

Hobbs Municipal Schools

High School • Freshman High School • CTECH

Student & Family Handbook

2026–2027

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Home of the Hobbs Eagles

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Mr. Kerry Romine – Vice President
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LETTER FROM THE SUPERINTENDENT



Hobbs Municipal Schools

... aspires to be a community that equips ALL Learners for their unique futures

Dear Students and Families,

Welcome to a new school year with Hobbs Municipal Schools!

At HMS, we believe that every student deserves a safe, supportive environment where learning thrives and student success is within reach. This Student Handbook is your guide to understanding the supports, opportunities, and expectations that shape our schools and ensure a high-quality educational experience for every learner.

Our mission is clear: *Hobbs Municipal Schools provides a safe learning environment that ignites and fosters passion so that all learners are provided with high-quality education that opens doors to endless opportunities.* Everything we do—from the classroom to extracurricular activities—is built around that promise.

Our vision drives us forward: *We aspire to be a community that equips ALL learners to their unique future.* This handbook reflects that commitment by outlining the tools, resources, and expectations designed to help students grow both academically and personally.

As a district, we are grounded in values that guide our daily work:

- Student-Centered practices that prioritize the needs, voices, and potential of each learner
- A spirit of Service to one another and to our school community
- Capacity Building that empowers students to think critically, adapt, and lead
- A culture of Innovation that prepares students for a changing world
- A pursuit of Sustainable High Performance in everything we do

To that end, we are deeply committed to developing graduates who demonstrate: a growth mindset, critical thinking, adaptability, and strong communication.

We encourage every student and family to review this handbook and refer to it throughout the year. It is more than a list of rules—it is a reflection of our shared responsibility to create schools where all students can succeed, contribute, and belong.

If you have any questions or need support along the way, our teachers, counselors, and administrators are here for you. We're honored to partner with you in this journey.

Here's to a meaningful, inspired, and successful school year. Go Eagles!

With Gratitude,

Gene Strickland
Superintendent

Student-Centered

Every
Decision
impacts
students
experiences
positively

Service

Meet the
need

Capacity Building

Growing
others and
ourselves

Innovation

Willingness
to adapt in
the best
interest of all
learners

Sustainable High Performance

A reflective
commitment
to excellence



Provide a safe learning environment that ignites and fosters passion so that all learners are provided with high-quality education that opens doors to endless opportunities – HMS Mission

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Hobbs Municipal Schools



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Hobbs Municipal Schools

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INTRODUCTION

Welcome to a new school year!

Education is a team effort. Students, parents, teachers, community and other staff members working together will make this a successful year.

This manual is intended to foster a cooperative effort between school staff, students, parents/guardians, and community. This handbook has been prepared by the Administration of the Hobbs Municipal Schools in cooperation with the Superintendent and Board of Education. It contains information concerning students enrolled at Hobbs High School, CTECH, Hobbs Freshman High School, and Harold Murphy Alternative Learning Center.

This handbook provides guidance for students and families. Please read it carefully.

HMS Mission

Hobbs Municipal Schools provides a safe learning environment that ignites and fosters passion so that all learners are provided with high-quality education that opens doors to endless opportunities

HMS Vision

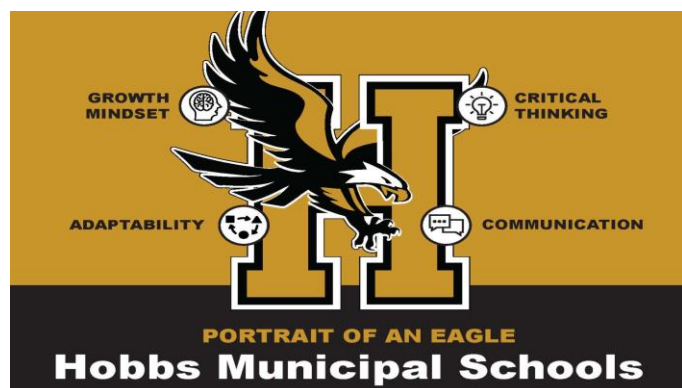
Hobbs Municipal Schools aspires to be a community that equips ALL learners to their unique future

HMS Values

At Hobbs Municipal School we are committed to the following values: Student-Centered • Service • Capacity Building • Innovation • Sustainable High Performance

HMS Portrait of an Eagle

The Portrait of an Eagle is a foundation for lifelong success, representing the skills, knowledge, and character you will develop to help you reach your goals. These are skills that our community identified as essential to your future success. It reflects the hopes and expectations of families, local businesses, and community members who want to see you leave school prepared to contribute in meaningful ways.



Growth Mindset

- Embrace curiosity to experience new ideas
- Seek out diverse perspectives from others
- Develop the desire to learn, unlearn, and relearn in order to be a life-long learner



Adaptability

- Demonstrate flexibility and work effectively
- Respond with self-control in uncertain and urgent situations
- Seek, contribute, and respond to feedback including criticism and praise



Critical Thinking

- Understand the bigger picture
- Propose mindful solutions
- Apply intentional thinking
- Imagine new ways to solve problems



Communication

- Choose appropriate types of communication
- Practice active listening skills, and express thoughts and ideas effectively
- Check for clarity and consider impacts when sharing complex issues
- Build an effective team to have a positive impact

The Hobbs Way

The Hobbs Municipal School Board recognizes that The Hobbs Way is a process aimed at school improvement. The philosophy incorporated within The Hobbs Way correlates of developing a clear instructional focus, promoting instructional leadership, providing a safe and orderly school climate, promoting high student expectations, encouraging parent and community support, and monitoring and measuring progress in all programs and is recognized by the Hobbs Municipal School Board as the catalyst for bringing staff, students, and community together to continually assess the various programs of each school site with an eye upon continual improvement. Consequently, the Hobbs Municipal School Board embraces The Hobbs Way as the basic goal of the District and implementation at each building site is a priority of the Hobbs Municipal School.

People Who Can Help You

Principals

The principal is the leader of our school. Their main responsibility is to make sure our school is a safe and positive place where every student can learn and succeed. They work closely with teachers, staff, and families to support you in your education and personal growth.

If you ever need support, have questions, or want to share ideas, the principal is here to listen and help you. Their goal is to help you do your best and prepare for a bright future.

Assistant Principals

Assistant principals help the principal make sure our school runs smoothly every day. They support teachers and students by helping solve problems, keeping the school safe, and making sure everyone follows the rules.

They also help with things like student discipline, organizing activities, and supporting your success in school. If you have questions or need help, assistant principals are here to listen and assist you.

Teachers

Teachers are dedicated professionals who guide and support students in their academic and personal growth. They plan and deliver instruction that meets diverse learning needs, helping students develop knowledge, skills, and critical thinking abilities.

Teachers also create a positive and respectful classroom environment, set high expectations, and provide feedback to encourage student success. Beyond academics, they serve as mentors, supporting students' social and emotional well-being and preparing them for their unique future. If you have any questions or need help, your teachers are here to lend a helping hand.

Academic Counselors

At Hobbs Municipal Schools, academic counselors are dedicated to serving students and families with care, compassion, and commitment. Counselors are student-centered professionals who partner with you to support your academic, personal, and future goals.

Counselors work alongside students and families to build personalized academic pathways that reflect each learner's strengths, needs, and aspirations—whether your next step is college, career, or technical training. They are here to remove barriers, advocate for your success, and ensure that you feel seen, heard, and supported throughout your educational journey.

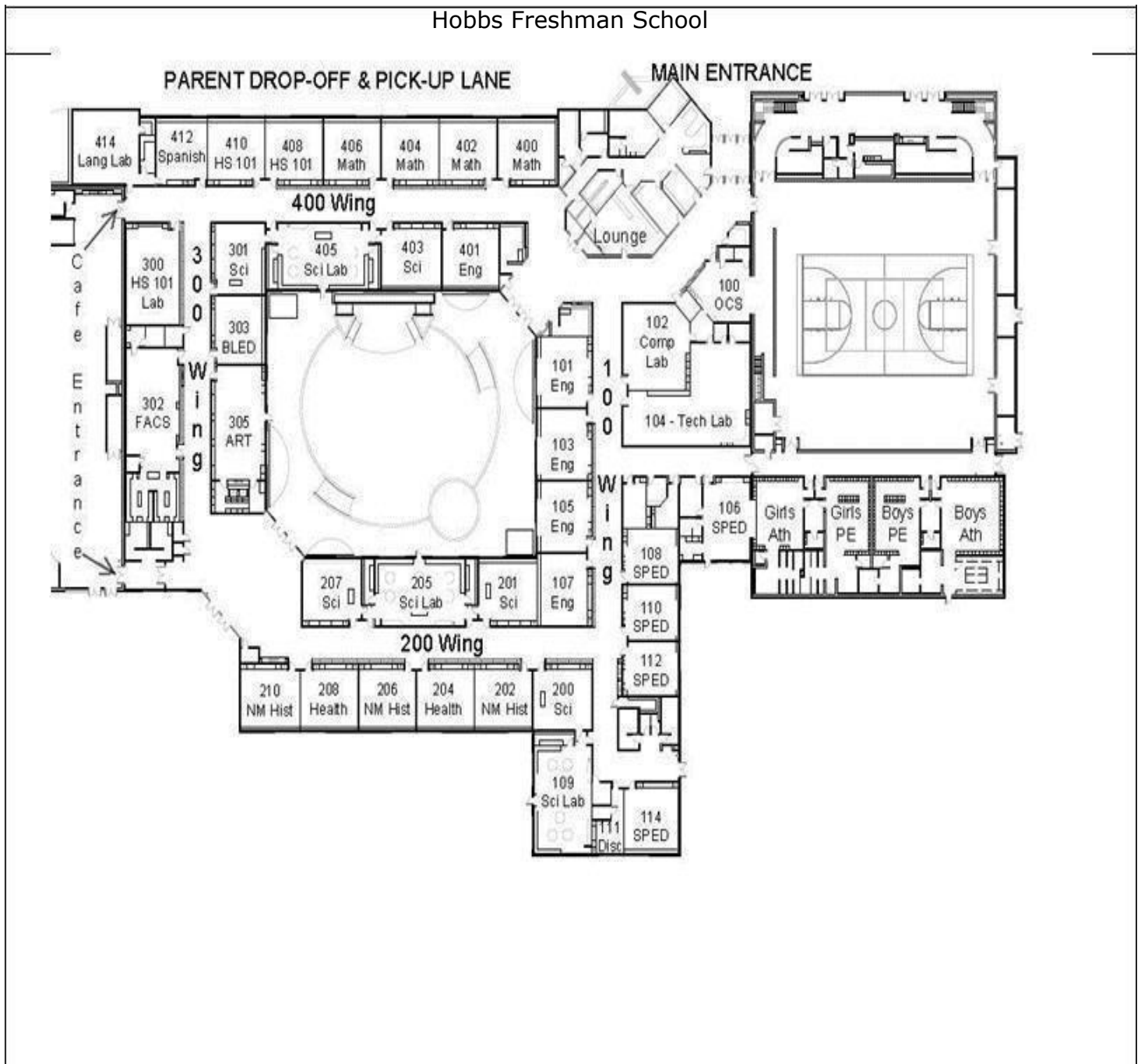
In addition to academic planning, counselors provide vital support in navigating social and emotional challenges, empowering students to thrive both in and out of the classroom. They collaborate with

teachers, families, and school staff to ensure every student has the resources, tools, and encouragement to reach their full potential.

Students and families are encouraged to contact counselors for support with:

- Scheduling and course selections
- Enrollment and academic progress
- Graduation requirements and cumulative records
- Dual credit and advanced coursework opportunities
- Standardized and college admission testing
- College and career planning
- Scholarships and financial aid
- Social-emotional and interpersonal concerns

Campus Maps & Bell Schedules



The floor plan illustrates the layout of the Hobbs Alternative Learning Center, a building with a complex, angular shape. The plan includes the following rooms and their assigned square footages (SF):

- Rm 120 Assign:** 908 SF
- Rm 119 Assign:** 862 SF
- Rm 118 Assign:** 843 SF
- Rm 106 Assign:** 973 SF
- Media Center:** 769 SF
- Rm 111 Assign:** 1031 SF
- Rm 110 Assign:** 839 SF
- Rm 109 Assign:** 860 SF
- Rm 113 Assign:** 1115 SF
- Faculty Work Room:** 830 SF
- Wk Rm:** 259 SF
- Sto:** 67 SF (multiple locations)
- 48 SF:** (multiple locations)
- 155 SF:** (multiple locations)
- 138 SF:** (multiple locations)
- 132 SF:** (multiple locations)
- 168 SF:** (multiple locations)
- 264 SF:** (multiple locations)
- 527 SF:** (multiple locations)
- 79 SF:** (multiple locations)
- 49 SF:** (multiple locations)
- 87 sf:** (multiple locations)
- 94 sf:** (multiple locations)
- 108 sf:** (multiple locations)
- 62 sf:** (multiple locations)
- 15 SF:** (multiple locations)
- 18 SF:** (multiple locations)
- 19 SF:** (multiple locations)
- 13 SF:** (multiple locations)
- 12 SF:** (multiple locations)
- 11 SF:** (multiple locations)
- 10 SF:** (multiple locations)
- 9 SF:** (multiple locations)
- 8 SF:** (multiple locations)
- 7 SF:** (multiple locations)
- 6 SF:** (multiple locations)
- 5 SF:** (multiple locations)
- 4 SF:** (multiple locations)
- 3 SF:** (multiple locations)
- 2 SF:** (multiple locations)
- 1 SF:** (multiple locations)

The total area is 16,233 GSF.

HOBBS MUNICIPAL SCHOOLS
Hobbs Alternative Learning Center

HOBBS MUNICIPAL SCHOOLS
Hobbs Alternative Learning Center

Bell Schedules

(All Bell Schedules subject to change)

REGULAR BELL SCHEDULE

HHS A Lunch		HHS B Lunch		HFHS C Lunch	
1 st	8:20-9:10	1 st	8:20-9:10	1 st	8:20-9:10
2 nd	9:15-10:05	2 nd	9:15-10:05	2 nd	9:15-10:05
3 rd	10:10-11:00	3 rd	10:10-11:00	3 rd	10:10-11:00
LUNCH A 11:00-11:30		4 TH	11:05-12:05	4 TH	11:05-12:05
4 TH	11:35-12:35	LUNCH B 12:05-12:35		5 th	12:10-1:00
5 th	12:40-1:30	5 th	12:40-1:30	LUNCH C 1:00-1:30	
6 th	1:35-2:25	6 th	1:35-2:25	6 th	1:35-2:25
7 th	2:30-3:20	7 th	2:30-3:20	7 th	2:30-3:20
Announcements	11:55				

WEDNESDAY BELL SCHEDULE

HHS A Lunch		HHS B Lunch		HFHS C Lunch	
1 st	8:20-9:00	1 st	8:20-9:00	1 st	8:20-9:00
2 nd	9:05-9:45	2 nd	9:05-9:45	2 nd	9:05-9:45
3 rd	9:50-10:30	3 rd	9:50-10:30	3 rd	9:50-10:30
LUNCH A 10:30-11:00		4 TH	10:35-11:35	4 TH	10:35-11:35
4 TH	11:05-12:05	LUNCH B 11:35-12:05		5 th	11:40-12:20
5 th	12:10-12:50	5 th	12:10-12:50	LUNCH C 12:20-12:50	
6 th	12:55-1:35	6 th	12:55-1:35	6 th	12:55-1:35
7 th	1:40-2:20	7 th	1:40-2:20	7 th	1:40-2:20
Advisory for A Lunch		11:15-11:35			
Advisory for B Lunch		11:05-11:25			
Announcements		11:15-11:25			

ASSEMBLY BELL SCHEDULES

AM Assembly-HHS		AM Assembly-HFHS	
1 st	8:20-9:05	1 st	8:20-9:05
2 nd	9:10-9:55	2 nd	9:10-9:55
Assembly	10:00-10:45	Assembly	10:00-10:45
A Lunch	10:45-11:15		10:50-11:35
3 rd (B Lunch)	10:50-11:35	3 rd	11:40-12:25
3 rd (A Lunch)	11:20-12:05	4 th	12:25-12:55
B Lunch	11:35-12:05	C Lunch	
4 th	12:10-12:55	5 th	1:00-1:45
5 th	1:00-1:45	6 th	1:50-2:35
6 th	1:50-2:35	7 th	2:40-3:20
7 th	2:40-3:20		
PM Assembly-HHS		PM Assembly-HFHS	
1 st	8:20-9:05	1 st	8:20-9:05
2 nd	9:10-9:55	2 nd	9:10-9:55
3 rd	10:00-10:45	3 rd	10:00-10:45
A Lunch	10:45-11:15	4 th	10:50-11:35
4 th	10:50-11:35	5 th	11:40-12:25
4 th	11:20-12:05	C Lunch	12:25-12:55
B Lunch	11:35-12:05	6 th	1:00-1:45
5 th	12:10-12:55	7 th	1:50-2:35
6 th	1:00-1:45	Assembly	2:40-3:20
7 th	1:50-2:35		
Assembly	2:40-3:20		

GRADES AND ATTENDANCE

Grades: Supporting Growth, Effort, and Achievement

At Hobbs Municipal Schools, we believe that grades should reflect a student's true academic progress, growth over time, and mastery of learning objectives. Grading is not just a measure of performance—it is a tool for feedback, reflection, and support. We aim to ensure all students understand how they are progressing and what steps they can take to continue improving.

Teachers are committed to providing clear grading criteria at the beginning of each course and using a variety of assessments to fairly and objectively evaluate student learning. Every student deserves to know what is expected, how their work will be evaluated, and how to access support when needed.

Students are encouraged to take ownership of their learning, maintain consistent effort, and seek out help when challenges arise. Timely feedback from teachers and collaboration with counselors are essential to helping students set goals, track progress, and reach their full academic potential.

Accessing Grades Through Skyward

In our commitment to transparency, equity, and family engagement, Hobbs Municipal Schools provides 24/7 access to academic progress through the **Skyward Parent Internet Viewer (PIV)** system. This platform empowers students and families to stay informed, connected, and proactive.

To access Skyward:

1. Visit the Hobbs Municipal Schools website at www.hobbsschools.net
2. Click on the **PARENTS** tab
3. Select **CHECK GRADES**
4. Log in using your credentials (typically: first.last)
5. If login assistance is needed, contact the school office for support

Once logged in, families can view:

- Current grades and report cards
- Assignment calendars
- Attendance records
- Missing assignments
- Student schedules (Tip: Print this at the start of each semester to avoid long wait times.)

This tool is part of our ongoing commitment to sustainable high performance by ensuring all families have equitable access to information that supports their child's success.

Academic Dishonesty

Academic dishonesty occurs when a student or students obtain or assist others in obtaining credit for work which is not their own. This is commonly referred to as “cheating” and comes in many different forms from copying another student's work, to using unauthorized aids or smuggling in answers on a test. Students are expected to conduct themselves to the highest standards of personal integrity.

Consequences for academic dishonesty can be severe and reflect on a student's character.

Prior to taking disciplinary action related to this policy, the following rudimentary due process procedural steps will be followed:

1. Student is given oral or written notice of the charges.
2. Student is given an explanation of the evidence giving rise to the charges, and
3. Student is given an opportunity to present his or her side of the story before the punishment is imposed.

Student Appeal Process:

Any student who wishes to appeal these consequences may do so in writing to the building principal within 10 days of being notified of the disciplinary action. A committee consisting of the building principal, assistant principal, and Counselor, will review the appeal and the committee's decision will be final.

ATTENDANCE FOR SUCCESS ACT

At Hobbs Municipal Schools, we believe that consistent attendance is essential to student growth, well-being, and long-term success. Teachers play a vital role in ensuring every student is accounted for and supported. Each time a class meets, teachers are responsible for recording attendance with accuracy and care. This information is entered into our student information system, helping us respond quickly and effectively to any patterns of absence that could impact learning.

Our approach to attendance is grounded in service and support. When absences begin to accumulate, we provide layered, student-centered interventions designed to meet each learner's unique needs and circumstances. These supports ensure students stay connected to school and are empowered to thrive academically, socially, and emotionally.

What Counts as an Absence?

A student is considered "absent" when they are not present for a scheduled class or school day, regardless of the reason. However, absences do **not** apply to:

- Authorized school-sponsored activities
- Interscholastic extracurricular events (up to 15 days per semester)

Students participating in approved school-related activities are not marked absent, but they are expected to make up all missed work in a timely manner.

 Important: Hobbs Municipal Schools does not suspend or expel students as punishment for truancy. Our focus is on support, re-engagement, and student success.

When Does Absence Become a Concern?

Our student-centered attendance framework uses four tiers to identify and respond to absenteeism early: The tiered support model ensures that no student falls through the cracks by aligning services to the level of need. Interventions are designed to build strong school-home partnerships and remove barriers to consistent attendance.

Tier 1 – Whole School Prevention

For students missing less than 5% of school days:

- Universal strategies that foster engagement, belonging, and positive school climate
- Routine communication with families
- Reinforcement of the importance of attendance through proactive messaging

Tier 2 – Individualized Prevention

For students missing 5–9.99% of school days:

- Targeted communication with parents/guardians
- Staff-led check-ins to explore reasons for absences
- Tailored strategies to promote attendance and re-engagement

Tier 3 – Early Intervention

For students missing 10–19.99% of school days:

- Parent meetings and collaborative planning
- Weekly progress monitoring and attendance goal-setting
- Referrals to school counselors or social workers
- Access to age-appropriate community resources

Tier 4 – Intensive Support

For students missing **20% or more** of school days:

- Formal notice to parents via mail or personal contact
- Convening of an attendance team with school staff and family
- Development of a comprehensive support plan
- Identification of root causes and connection to wraparound services
- Clear communication of consequences and continued school-based support

Daily Attendance Practices

In alignment with our culture of high expectations, every teacher records attendance at the start of each class period. Absences are documented in our secure student information system, allowing timely follow-up and data-driven support for students who may be falling behind.

For students exceeding 5% absenteeism and enrolled for at least 10 days, the school maintains the following documentation:

- Parent/guardian contact logs
- Notes from meetings or conferences
- Implementation of intervention strategies
- Monitoring and updates to support plans

For students at or above 20%, additional documentation includes:

- Written notices
- Intervention contracts
- Attendance team minutes
- Service referrals and outcomes

Escalation and Support Pathways

If intensive interventions do not result in improved attendance, the school may consult with appropriate external agencies, including the Children, Youth, and Families Department (CYFD) or Juvenile Probation, to explore additional support. These steps are taken only after all school-based efforts have been exhausted and always with the student's best interest in mind.

 Note: Disciplinary removal from school (e.g., suspension or expulsion) is not a permitted consequence for truancy. Our priority is to foster a culture of connection, accountability, and support—never punishment.

General Academic Information

Graduation Requirements

Graduation Requirements for class of 2026-2028

Students are required to earn 26 credits and pass all portions of required examinations as required by the State of New Mexico to be eligible to receive a diploma from Hobbs High School. Students who earn 26 credits but do not pass all sections of the required examinations are eligible to receive a Certificate of Completion. Hobbs High School students who are under current graduation requirements will be required to follow their plan as stated below.

Units	Units
English 4	World History & Geography 1
Math 4 (one unit + or > alg.2)	US History & Geography 1
Science 3 (2yrs. Must be lab sci.)	U.S. Government & Economics 1
New Mexico History .5	Career Cluster or Work Place Readiness 1
Electives 9	Language other than English
Physical Education 1	Health 5
Students shall earn at least one credit as an advanced placement, honors, dual credit, or distance learning course	

Maximum Credits Granted Per Year

Students may receive no more than 13 credits during any one calendar year, regardless of the source of those credits. Exceptions to this policy may be made on an individual basis by petitioning the school principal and with the subsequent approval from the Assistant Superintendent for Curriculum and Instruction. In no case will more than 21 credits be granted in any two calendar year periods. Courses receive a half (1/2) credit per semester upon successful completion. Note that the minimum grade required to receive credit for a course is 60.

Graduation Requirements for class of 2029 and after

In order to be eligible to receive a diploma from Hobbs High School, students are required to earn 24 credits and to actively participate in completing all portions of state mandated examinations as required by the State of New Mexico. Hobbs High School students who are under current graduation requirements will be required to follow their plan as stated below.

ACADEMIC REQUIREMENTS

	Units
English	4
Math	4 (Algebra 1 and geometry required)
Science	3 (2 yrs. Must be lab sci.)
History	4
Electives	5.5
Local Credits	2
Physical Education	1

Maximum Credits Granted Per Year

Students may receive no more than 13 credits during any one calendar year, regardless of the source of those credits. Exceptions to this policy may be made on an individual basis by petitioning the school principal and with the subsequent approval from the Assistant Superintendent for Instruction. In no case will more than 21 credits be granted in any two-calendar year period.

Demonstration of Competency

For Cohort 2026 and beyond, Every Student Succeeds Act 1111(c)(4)(E)(i) requires states to measure annually the achievement of ALL students in reading, math, and science, as well as, English proficiency for students identified as English learners. For high school students, the following assessments are required:

- Reading Grade 11 – SAT School Day, or Spanish Standards-Based Assessment (SBA) for Els
- Math Grade 11 – SAT School Day
- Science Grade 11 – NM Assessment of Science Readiness (NM-ASR)
- ACCESS for ELLs to measure English language proficiency – English learners are required to take this assessment each year until they demonstrate English language proficiency

For students with the most significant cognitive disabilities, Dynamic Learning Maps (DLM) will be administered in lieu of SAT School Day and NM-ASR, as well as, Alternate ACCESS for ELLs for English language proficiency.

Federally required assessments are administered in the spring semester of the academic year and test dates will be posted prior to testing.

Honor Roll

Excellence in scholastic achievement will be recognized each nine weeks. Those students who have an average of 3.5 based on the collegiate system of scoring grade point averages will be listed on the Honor Roll. Students must be carrying four (4) solid subjects which can be averaged for the Honor Roll. Student office assistant, athletics, student assistant, and library assistant are not included in determining grade point averages. The grading system is below:

A (90-100)..Excellent
 B (80-89).....Good
 C (70-79).....Average
 D (60-69).....Poor
 F (Below 60)...Failing
 W (Withdrawn)

The point value of the letter grades for determining the Honor Roll for students is:

	A B C D F
AP, Pre-AP Courses	4 3 2 1 0
Regular Courses	4 3 2 1 0

The Hobbs High School Honors Banquet is held each year to recognize those students who have made the Honor Roll in two of the three grading periods. The Honors Banquet serves to recognize honor students and provides for the induction of newly selected National Honor Society members.

Honor Graduates

Please see the criteria below for Class of 2020 and beyond:

- Must meet academic honesty requirements
- Must have 18 honors courses
- Must meet GPA levels listed below
- Must meet Proficiency Standards listed below

The following criteria will be used to determine the honor graduates. A student must earn 26 academic credits in grades 9, 10, 11, and 12. Courses receiving a grade of S or U do not fulfill the requirement of an academic class. All courses must be taken for the entire year. Half (1/2) credits for courses will not be counted.

1. Of the 26 academic credits, 16-18 must be from the courses listed on the following page:
 - a. A minimum of ten (10) credits must be AP and Pre-AP.
 - b. Eight (8) must be from each of the academic areas - a minimum of two (2) each of English, math, science, and social studies.
 - c. Two (2) additional AP and Pre-AP credits
 - d. At least six (6-8) other credits from the courses listed.
2. Only Pre-AP, AP, and Dual Credit classes will receive bonus points for weighted averages. Bonus points are used solely for class ranking and do not affect the cumulative GPA.
3. Beginning with the class of 2019, all students must meet the Academic Proficiency Guidelines set forth in the topics of Reading, Writing, Math, Science, and Social Studies. Failure to participate in these assessments will affect a student's Honor Graduate Status.

Students must complete Primary Demonstration of Competency by passing the State mandated test for their cohort. Examples of Primary Demonstration of Competency include: Science ASR, PSAT, Grade Level SAT.

Or, as an alternative, students may substitute secondary demonstrations of competency.

4. Students are responsible for tracking the classes they take and ensuring that they meet the Honors Criteria. If a student makes a schedule change after completing the application, it could affect a student's Honor Graduate status.
5. Any student meeting the Honor Graduate academic criteria will be eligible to be recognized on one of the following three levels:
 - Graduation with Highest Honors—Any student with a GPA of 4.0
 - Graduation with High Honors—Any student with a GPA of 3.75 to 3.999%
 - Graduation with Honors—Any student with a GPA of 3.50 to 3.749%

6. A student may challenge their honor graduate level within 24 hours of notification of their final status by submitting a request for review in writing to the high school principal.

Early Graduation

Hobbs Municipal Schools does not allow early graduation. However, in a few individual cases with extenuating circumstances, early high school completion may be allowed to meet the needs of a student. Students desiring early high school completion must submit a written request to the high school principal and the class guidance counselor during the fall of the junior year. The principal may accept requests after this date in special circumstances. The request must contain the reasons for the request and the written approval of the student's parent or legal guardian. All graduation requirements must be met by the early completion date. In no case will students be allowed to graduate earlier than after completion of their third year of high school. All requests for early graduation must be approved by the Superintendent or his designee.

Each request will be evaluated individually. Students who request early high school completion will be given the rank in class of the junior class they will be leaving. In no situation will the student be considered for Honor Graduate status with the senior class. The student may participate in the graduation ceremony. All participation in extracurricular and co-curricular activities will terminate with the graduation.

Diplomas will be awarded only at the completion of the spring semester. However, final transcripts will be provided as soon as the high school requirements have been met.

Forms to request early graduation may be picked up from any high school counselor.

General rules for early graduation:

- * Students may not "double up" sequential courses at Hobbs High School. For example, a student would not be allowed to take English 3 and English 4 at the same time in order to graduate early.
- * All courses taken for credit must be from an accredited provider.
- * Early graduates will not be eligible for any academic honors in their graduating class.
- * The graduation ceremony will only be held in the spring of each year. Diplomas will only be awarded at that time.
- * All early graduates must meet the State of New Mexico's required demonstration of competency.

Transfer Credit Policies

1. Policies regarding all transfer students
 - a. The counselor evaluates all requests for transfer credit.
 - b. Transfer credit is only awarded for high school level courses.

- c. No more than 1.0 credit will be recorded on the student transcript for each course, even if the course is taken in different schools.
2. Transfer credits are accepted for all courses on transcripts from public high schools or high schools accredited by one of the organizations listed below.
3. Students pursuing a diploma from Hobbs High School are required to complete at least 2 credits at Hobbs High School, regardless of how many credits are transferred.
4. Required policies regarding students with course credit from public high schools and other accredited sources must be from one of the accreditations Hobbs High School recognizes:
 - CITA-Commission on International and Trans-Regional Accreditation
 - AdvancED-Formerly North Central Association
 - SACS-Southern Association of Colleges and Schools
 - WASC-Western Association of Schools and Colleges
 - NEASC-New England Association of Schools and Colleges
 - MSA-Middle States Association
 - NCPSA-National Council of Private School Accreditation
 - IB-International Baccalaureate
 - GAC-Georgia Accrediting Commission
5. Credits are transferred with the numeric grade awarded by the previous high school.
6. Transferred credits will count toward the total number of credits required by Hobbs High School, but may not fulfil specific course requirements for graduation.
7. Regarding policies on students with course credit from non-accredited homeschool programs not affiliated with a homeschool association, credits may be transferred when validated. However, the following additional limitations apply to non-affiliated homeschool credits:
 - Transfer credit may be awarded in English courses if the student earns a passing grade in the next sequential English course from Hobbs High School.
 - Transfer credit may be awarded in Mathematics courses if the student earns a passing grade in the next sequential Mathematics course from Hobbs High School.
 - Transfer credit may be awarded in Science, Social Studies, and other disciplines upon taking and passing an End of Course Assessment or SBA in the subject.
 - Transfer credits are recorded with a grade of “pass”, no letter grade will be recorded.

Summer School

Students who are credit deficient must enroll in Summer School and may enroll in one or both sessions for a possible total of ½ credits for each session. The school counselor will assign courses required for summer school.

Students are to provide their own transportation to and from summer school or extended day.

Note that students are responsible for any cost or fees incurred for damages or lost property during summer school.

Academic Programs

Special Education Services

Hobbs Municipal Schools is committed to ensuring that every student—regardless of ability—has access to a high-quality, individualized education that prepares them for success in school and in life. Special Education services are provided in accordance with the Individuals with Disabilities Education Act (IDEA) and are designed to meet each student’s unique learning needs through specially designed instruction, supports, and accommodations.

We believe in the potential of every learner, and our goal is to ensure students receiving special education services are empowered to achieve academically, grow socially and emotionally, and transition successfully into postsecondary education, training, or employment.

Services may include:

- Individualized Education Programs (IEPs)
- Inclusion in general education classrooms with appropriate supports
- Resource and co-teaching services
- Related services such as speech-language therapy, occupational therapy, and counseling
- Transition planning for life after high school

Special Education teams work in close partnership with students, families, and staff to provide a supportive learning environment and to monitor progress toward individual goals. If you believe your child may be eligible for special education services, or if you have questions about existing supports, please contact the school counselor or building administrator for assistance.

Section 504 Services

Hobbs Municipal Schools is committed to ensuring that all students—regardless of physical, emotional, or mental health needs—have equal access to a high-quality education. In accordance with Section 504 of the Rehabilitation Act of 1973, students with a disability that substantially limits one or more major life activities may qualify for a 504 Plan, which outlines the accommodations and supports needed for full participation in school.

Section 504 is about removing barriers and ensuring every student has access to learning opportunities in a fair and inclusive environment. Accommodations may include adjustments in instruction, environment, assessments, or classroom routines that help a student perform at their best.

Students are referred to the Section 504 team through staff, parent, or self-referral. Families are active partners in the planning process and are encouraged to collaborate with school staff to ensure their child’s success. For more information or to initiate a referral, please contact the school counselor or administrator.

Gifted and Talented Education

At Hobbs Municipal Schools, we recognize and celebrate the unique talents and advanced learning needs of **gifted and high-ability students**. Our Gifted Education Program is designed to challenge, inspire, and support students who demonstrate exceptional intellectual ability, creativity, or talent in specific academic areas.

In accordance with New Mexico regulations, students who qualify for gifted services receive an Individualized Education Program (IEP) developed in collaboration with educators and families. Services focus on enrichment, acceleration, and higher-level thinking, while fostering creativity, leadership, and academic independence.

Gifted Education may include:

- Differentiated instruction within the general education classroom
- Pull-out or resource support with a gifted education specialist
- Enrichment projects and interdisciplinary learning
- Opportunities for acceleration or advanced coursework

Students may be referred by teachers, parents, or through school-based assessments. All evaluations are conducted in an equitable and culturally responsive manner to ensure that all gifted learners—across diverse backgrounds—are identified and supported.

Bilingual Education

Hobbs Municipal Schools proudly supports the cultural and linguistic diversity of our student community through our Bilingual Education Programs. We believe that language is a powerful asset, and our goal is to ensure that students whose first language is not English are equipped with the tools they need to succeed academically while honoring and preserving their cultural identity.

Bilingual Education is provided in accordance with state and federal guidelines to support English Learners (ELs) in acquiring academic English proficiency and achieving grade-level content mastery. Our programs are student-centered, inclusive, and focused on sustainable success both in school and beyond.

Services may include:

- English language development (ELD) instruction tailored to the student's proficiency level
- Sheltered content instruction that integrates language and academic development
- Support for maintaining and valuing students' native language and cultural background
- Accommodations for assessments and classroom instruction
- Monitoring and transitional support after language proficiency is achieved

Bilingual services are guided by ongoing assessment, personalized student goals, and collaboration between families, teachers, and bilingual-certified staff. Our educators are committed to fostering environments where multilingual students feel valued, respected, and supported to reach their highest potential.

If you have questions about bilingual services or your student's language development progress, please contact the school counselor, bilingual coordinator, or principal.

Advanced Placement Program

The Advanced Placement Program provides students the opportunity to complete college level studies while in high school. By achieving a satisfactory score on the AP Examination, students may receive college credit and/or advanced placement at many colleges and universities. Also, colleges look beyond grades and take into account courses a student has taken. Advanced Placement, Pre-AP and Honors classes offer two big advantages:

- A better chance for admittance to the college or university of choice.
- Better preparation for the academic challenges found in college.

Students enrolled in Advanced Placement classes are required to take the AP Exam in those classes. The exam costs are paid by the district.

Students may earn cash bonuses for qualifying scores (3, 4, 5) on the AP Exams. Students are paid \$100 for each 3; \$150 for each 4; and, \$200 for each 5. Students who score 3, 4, or 5 on more than one exam also receive an additional \$50 for each 3; \$125 for each 4; and, \$200 for each 5.

Students scoring at least four 4's on different AP Exams during their Freshman, Sophomore, Junior, and Senior years will qualify for \$2000 in computer hardware or software after their senior year.

College Credit Opportunities: Dual Credit, Early College, and ACT Academy

Hobbs Municipal Schools is committed to providing students with innovative and equitable pathways to college and career success. Through our college credit programs—including on-campus dual credit, Early College High School (ECHS), and ACT Academy—we ensure students are college- and career-ready, confident, capable, and empowered to lead in a rapidly changing world.

These programs reflect our core values of being student-centered, service-driven, and focused on sustainable high performance by expanding access to rigorous learning, fostering academic independence, and building each student's long-term capacity for success.

On-Campus Dual Credit

Hobbs High School and Freshman High School students have the opportunity to earn college credit while still in high school through dual credit courses offered in partnership with local higher education institutions. Courses are taught by qualified instructors either on campus or online and count toward both high school graduation and college transcripts—at **no cost** to students or families.

Dual credit provides students with:

- Real college coursework and expectations
- Early exposure to college-level rigor
- A head start on earning college degrees or certifications

Early College High School (ECHS)

The Hobbs Early College High School offers a unique experience where students can graduate with both a high school diploma and up to two years of college credit or an associate degree. The program is designed for all students who are motivated, committed, and ready to take ownership of their learning.

ACT Academy

ACT Academy is a career-focused program that combines academic learning with hands-on, real-world training in high-demand fields. Through partnerships with local colleges and employers, students earn college credit and industry-recognized credentials while exploring career pathways aligned to their interests and strengths.

The ACT Academy emphasizes:

- Dual credit academic and technical coursework
- Career-aligned certifications
- Work-based learning, including internships and industry exposure
- Personalized pathways in areas such as health sciences, technology, skilled trades, and more

Note: Students attending NMJC are required to ride the school provided bus to and from Hobbs High School.

These college credit opportunities are designed to create seamless transitions from high school to college and careers. Counselors, teachers, and program advisors work closely with families to support course selection, scheduling, and long-term planning.

Extra-Curricular Programs

Clubs, Organizations, & Sports

Hobbs Municipal Schools believes that extracurricular involvement builds student voice, leadership, and belonging—all essential to thriving in school and in life. Clubs and organizations at the secondary level offer opportunities for students to explore interests, develop talents, serve their community, and build lifelong connections.

Most student clubs and organizations are open to all students who demonstrate interest and commitment. Some groups may have academic, behavioral, or participation standards to support the group's mission and ensure members can fully benefit from the experience. Any students interested in forming a new club should first meet with the principal or designee to discuss the club's purpose and receive approval.

All clubs must align with district values of equity, inclusion, respect, and safe participation.

* Amnesty International	* E Sports	* Honor Society
* Art Club	* FCA	* Science Olympiad
* Band	* FFA	* Skills USA
* Baseball	* Football	* Soccer
* Basketball	* Golf	* Softball
* Cheer	* GSA	* Spanish Club
* Chess	* Tennis	* Student Council
* Choir	* Track & Field	* Swimming & Diving
* Cross Country	* Volleyball	*
* Yearbook & Newspaper	* Wrestling	

Membership in Clubs and Organizations

Students may form and participate in clubs or organizations that meet the following criteria:

- The group is open to all interested students and not based on race, religion, ethnicity, or social status
- The group does not operate as a secret society
- Activities are inclusive, respectful, and free of harmful, intimidating, or hazing practices
- The group has a designated staff advisor or supervisor approved by the principal

Participation in student organizations reflects our belief that students thrive when they are connected, supported, and empowered. For more information or to propose a new organization, students should speak with a school administrator or club advisor.

Eligibility for Extracurricular Activities

Participation in extracurricular activities is a privilege that reflects Hobbs Municipal Schools' values of student-centered growth, service, and sustainable high performance.

To remain eligible for participation in athletics, clubs, and school-sponsored events:

- Student athletes must maintain a 2.0 GPA with no F's based on semester grades.
- Eligibility may be regained at 9-week checkpoints if the GPA/F status improves.
- Students must attend at least four class periods on the day of an activity.
- Written parent/guardian permission is required for off-campus participation.

- Students are responsible for notifying teachers and completing makeup work when absent for school-related activities.

For full details on academic eligibility, appeals, and participation guidelines, please refer to the Hobbs Municipal Schools Athletic Department Handbook and the Student Code of Conduct.

Drug & Alcohol Policy for Extracurricular Participants

Hobbs Municipal Schools is committed to promoting healthy, drug-free lifestyles. Students participating in extracurricular activities must:

- Consent to random drug and alcohol testing
- Avoid the use or possession (actual or constructive) of illegal substances at all times
- Understand that violations result in suspensions from activities, ranging from 15 school days to permanent removal depending on severity and recurrence
- Complete education or counseling programs if violations occur

A Self-Referral Policy is available to encourage students to seek help without penalty before a violation occurs. Students may self-refer once during their enrollment and must complete a counseling program and drug/alcohol testing to return to eligibility.

Student Commitment

All students involved in extracurriculars are expected to represent Hobbs Schools with pride, integrity, and responsibility. Participation is contingent upon signing an acknowledgment of the school's substance use policies and the Student Pledge.

For complete guidelines, including the **Game Suspension Chart**, **violation procedures**, and **appeals** process, refer to the Athletic Handbook and Student Code of Conduct.

HHS & HFHS Dance

Social activities such as HFHS Dance will be regulated by the following guidelines:

1. High School dances are to last no later than 12 midnight.
2. Junior High students will not attend high school dances. High School dances will be open only to Hobbs High School students unless prior administrative approval has been received.
3. Regular school discipline policies will be observed.
4. Students may not leave and re-enter the dance.
5. Students will be required to provide current Hobbs High School Student ID Cards.

Dress Code & Grooming Expectations

Hobbs Municipal Schools believes that students should feel safe, respected, and prepared to learn every day. Student appearance can impact the learning environment, and our dress and grooming expectations are designed to support a positive, inclusive, and focused educational setting.

Our standards reflect the district's commitment to student-centered learning, professionalism, and school pride. We ask all students and families to partner with us to promote a school culture that values dignity, safety, and mutual respect.

Students are expected to comply with Hobbs Board of Education Policy JCDB and follow campus-specific guidelines outlined below.

Dress Code

Every student is expected to maintain good hygiene, dress appropriately, and contribute to a positive school culture that supports academic success for all. Dress code guidelines are reviewed regularly with input from students, staff, and families. Any updates will be clearly communicated in advance of implementation. The following dress and grooming expectations apply to all students during the school day and at school-sponsored event:

General Appearance

- Clothing must be neat, clean, and appropriate for school.
- Students must wear shoes at all times; barefoot attire is not permitted.
- Clothing or grooming must not disrupt learning, compromise safety, or reflect poor judgment in taste or decency.

Not Permitted

- Pajamas, house shoes, or slippers
- Bare midriffs, crop tops, halters, or shirts with straps less than 2 inches wide
- Sleeveless shirts with low-cut sides unless worn with a covering garment
- Transparent, sheer, or see-through clothing
- Shorts or skirts shorter than 4 inches above the knee
- Spandex/biker/athletic shorts or mini-skirts
- Oversized or baggy pants (pants must not drag or be wider than 13 inches at the leg opening)
- “Sagging” pants; all pants must be worn at the waist
- Clothing with holes or tears that expose skin above mid-thigh
- Hats, caps, and hoods worn inside buildings
- Hair colors or styles that significantly distract from instruction
- Clothing or accessories that display or promote:
 - Gangs, cults, or satanic groups
 - Tobacco, alcohol, drugs, or weapons
 - Lewd, offensive, or obscene language or images
 - Spikes, studs, or dangerous accessories

Formal Events Dress Expectations

Prom Attire

Students must wear formal attire (suit, dress, or formal ensemble) and dress shoes or boots. Clothing must align with the overall dress code standards. Students not in compliance may be denied entry.

Graduation Attire

Graduates must wear formal attire and appropriate footwear under their cap and gown. Attire should reflect pride and respect for the occasion. Students who do not meet dress expectations will be asked to comply or will not be allowed to participate in the commencement ceremony.

Grooming

- Beards and mustaches must be neatly trimmed and maintained. Some courses or work-based learning opportunities may require students to be clean-shaven.
- Tattoos or body piercings that disrupt learning or create safety concerns must be covered or removed if requested by school administration.

Note: The school reserves the right to regulate student appearance if it disrupts learning, presents a safety concern, or is deemed inappropriate for the school setting.

School Safety and Security

Student Identification Cards

All students enrolled at Hobbs Municipal Schools are required to carry a valid student identification (ID) card and display it visibly at all times while on campus or at school-sponsored events.

- ID cards are used for accessing school activities, checking out materials, and verifying student status.
- Students must present or surrender their ID upon request from any staff member or administrator.
- A \$5 fee will be charged for each replacement ID card.
- Failure to properly display an ID may result in loss of privileges or disciplinary action.

Closed Campus Policy

To ensure student safety and accountability, Hobbs High School operates as a closed campus.

- Students are not permitted to leave campus during the school day—including lunch—unless properly checked out through the front office by a parent or legal guardian.
- Students must have administrative approval to leave campus for dual credit courses, work programs, or senior privilege.
- Student visitors are not permitted on campus during school hours without prior approval from the principal.
- Parking lots are off-limits during the school day. Students may not return to their vehicles without staff authorization.

Students may leave campus early only with:

- A valid ID stamped for work program, dual credit, ACT Academy, or senior privilege
- A pass from the main office

Student Parking & Vehicle Regulations

Student parking is a privilege, not a right. All students must follow parking procedures to ensure campus safety and order.

Parking Sticker Requirements

To obtain a student parking sticker, students must provide:

1. A valid Student ID
 2. Vehicle registration and description
 3. A signed Parking Lot Contract
- Parking stickers must be displayed on the outside lower driver's-side windshield.
 - Stickers are available through the Hobbs High School office.
 - All parking spaces are general parking (no assigned spots).

Designated Parking Areas

Students must park only in the following approved student lots:

- South of Tasker Arena
- East or west of Watson Stadium

All other areas are reserved for staff and visitors.

Parking Expectations & Rules

- Speed limit on campus is 15 mph.
- Seat belts must be worn by all vehicle occupants.
- Upon arrival, students are expected to immediately exit their vehicle and enter campus.
- Students may not remain in parked vehicles during the school day.
- Loud music is not allowed in the parking lot.
- Flags or symbols associated with hate or violence (e.g., Confederate or Nazi flags) are prohibited and will be removed.
- Vehicles may only be moved within the student lot after 6th period.

Vehicle Searches and Violations

Vehicles on school property are under the jurisdiction of the school.

- School administrators may search a student vehicle with **reasonable suspicion**.
- Students are responsible for all contents in their vehicle.
- Weapons, alcohol, tobacco, drugs, or related paraphernalia are strictly prohibited, including in parked vehicles.
- Improper registration, falsified information, or violation of parking procedures may result in:
 - Loss of parking privileges
 - Vehicle being towed at owner's expense
 - Disciplinary action per the Student Code of Conduct

Weapons

The carrying or storing of any type of weapon on school grounds, on school buses, or during school activities on or off school grounds is prohibited. Weapons include firearms, knives, or any object designed to inflict bodily injury. Any replica of these items is also prohibited.

STUDENTS WHO BRING WEAPONS TO SCHOOL WILL BE PROSECUTED TO THE FULLEST EXTENT OF THE LAW.

In compliance with the Federal Gun Free School Act, any student found to be in violation of this policy due to possession of a firearm, shall, at a minimum, be long-term suspended from school for a period of not less than one calendar year.

Cooperation with Law Enforcement Officers/Agencies

Students who engage in activities which violate the New Mexico Education Code and/or the New Mexico Penal Code while at school, at any school facility, at any school sponsored activity, or on a school bus, may be subject to arrest and prosecution. Administrators are instructed to cooperate with local, state, and federal law enforcement officers in the detention, prevention, and prosecution of any and all possible law violations.

Note: Security cameras are in use on the Hobbs High School Campus.

The District will reasonably cooperate with governmental agencies and community organizations providing service within the District to students expelled during the school year. In serious cases of student misconduct when there is a law violation, administrators are required to notify the appropriate law enforcement agency of the violation. The law officers may take the student into custody or leave the student in the custody of the administration. The administrators will make a sincere effort to notify the parent/guardian when a student is released to law enforcement officials.

Crisis Management Plan

Each school in our District has a Crisis Management Plan which is located in the main office of that building. In the event there is a crisis, the plan gives specific guidelines for students and staff to follow.

Parents will be notified and given directions through our school administration or our local agencies, including, but not limited to, the Police Department, Sheriff's Department, Fire Department, and the local media should a crisis occur. In order to avoid a breach in the security at the time of the incident, wait to be notified before coming to school. Contact the school office if you have any questions.

STUDENT RIGHTS AND RESPONSIBILITIES

Hobbs Municipal School District Computing and Internet Acceptable Use Policy

A. Purpose

1. The Hobbs Municipal School District is providing its employees and students, "users", with access to computing equipment, systems, and local network functions such as District e-mail and the internet.
2. This access has a limited education purpose for students and is to facilitate employees' work productivity.

B. Access rights and privileges

1. The School District has the right to place reasonable restrictions on the use of equipment, resources, and material students and employees' access or post through the system. Students and employees are also expected to follow the rules set forth in the District's rules and regulations governing conduct, disciplinary code, and the law in their use of the District's equipment and network. This access has not been established as a public access service or a public forum. All access and rights are privileges granted by the District and users should expect no privacy rights.
2. All District employees and students will have access to the internet through the District's private network. Parents may specifically request that their children not be provided such access by notifying the District in writing.
3. Guests/contractors are not automatically eligible for a District e-mail account. E-mail or network access accounts may be granted if directly sponsored by a District administrator.

C. System Security Obligations

1. Users are responsible for the use of their individual access account(s) and should take all reasonable precautions to prevent others from being able to use their account(s), including co-workers, substitute teachers, friends, or family. Under NO condition should a user provide his/her password to another person.

2. Attempts to log on to the District's private network or any other network as a system administrator are prohibited.
3. Any user identified as a security risk or having a history of violating this or any other Acceptable Use Policy may be denied access to the District's private network.
4. Users will avoid the inadvertent spread of computer viruses.
5. Users should immediately notify a teacher or system administrator of any possible security problem.
6. Students will promptly disclose to their teacher or other appropriate school employee any message received that is inappropriate.
7. Users may not connect unauthorized wireless devices to the District network. Wireless devices include, but are not limited to: wireless access points, wireless routers, or any type of wireless gateway device.

D. Filtering

1. As required by law and in recognition of the need to establish a safe and appropriate computing environment, the District will use filtering technology to prohibit access, to the degree possible, to objectionable or unsuitable content that might otherwise be accessible via the internet.

E. Unacceptable Uses

1. Users may not use the District's private network to access material that is profane or obscene (pornography of any kind), that advocates illegal acts, or that advocates violence or discrimination toward other people (hate literature).
2. Users may not post personal information on the internet about themselves or other people. Personal contact information includes address, telephone, school address, work address, pictures, or video bites, clips, etc.
3. Users may not attempt to gain unauthorized access to any computer system. This includes attempting to log in through another person's account or access another person's files. These actions are illegal, even if only for the purposes of "browsing", "snooping", or "electronic discovery".
4. Users may not deliberately disrupt or harm hardware or systems, interfere with computer or network performance, interfere with another's ability to use equipment and systems, or destroy data.
5. Users may not use the District's private network to engage in illegal acts, such as threatening the safety of another person, accessing or sharing unauthorized copyrighted music, movies, and other intellectual property, etc.
6. Users may not utilize peer-to-peer file sharing applications or execute programs to facilitate the downloading or exchange of copyrighted or unauthorized music, movies, and other materials.
7. Users may not use the District's private network to solicit information with the intent of using such information to cause personal harm or bodily injury to another or others.
8. Users may not post information that could endanger an individual, cause personal damage or a danger of service disruption.
9. Users may not knowingly or recklessly post false or defamatory information about a person or organization.
10. Users may not intentionally seek information on, obtain copies of, or modify files, other data, or passwords belonging to other users.

11. Users may not indirectly or directly make connections that create “back doors” to the District, other organizations, community groups, etc. that allow unauthorized access to the District’s network.
12. Users may not use obscene, profane, lewd, vulgar, rude, inflammatory, hateful, threatening, or disrespectful language.
13. Users may not engage in personal attacks, including prejudicial or discriminatory attacks.
14. Users may not harass another person. Harassment is persistently acting in a manner that distresses or annoys another person.
15. Users may not re-post a message that was sent to them privately without permission of the person who sent them the message.
16. Users may not forward or post chain letters or engage in “spamming”. Spamming is sending an annoying or unnecessary message to a large number of people. Users also must refrain from abusing email distribution lists. Acts of abuse include, but are not limited to: forwarding non-school/work related emails, advertising, and solicitation.
17. Users will not install software of any kind on District machines. Authorized software will be installed by authorized personnel only (Lab Managers or CAI Staff).
18. Users will not install or reproduce unauthorized or unlicensed software on District resources.
19. Users may not plagiarize works that they find on the internet or other resources.
20. Users may not use technology resources and internet for private business activities or unreasonable personal use.
21. Users may not use the District’s private network for political lobbying.
22. Students will not download files unless approved by their teacher.
23. Users may not use any type of internet proxy service or proxy server to bypass District filters.
24. Users may not alter machine configurations or attempt to perform diagnostics or repairs on District machines. Diagnostics and repairs must be performed by authorized personnel only (Lab Manager or CAI Staff).

F. Due Process

1. The School District will cooperate fully with local, state, or federal officials in any investigation concerning or relating to any illegal activities conducted through the District’s private network.
2. In the event there is an allegation that a student has violated the District Acceptable Use Policy, disciplinary actions may be taken.
3. Employee violations of the District Acceptable Use Policy will be handled in accordance with law, School Board Policy, or collective bargaining agreement(s), as applicable.

G. Administration

1. Computer Aided Instruction has the responsibility and authority for the development, publication, implementation, and ongoing administration and enforcement of the processes and techniques required to protect the Hobbs Municipal School District’s technology systems and services from unauthorized access, loss, or misuse.
2. School principals have the responsibility to establish a plan to ensure adequate supervision of students. They are also responsible for interpreting and enforcing this policy at the local level.
3. Local management has the responsibility to enforce and interpret this policy.

Hobbs High School Library Media Services

The Hobbs High School and Freshman High School Library Media Centers are central to our mission of equipping students with the tools to learn, think critically, and grow into life-long learners. Our libraries and computer labs are vibrant learning spaces designed to support research, exploration, creativity, and collaboration across all content areas.

We believe that equitable access to high-quality resources is essential to academic success. Whether students are reading for pleasure, conducting research, collaborating on a project, or building digital skills, the library and media services staff are here to serve, support, and guide every student.

Library Media Center Overview

The library provides students and staff access to:

- A collection of over 26,000 books and a wide range of periodicals, newspapers, CDs, DVDs, and digital resources
- Online access to the catalog, databases, and the internet
- Staff support for research, academic projects, and information literacy
- Quiet study areas, collaborative spaces, and computer workstations

Library Hours:

Monday–Friday | 7:30 a.m.–4:00 p.m.

Student ID cards are required to borrow materials or use library computers.

Loan Periods & Limits

Item Type	Loan Period	Fine (per day)	Max Items
Student Books	3 Weeks	\$0.10	10
CDs, DVDs, Videos	1 Week	\$0.25	Included in 10-item limit
Staff Materials	30 Days (books) / 7 Days (media)	N/A	30

- Reference materials do not circulate.
- Overdue items must be returned and fines cleared before borrowing additional materials or before graduation.
- Holds may be placed on checked-out items.
- The library catalog is accessible online via the Hobbs High School page on the Hobbs Municipal Schools website.

Computer Lab Guidelines: Using Technology Responsibly

Computer labs in the library provide access to 30+ networked workstations for academic use. Labs are available: Monday–Friday | 8:00 a.m.–3:45 p.m.

To promote safe, respectful, and productive technology use, students must adhere to the following expectations:

Usage Requirements

1. A completed **Internet Use Agreement** (Parent Permission Form) is required to access school technology.
2. Use of computer labs is restricted to teacher-assigned educational activities only.
3. Students may only use the labs when a teacher or lab supervisor is present.
4. Food, drinks, gum, or candy are not allowed in any lab areas.

5. Students must obtain permission before printing.
6. Teacher and lab manager workstations, printers, scanners, and personal offices are off-limits.
7. Accessing unauthorized programs, files, or email accounts is prohibited.
8. Use of personal storage devices (USBs, CDs, etc.) requires approval from staff.
9. Downloading, copying, or saving music, games, or software is not allowed.
10. Violations of the **Acceptable Use Policy** or any behavior that damages or disrupts equipment will result in loss of access and possible disciplinary action.

By following these guidelines, students help maintain a safe, supportive, and effective learning environment where technology is a tool for achievement and innovation. For additional Library information call 433-0200, Ext. 1119.

Textbooks

Students must take care of textbooks according to the following prescribed school procedures:

- Textbooks are to be returned in the condition in which they were issued, subject to normal wear and tear.
- Textbooks are to be used for the purpose intended.
- Textbooks are to be brought to and from classes unless otherwise directed by the teacher.
- Loss of a textbook is to be reported immediately by the student to the Textbook Department.
- Payment for the lost or damaged textbook is the responsibility of the student and is to be made to the school.
- Textbooks lost by other students are to be returned to the school when found.

In many classes, the school district has purchased an additional “classroom set” of books for student use. In those classes, students may leave the book checked out to them at home and use the classroom set while at school. This should help alleviate the need for students to carry such a heavy backpack from class to class.

Student Leadership

At Hobbs Municipal Schools, students are recognized as essential contributors to the school community and are encouraged to actively participate in decisions that impact their education and well-being. Through student elections and leadership opportunities, students help shape school culture, express their perspectives, and promote positive change.

Elected student leaders are expected to:

- Demonstrate integrity and responsibility
- Serve as positive role models
- Represent the student body with respect, professionalism, and purpose
- Promote a school climate built on service, inclusion, and achievement

The Hobbs High School Student Council serves as the official representative body of the student population and is responsible for coordinating school-wide student activities and events. Elections are conducted according to district and campus policies and will be held at designated times during the school year.

Through student government, Hobbs students build leadership skills, civic awareness, and a shared commitment to making school a place where every student thrives.

School Records

Students have the right to have their school records protected and kept confidential. Student records (academic, disciplinary, medical, and other official personal records) may be reviewed according to the requirements of the Family Educational Rights and Privacy Act (FERPA) of 1974, Public Law 93:380.

A student's record may be reviewed by:

- The student, upon reaching the age of 18
- Parents of the student who are under 18 years of age
- Parents who claim student who is at least 18 as a dependent under Section 152 of the Internal Revenue Code
- Authorized school personnel
- Law enforcement agents with authorized documentation
- Other governmental agents with authorized documentation
- Others with authorized documentation

Persons who review student's records are required to complete an official review form. Custodians [Principals] of the student's records and authorized school personnel are exempt from this requirement. Parents may request that materials be corrected or removed from the son's/daughter's school record according to Board of Education Policy JR. The parent, legal guardian, or student of appropriate age must request a student's record following established Board of Education procedures. Such parent, legal guardian, or student must not alter, delete, or remove any material from the record/folder at the time of review.

Peaceful Assembly

A basic purpose of education in this democratic society is to prepare students for responsible self-expression. The student participating in patriotic ceremonies must not infringe on the right of other individuals. The student must respect the rights and interests of others, including those who, because of personal or religious beliefs, choose not to participate in the observance of patriotic ceremonies.

Recognizing that there is an appropriate time and place for the purpose of expressing opinion and beliefs, students meeting in the school building or on school grounds must be approved and authorized, in advance, by the principal. Demonstrations which interfere with the operation of the school or the classroom are inappropriate and prohibited. Student meetings must be scheduled (time & place) and conducted following procedures and policies of the school and Board of Education. Failure to do so may result in termination of the meeting or assembly and possible disciplinary action.

Speech and Expression

Students are allowed self-expression to the extent that such expression does not interfere with the assurance of the positive learning, including the appropriate climate essential to the operation of the school. Responsible self-expression is basic to the educational process.

Students have the right to express points of view and support causes in speaking and/or in writing. Students must respect and not infringe upon the right of other individuals to express differing viewpoints. Students have a responsibility to act in a manner that indicates respect for beliefs of others and in a way that does not interfere with school activities or with the rights of other students or teachers.

Search and Seizure

Students have the right to privacy of their persons, personal belongings, and school property which is for their personal use. The searching of a student by a principal or other administrator may occur when there is reasonable suspicion to believe that the student possesses weapons, illegal drugs, alcohol, stolen goods, or other materials or objects which are in violation of the Board of Education Policy or law. Searches of book bags, desks, lockers, personal belongings, and vehicles may occur when allegations lead to a reasonable belief that they contain any of the items stated above. The teacher, principal, or other administrator does not need a warrant to search a student. Any such search will be conducted in accordance with Board of Education Policy JIH.

Students will not carry or store illegal, unsafe, or contraband items specifically prohibited by law, Board of Education Policy, and/or the school administration.

Restraint Policy

The purpose of this policy is to provide for the appropriate use of restraints and to protect students from harming themselves, other students, staff, or property in a manner that protects the student's dignity and well-being.

Definition

A restraint is a method used to physically and involuntarily restrict a person's movements or physical activity.

Nondiscrimination

The Hobbs Municipal Schools strive to provide an educational process without discrimination to the student's race, culture, ancestry, national origin, color, religion, sex, age, or physical condition. Each student and staff member in the school system is expected to demonstrate behavior and attitude supportive of this commitment. Students must not discriminate against others on the basis of race, culture, ancestry, national origin, color, religion, sex, age or physical condition. Students should foster good human relations among all students, staff, and administrators within the school and district.

TITLE IX

Title IX Requirement

"No person in the United States shall, on the basis of sex, be excluded from participation in, or denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal assistance." Hobbs Schools employees are required to inform the Title IX Coordinator, of any instance they observe regarding sexual discrimination or sexual harassment. Failure to do so may result in disciplinary action.

Title IX of the Education Amendments of 1972 to the Civil Rights Act of 1964

The District Title IX Coordinator is: Godswill Barrah, Deputy Superintendent of Learning and Instruction, 1515 E. Sanger Hobbs, NM Phone: 575-433-0100, Fax: 575-433-0140 email: barrahg@hobbsschools.net. Appeal Officer is the Superintendent Gene Strickland.

In compliance with regulations implementing Title IX of the Educational Amendments Act of 1973, and applicable state laws, the Board of Education prohibits discrimination or harassment on the basis

of race, color, religious creed, age, marital status, military or veteran status, national origin, sex, ancestry, sexual orientation, gender identity or expression, or past or present physical or mental disability.

Hobbs Municipal Schools is committed to maintaining a safe, respectful learning environment where every student is protected from discrimination, harassment, and intimidation. Sexual harassment is strictly prohibited and will not be tolerated in any school-related setting.

Sexual harassment includes, but is not limited to, unwelcome sexual advances, direct or indirect demands or requests for sexual favors, sexual comments, gestures or other physical actions of a sexual nature when:

- submission to such conduct is made either explicitly or implicitly a term or condition of an individual's educational success;
- submission to or rejection of such conduct by an individual is used as the basis for educational decisions affecting such individual; or such conduct has the purpose or effect of unreasonably interfering with an individual's academic performance or creating an intimidating, hostile or offensive educational environment.
- Sexual harassment includes unwelcome sexual advances, requests for sexual favors, or other inappropriate verbal, written, or physical contact of a sexual nature, especially when such conduct:
 - Is used as a condition of a student's academic progress or school experience
 - Affects a student's grades, educational access, or participation
 - Creates an intimidating, hostile, or offensive school environment
- Sexual harassment may include:
 - Inappropriate or suggestive comments, jokes, notes, emails, or images
 - Unwanted physical contact, gestures, or leering
 - Repeated or coercive behavior after someone has expressed discomfort
 - Offering favors or benefits in exchange for sexual attention

This policy applies to student-to-student, staff-to-student, and staff-to-staff interactions.

What to Do If You Are Harassed

If you experience or witness sexual harassment:

- Report it immediately to your principal, assistant principal, counselor, teacher, or other school administrator
- Reports may also be submitted confidentially through the StopIt app or to the district compliance officer.

All reports will be taken seriously and kept confidential to the extent possible. Retaliation for reporting harassment is strictly prohibited.

Substantiated claims of sexual harassment will result in disciplinary action, which may include suspension or expulsion for students, or appropriate employment action for staff.

ANTI-BULLYING POLICY

At Hobbs Municipal Schools, we are committed to providing a safe, respectful, and inclusive learning environment where every student feels valued, protected, and empowered to learn. Bullying,

harassment, intimidation, hazing, and any form of violence—whether physical, verbal, written, or digital—are strictly prohibited.

We believe that learning thrives in a climate of kindness, and we expect all members of our school community to uphold the highest standards of behavior and mutual respect. This includes conduct on campus, at school events, on buses, and in digital spaces.

What Is Bullying, Harassment, or Cyberbullying?

To help clarify expectations, here are the working definitions based on District Policy JICD:

- **Bullying:** Repeated or severe verbal, physical, or electronic actions that cause emotional or physical harm and interfere with a student's ability to learn or feel safe.
- **Harassment:** A pattern of behavior meant to annoy, alarm, or threaten another person.
- **Cyberbullying:** Harmful electronic messages or posts (texts, DMs, social media) intended to target and intimidate a student, especially if seen or shared with others and likely to impact the student's well-being or academic experience.

Bullying may—but does not have to—relate to a student's race, religion, gender, disability, or other personal characteristic.

Prohibited Conduct

This policy applies to:

- Bullying, including verbal or physical intimidation, threats, name-calling, or social exclusion
- Cyberbullying or digital harassment via social media, text, or other online platforms
- Hazing, including initiation rituals that may cause harm or discomfort
- Discriminatory or harassing behavior based on race, ethnicity, gender, religion, disability, or other protected characteristics

The District may also report prohibited conduct by individuals not directly under school authority (e.g., parents, visitors, vendors) to law enforcement if their actions disrupt school functions or violate state law (*NMSA 1978, Section 30-20-13*).

Please refer to **Board Policy JICD** for definitions, confidentiality protections, and disciplinary consequences.

Staff Training and Response

All licensed school staff receive annual training on how to recognize and respond to signs of harassment, bullying, and cyberbullying. When any staff member has reasonable suspicion or receives a report of such behavior, they are expected to report it immediately to school administration.

Administrators are expected to act quickly to investigate, address, and resolve the issue, applying supportive or disciplinary actions when necessary to restore a safe learning environment.

Reporting Procedures

Hobbs Municipal Schools encourages all students and families to speak up and report any form of bullying or harassment. Everyone has a role in keeping our campuses safe.

1. Students who experience or witness bullying, harassment, or hazing are strongly encouraged to report it to the principal, assistant principal, or superintendent.
2. Parents or guardians may also report concerns directly to school administrators or anonymously through the StopIt reporting tool on the Hobbs Municipal Schools website.
3. Staff members who witness or receive reports of misconduct are required to submit a written report to their principal or supervisor within 24 hours.

4. Knowingly making false reports or interfering with an investigation is strictly prohibited and may result in disciplinary action.

Creating a safe and welcoming school climate is a shared responsibility. By working together—with integrity, courage, and compassion—we build a community where every student feels safe, supported, and ready to learn.

Investigation of Bullying, Harassment, or Cyberbullying Reports

All reports of bullying, harassment, hazing, or cyberbullying will be taken seriously and investigated promptly to protect students and restore a safe learning environment.

1. Prompt Response and Investigation

- All reports of conduct violating the Anti-Bullying Policy shall be investigated by the **school principal or designee** without delay.
- If the conduct may involve a violation of criminal law, the principal will consult with the superintendent or designee and notify the appropriate law enforcement agency when necessary.

2. Documentation and Superintendent Review

- Within ten (10) school days of receiving a report, the principal must submit the following to the superintendent:
 - A summary of the complaint
 - Scope and findings of the investigation
 - Any proposed disciplinary or restorative actions

GENERAL SCHOOL INFORMATION

Telephones

The office phones are for school business and are available for students in cases of emergency. Students will not be called from class except in cases of emergency to take the phone call. Phones are available for student to use before school, during the lunch period, and after school. Students are not to make phone calls during class time.

Safe and Responsible Conduct

Substance Use, Possession, and Abuse Policy

Hobbs Municipal Schools is committed to providing a safe learning environment that ignites and fosters passion for every learner. Ensuring student health and safety is essential to delivering the high-quality education that opens doors to endless opportunities.

The use, possession, or distribution of harmful or illegal substances threatens the well-being of individuals and disrupts the educational mission of our schools.. This policy sets clear expectations to protect our campuses, while also offering pathways for students to make better choices, access support, and stay focused on their academic and personal growth.

We encourage all students and families to read this section carefully and reach out to school staff or counselors for guidance or support.

The Definition of Harmful Substances and Drug Paraphernalia

For the purpose of this policy, “harmful substances” are defined as beverages with alcoholic content (including but not limited to wine, beer, liquor, or other beverages or liquids containing alcohol), controlled substances, dangerous substances, illegal drugs, any mood-altering substance, inhalant other than those prescribed by a physician and used as prescribed, non-prescription medication used for other than for intended medical purpose or shared with any other student, prescription medication when shared with another student or when used in a manner other than prescribed, any substance which is considered a controlled substance under state or federal law, any substance used in other than its intended use or to affect the structure or function of the human body, or any substance containing “harmful substances” under this definition. Counterfeit or look-alike substances which are represented as “harmful substances” are also included under this policy.

Any item, apparatus, or equipment designed for or intended to be used for measuring, packaging, distributing, or facilitating the use of “harmful substances” are drug paraphernalia. Drug paraphernalia includes but is not limited to rolling papers, roach clips, bongs, pipes, needles, vapes, or syringes.

Prohibited behaviors and consequences

The Hobbs Municipal Schools recognize that the abuse of harmful substances seriously impedes a student’s educational opportunity and poses a serious threat to the safety and welfare of our entire school community. Accordingly, it is expressly prohibited for students to possess, use, deliver, share, transfer, distribute, or sell potentially dangerous “harmful substances” as outlined in this policy in any school building, on any school bus, on any school premises, or at any school sanctioned event. Violations of this policy will result in disciplinary actions under the Student Code of Conduct, which may include but are not limited to: suspension, expulsion, arrest, referral to counseling, or any combination of these consequences.

The policy further prohibits the possession, use, transfer, delivery, distribution, or sale of drug paraphernalia as defined under this policy in any school building, on any school bus, on any school premises, or at any school sanctioned event.

Permitted Use of Medication

Students in grades 7-12 are permitted to possess and consume their one day’s dosage of prescription medications or legal and properly used non-prescription medications. In no case is it permissible for a student to give any prescription or non-prescription medication to another student.

Smoking/Tobacco Usage

Tobacco usage is a known safety and health hazard to smokers and non-smokers exposed to tobacco smoke. Students are not permitted to use tobacco in public education buildings, on school grounds, on school buses, or at school sponsored activities. Tobacco in any form is prohibited in public education buildings

USE OF PERSONAL WIRELESS COMMUNICATION DEVICES BY STUDENTS

Personal Wireless Communication Devices can create a disruption to the learning environment, distract students from the primary purpose of education and can be used to threaten other students.

In accordance with Hobbs Municipal Schools Board Policy, students are prohibited from using a wireless communication device during instructional hours; which includes lunch and passing periods.

Teachers may permit use of Personal Wireless Communication Devices for specific learning activities
(e.g. research, educational apps, timers)

DEFINITIONS

A. Personal Wireless Communication Device means a portable electronic device capable of transmitting or receiving voice, text or data, including but not limited to: cellular phone, smartphone, or smartwatch; tablet computer; laptop computer; gaming device, smartglasses or headphones. Personal Wireless Communication Devices that are visible or can be heard during the school day shall be considered to be in violation of this policy.

While students are not prohibited from possessing personal electronic devices, the personal electronic devices must be stored in designated locations during instructional hours and should not be visible. Personal Wireless Communication Devices are to be kept in the student's backpack, locker car, purse or designation locations.

Personal Wireless Communication Devices Guidelines allow uses for educational purposes should be at the request of a classroom teacher.

B. Camera, texting, and testing protocols

It is never appropriate to take candid pictures of other people without their knowledge and consent or to post and share them for public viewing.

There are certain testing and assessment situations where the presence of electronic devices poses a serious threat to test security. In those situations, students will be asked to surrender all electronic devices to a proctor at the beginning of the test session. They will be returned at the end of the test session. Use of Personal Wireless Communication Devices is a common method of cheating. Academic dishonesty will not be tolerated.

Use of Personal Wireless Communication Devices in this manner can result in the device being

confiscated and the student receiving discipline per the Student Code of Conduct.

C. Enforcement and liability

Campus staff and administrators are authorized and required to enforce this policy. Campus staff shall refer students who violate this policy to the appropriate building administrator for enforcement of this policy.

The District shall not be liable or responsible for the loss, damage, or theft of any Personal Wireless Communication Device at school or at school sponsored activities.

Consequences for Violation

- 1st Offense: Verbal warning and Personal Wireless Communication Device placed in designated area for the remainder of the period or day.
- 2nd Offense: Personal Wireless Communication Device placed in designated area for the remainder of the period or day. Lunch D-Hall or classroom consequence assigned, written referral to administration, and parent/guardian may be notified.
- 3rd Offense and beyond: Progressive discipline (office referral) determined by administration.

(Note: If you claim you do not have a Personal Wireless Communication Device, parent verification is needed.)

Emergencies:

In an emergency, students should notify staff so that the office phone can be utilized. Parents who need to reach their student during school hours should contact the main office.

Updated and Adopted 12.16.2025

Camera, texting, and testing protocols

It is never appropriate to take candid pictures of other people without their knowledge and consent or to post them for public viewing.

This is a common method of cheating. Academic dishonesty will not be tolerated. This can result in the device being confiscated and discipline per the Student Code of Conduct.

There are certain testing and assessment situations where the presence of electronic devices poses a serious threat to test security. In those situations, students will be asked to surrender all electronic devices to a proctor at the beginning of the test session. They will be returned at the end of the test session.

STUDENT CODE OF CONDUCT

Discipline at Hobbs Municipal Schools is a student-centered process that supports growth, responsibility, and positive behavior. Rooted in clear expectations and supportive relationships, it aims to build each student's capacity to make strong choices and contribute to a safe, respectful school environment. When missteps occur, our focus is on teaching, restoring, and guiding—not just punishing—so that students learn from their actions and are prepared to succeed. Our approach reflects the district's commitment to service, equity, and sustainable high performance.

Code for the Good Citizen

I realize that, as a student of Hobbs Schools, I have an obligation to parents or legal guardians whose sacrifices have given me the foundation upon which I am building, to the school which makes my educational advantages possible, to my country which gives me liberty under law, and to my own future as an individual and as a citizen.

As a token of my determination to discharge this obligation, I promise:

- That I will use the facilities offered by the classroom to enlarge and broaden my interest, to increase my knowledge, to bring me closer to truth, and to cultivate habits of industry and sound thinking.
- That I will broaden my sympathies and practice the arts of sociability and true friendliness in my home, in the school, and in all my associations; avoiding snobbishness in my own conduct and condemning it in others.
- That I will develop habits of reading and conversing which will broaden my culture and enable me to better understand the problems of community, state, and nation.
- That I will carry on discussions in and out of the classroom, not to overcome opponents and gratify my pride, but that I may grow in knowledge and wisdom.
- That I will avoid every form of cheating or dishonesty and will undertake to discourage all dishonorable practices.
- That I will obey every rule or law of school, city, state, and nation, reserving the right to criticize rules and law constructively, but respecting them so long as they prevail.
- That I will use my powers and influence for the common good.
- That I will pursue happiness myself and strive to establish conditions under which happiness and opportunity may be hopefully pursued by everyone in my home, my school, my community, my country, and the world.

Introduction to Conduct

A safe, respectful, and well-ordered learning environment is essential for every student to thrive. At Hobbs Municipal Schools, we believe that student conduct is not just about rules—it's about learning to make responsible choices, show respect for others, and contribute to a positive school culture. Student behavior is a shared responsibility among students, families, staff, and the broader community. Together, we help students develop the self-discipline and integrity needed for success in school and beyond.

Disruptions to teaching, learning, or school safety—including threats or physical harm to oneself or others—will be addressed through appropriate and fair disciplinary action, as outlined in this handbook and supported by district policy and law.

All Hobbs Municipal Schools staff have the authority to intervene when student behavior endangers the safety or well-being of any individual. This includes the use of reasonable physical restraint if necessary to prevent harm or restore order. When required, school administrators may request support from law enforcement.

This section of the handbook provides students and families with clear expectations, rights, and responsibilities designed to foster a safe, supportive, and high-performing school environment for all.

Procedural Steps

At Hobbs Municipal Schools, we believe that strong relationships and clear expectations create classrooms where all students can learn, lead, and grow. Consistent with Capturing Kids' Hearts (CKH) practices, teachers will address classroom behavior using proactive and restorative strategies before referring students for administrative intervention.

When a student's behavior does not align with classroom agreements or school expectations, the following steps may be taken by the teacher:

- * Conference with the student concerning inappropriate behavior
- * Making personal calls to the parent/guardian
- * Conferring with other school staff
- * Saturday Morning Detention Hall

When actions taken by the teacher are not successful or when the misconduct is sufficiently severe, the student will be referred to the principal or designee.

DISCIPLINE ISSUES

Discipline Issues are grouped into three classes:

- * Class I (Minor)
- * Class II (Intermediate)
- * Class III (Major)

Each classification designates a suggested disciplinary procedure or action to be implemented by the teacher, principal, or designee.

The school district endeavors to provide a variety of disciplinary options for the students who exhibit inappropriate and/or unacceptable behavior. These options include, but are not limited to, the suggested disciplinary actions listed for the designated Class I, II, and III behavior.

Class I Behaviors

Class I Behaviors are minor infractions that disrupt learning, violate school rules, or reflect a lack of respectful and responsible conduct. Though not immediately dangerous, they require correction to maintain a positive school environment.

Examples of Class I Behaviors include, but are not limited to:

- Using or possessing tobacco products
- Use of cell phones or other electronic devices in violation of policy
- Creating a disturbance in the class and/or on the campus
- Tardies (See Tardy Policy), Excessive absences
- Academic dishonesty
- Use of profane or obscene language
- Violating the dress code
- Truancy from school/cutting class
- Agitating/instigating a fight
- Minor disruption on a school bus
- Inappropriate public display of affection, Inappropriate behavior on field trips
- Failure to bring to class the necessary classroom materials, homework, or other required items
- Leaving campus without permission
- Needing to shave
- Minor misuse of the internet, electronic equipment, computer lab equipment
- Throwing an object that could cause harm
- Body piercing that distracts from a conducive learning environment (which includes, but not limited to nose rings, eyebrow loops, lip, studs, etc.)
- Failure to properly display HMS Identification
- Possession of a nuisance item
- Any other offense which the principal reasonably judges to fall within this category

Class I Disciplinary Actions:

Class 1 Disciplinary Actions are school-level responses to minor or first-time behavior violations that disrupt the learning environment but do not involve safety threats or illegal activity. These actions are an opportunity to reinforce the core traits outlined in Hobbs Municipal Schools' Portrait of a Graduate, including growth mindset, critical thinking, effective communication, and adaptability.

Rather than focusing solely on punishment, Class 1 actions are intended to help students reflect on their choices, learn to communicate more effectively, develop problem-solving skill, adapt their behavior in positive, productive ways. These interventions are designed to support student growth and are typically used before more serious consequences are considered.

Any and/or combination of the following suggested disciplinary actions may be used to correct behavior, teach responsibility, and prevent repeated misconduct:

- Student-Teacher conference
- Teacher-Parent Conference
- Office Referral
- Teen Court may be used as a disciplinary action as determined by the building administrator and agreed upon by the student and parent(s)
- Administrative Conference (Student-Principal or Parent-Principal)
- Detention
 - After School D-Hall
 - Teacher Directed Classroom D-Hall

- Saturday Detention
- On-Campus Suspension
- Suspension

Class II Behaviors:

Class II Behaviors are moderate violations of school rules that go beyond minor disruptions and may involve repeated misbehavior, defiance, or conduct that creates a more serious disruption to the learning environment. These behaviors require administrative intervention and may indicate a need for more intensive support or consequences to ensure the safety and success of all students.

Class II behaviors may interfere with teaching, learning, or the operation of school activities but do not involve serious violence, illegal actions, or immediate threats to safety. Examples of Class I Behaviors include, but are not limited to:

- Disrespect for authority/willful disobedience
- Three or more violations of Class I Behavior
- Intentionally providing false information to any employee of Hobbs Municipal Schools. Lying to staff
- Trespassing-entering or remaining on the campus as described below:
 - When and/or where the student has no legitimate business or student has been forbidden, or
 - While the student is on suspension
- Written or oral proposition or engaging in a sexual act
- Use of written or oral profane/obscene language
- Threats toward any school employee
- Fighting
- Committing or engaging in extortion, coercion, or blackmail of any school employee or student
- Participation in, identification with, or promotion of gang-type activities during the school day or at school related activities, including association and membership.
- Possession of and/or igniting fireworks or firecrackers
- Theft
- Major disruption on a school bus
- Hazing/sexual harassment toward any student or school employee
- First Offense-Violation of substance abuse policy
- Identification with or promotion of drugs/drug paraphernalia and/or alcohol on school premises and/or at a school related activity
- Having knowledge and being in the presence of alcohol, illicit drugs, or harmful substance on school premises and/or at a school related activity
- Vandalism of school or student property
- Repeated Academic dishonesty
- Assault (threats to any student)
- Continued misuse of the internet, electronic equipment, or computer lab equipment
- Damage to staff property-the willful damage and/or destruction of any personal property on or off campus and including, but not limited to vehicles, classroom materials, furniture, and equipment.

- Repeated use of cell phones or other electronic devices in violation of policy
- Any other offense which the principal may reasonably judge to fall within this category

Class II Disciplinary Actions:

Class II Disciplinary Actions are administrative responses to moderate or repeated behavior violations that significantly disrupt the learning environment or school operations. These actions are designed to address patterns of misconduct or more serious incidents that require structured intervention and accountability.

Aligned with Hobbs Municipal Schools' commitment to student growth, these actions help students:

- Develop stronger decision-making and self-regulation skills
- Reflect with a growth mindset on the impact of their behavior
- Practice effective communication to restore relationships
- Build the adaptability and responsibility needed for long-term success

Class II actions emphasize both support and correction to help students re-engage with school expectations and continue their academic and personal development.

Depending on the severity of the offense, and and/or a combination of the following disciplinary actions may be used:

- Assignment to Saturday Detention
- Assignment to After School Detention
- Assignment to On Campus Suspension
- Suspension with a progression of three (3) to ten (10) days
- Pursue Long-term Suspension
- The administrator shall have the option of recommending the student for placement in an Alternative Learning Program

Class III Behaviors:

Class III Behaviors are serious violations of school policy that threaten the safety, well-being, or rights of others, or that substantially disrupt the educational environment. These behaviors may involve illegal activity, violence, threats, harassment, or repeated defiance of school authority.

Class III behaviors often require immediate administrative action and may involve collaboration with district personnel, law enforcement, or external agencies, depending on the nature and severity of the incident.

With staff and student safety remaining paramount, Hobbs Municipal Schools remains committed to addressing Class III behaviors with fairness, student-centered interventions, and a focus on long-term growth, accountability, and success

- Assault or threats to any school employee
- Battery (bodily injury) to another student or school employee at school or any school related activity
- Continued offense of the substance abuse policy

- Participating in or causing a disturbance at school or school related activities-riot, gang fight, bomb threat, satanic cult, or similar disturbances
- Causing a disturbance at school or disrupting learning atmosphere via the spreading of unfounded rumors, including, but not limited to bomb threats or violence
- Sale and/or distribution of harmful substances
- Possession, use, or concealment of weapons-defined as:
 - firearms (including, but not limited to, pistol, rifle, zip gun, shotgun, BB gun, starter gun, explosive, propellant, or destructive device-operable or inoperable, loaded or unloaded),
 - knives-including, but not limited to switch blade, hunting knife, and similar objects
 - explosives, flammable material, or any other items that may cause bodily injury or death
 - other-including, but not limited to, ice picks, dirk, razor blade, or other sharp instruments, nunchaku, brass knuckles, pipe, Chinese Star, billy club, machete, mace, tear gas gun, or other chemical weapons, electric weapons or devices (stun gun)
- Major misuse of the internet/electronic equipment/computer lab equipment, laptops
- Arson (willful burning) of any part of the school building or property therein
- Theft (stealing) extortion of \$100 or more, or property valued at \$100 or more
- Robbery -taking of anything of value from another by use of force
- Burglary of school property-unauthorized entering of any school building or vehicle
- Burglary of vehicle-unauthorized entering of any vehicle parked on or near school property with the intent to commit theft or damage
- Damage to staff property-the willful damage and/or destruction of any personal property on or off campus and including, but not limited to, vehicles, classroom materials, furniture, and equipment.
- Repeated academic dishonesty
- Any other offense which the principal may reasonably judge falls within this category

Class III Disciplinary Actions:

Class III Disciplinary Actions are administrative responses to serious or repeated behavior violations that compromise the safety, dignity, or learning of others, or that cause substantial disruption to the school environment. These actions are taken in response to conduct involving violence, threats, illegal activity, or persistent defiance of authority.

Class III actions reflect the district's responsibility to maintain a safe, respectful, and productive learning environment, while also offering opportunities for students to:

- Accept responsibility for serious misconduct
- Engage in restorative or corrective action
- Rebuild trust and relationships
- Strengthen long-term communication, adaptability, and emotional regulation

These actions may involve removal from the classroom, referral to alternative settings, or coordination with district officials and outside agencies. Responses are grounded in fairness, accountability, and a commitment to helping students re-engage in their education when possible.

Depending on the severity of the offense, and and/or a combination of the following disciplinary actions may be used:

- Suspension
- Alternative Learning Programs
- Long-term Suspension
- Expulsion

EXPLANATION OF DISCIPLINARY ACTION

Detention

Detention may be used as a disciplinary measure. Such detention will be appropriately supervised. Examples are:

- After School D-Hall
- Teacher Directed Classroom D-Hall
- Saturday Detention

The parent/legal guardian is responsible for providing transportation to and from school for a student assigned detention outside the regular school day. If the student misses the assigned day, parents or legal guardians are responsible for contacting the school by 10:00 a.m. of the first school day following the detention assignment.

Immediate Removal

Immediate removal is removal of a student from class or school for a period of one day or less.

On Campus Suspension

The student is removed from classes and placed under supervision to perform assigned work for a period of ten (10) days or less.

Conditions of On Campus Suspension

1. A student will attend OCS during the regular school day.
2. A student may not participate in, or attend, extracurricular activities.

A student may practice for extracurricular activities outside the regular school day.

Off Campus Suspension

The student is removed from classes and school for a specified period of ten (10) days or less

Conditions of Off Campus Suspension

1. A student may not practice or participate in extracurricular activities
2. A student may not attend extracurricular activities
3. A student may not be on any school campus without prior approval of that campus principal or principal designee
4. A student will be required to complete/make up any class assignments missed during the student's suspension. Make up work will be due upon the student's return to class. Students

will have the same number of class days to make up work that they were suspended. Work turned in will receive full credit. Any exceptions must be approved in writing by the building principal.

Process for Short-term Suspension or Lesser Forms of Discipline

All students are entitled to and shall receive due process in all disciplinary cases. The following guidelines must be followed:

1. The student and/or parent/legal guardian will be given oral or written notice of the charges against the student.
2. The student is entitled to an explanation of the evidence the school has as a basis for the charge(s).
3. The student and/or parent/legal guardian shall have an opportunity to give an explanation of the reported incident in a conference with the principal or principal designee.
4. The principal or principal designee will informally discuss the alleged misconduct with the student and/or parent/legal guardian.

In the event the student is found guilty and the principal or designee imposes Temporary Suspension or On Campus Suspension, the parent/legal guardian will be given an oral and/or written notice of the charges against the student and the possible consequences as soon as practicable, but in no event, later than the beginning of the first full day of suspension. If parents/legal guardians cannot be notified, the JPO or Social Services will be notified.

1. "Hearsay evidence" may be utilized if such evidence has been carefully and diligently reviewed.
2. A student whose presence poses a danger to persons or property or a threat of disrupting the educational process may be immediately removed from the school or school sponsored event. The parent/legal guardian will be given oral and/or written notice of the charges against the student as soon as possible.
3. The parent/legal guardian of the student who is suspended will be notified, and appropriate arrangements will be made to get the student home and under the care and supervision of his/her parent/legal guardian. If the parent or legal guardian cannot be notified, the JPO or Social Services will be notified.

Long-term Suspension

Long-term Suspension is the removal of a student from school for a specified period of time exceeding ten (10) days.

All students who are being processed to go through the Long-term Suspension Hearing will be placed on a short-term suspension ten (10) days. The Long-term Suspension Hearing will take place during this ten (10) day period following Board Policy JKD which addresses Due Process as it relates to Long-term Suspension.

Due Process JKD

The constitutional right of individuals assures the protection of due process. Since the hallmark of administrative authority shall be fairness, every effort shall be made at the building level by administrators and faculty members to resolve problems through effective utilization of the school district resources in cooperation with the student and the student's parents/legal guardians. The provision established in *SBE Regulation 6.11.2.12* will be followed.

Hearing Procedure

In the cases of Long-term Suspension or expulsion, the student must be given an opportunity for a hearing (*Ref. JKD*).

The parent/legal guardian will be notified in writing of the following information regarding the administrative hearing:

1. Allegations
2. Date, Time, and Place of hearing
3. Right to be represented by legal counsel, parent/legal guardian
4. Name, address, and phone number of contact person
5. Opportunity to waive the hearing and agree to the proposed disciplinary action

The student will be suspended for a period of ten (10) school days. The hearing will be scheduled no sooner than five (5) school days nor later than ten (10) school days from the date of the receipt by the parent/legal guardian of notification.

The following procedural guidelines will govern the hearing:

1. The school shall have the burden of proof
2. The hearing shall be conducted to afford the student due process, and shall provide:
 - a. An opportunity for the student and his/her parent/legal guardian to respond at the hearing
 - b. The right to present evidence
 - c. The right to confront adverse witnesses
 - d. The right to cross-examination
 - e. The right to have a decision based solely on the applicable legal rules and the evidence presented at the hearing
 - f. The right to be represented by legal counsel
3. The hearing authority shall impose the requested sanction or the other appropriate measure if he/she finds there to be a preponderance of the evidence that the allegations are correct
4. A tape recording or minutes of the proceedings shall be kept by the administrative authority, but a verbatim transcript or transcript setting forth the substance of the evidence presented is not required
5. Within five (5) school days of the hearing, the hearing authority shall prepare and mail to the student, through his/her parent/legal guardian, a written decision and the reason therefore
6. If the hearing authority decides in favor of the student, the matter shall be closed. If the hearing authority decides against the student, the student shall be suspended or expelled from school five (5) school days from the date of the mailing of the decision.

Appeal

The student has the right to appeal the decision of the hearing authority to the Superintendent of Schools. This appeal is available if the student and/or parent or legal guardian has made a written request to the Superintendent of School within five (5) days of the notification of findings by the hearing authority. Such appeal shall be a review of the procedure and the findings of the hearing authority, and shall not be set aside unless it is established by a preponderance of the evidence presented that insufficient cause exists for the decision. The student has the right to appeal the decision of the Superintendent of School to the Hobbs Municipal School Board of Education. This appeal is available if the request to the superintendent is within five (5) full days of notification of findings by the superintendent. In such an appeal, the Hobbs Municipal Schools Board shall review procedure following the process.

Hearing Authority

The hearing authority will be designated by the Superintendent of Schools. The building principal/designee is the person authorized to suspend a student.

Expulsion

Expulsion is defined as the dismissal of a public school pupil for breach of regulation or requirement of the school authorities.

When applicable, the administrator may deny, restrict, or remove a student from participating in/or being a spectator in an activity, class, program or facility.

PLACEMENT OF STUDENT IN ALTERNATIVE LEARNING PROGRAMS

Alternative Learning Center (ALC)

The Alternative Learning Center (ALC) serves students in grades 9 through 12 who may benefit from a setting different from the traditional high school environment. This structured, student-centered program is designed to support learners who have fallen behind academically, are struggling with the structure of a regular campus, or need a more personalized approach to complete their high school education.

The ALC provides a highly individualized and supportive atmosphere, where students work at their own pace in a focused learning environment. The program helps students:

- Build effective study habits
- Develop personal responsibility
- Adapt to challenges with support
- Pursue a high school diploma in a goal-oriented and efficient way

Students attend a 10-period day with 45-minute classes, allowing for flexibility and acceleration in credit recovery. A work-based learning program is available for students who are on track with credits and meet participation criteria.

This student-centered program supports Hobbs Municipal Schools' core values by creating a learning environment focused on individual growth and long-term success. Through a culture of service and support, students are guided to take ownership of their learning, build the skills needed for life beyond high school, and adapt to challenges with confidence. The ALC fosters critical thinking, communication, and resilience, while offering innovative pathways that help students recover credits, stay on track, and achieve sustainable high performance.

Admission and Placement

Placement in the Alternative Learning Center is made by joint agreement between:

- The student and family
- The home school principal (e.g., HHS)
- The ALC principal

In some cases, placement may occur as a result of a long-term suspension hearing.

Parents who are interested in exploring this option for their child should contact the Hobbs High School principal to begin the process.

Expectations

Students enrolled in the ALC must follow all Hobbs Municipal Schools rules, policies, and code of conduct expectations, just as they would at any other campus. Commitment to learning, consistent attendance, and appropriate behavior are essential to success in this alternative setting.

MEDICAL AND NUTRITIONAL SERVICES INFORMATION

Medical Release Form

Parents are to complete an emergency medical release form for their child so it can become part of their child's permanent file. This release would enable parents/guardians to authorize medical treatment for their child should he/she become ill or injured while under school authority when the parent/guardian cannot be reached. This form is part of the online enrollment process. It must be updated annually.

Medication Policy

Only Health Care Practitioner prescribed medication will be given during the school day and only when absolutely necessary for a student to remain in school. Parents may visit the school and give the medication if they so desire. If the medicine is to be given/supervised by a school employee, certain steps will need to be followed in order to ensure maximum safety for all concerned:

1. A medication form signed by the doctor and parent must be completed and presented to the school along with the medicine to be given. You may pick up this form at the school office or get a copy from your local doctor. The parent will be responsible for bringing and picking up the medication. Medicine will not be accepted nor sent home with the student.
2. In addition, medication (including samples from the doctor) must be labeled by the doctor or pharmacist with your child's name, name of medication, dosage and the time the medication is to be given. Medication without proper labeling or packing will not be accepted. For example: medication cannot be sent to school in "baggies" for any reason.

3. NO over the counter medicine will be accepted by the school. This includes aspirin, Tylenol, cough syrup, nonprescription inhalers, etc. Should the child need any of the above during the school day, either the parent will have to come to school and administer the medicine or the labeling described in #2 above must be followed for the school to administer the medication.
4. Students may carry and self-administer health care practitioner prescribed asthma treatment medication and anaphylaxis emergency treatment medications if certain conditions are met. Please see your school nurse. Medication required for school sponsored activities, such as field trips, must meet all the above rules and requirements. We appreciate your cooperation, and hope you will feel free to call the school nurse if you have any concerns.
5. The parent signature on the medication authorization form authorizes the school nurse to contact the prescribing provider with any questions or concerns regarding medication

Notification of the Schools

It is the responsibility of the parent/guardian to notify the school of any changes in the following areas:

1. Change of address and/or phone number
2. Family status (change in custody of child/emergency contacts); if there is a change of custody, court documents are required
3. Health issues of the child
4. Child's medical provider
5. Checking out to move to another school, town, etc.

These changes can be made during the enrollment process, but be sure to contact the school secretary for your student to make sure those changes are in place.

HEALTH Illness and Accidents at School

If your child becomes ill or has an accident at school, you will be notified as soon as possible. It is important that all information on the enrollment card be accurate and complete. Parents should notify the school when there is any change in the enrollment information. Your child will not be sent home without prior arrangements. To protect your child and other students from the dangers associated with blood borne pathogens (AIDS - Hepatitis B); parents will be notified to bring a change of clothing if their child gets blood on clothing.

Students need to be fever free for 24 hours without fever reducing medicine before returning to school

NUTRITIONAL SERVICES/MEALS

Secondary Hobbs Municipal Schools Students' photo ID cards are used for proper identification and must be presented at the time of service to receive meal benefits. A-La-Carte service areas are not covered through the Student Meal Benefit Application and require cash payments at the time of service.

The Nutritional Services Department uses a computerized scanning/record-keeping system which will allow for the option of prepaid meals through direct payment of funds or through online payments.

BREAKFAST AND LUNCH IS AVAILABLE FREE TO ALL STUDENTS.

Extra Milk Only.....\$.50

HOBBS MUNICIPAL SCHOOLS 2025-2026 CALENDAR

JULY						
S	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

4 July 4th - Holiday
15 Board Meeting
31 Staff Prof. Learning

AUGUST						
S	M	T	W	TH	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

1,4,5 Staff Prof. Learning
6 1st Day of School
19 Board Meeting

SEPTEMBER						
S	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

1 Labor Day / Holiday
16 Board Meeting

OCTOBER						
S	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

7 End of 1st 9 wks
8 Beginning of 2nd 9 wks
13 Columbus Day / Holiday
16 Report Cards
21 Board Meeting

NOVEMBER						
S	M	T	W	TH	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

4 Election / Holiday
18 Board Meeting
24-28 Thanksgiving Holiday

DECEMBER						
S	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

16 Board Meeting
19 End of 2nd 9 wks
22-31 Christmas Holiday

JANUARY						
S	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

1-2 Christmas Holiday
5-7 Staff Prof. Learning
8 Begin 3rd 9 Wks
8 Report Cards
19 MLK Holiday
20 Board Meeting

FEBRUARY						
S	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

16 Staff Prof. Learning
17 Board Meeting

MARCH						
S	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

13 End of 3rd 9 wks.
16-20 Spring Break
23 Beginning of 4th 9 wks
24 Board Meeting
27 Report Cards

APRIL						
S	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

3 Good Friday / Holiday
21 Board Meeting

MAY						
S	M	T	W	TH	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

19 Board Meeting
25 Memorial Day / Holiday
29 Last Day of School
29 Report Cards

JUNE						
S	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

16 Board Meeting
19 Juneteenth Day / Holiday

 NETWORK Wednesday 1:50 Elem. / 2:20 Sec. Dismissal	 Holiday Report Cards	 Staff Prof. Learning Board Meeting
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