charter School is "our" school and needs the support and commitment of all to operate successfully.

Parents as Partners Involvement Process:

At the onset of each school year every family is required to complete the "Parents as Partners" volunteerism form. Anansi Charter School is a community-based school and it relies on each family to make a contribution to support our community. The Parents as Partners form is our formal method for making requests for volunteerism from our parent community. Getting involved in your child's school models that you value your school community and provides

much needed support for the school, the faculty, and the students. Please be sure to submit your form to the school at the start of each school year to renew your commitment

Fundraising:

Due to the limited state funding Anansi Charter School will undertake fundraising endeavors as determined appropriate by the Fundraising Committee. All fundraising activities will be performed in accordance with 501(c)(3) restrictions.

All proceeds from any fundraising venture will be used to supplement a variety of school areas, including the library, computers, playground, health and safety, and field trips. Ultimately all funds generated via fundraising efforts will enhance each student’s educational experience. Parental/guardian participation in all fundraising events is strongly encouraged.

VIII. Parent Education

At Anansi, we value our relationship with parents as a partnership in the education of our students. One way we support parents is in providing parent education in the areas of early literacy skills, parenting, emotional intelligence, and educational family nights. We request that all parents attend one of the following types of parent education nights per year in addition to Parent Teacher conferences, Back to School Night, and Family Orientation Night:

- Parenting with Love and Logic
- Parenting with Emotional Intelligence

IX. Anansi Charter School Governance

In preparation for the charter status under the 1999 charter legislation, Anansi Charter School formalized its governance structure with the appointment of an Anansi Charter School Acting Governing Council appointed at Anansi Day School’s May 2001 Board of Directors meeting. Anansi Charter School’s governance model is a synthesis of the governance structure that has been in place since becoming a charter school in 2001, with the requirements that a charter school have a formal governing board.

The Governance Council will be comprised of not more than 7, no less than 5 members consisting of teachers, parents, community members, the School Administrator and an ex-officio member from the Taos Independent School Board. Members of the Council will serve one and two year staggered terms. The Council will meet a minimum of once a month. Any member of the staff of ACS, parents of students at ACS or members of the community are welcome to come to and participate in the Governance meetings. The selection of the Governance Council members shall include a nomination process, as well as self-selection process. Anyone in the ACS community may nominate an individual to be on the Governance Council; those interested in serving on the Governance Council may place their names in nomination. All prospective Governance Council members will present themselves at a Governance Council meeting; the entire ACS community will receive notice of this meeting. Selection of Governance Council members will take place in June each school year, with the election of officers in August. The responsibilities of the Governance Council will be:

- Approving the school’s Mission and Vision Statements.
- Approving any management, operational and service contracts.
- Authorizing broad curricular guidelines or specific curricular programs or delegating such authority.
- Providing ongoing support and oversight of the academic program and performance of the school.
- Setting personnel policies, including: establishing qualification criteria for employees, firing employees, dismissal procedures, approving codes of conduct and authorizing and approving collective negotiations.
- Approving policies and improvements and changes to the Aftercare program based on feedback from “Aftercare Parent Survey.”
- Hearing appeals on student disciplinary action and special education matters.
- Hearing complaints from any individual or group alleging any violation of the provisions of the Charter Schools Act, the charter itself or any other provisions of law relating to the management or operation of the school.
- Providing oversight of all financial aspects of the school.
- Overseeing the Director and his/her duties and performance, the Director will report directly to the Governance Council.



ANANSI CHARTER SCHOOL

PO Box 1709
57 State Highway 230
El Prado, NM 87529-1709
(575)776-2256 ph (575)776-5561 fax
www.anansicharterschool.org

Parent Permission for Field Trip Participation

I, the Parent/Guardian of _____, give permission for him/her to participate in the following activity away from Anansi Charter School.

Destination: _____

Purpose of Trip: _____

Date of Trip: _____

Time of Departure/Return: _____

Type of Transportation: _____

As the Parent/Guardian of the above named student, I understand that all Anansi Charter School policies and procedures will be in force during this school-sponsored activity. I also understand that every reasonable precaution will be taken to provide for the safety and care of the student. In the event of an accident requiring emergency care, the necessary care will be obtained. Any resulting expenses shall be the responsibility of the Parent/Guardian.

I have read the above policy statement and agree to follow these policies. I give permission for my student to participate in this school sponsored field trip.

Signature of Parent/Guardian

Date

Physical Address of Parent/Guardian

Home Phone

Cell Phone or Work Number where you can be reached the day of the field trip

Anansi Charter School ABSENTEE SLIP

Please call the Anansi Charter School as soon as possible if your student is going to be absent. A written statement of reason for absence must be received by the school on the day of the student's return, and State law requires that after 3 days of illness a written doctor's excuse be provided for documentation.

_____ was absent from school on _____
Student's Name *Date(s) absent*

because _____

Parent/Guardian Signature *Date*

For office use only

_____ Excused tardy: religious observation, illness, death in family or medical appointments.
_____ Unexcused tardy: Three unexcused tardies will count as one unexcused absence for attendance purposes. Any student showing a consistent pattern of tardies will be reported to the Students, Youth & Families Department and/or the Juvenile Probation Office.

Anansi Charter School TARDY SLIP

Parents are required to contact the school concerning tardiness and notify ACS of extenuating circumstances that may hamper school attendance by a student. A written statement of reason for tardiness must be received by the office at the time of tardiness.

_____ was tardy from school on _____
Student's Name *Date Tardy*

because _____

Parent/Guardian Signature *Date*



For office use only

_____ **Excused tardy:** religious observation, illness, death in family or medical appointments.

_____ **Unexcused tardy:**

Three unexcused tardies will count as one unexcused absence for attendance purposes.
Any student showing a consistent pattern of tardies will be reported to the Students,
Youth & Families Department and/or the Juvenile Probation Office.

ANANSI CHARTER SCHOOL

PO Box 1709
57 State Highway 230
El Prado, NM 87529-1709
(575)776-2256 ph (575)776-5561 fax
www.anansicharterschool.org

Request for Administration of Medication

Name of Student: _____

Type of Medication (Check one): Prescription _____ Non-Prescription _____

Name of Medication: _____

Dosage to be administered: _____

Medication Expiration Date: _____

Time(s) medication is to be administered: _____

Date(s) medication is to be administered: _____

Is student taking any other medications? Yes ___ No ___

If yes, list name of other medications: _____

I request that the staff of Anansi Charter School administer the above medication and I release the staff from any and all liability resulting from the administration of the listed medication(s).

Parent/Guardian Signature

Date

Medication Log (To be completed by staff when medication is administered)

Name of Medication	Dosage Given	Date	Time	Administered by



ANANSI CHARTER SCHOOL

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57 State Highway 230
El Prado, NM 87529-1709
(575)776-2256 ph (575)776-5561 fax
www.anansicharterschool.org

Request for Extended Absence

Student: _____ Date: _____

Extended Absence Policy:

Notification of extended absences will be at least two weeks in advance. The homework should be picked up one (1) week prior to the vacation or planned absence(s) at a scheduled meeting with the teacher. The student will be required to keep a daily travel journal in addition to assignments given by the teacher. The parent/guardian should present this signed request form to the Director. Absences are often detrimental to student achievement, even when make-up privileges are allowed. Therefore, parents need to be aware of potential negative effects these absences may have, particularly in classes where the student's current status is marginal. Within one week of return, parents must meet with teachers to ascertain if the student has completed the scheduled assignment and has not fallen behind on any work; and the student and parent/guardian will provide a brief presentation to the student's class regarding the learning from the travel. Parents/Guardians are considered responsible for meeting the student's outcomes.

Any exceptions to the Extended Absence Policy must be approved by the Director.

Parent Request for Homework:

I have read and understand the above Extended Absence Policy and would like to request that my son/daughter, be absent from school from _____ to _____ for the following reason:

(Please attach a list of educational activities that will be experienced):

Parent/Guardian Signature

Date

Teacher Signature

Date

Performing at grade level: Yes ___ No ___ Total Absences to Date: _____

Director Signature

Date

Request Approved: Yes ___ No ___



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APPENDIX B*

1. Anansi Charter School
2. Harassment, Bullying, Racial Aggression,
3. Cyberbullying or Hazing Complaint Form

<u>Student Information</u>		
Name	Date	
Grade	Phone Number	Home Address
<u>Complaint Filed Against</u>		
Name	Position (if not a student)	
Name	Position (if not a student)	
<u>Incident</u>		
Location		
Is this the first time this has happened? YES <input type="checkbox"/> NO <input type="checkbox"/>		
Is this the first time you are reporting this? YES <input type="checkbox"/> NO <input type="checkbox"/>		
<u>Description- PROVIDE AS MUCH DETAIL AS POSSIBLE</u>		

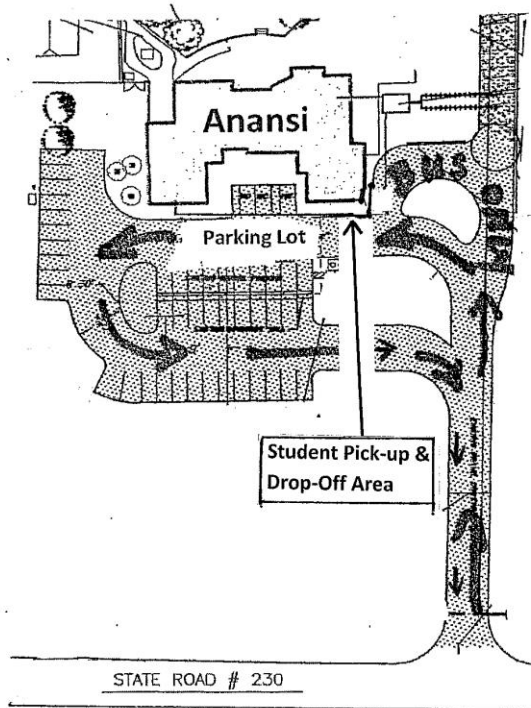
<u>Witnesses (if applicable)</u>		
Name	Grade/position	Phone number
Name	Grade/position	Phone number
Name	Grade/position	Phone number
<u>Report Information</u>		
Today's Date		
Did anyone help you fill out this form? YES <input type="checkbox"/> NO <input type="checkbox"/>		
If yes, who		
<u>Office Information</u>		
Who received this complaint form?		
Position		
Date Received		



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Parking Lot Traffic Flow Diagram and Student Pick-Up and Drop-Off Location



Parent & Student Acknowledgement Form

This form is to acknowledge that you and your enrolled Anansi student(s) have read, understand, accept, and will support and follow the policies outlined in the Anansi Charter School Parent/Student Handbook. In addition, I have reviewed and explained the school rules and policies to my student who is a student at the Anansi Charter School.

You and your student must sign this form below and return it to school.

Print Student's Name _____

Parent Signature _____ Date: _____

Student's signature _____ Grade _____

Press Release Permission Information:

(Check the box below only if you do not approve.)

I do not approve the use of my student's picture in published school related promotions.



Current Emergency Health Order Status:

The emergency response to COVID-19 has officially ended, with the State of New Mexico ending the COVID-19 public health order on March 31, 2023.

Since that time, public schools, along with other state and federal agencies, have moved into a phase that encourages individuals to follow the recommendations made by the Centers for Disease Control and Prevention (CDC) and NM Department of Health (NM DOH).

Anansi Charter School utilizes the guidance provided by the NM DOH, in the New Mexico School Health Manual, for COVID-19 response procedures, along with all other communicable diseases encountered in the school setting. This manual serves as a resource for schools across the state, providing information on preventing, identifying, managing, and reporting outbreaks of communicable diseases in schools, including COVID-19.

Current ACS Protocols

While the emergency phase is over, the virus continues to spread in communities around the world and symptoms can range from mild to severe. At this point in time, the state of New Mexico is experiencing an uptick in positive cases.

ACS is committed to preventing COVID-19 as much as possible through providing opportunities for students, staff, and families to receive vaccinations, take preventative measures, and follow the protocols listed below. Free over-the-counter COVID-19 tests are available for students, families and staff in every school nurse's office.

Protocols for Students and Staff

- Anyone with symptoms of Covid-19 should stay home and test when they feel sick
- Individuals who test positive should isolate (stay home) for 5 days from the onset of symptoms
- Individuals who have symptoms but choose not to test may return to work or school when symptoms improve and/or they have been fever free for 24 hours without the use of fever reducing medications (Tylenol/acetaminophen or Advil/ibuprofen)
- Individuals returning from isolation should wear a mask for an additional 5 days upon return to school or work
- Close contacts of individuals with COVID-19 should test 5 days after their last day of exposure, or immediately if they develop symptoms

Resource for more information:

https://schoolhealthmanual.clickhelp.co/articles/#!/new-mexico-school-health-manual-publication-1/chapter-ten/a/h3_1730266984