



Charter Renewal Application



Part A—Progress Report

Part A

Progress Report

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Part A—Progress Report

I. Report on Progress

The Charter School Act requires that each school seeking to renew its charter must submit a report on the progress of the charter school in achieving the goals, objectives, student performance outcomes, state minimum educational standards, and other terms of the current charter, including the accountability requirements set forth in the Assessment and Accountability Act.

The Report on Progress is divided into four parts which correspond to the findings in law that a chartering authority must determine a charter school has violated in order to refuse to renew a charter. The questions and information requested in the Report on Progress are intended to provide data to assist in the analysis of the progress of the charter school over the term of the charter.

A. Material Violations

The Charter School Act provides as follows:

A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...committed a material violation of any of the conditions, standards or procedures set forth in the charter. (22-8B-12 NMSA 1978)

Please answer the following questions:

Question	School's Response	
	Yes	No
1. Are there terms of the school's charter contract that the school has changed or that the school has not yet implemented over the past four years?		<input checked="" type="checkbox"/>
<i>If "Yes," please provide details.</i>		
2. Over the past four years were there any material terms of the school's charter contract with which the chartering authority determined that the school was not in compliance and the chartering authority notified the school of the compliance violation?		<input checked="" type="checkbox"/>
<i>If "Yes," please provide details.</i>		

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B. Achievement

The Charter School Act provides as follows:

A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school... failed to meet or make substantial progress toward achievement of the department's minimum educational standards or student performance standards identified in the charter contract at Paragraph 2 of Subsection K of 22-8B-12 NMSA 1978.

1. New Mexico Educational Standards—as measured by the New Mexico Standards Based Assessment (SBA) results

- ☐ Using the PED School Accountability Reports complete the following chart using the links below:

<http://webapp.ped.state.nm.us/aypd1/%28S%28xxs0m4vqb5zprxr3fq1w1hz2%29%29/DocLibrary.aspx?Year=2011&LibraryType=NMSBA> and
<http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>

Please Note: If you have another means of representing the data requested below, you may attach that alternative representation (e.g., charts, graphs etc.).

NMSBA School Summary—All Students

Year of Charter Term	School Year Tested	State Grade	Date of NMPED School Accountability Report	Math			Reading		
				AMO	% Proficient	Met proficiency goal?	AMO	% Proficient	Met proficiency goal?
1	N/A	N/A	N/A	N/A	N/A	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	N/A	N/A	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2	2009-2010	N/A	Oct. 2, 2009	34	33	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	45	61	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
3	2010-2011	N/A	Oct. 24, 2011	46	35	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	55	59	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
4	2011-2012	B	July 22, 2011			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

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Statement of progress and additional information:

SY2008-2009 – 2009 AYP was met.

SY2009-2010 – 2010 AYP was met and certified by Secretary Murphy as a result of school's appeal.

SY2010-2011 – 2011 AYP Change reflected Attendance as Additional Academic Indicator. Attendance rate for 2010-2011 was 95.8%, meeting the indicator requirement of 92% or higher.

SY2011-2012 – School Grade of B was appealed and granted. Updated/revised/appealed grade was never received from PED.

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2. Student Academic Performance Standards/Goals identified in the Current Charter—as measured by the school’s selected short-cycle assessments and/or other standards-based instruments.

- ☐ List Student Academic Performance Standards/Goals contained in the current charter, the results of short-cycle assessment, or other standards-based instrument(s) used to measure student progress, the average annual data obtained using those assessments, and the school’s statements of student progress towards the standards.
- ☐ Copy and paste additional sections as needed to include all Student Academic Performance Standards/Goals contained in the current charter.

Please note: If you have another means of representing the data requested below, you may attach that alternative representation (e.g., charts, graphs etc.).

Student Academic Performance Standard/Goal #1:

1a) Standardized Test Performance – High School

Seventy-five percent of students who have attended Media Arts Collaborative Charter High School for six consecutive semesters will be proficient in reading and math by the end of their sixth semester, as demonstrated by RIT band and/or national percentile ranking in the Northwest Evaluation Association (NWEA) short cycle assessment.

1b) Standardized Test Performance – Middle School

Seventy-five percent of students who have attended Media Arts Collaborative Charter Middle School for six consecutive semesters will be proficient in reading and math by the end of their sixth semester, as demonstrated by RIT band or national percentile ranking in the Northwest Evaluation Association (NWEA) short cycle assessment.

Standardized Short-Cycle Assessment or other Standards-based Instrument(s) Used (Identify level of scores that indicate proficiency):

Mathematics Cut Scores (NWEA)

Grade	Beginning Steps	Nearing Proficient	Proficient	Advanced
9	<201	201	229	248
10	<215	215	238	255
11	<215	215	238	255

Reading Cut Scores (NWEA)

Grade	Beginning Steps	Nearing Proficient	Proficient	Advanced
9	<201	201	216	241
10	<200	200	223	241
11	<200	200	223	241

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Language Cut Scores (NWEA)

Grade	Beginning Step	Nearing Proficiencies	Proficient	Advanced
9	<204	204	217	237
10	<205	205	223	237
11	<205	205	223	237

Data - Average Scores:

MACCS administers the Northwest Evaluation Association (NWEA) tests three times each year (Fall, Winter and Spring). As requested, the statistical "average" of each grade's scores are recorded below for Fall and Spring tests in each year.

The use of statistical averages to measure of the school's progress toward meeting Performance Goals 1a and 1b is the average score by proficiency level for each grade, each test, each year, which is also provided below. In addition, we have included an analysis of growth by class over three years (9th to 11th grade). An explanation of the data follows the charts provided.

NOTE: MACCS Middle School began enrolling sixth grade students only during the 2012-2013 academic year. No testing data is available at this time.

Table 1

Grade Level	Year 1	Year 2	Year 3	Year 4
9 (Fall)	221	219	224	224
9 (Spring)	223	222	228	222
10 (Fall)	227	224	225	231
10 (Spring)	227	228	226	227
11 (Fall)	N/A	228	227	234
11 (Spring)	N/A	230	232	236

YEAR 1: 9th Grade (Averages by cut score, subject, grade and test)

Proficiency Level	Test	Math	Percentage	Reading	Percentage	Language	Percentage
1. Beginning	Fall08	189	4.3	180	4.7	197	7.3
	Spring09	188	5.6	192	7.5	190	3.8
2. Nearing Prof.	Fall08	217	56.5	210	27.9	211	39.0
	Spring09	221	50.0	212	26.4	211	37.7
3. Proficient	Fall08	239	34.8	228	62.8	227	48.8
	Spring09	237	40.7	228	58.5	226	56.6
4. Advanced	Fall08	250	4.3	242	9.3	237	4.9
	Spring09	252	3.7	244	7.5	238	1.9
Total Aver. % Prof.	Fall		39.1		72.1		53.7
	Spring		44.4		66		58.5

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YEAR 1: 10th Grade (Averages by cut score, subject, grade and test)

Proficiency Level	Test	Math	Percentage	Reading	Percentage	Language	Percentage
1. Beginning	Fall08	206	20.0	0	0.0	202	4.2
	Spring09	205	18.2	0	0.0	199	11.8
2. Nearing Prof.	Fall08	226	44.0	212	21.7	214	45.8
	Spring09	228	51.5	213	24.2	216	38.2
3. Proficient	Fall08	242	24.0	233	69.6	230	45.8
	Spring09	245	24.2	231	60.6	229	44.1
4. Advanced	Fall08	258	8.0	243	8.7	242	8.3
	Spring09	256	9.1	244	12.1	240	8.8
Total Aver. % Prof.	Fall		32.0		78.3		54.1
	Spring		33.3		72.7		52.9

YEAR 2: 9th Grade (Averages by cut score, subject, grade and test)

Proficiency Level	Test	Math	Percentage	Reading	Percentage	Language	Percentage
1. Beginning	Fall09	183	30.8	191	6.1	193	18.2
	Spring10	191	17.1	190	8.3	191	10.8
2. Nearing Prof.	Fall09	220	35.9	209	18.2	212	30.3
	Spring10	216	37.1	212	22.2	212	35.1
3. Proficient	Fall09	235	25.6	230	66.7	224	39.4
	Spring10	239	34.3	231	61.1	226	45.9
4. Advanced	Fall09	251	7.7	246	9.1	242	12.1
	Spring10	254	14.3	243	13.9	240	8.1
Total Aver. % Prof.	Fall09		33.3		75.8		51.5
	Spring10		48.6		75.0		54

YEAR 2: 10th Grade (Averages by cut score, subject, grade and test)

Proficiency Level	Test	Math	Percentage	Reading	Percentage	Language	Percentage
1. Beginning	Fall09	206	17.9	190	9.0	191	3.2
	Spring10	199	11.6	199	1.9	194	6.1
2. Nearing Prof.	Fall09	228	49.3	216	35.8	212	35.5
	Spring10	227	53.6	215	26.4	211	26.5
3. Proficient	Fall09	244	25.4	232	49.3	225	51.6
	Spring10	245	31.9	231	54.7	227	65.3
4. Advanced	Fall09	258	1.5	244	6.0	238	8.1
	Spring10	256	4.3	245	22.6	239	2.0
Total Aver. % Prof.	Fall09		26.9		55.3		59.7
	Spring10		36.2		77.3		67.3

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YEAR 2: 11th Grade (Averages by cut score, subject, grade and test)

Proficiency Level	Test	Math	Percentage	Reading	Percentage	Language	Percentage
1. Beginning	Fall09	207	11.4	#DIV/0!	0.0	197	9.5
	Spring10	208	11.6	170	2.6	177	5.3
2. Nearing Prof.	Fall09	227	45.5	212	27.3	216	33.3
	Spring10	226	41.9	217	23.7	217	34.2
3. Proficient	Fall09	247	40.9	232	61.4	229	47.6
	Spring10	246	32.6	234	57.9	229	52.6
4. Advanced	Fall09	0	0.0	246	11.4	239	16.7
	Spring10	261	14.0	246	13.2	243	10.5
Total Aver. % Prof.	Fall09		40.9		72.8		63.4
	Spring10		46.6		71.1		63.1

YEAR 3: 9th Grade (Averages by cut score, subject, grade and test)

Proficiency Level	Test	Math	Percentage	Reading	Percentage	Language	Percentage
1. Beginning	Fall09	0	0.0	195	3.4	186	17.2
	Spring10	0	0.0	0	0.0	201	8.0
2. Nearing Prof.	Fall09	221	48.3	211	24.1	213	24.1
	Spring10	219	38.5	213	21.4	213	20.0
3. Proficient	Fall09	237	34.5	229	65.5	226	58.6
	Spring10	237	46.2	230	53.6	223	60.0
4. Advanced	Fall09	252	13.8	243	10.3	0	0.0
	Spring10	255	19.2	244	28.6	239	12.0
Total Aver. % Prof.	Fall09		48.3		75.8		58.6
	Spring10		65.4		82.2		72.0

YEAR 3: 10th Grade (Averages by cut score, subject, grade and test)

Proficiency Level	Test	Math	Percentage	Reading	Percentage	Language	Percentage
1. Beginning	Fall09	200	22.9	199	4.1	194	14.3
	Spring10	202	20.8	186	4.3	180	10.4
2. Nearing Prof.	Fall09	226	41.7	216	36.7	213	30.6
	Spring10	227	41.7	217	25.5	213	25.0
3. Proficient	Fall09	245	27.1	234	42.9	225	42.9
	Spring10	247	31.3	231	51.1	226	50.0
4. Advanced	Fall09	261	6.3	245	18.4	240	14.3
	Spring10	267	8.3	246	19.1	240	10.4
Total Aver. % Prof.	Fall09		33.4		61.3		57.2
	Spring10		39.6		70.2		60.4

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YEAR 3: 11th Grade (Averages by cut score, subject, grade and test)

Proficiency Level	Test	Math	Percentage	Reading	Percentage	Language	Percentage
1. Beginning	Fall09	205	18.9	183	5.7	191	16.0
	Spring10	204	10.0	182	2.1	168	1.9
2. Nearing Prof.	Fall09	228	41.5	213	28.3	215	34.0
	Spring10	228	32.5	217	25.5	215	32.1
3. Proficient	Fall09	245	32.1	234	45.3	228	38.0
	Spring10	245	35.0	231	51.1	231	45.3
4. Advanced	Fall09	262	9.4	246	26.4	242	12.0
	Spring10	263	30.0	247	21.3	243	22.6
Total Aver. % Prof.	Fall09		41.5		71.7		50.0
	Spring10		65.0		72.4		67.9

YEAR 4: 9th Grade (Averages by cut score, subject, grade and test)

Proficiency Level	Test	Math	Percentage	Reading	Percentage	Language	Percentage
1. Beginning	Fall09	194	4.2	192	4.5	189	4.8
	Spring10	194	3.4	189	13.3	192	7.7
2. Nearing Prof.	Fall09	219	50.0	210	27.3	211	33.3
	Spring10	218	51.7	210	23.3	210	34.6
3. Proficient	Fall09	240	33.3	229	63.6	225	61.9
	Spring10	239	34.5	229	60.0	225	57.7
4. Advanced	Fall09	253	12.5	242	9.1	0	0.0
	Spring10	253	10.3	242	6.7	0	0.0
Total Aver. % Prof.	Fall09		45.8		72.7		61.9
	Spring10		44.8		66.7		57.7

YEAR 4: 10th Grade (Averages by cut score, subject, grade and test)

Proficiency Level	Test	Math	Percentage	Reading	Percentage	Language	Percentage
1. Beginning	Fall09	0	0.0	0	0.0	0	0.0
	Spring10	211	8.1	185	8.3	0	0.0
2. Nearing Prof.	Fall09	225	51.6	215	32.0	216	9.1
	Spring10	225	51.4	213	36.1	213	26.7
3. Proficient	Fall09	246	32.3	232	56.0	227	71.8
	Spring10	246	27.0	232	44.4	227	66.7
4. Advanced	Fall09	260	12.9	244	16.0	239	18.2
	Spring10	260	10.8	244	13.9	238	16.7
Total Aver. % Prof.	Fall09		45.2		72.0		90.0
	Spring10		37.8		58.3		83.4

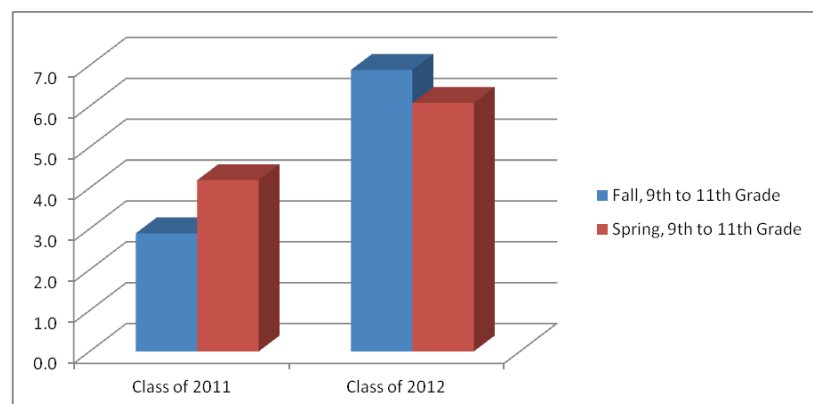
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YEAR 4: 11th Grade (Averages by cut score, subject, grade and test)

Proficiency Level	Test	Math	Percentage	Reading	Percentage	Language	Percentage
1. Beginning	Fall09	211	13.0	0	0.0	188	7.7
	Spring10	0	0.0	0	0.0	179	12.0
2. Nearing Prof.	Fall09	229	26.1	209	28.0	216	30.8
	Spring10	231	22.2	211	16.7	218	24.0
3. Proficient	Fall09	249	34.8	230	32.0	230	30.8
	Spring10	249	44.4	231	41.7	230	32.0
4. Advanced	Fall09	267	26.1	248	48.0	245	30.8
	Spring10	267	33.3	248	50.0	245	32.0
Total Aver. % Prof.	Fall09		60.9		80.0		61.6
	Spring10		77.7		91.7		64.0

Percent Growth Over Time

	Class of 2011	Class of 2012
Fall, 9th to 11th Grade	2.9	6.9
Spring, 9th to 11th Grade	4.2	6.1



Provide an analysis or explanation of the school data.

Per the instructions provided, MACCS has presented “average” statistical data for short cycle assessments. However, averaged scores are an unreliable indicator of student proficiency as it ignores the actual number of students who are proficient, or who show growth in a subject area.

According the “average” statistical NWEA data presented in Table 1, MACCS students “average” proficient scores on all tests, in all grades, all years. When looking at “averaged” test scores broken down by proficiency level, 41.6 percent of MACCS 9th grade students in are considered proficient in Math during Fall testing, while 50.8 percent are proficient in Spring testing, representing an **average 22.12 percent increase**. In Reading, an average of 71.4 percent of students test proficient in the Fall, compared to 72.4 percent in the Spring, representing an **average of 1.4 percent increase**. In Language, an average of 56.2 percent of 9th graders score proficient in fall testing, compared to 58.7

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percent in the Spring, an **average increase of 4.4 percent**.

In 10th grade, an average of 34.3 percent of students test proficient in Math during Fall NWEA testing, compared to 38.5 percent in the Spring, an **average increase of 12 percent**. In 10th grade reading, an average of 66.7 percent of students are proficient, compared to 70.8 percent, **an average increase of 6.1 percent**. In Language, an average of 65.2 percent of students are proficient in the fall, compared to 66 percent, **an average increase of 1.2 percent**.

In 11th grade, average of 47.4 percent of students test proficient in Math during Fall NWEA testing, compared to 63.1 percent in Spring testing, representing **an average increase of 33.12 percent**. In reading, 74.8 percent of students tested proficient in reading, compared to 78.4 percent in Spring testing, representing **an average increase of 4.8 percent**. In Language, an average of 58.3 percent of students tested proficient in Fall, compared to 65 percent in Spring, **representing an average increase of 11.4 percent**.

MACCS Performance Standard 1a seeks to have 75 percent of all student who have been enrolled at the school for six consecutive semesters proficient in reading and math. Although using “averaged” data provides an imprecise statistical analysis, 63 percent students in 11th grade (theoretically representing six consecutive semesters) are proficient in math, 78 percent are proficient in reading, and 65 percent are proficient in Language. Although these numbers fall short of our target, **we show consistent growth every year, in every grade, in every subject**. Although the lowest percentage of students are proficient in math, it is also the subject in which we consistently show the largest percentage of growth each year. Finally, our 2011 graduating class showed an **overall percentage increase of 4.2 percent** between Spring 2009 and Spring 2011, while our 2012 graduating class showed an **even larger percentage increase across all subject of 6.1 percent** from Spring 2010 to Spring 2012.

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3. Other Student Performance Standards/Goals identified in the Current Charter

- ☐ List Other Student Performance Standards/Goals contained in the current charter, the measure(s) used to assess student progress; the average annual data obtained using those measures, and the school's statements of student progress towards the standard/goal.
- ☐ Copy and paste additional sections as needed to include all Other Student Performance Standards/Goals contained in the current charter.

Please note: If you have another means of representing the data requested below, you may attach that alternative representation (e.g., charts, graphs etc.).

Student Performance Standard/Goal #2:

Graduation Requirements

One hundred percent of students who attend the Media Arts Collaborative Charter High School for eight consecutive semesters, exclusive of students enrolled solely in online courses, will meet or exceed PED graduation requirements.

Measure(s) Used:

Student enrollment statistics, credit hours earned, PED graduation requirements, MACCS graduation requirements.

Data—Average Annual Data

Class of 2012: No. of Students Enrolled in Consecutive Semesters Since 2008

Academic Year	Average Class Enrollment	Semester 1	Sem 2	Sem 3	Sem 4	Sem 5	Sem 6	Sem 7	Sem 8
2008-2009	69	69	56						
2009-2010	57			35	30				
2010-2011	46					23	22		
2012-2013	44							21	18

PED Graduation Requirements (Class of 2012):

23 units to include:

- 4 units English
- 3 units Math (one unit = or > than Alg. 1)
- 3 units Science
- 3 units Social Studies, including US History, World History, Gov't & Econ.
- .5 unit NM History
- 1 unit PE
- 1 unit Comm., Business or Foreign Language
- 7.5 units Electives

MACCS Graduation Requirements:

30 units to include:

- 4 units English
- 4 units Math (one unit = or > than Alg. 1)
- 3 units Science
- 3 units Social Studies, including US History, World History, Gov't & Econ.
- .5 unit NM History
- 1 unit PE
- 2 units of the same Foreign Language
- 12.5 units Electives

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Class of 2012: Graduation Data

Total Class Size at Time of Graduation	Total No. Graduates	Grad w/8 Con. Sem.	Non-Grad w/8 Con. Sem.	% of Total Graduates	% of Graduates w/8 Con. Sem
42	38	18	3	90%	84%

Provide an analysis or explanation of the school data.

MACCS began accepting 9th grade students during the 2008-2009 academic year. Therefore students graduating in the class of 2012 represent the first group of MACCS students who could potentially have been with the school for eight consecutive semesters. In 2008, MACCS had an average class enrollment size of 69 students in 9th grade. Of those 69 students, 18 (16 percent) remained with the school for eight consecutive semesters. Of those 18 students, 14 (86 percent) graduated in May 2012, all of whom met MACCS's graduation requirements and therefore exceeded requirements set by PED. Overall, of the 42 total students in the class of 2012, 38 graduated on time in May 2012, representing a graduation rate of 90 percent. All graduates met or exceeded PED's graduation requirements.

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Student Performance Standard/Goal #3:

College Readiness - Advanced Placement, Online or Dual Credit Requirement

All students who have attended Media Arts Collaborative Charter High School for at least eight consecutive semesters, and who are *not* on a career readiness pathway as indicated by their Individual Education Plan (IEP), will have successfully completed at least one of the following courses prior to graduation: Advanced Placement, Honors, online, or dual credit courses at an affiliated university or community college.

Measure(s) Used:

Enrollment statistics, students enrolled in AP, Honors, online or dual credit courses.

Data—Average Annual Data

Data—Average Annual Data

Class of 2012: No. of Students Enrolled in Consecutive Semesters Since 2008

Academic Year	Average Class Enrollment	Semester 1	Sem 2	Sem 3	Sem 4	Sem 5	Sem 6	Sem 7	Sem 8
2008-2009	69	69	56						
2009-2010	57			35	30				
2010-2011	46					23	22		
2012-2013	44							21	18

Class of 2012: No. of Students Enrolled in AP, Honors, Dual Enrollment or Online Classes

Total Students	AP Classes		Honors		Dual		Online	
	No. Students	No. Classes	No. Students	No. Classes	No. Students	No. Classes	No. Students	No. Classes
17	8	18	8	15	6	6	15	49

Provide an analysis or explanation of the school data.

MACCS began accepting 9th grade students during the 2008-2009 academic year. Therefore students graduating in the class of 2012 represent the first group of MACCS students who could potentially have been with the school for eight consecutive semesters. Of the 18 students who have been with MACCS for eight consecutive semesters, 17 (94 percent) completed Advanced Placement, Honors, Dual Enrollment or Online classes by May 2012. Eight students (44 percent) completed a total of 18 AP classes, eight students (44 percent) completed a total of 15 Honors classes, six students (33 percent) completed six dual-enrollment classes at Central New Mexico Community College, and 15 students (83 percent) completed online classes prior to May 2012.

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Student Performance Standard/Goal #4:

Project-Based Learning

Ninety percent of students who have attended Media Arts Collaborative Charter High School for six or more consecutive semesters will have participated in a community media project with demonstration of a passing grade of C or better.

Measure(s) Used:

Student enrollment data, number of students participating in community media projects.

Data—Average Annual Data

No. of Students at MACCS for Six Consecutive Semesters (2008-2012)*

	6 Semesters (May 2011)	6 Semesters (Dec. 2011)	6 Semesters (May 2012)	TOTAL No. of Students	% of Total #
Total No. of Students with 6 Con. Sem.	36	5	20	61	
Total No. of Students w/Comm. Media Proj.	32	4	18	54	88%

* students who are present for more than six semesters are counted only once.

Provide an analysis or explanation of the school data.

“Community Media Projects” are defined as student exhibitions or productions of art, photography, documentary or other film projects which require students to work directly with members of the community, including but not limited to community organizations, businesses, non-profits, school partnerships, government officials, or other community groups. Between August 2008 and May 2012, 61 students completed six or more consecutive semesters at MACCS. Of those students, 54 (88 percent) participated in a school-sponsored community media project. Although this number is 2 percent less than our stated target, we have substantially increased the number of opportunities offered to students each year. In 2008-09, two community media projects were available to students, compared to eight in 2009-10, eleven in 2010-11, and 19 during the 2011-12. This is not inclusive of internship opportunities which often integrate community media project opportunities also. We anticipate that our overall participation rate will continue to grow as media opportunities for students expand.

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4. Other Organizational Performance Standards/School Goals identified in the Current Charter

- ☐ List any Other Organizational Performance Standards/School Goals contained in the current charter, the measure(s) used to assess progress; the data obtained using those measures, and the school's statements of progress towards the standard/goal.
- ☐ Copy and paste additional sections as needed to include all Other Organizational Performance Standards/School Goals contained in the current charter.

Please note: If you have another means of representing the data requested below, you may attach that alternative representation (e.g., charts, graphs etc.).

Organizational Performance Standard/School Goal #1:

Career Readiness

The Media Arts Collaborative Charter School will provide community service, media arts, or career-relevant internship opportunities to 100 percent of all students who meet school and/or program eligibility requirements.

Measure(s) Used:

Enrollment data, grade point average data, credit accumulation reports, internship logs.

Data:

	2008-2009	2009-2010	2010-2011	2011-2012
No. of Eligible Juniors/Seniors	0	27 (Juniors only)	59	54
No. of Students Participating in Internships	0	16	15	10
No. of students receiving .5 or more credit hours for completion of 60+ hours	0	16	7	10

Eligibility requirements for participation in MACCS's Internship Program are a 2.5 minimum GPA, passing grades in appropriate foundation-level media courses, and accumulation of 16 or more credit hours (Junior or Senior class status). Exceptions can be made for exceptional students with fewer credits. To receive .5 credits for an internship, participants must complete a minimum of 60 hours as recorded on time logs signed by participants and a representative from the participant's internship organization. One hundred percent (100%) of all eligible students were invited to participate in internship opportunities.

Part A—Progress Report

Statement of Progress:

In 2009-10, 27 students were eligible to participate in internship opportunities. Of those, 59 percent (16 students) applied for internships, and 100 percent earned credit. In 2010-11, 59 students were eligible, 25 percent (15 students) participated, and fewer than half completed 60 or more hours to receive credit. In 2011-12 school year, 54 students were eligible for internship opportunities, and 18 percent (10 students) participated in internships and 100 percent completed 60 or more hours. Although the number of students participating in internship opportunities has dropped, the number of potential internships is increasing each year.

Part A—Progress Report

C. Fiscal Management

The Charter School Act provides as follows:

A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...failed to meet generally accepted standards of fiscal management at Paragraph 3 of Subsection K of 22-8B-12 NMSA 1978.

- ☐ Provide a financial statement that discloses the costs of administration, instruction, and other categories for the charter school that is understandable to the general public and that allows comparison of costs to other schools or comparable organizations. Please include in the appendix.
- ☐ Complete the following chart by providing any negative findings from independent audits for each fiscal year, and how the school responded.

Audit Report Summary

Identify information from the <u>Component Unit Section</u> of the Annual Audit specific to the Charter School			
Year	Total # of Findings	Nature of Findings	School's Response
1	3	1) Did not make a deposit within 24 hours. 2) Contracts were not verified in the accounting system. 3) Adjusting Entries were not approved.	1) School personnel have been reminded of policy to deposit within 24 hours. 2) Contract Verification Procedure has been implemented to ensure correct data entry. 3) Governing Council member approves all journal entries
2	4	1) Employee Background Check was missing. 2) The school exceeded budget amount in a fund. 3) Did not make a deposit within 24 hours.	1) The employee file had an old APS background file on place. All employees now receive a background check through the school. 2) The school was never made aware of the finding and did not have a chance to dispute. Budgets amounts were never exceeded and procedures are in place to ensure compliance. 3) School personnel

Part A—Progress Report

		4) A purchase order was not approved before the expense occurred.	have been reminded of policy to deposit within 24 hours. 4) School personnel have been reminded of policy or PO procedures.
3	1	1) Budget authority was not established for Food Service Fund.	1) The school has since established budget authority for its food service program.
4	TBD	TBD	TBD
Planning Year	0	N/A	N/A

Identify any changes made to fiscal management practices as a result of audit findings.

Although the school does not want to have audit findings, it does welcome them as an opportunity to improve its fiscal policies and procedures. MACCS has developed stronger procedures to help ensure correct and compliant fiscal management. With the development of the Finance and Audit Committees, the school has incorporated board members into its fiscal procedures to aide in the segregation of duties and to add an additional layer of oversight.

In the first year of operation, the business manager transposed two numbers while entering an employee's contract into the accounting system. This error was discovered after the school year, the amount was remedied and it resulted in a finding. The school developed a "Contract Verification Procedure" in which the school's principal verified that the business manager's data entry for contracts is correct. Also, the school now has all adjusting journal entries approved by a member of the board. This board member does have accounting experience and can understand why the journal entries are needed and can validate them. MACCS does recognize that having an accountant on the board is an incredible asset and the school will continue to utilize her within the fiscal procedures.

The administration does strive to have an audit with no findings, but recognizes that this is extremely rare. The school will continue to use future findings to improve its procedures and implement new policies that help ensure accurate and compliant fiscal reporting.

D. Compliance Review

The Charter School Act provides as follows:

A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...violated any provision of law from which the charter school was not specifically exempted at Paragraph 4 of Subsection K of 22-8B-12 NMSA 1978.

Please answer the following questions:

Part A—Progress Report

Civil Rights and Special Populations

1. Was the charter school given a citation by or including but not limited to the Office for Civil Rights, the Office of Special Education Programs, or the U.S. Department of Education, the U.S. Department of Labor, any state or federal agency or the New Mexico Department of Workforce Solutions for noncompliance with any statute or regulation over the past four years?

☐ Yes ☒ No

If “Yes” describe the nature of the noncompliance and how the matter was resolved.

2. Were any complaints filed with the PED or the federal Office for Civil Rights over the past four years?

☐ Yes ☒ No

If “Yes,” describe the nature of the complaint and how the matter was resolved.

3. Have any special education state-level complaints or due process hearings been filed against the school over the past four years?

☐ Yes ☒ No

If “Yes”, how many complaints were filed?

Describe how each state-level special education complaint or due process hearing was resolved.

4. Has the school provided a Home Language Survey for incoming students over the past four years?

☒ Yes ☐ No

Part A—Progress Report

If “No,” please explain.

5. Has the school tested students for English Language Proficiency using the state-required assessment over the past four years?

☒ Yes ☐ No

If “No,” please explain.

Governance

1. Over the past four years, have the governing body’s draft and final meeting minutes been available for public review in compliance with the Open Meetings Act?

☒ Yes ☐ No

If “No,” please explain.

2. Has any governing body member or their spouse or child(ren) received any compensation from the school over the past four years?

☐ Yes ☒ No

If “Yes,” describe the circumstances for and amount of such compensation.

Part A—Progress Report

3. Did the governing body receive regular written reports from the school leadership in regards to key indicators of the school's progress?

☒ Yes ☐ No

If "No," describe the approaches and interventions being taken to resolve this issue.

4. Did the governing body conduct annual evaluations of the school's head administrator performance?

☒ Yes ☐ No

If "No," please explain.

5. Has the governing body developed and implemented for itself a comprehensive conflict of interest policy and a code of ethics to comply with 22-8B-5.2 NMSA 1978?

☒ Yes ☐ No

If "No," please explain.

Part A—Progress Report

6. Has the governing body consistently abided by its conflict of interest policy and a code of ethics through the term of the school's charter?

☒ Yes ☐ No

If "No," please describe any infractions, deviations, and corrective actions.

7. Has the school instituted a process for dealing with complaints, made that policy clear to all stakeholders, and followed that policy, including acting in a timely fashion, on such complaints?

☒ Yes ☐ No

If "No," please explain.

8. Has the governing body abided by its by-laws, including, but not limited to, provisions regarding member elections, removals, and filling of vacancies?

☒ Yes ☐ No

If "No," please explain.

9. Has the governing body put in place a set of governing body policies that are reviewed regularly and updated as needed?

☒ Yes ☐ No

If "No," please explain.

Part A—Progress Report

10. As per 22-8B-5.1 NMSA 1978, has every governing body member participated in approved, mandatory governing body training?

☒ Yes ☐ No

If "No," please explain.

2. Has your governing body changed if so, how? If your governing body has changed, have you always had a sufficient number of governing body members to constitute a quorum?

☒ Yes ☐ No

If "No," please explain.

Administration

6. Did the administration develop annual plans derived from the school needs assessment, based on identified instructional weaknesses, teacher interests, and analysis of student performance outcomes?

☒ Yes ☐ No

If "No," please explain.

7. Has the administration developed academic and financial priorities that are responsive to, and consistent with, achieving the school's academic goals and that address deficiencies which are communicated to the school's instructional staff?

☒ Yes ☐ No

If "No," please explain.

Part A—Progress Report

8. Did the school provide support and training to mentor beginning teachers (e.g., first-year mentorship program)?

☒ Yes ☐ No

If "No." please explain.

9. Have the administration and the governing body put into place the required PED policies?

NMAC Requirement	Completed	Board Approval Date	School and Family Support Bureau (SFSB) Approval (if applicable)
Asthma	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
Safe Schools Plan	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	9/11/2012	8/14/2012
Compulsory School Attendance (Truancy)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	2/19/2010	10/12/2010
Diabetes	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
Emergency Drills	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
Health Education	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	8/17/2011	9/13/2012
Wellness Policy	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	9/11/2012	9/26/2012
Homeless Education	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
Immunizations	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
Pest Control	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	12/15/2010	
Physical Education (curriculum aligned with benchmarks and performance standards)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	2/20/2008	
School Athletic Equity	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		8/12/2012
School Health Advisory Council (SHAC)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
Tobacco, Alcohol, and Drug Free School Districts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	12/15/2010	N/A
Dual Credit	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	2/20/2008	
Complaint Procedures	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	12/15/2010	
Finance Committee	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	8/16/2011	
Audit Committee	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	8/16/2011	
Distance Learning	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	2/20/2008	
Conflict of Interest Policy	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	2/20/2008	
Internal Controls	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	2/20/2008	
Procurement Procedures	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	2/20/2008	

Part A—Progress Report

Nepotism	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	2/20/2008	
Open Meetings Act	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	2/20/2008	
Student Discipline Policy	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	11/10/2010	
Governing Body Personnel Policies	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	2/20/2008	
Gifted Education Advisory Committee	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	8/16/2010	
Student Intervention System: The Three Tier Model of Student Intervention	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	09/04/2009	
Please list any other policies the governing body has approved and not included on this list.			
Bullying Prevention		11/17/2010	
Human immunodeficiency Virus (HIV)		12/15/2010	
Domestic Partnership		8/11/2010	
Use of Electronic Devices		2/9/2010	

Additional Policies the governing body has approved, not included on above list:

- RIF / Furlough 8/11/2010
- Grade Change 11/17/2010
- Parent Involvement 1/21/2010
- Textbook 12/15/2010
- Post-Secondary Campus Recruitment 3/16/2011
- Cash Deposits 5/16/2011
- School Orientation 5/16/2011
- Mission Statement & Logo 6/7/2011

Part A—Progress Report

If “No”, please explain:

Curriculum

11. Is the school’s curriculum aligned with New Mexico Standards and Benchmarks and do the core academic subjects contain the essential knowledge and skills that are aligned with and as rigorous as the relevant state performance standards?

☒ Yes ☐ No

If “No,” please explain.

12. Have all courses required for graduation been offered and taught over the past four years?

☒ Yes ☐ No ☐ Not Applicable

If “No,” please explain.

13. Does the school have an active Dual-Credit agreement(s) with higher education institution(s)?

☒ Yes ☐ No ☐ Not Applicable

Part A—Progress Report

If “No,” please explain.

Licensure

4. Has the Director/Principal/Administrator held a PED-issued administrative license over the past four years?

☒ Yes ☐ No

If “No,” please explain.

5. Have all teachers held the appropriate PED-issued license(s) for the classes that they have taught over the past four years?

☒ Yes ☐ No

If “No,” please explain.

6. Have background check authorizations and results been on file for all staff members, contractors, and instructional support providers who have had unsupervised access to students over the past four years?

☒ Yes ☐ No

If “No,” please explain.

Part A—Progress Report

E-Occupancy Certificate

4. Has the school maintained an Educational Occupancy (E-Occupancy) certificate for its facilities over the past four years? Include a copy of the E-Occupancy certificate in the appendix.

☒ Yes ☐ No

If “No,” please explain.

Part A—Progress Report

II. Petition of Support from Employees

A certified petition in support of the charter school renewing its charter status signed by not less than 65 percent of the employees in the charter school at Subsection J of 22-8B-12 NMSA 1978.

Include, as an appendix, a certified petition from not less than 65 percent of the **employees** of the charter school that indicates their support of the renewal of the charter.

Following is a suggested form to **certify** the petition. This form may be attached to the petition.

Part A—Progress Report



I am the head administrator of the Media Arts Collaborative Charter School. The attached petition in support of the Media Arts Collaborative Charter School renewing its charter was circulated to all employees of the Media Arts Collaborative Charter School. There are 23 persons employed by the Media Arts Collaborative Charter School. The petition contains the signatures of 23 employees which represents 100% of the employees employed by the Media Arts Collaborative Charter School.

(STATE OF NEW MEXICO

SS.

COUNTY OF Bernalillo)

I, Glenna Voigt, being first duly sworn, upon oath state:

That I have read the contents of the attached petition, and my statements herein are true to the best of my knowledge and belief.

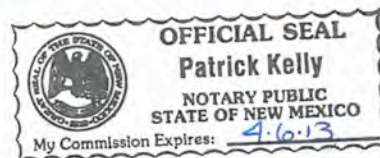
A handwritten signature in black ink, appearing to read "Glenna Voigt", written over a horizontal line.

Subscribed and sworn to before me this 24th day of September, 2012.

A handwritten signature in blue ink, appearing to read "Patrick Kelly", written over a horizontal line.

My Commission Expires:

4.6.2013



4401 Central Ave. NE, Building 2, Albuquerque, NM 87108 ■ (505) 243-1957, Fax (505) 268-1651 ■ NMMediaArts.org

Part A—Progress Report

III. Petition of Support from Households

A certified petition in support of the charter school renewing its charter status signed by not less than 75 percent of the households whose children were enrolled in the charter school at Subsection J of 22-8B-12 NMSA 1978.

Include, as an appendix, a certified petition in support of the charter school renewing its charter status from not less than 75 percent of the **households** whose children were enrolled in the charter school.

Following is a suggested form to **certify** the petition. This form may be attached to the petition.

Part A—Progress Report



I am the head administrator of the Media Arts Collaborative Charter School. The attached petition in support of the Media Arts Collaborative Charter School renewing its charter was circulated to households whose children were enrolled in our charter school. It contains the signatures of 150 households which represents 76% of the households whose children were enrolled in the Media Arts Collaborative Charter School.

(STATE OF NEW MEXICO

ss.

COUNTY OF Bernalillo)

I, Glenna Voigt, being first duly sworn, upon oath state:

That I have read the contents of the attached petition, and my statements herein are true to the best of my knowledge and belief.

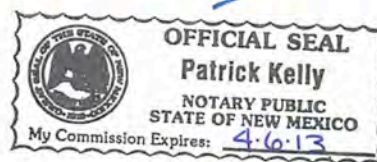
A handwritten signature in black ink, appearing to read "Glenna Voigt", written over a horizontal line.

Subscribed and sworn to before me this 24th day of September, 2012.

A handwritten signature in blue ink, appearing to read "Patrick Kelly", written over a horizontal line.

My Commission Expires:

4.6.2013



Part A—Progress Report

IV. Facilities

A description of the charter school facilities and assurances that the facilities are in compliance with the requirements of Section 22-8B-4.2 NMSA 1978

Provide a letter from the Public Schools Facilities Authority (PSFA) indicating that the school facility meets the requirements at Subsection C of 22-8B-4.2 NMSA 1978. Include a copy of the letter in the appendix.

On or after July 1, 2011, a new charter school shall not open and an existing charter school shall not relocate unless the facilities of the new or relocated charter school, as measured by the New Mexico condition index, receive a condition rating equal to or better than the average condition for all New Mexico public schools for that year or the charter school demonstrates, within eighteen months of occupancy or relocation of the charter, the way in which the facilities will achieve a rating equal to or better than the average New Mexico condition index.

See Appendix A

Part A—Progress Report

V. Term of Renewal

A statement of the term of the renewal requested, if less than five years. If a Renewal Application does not include a statement of the term of the renewal, it will be assumed that renewal is sought for a term of five years.

The Media Arts Collaborative Charter School would like to renew for a term of a **minimum of five years**.

VI. Appendices

Provide each of the following documents as Part A Appendix:

- Financial Statement
- E-Occupancy Certificate
- Letter from the PSFA indicating that the school facility meets the requirements of Subsection C of Section 22-8B-4.2 NMSA 1978
- Petition of Support from Employees
- Petition of Support from Households

Appendix B – Charter Amendments

Part A—Progress Report

Appendix A

Media Arts Collaborative Charter School
Employee Petition

		PRINT NAME	SIGNATURE
Courtney	Angermeier	Courtney Angermeier	Cy
Andrew	Barrow	ANDREW BARROW	Andrew Barrow
Rachel	Benner	Rachel Benner	Rachel Benner
Shannon	Beyer	Shannon Beyer	Shannon Beyer
James	Carlton	JAMES CARLTON	James Carlton
Anna	Chavez	Anna Chavez	Anna Chavez
Samantha	Chavez	Samantha Chavez	Samantha Chavez
Vary	Coates	Vary Coates	Vary Coates
Anthony	Conforti	Anthony Conforti	Anthony Conforti
Alicia	Faulds	Alicia Faulds	Alicia Faulds
Dan	Frampton	Dan Frampton	Dan Frampton
Fran	Fulton	Fran Fulton	Fran Fulton
Christina	Garza	CHRISTINA GARZA	Christina Garza
Keya	Horiuchi	Keya Horiuchi	Keya Horiuchi
Patrick	Kelly	Patrick Kelly	Patrick Kelly
Jessica	Krichels	Jessica Krichels	Jessica Krichels
Blake	Minnerly	BLAKE MINNERLY	Blake Minnerly
Christine	Penfold	Christine Penfold	Christine Penfold
Tom	Richardson	Tom Richardson	Tom Richardson
Sherry	Russell	Sherry Russell	Sherry Russell
Linda	Sena	LINDA SENA	Linda Sena
Jessica	Shoemaker	Jessica Shoemaker	Jessica Shoemaker
Glenna	Voigt	Glenna Voigt	Glenna Voigt

Part A—Progress Report

Media Arts Collaborative Charter School

RENEWAL PETITION

STUDENT	NAME	PRINT NAME	SIGNATURE
Samuel	Abeita	Samuel Abeita	Samuel Abeita
Serena	Adams		
Bryanna	Aguilar	Eva Blatib-Aguilar	Eva Blatib-Aguilar
Evan	Aguilar	Pablo Aguilar	Pablo Aguilar
Austin	Allen	Allyn, Harad	Allyn Harad
Owen	Wilson	Lisa Wilson	Lisa Wilson
Angel	Ballejos	Gloria Apodaca	Gloria E. Apodaca
Latisha	Ballejos	Gloria Apodaca	Gloria E. Apodaca
Austin	Barber	Lori Barber	Lori M. Barber
Cole	Barber	Lori Barber	Lori M. Barber
Kimberly	Becerra	PAUL Becerra	Paul Becerra
Freddy	Beltran	Fabiana Beltran	Fabiana Beltran
Sierra	Bershaw		
Amanda	Bigelow		
Remijio	Bigelow	Daniele Williams	Danielle Williams
Marianna	Biggs	Maribeth Biggs	Maribeth Biggs
Gary	Black		
Hunter	Blythe	MARK BLYTHE	Mark Blythe
Robert	Browning	MARA L. S. BROWNING	Mara L. S. Browning
Deicy	Bustos	Nancy Hernandez	Nancy Hernandez
Kristen	Caldwell	Theresa Caldwell	Theresa Caldwell
Daniel	Cameron	Janice W. Cameron	Janice W. Cameron
Aiden	Cano-Duran		
Kellam	Carino	MICHAEL A. CARINO	Michael A. Carino
Claire	Carlson	TOM CARLSON	Tom Carlson
Davida	Casaus		
Sheiby	Chappell	Tasha Chappell	Tasha Chappell
Brendan	Christopher	Heather Christopher	Heather Christopher
Michael	Cramer	Marty Murcia	Marty Murcia
Jacob	Crews	Leslie Rottach	Leslie Rottach

Grecia
Chavez

Valenzuela - Victor Valenzuela
Chavez - Anne Brenngelmann Chavez

Victor Valenzuela
Anne Brenngelmann Chavez

Part A—Progress Report

Media Arts Collaborative Charter School

RENEWAL PETITION

STUDENT	NAME	PRINT NAME	SIGNATURE
Gabriel	Crouther	Sonji Crouther	Sonji Crouther
Samantha	Cunningham		
Malkolm	Dahl	Bernice Dahl	Bernice Dahl
Stephen	Daugherty	Karin M. Daugherty	Karin M. Daugherty
Malachi	Daw	Phillip Daw	Phillip Daw
Shana	Derzon	Dora Derzon	Dora Derzon
Liu Seong	Di Ningrat	Diana P. Thupik	Diana P. Thupik
Aleyna	Donaldson	Brenda Donaldson	B. Donaldson
Chance	Elkshoulder	Brenda Largo	Brenda Largo
Saly	Engle	Rose (Rebbynn) Bell	R. Bell
Shelby	Fenolio	Stephanie Fenolio	Stephanie Fenolio
Henry	Folkner	Pamela Folkner	Pamela Folkner
John "Jack"	Folkner	Pamela Folkner	Pamela Folkner
Michelle	Gallarza	Patricia Gallarza	Patricia Gallarza
Jasmine	Gallegos		
Kya	Garduno		
Amara	Gariss		
Jackson	Glasgow		
Antonio	Gomez		
Gabriella	Gomez	ANA T. Gomez	ANA T. Gomez
Saul	Gonzales	RAY GONZALES	Ray Gonzalez
Zoah	Gordon		
Cierra	Gracia	Eivonne Gracia	Eivonne Gracia
Taylor	Hanna		

Sophia Fought

Michaela Frankel

Rodney Lacy

Jill Frankel

Rodney Lacy

Part A—Progress Report

Media Arts Collaborative Charter School

RENEWAL PETITION

STUDENT	NAME	^{Parent} PRINT NAME	^{Parent} SIGNATURE
Tanner	Hermreck		
Adriana	Hernandez	Sandra Gonzales	Sandra Gonzales
Adeo	Herrick		
Keith	Higgins	Olivia C. Higgins	Olivia C. Higgins
Kaitlin	Hunter	Sarah Hunter	S. Hunter
Kamrin	Hunter	Sarah Hunter	S. Hunter
Megan	Jackson		
Pria	Jackson		
Sabastian	Jackson		
Mycah	James		
Antoine	Jaramillo	RANDY JARAMILLO	Randy Jaramillo
Jessenia	Jaramillo	Joseph Saramillo	Joseph Saramillo
Martin	Jencka	Prudence Jencke	PC Jencke
Jay	Jewell-Roth	Christy Jewell-Roth	Christy Jewell-Roth
Collin	Kamees	Angella Alba	Alba
Jose	Kimes	BREDA Kimes	Brenda Kimes
Kelly	Kuenstler		
Stephen	Lambros	JASON LAMBROS	Jason Lambros
Hap	Lang	Kelly Lang	Kelly Lang
Breeauna	Langton	Travis Langton	Travis Langton
Isaac	Leeman	Rebecca Leeman	Rebecca Leeman
Ryan	Lemmons	LISA LEMMONS	Lisa Lemmons
DeArmond	Lopez	Paula Lopez	Paula Lopez
Michael	Lopez	Sammy F Lopez	Sammy F Lopez
Leah	Lucas	Jennifer Lucas	Jennifer Lucas
Charles	Lutz	Suzanne Lutz	Suzanne Lutz
Angelique	Madrid	Monica Church	Monica Church

Payton - Kranz - *Payton KRAUZ*

Payton Kranz

Part A—Progress Report

Media Arts Collaborative Charter School

RENEWAL PETITION

STUDENT	NAME	PRINT NAME	SIGNATURE
Jeremy	Maes	Angela Maes	Angela Maes
Victor	Maese		
Justice	Malone	Sara Schuppe	Sara Schuppe
John	Mandarino	Ellen MANDARINO	Ellen Mandarino
Shaniya	Martinez		
Benjamin	Mastripolito	Jennifer A. Mastripolito	J.A. Mastripolito
Ryan	McClish		
Andrew	McMillian		
Kristian	Medina	Roberta L Medina	Roberta Medina
Breeanna	Mendoza	Diana Mendoza	Diana Mendoza
Luis	Mendoza		
Bear	Menor	BEAR MENOR	Bear Menor
Julian	Mingo	Stacy Mingo	Stacy Mingo
Stacie	Moats	Anne Moats	Anne Moats
Alexis	Monroy	Natalie Monroy	Natalie Monroy
Jayleen	Montoya		
Michael	Moody	Pranava Moody	Pranava Moody
Tessa	Moore	Jennifer Moore	Jennifer Moore
Joseph	Mora	Roberta Vigil	Roberta Vigil
Zion	Moreno	Maria Gonzalez Schuppert	Maria Gonzalez Schuppert
Jessica	Morrow	Lori Morrow	Lori Morrow
Julianna	Muro	Stephanie Muro	Stephanie Muro
Morgan	Navarrette	Lorraine Navarrette	Lorraine Navarrette
Andrea	Newsome	Paul Newsome	Paul Newsome
Komei (Jason)	Nishio	Heather Giesel	Heather Giesel
Nikolas	Nunez	Tami Smith	Tami Smith
Noa	Nunez	Tami Smith	Tami Smith
Mary	Oldaker	Christopher Oldaker	Christopher Oldaker

Nick

Northrup

Margaret Lumpkin

M. Northrup

Part A—Progress Report

Media Arts Collaborative Charter School

RENEWAL PETITION PARENT

STUDENT	NAME	PRINT NAME	PARENT SIGNATURE
Ariana	Olguin Ayala	Lorena Olguin	<i>[Signature]</i>
Ilan	Oregon	Revea Gonzales	<i>[Signature]</i>
Keanu	Oregon	Revea Gonzales	<i>[Signature]</i>
Avery	Osborne	Kaayla Daniel	<i>[Signature]</i>
Ricci	Padilla	Rick Padilla	<i>[Signature]</i>
Catherine	Palmer		
Zachary	Parrish	Nora S. Parrish	<i>[Signature]</i>
Desiree	Patterson		
Raina	Palmer	Kadho Denmark	<i>[Signature]</i>
Chloe	Plymale	Michelle Diaz	<i>[Signature]</i>
Noa	Poli	DANIEL POLI	<i>[Signature]</i>
Aria	Ponder	Cristin Ponder	<i>[Signature]</i>
Chelsea	Portillo-Palmer	Rich Palmer	<i>[Signature]</i>
Kylan	Poulton	Catherine Wiskert	<i>[Signature]</i>
Peter	Papp.	Dr. Judit Kadar	<i>[Signature]</i>
Lauriel	Queen	Laura Queen	<i>[Signature]</i>
Juanjulian	Quinones	MIRIAM MARTINEZ	<i>[Signature]</i>
Keenan	Rave		
Katy	Redick	Ronald W. Custer	<i>[Signature]</i>
Kristen	Reeder	Jennifer Jones	<i>[Signature]</i>
Anamarie	Regino	Margaret Martinez	<i>[Signature]</i>
Corey	Rider	D. E. KRIDG	<i>[Signature]</i>
Adrian	Rivas	Socorro Rivas	<i>[Signature]</i>
Jasmine	Rivas	Socorro Rivas	<i>[Signature]</i>
Jonathan	Rivas	Socorro Rivas	<i>[Signature]</i>
Kryssen	Robinson	Noelita Robinson	<i>[Signature]</i>
Roberto	Robledo		
Azenette	Rodriguez		
Skylar	Rogers	Joshua Estes	<i>[Signature]</i>

Shane Maestas - Natalie Roberts

[Signature]

Part A—Progress Report

Media Arts Collaborative Charter School

RENEWAL PETITION

STUDENT	NAME	PRINT NAME	SIGNATURE
Camille	Romero	Kim Romero-OAK	Kim Romero
Dasia	Romero	Sandra L. Tapia	Sandra L. Tapia
Connor	Rosquist		
Cassidy	Royster	BARBARA Kercsmar	Barbara Kercsmar
Shaunika	Ryals	Karl Perkins	Karl Perkins
Liana	Ryerson		
Dominic	Salas	Miguel Salas	Miguel Salas
Leila	Salas	Marylin Salas	Marylin Salas
Thres	Salas	Miguel Salas	Miguel Salas
Mi-Vida	Sandoval		
Natalie	Seiler	Kevin Seiler	Kevin Seiler
Robert	Serrano	Amy Serrano	Amy Serrano
Damien	Shot With Two Arrows		
Eloy	Silva	Reynaluz Juarez	Reynaluz Juarez
Josiah	Silva		
Alexander	Smith		
Christopher	Smith	Doreen Brady	Doreen Brady
Synneva	Spittel	Heather Grier	Heather Grier
Nathan	Spon	Tim McGraw	Tim McGraw
Eric	Starr	Mary Y. Starr	Mary Y. Starr
Ian	Steagall	BRYAN STEAGALL	Bryan Steagall
Jensen	Stiles	Jen Lisa Maxwell	Jen Lisa Maxwell
Lauren	Strode	William Strode	William Strode
Jocilyn	Tafoya		

Part A—Progress Report

Media Arts Collaborative Charter School

RENEWAL PETITION

STUDENT	NAME	PRINT NAME	SIGNATURE
Samuel	Taliento		
Tyler	Talmadge	Sara Frederick	Sara Frederick
Dustin	Tate	Susie Gilespie	Susie Gilespie
Travis	Teichmann		
Oosten	Tompkins	Andrea Botero	Andrea Botero
Christopher	Trammell	Sarah Burnett	Sarah Burnett
Thomas	Trujillo	Shane Dobby	Shane Dobby
Jonah	Urrutia		
Ruben	Valenzuela	Renee Barela	Renee Barela
Mariah	Vasquez	DAVID VASQUEZ	David Vasquez
Graci	Vincent		
Natasha	Waites	RITA J. STUMP	Rita J. Stump
Crystal	Wathen		
Annastashea	Weeding	Alex C. Mueller	Alex C. Mueller
Hailee	West	Gayle Webb	Gayle Webb
Hunter	West	JOSEPH WEST	Joseph West
Justin	West	Shelby West	Shelby West
Shane	West	Shelby West	Shelby West
Lindsey	Wiksehaar	JACK WIKSEHAAR	Jack Wiksehaar
Beverly	Williams	Paula K. Williams	Paula K. Williams
Erica	Williams	Kathy Valencia	Kathy Valencia
Matthew	Williams		
Eva	Yambao	Kristin Danner	Kristin Danner
Haley	York-Chess	Adam Chess	Adam Chess
Annabelle	Zullo	MIKE ZULLO	Mike Zullo
Analise	Zunie-Campbell		

Eloy, Chavez - Angela Piper
 Zach, Daniel - Danielle Zack

Part A—Progress Report
Certificate of E-Occupancy

Certificate of Occupancy

City of Albuquerque
Planning Department
Building Safety Division

This Certificate, issued pursuant to the requirements of Section 115.3 of the Albuquerque Uniform Administrative Code, certifies that at the time of issuance this structure was in compliance with the above code and other technical codes and city ordinances regulating building construction or use.

Building Address 4401 Central Ave NE Zip 87108

Portion of Building Change of Occupancy

Use Classification Commercial Project Building Permit 200890087

Occupancy Group B to E Type of Construction II B Land Use Zone CCR - 3

Owner of Building West Highland LLC Address 4401 Central Ave NE Albuquerque, NM 87108

By: [Signature]

Date: October 2, 2008

[Signature]
Chief Building Official

POST IN A CONSPICUOUS PLACE

Part A—Progress Report

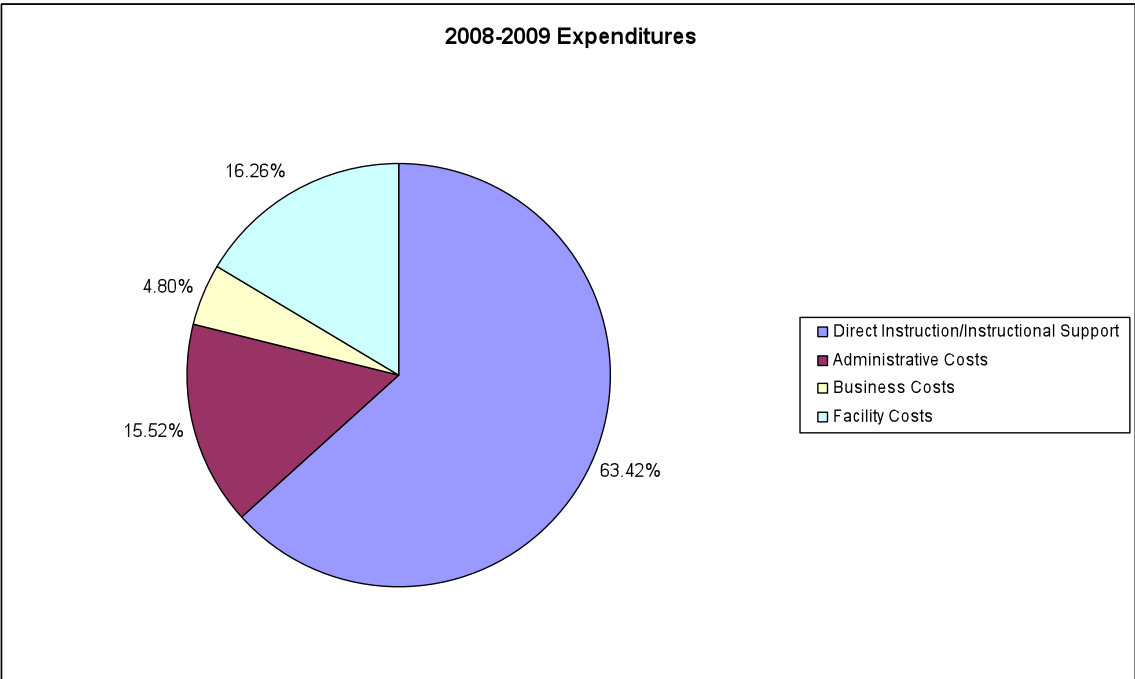
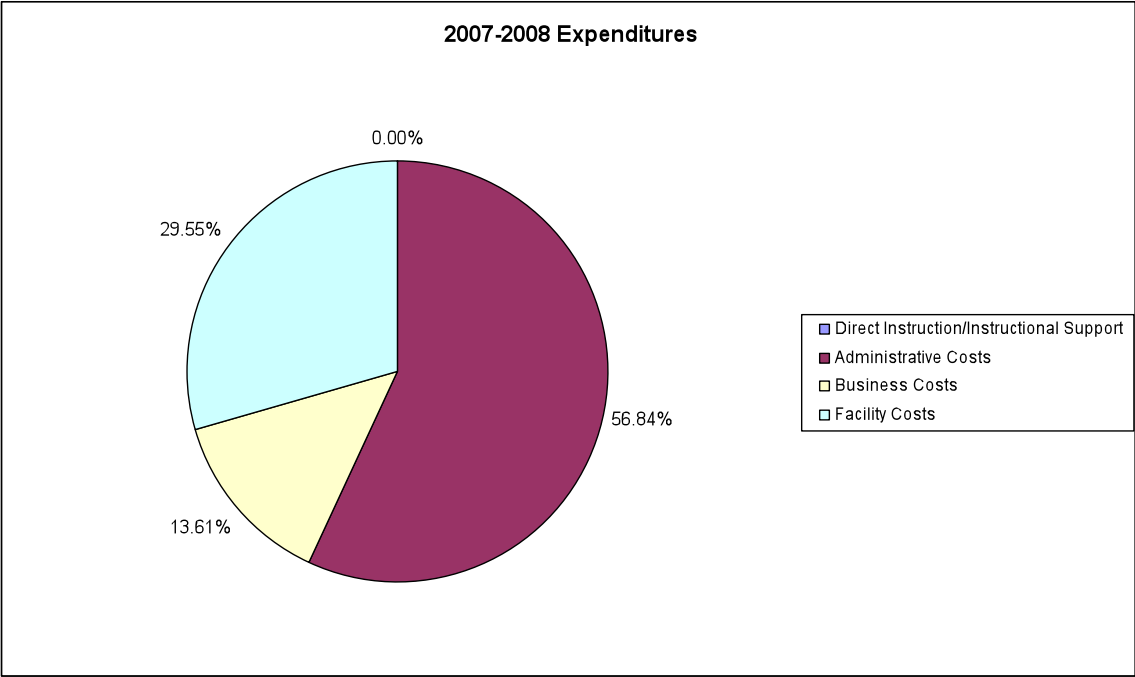
Media Arts Collaborative Charter School Financial Statement

When Media Arts Collaborative Charter School came into existence during the 2007-2008 school year, it only had operations for approximately four months. The only funds available at the time were the Federal Charter School Grant and the State Planning Grant. Operational expenditures did not begin until the following school year when we opened our doors to our students. The school had lower than projected enrollment its first year which resulted in the school having to be extremely conservative throughout the year to maintain a positive operational cash balance. The school had 134 students processed through the lottery but only 88 showed up on the first day of school. The school's administration developed an internal budget based on these 88 kids and roughly worked within it for the remainder of the year. The fiscally conservative philosophy that was developed that first year has carried over into subsequent years due to the recent financial instability of the economy and the fact that our large use of cutting edge technology creates an "equipment liability" for future school years. The school's board and administration has tried to conserve as much as possible to maintain our education program if there are funding cuts and also to help fund new equipment costs when our current equipment becomes outdated. A large emphasis has been placed on the fiscal management of the school to ensure conservative budget management and minimal audit findings so that the majority of our board's and staff's energy can be focused on creating the best learning environment for our students.

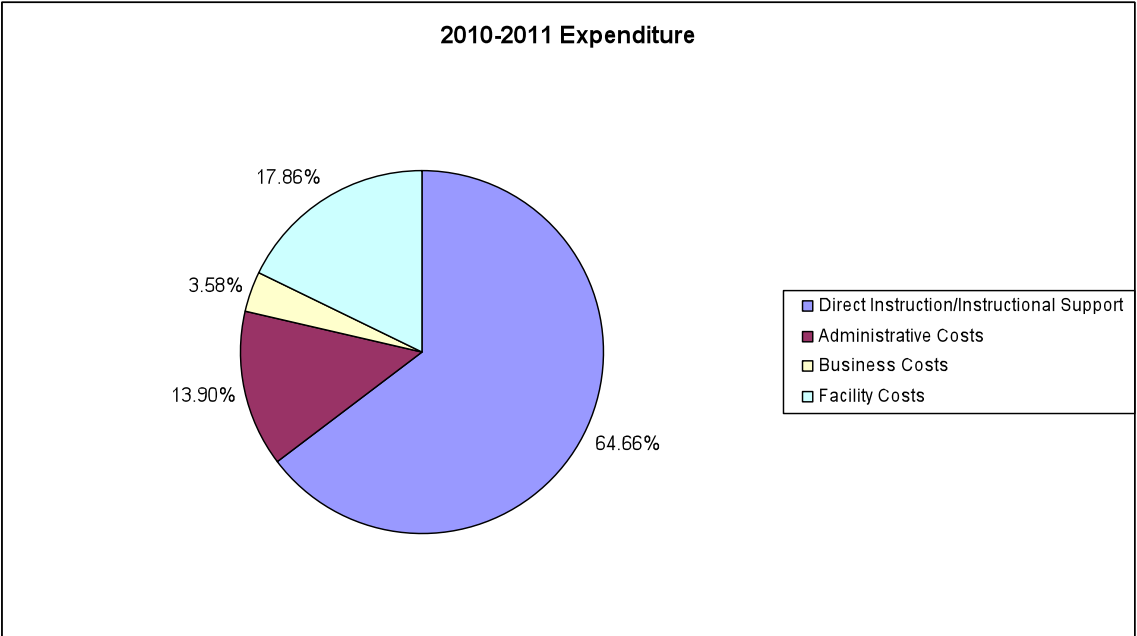
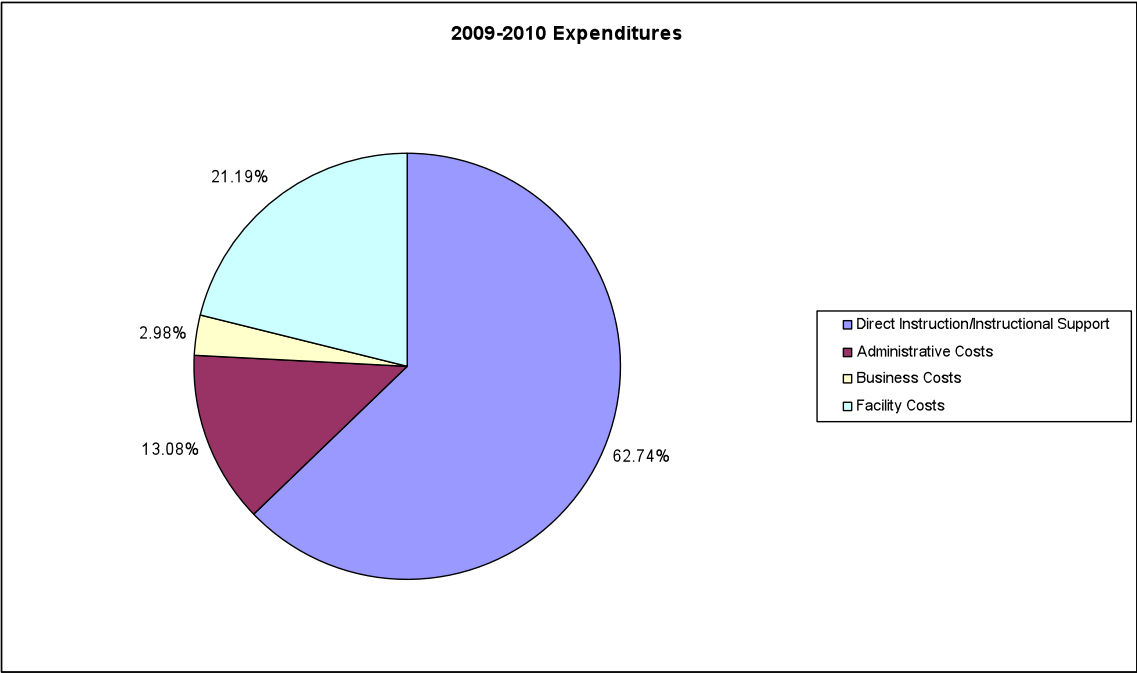
School Expenditures

The categorical costs of the school remained relatively consistent from 2008-2009 to the end of the 2011-2012 school year. Student instruction and support averaged nearly 64% of the expenditures while school administration, business services and facility costs averaged 14%, 4% and 18% respectively. During the 2007-2008 school year, the school only had access to the Federal Charter School Grant and the State Planning Grant. The school only had approximately \$91,000 of expenditures that year with the majority of going towards student recruitment and securing a facility. The 2008-2009 school year was our first with students and thus, with operational funds. The school did have access to the Federal Charter School Grant into the 2009-2010 school year which allowed some of our supply accounts to be higher than normal. The Federal Stimulus and ARRA funds in 2009-2010 allowed the school to maintain the staffing and expenditure patterns despite the decrease in SEG funding. In 2009-2010 the school was able to purchase two portable classrooms and received approval of a Lease-Purchase Agreement on our current facility. This reduced our overall monthly payments and allowed the school to become property-tax exempt saving the school a minimum of \$30,000 each year beginning in 2010-2011. The school anticipates maintaining the expense percentages listed above in subsequent years. Student instruction/support and facility expenses may increase over the next three years as the school phases in its middle school. Additional teaching and support staff will be needed as our enrollment continues to increase. A year-by-year breakdown in categorical expenditures is below:

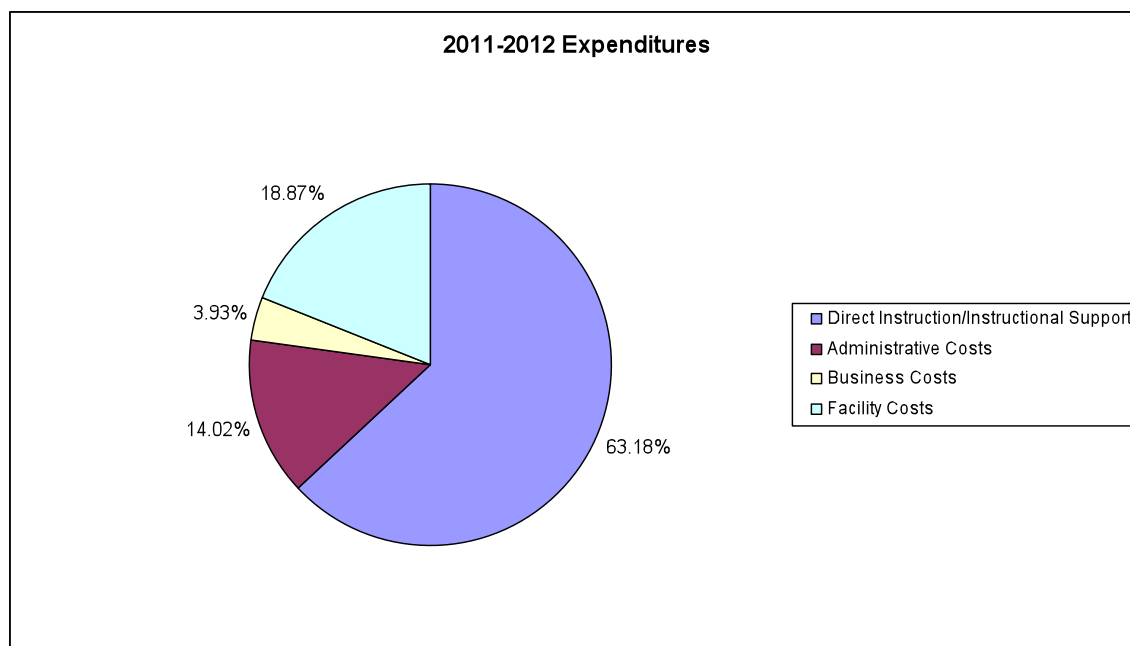
Part A—Progress Report



Part A—Progress Report



Part A—Progress Report

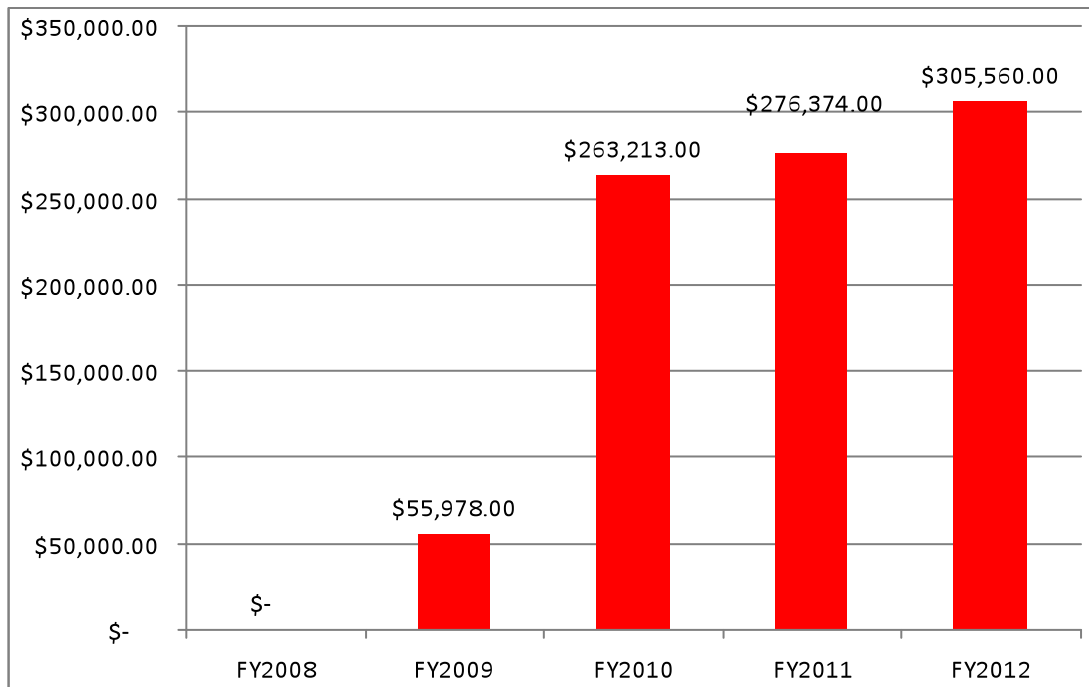


Budget Management and Cash Balance

Insufficient cash balances were a concern of both the Governing Board and the school's administration after the 2008-2009 school year. At the end of fiscal year 2009, the school only had \$55,978 in cash balance. The school felt that this amount was low and projected that the school would only be able to cover one payroll if there were any unforeseen circumstances that caused SEG payments to be delayed to the school. The low cash balance would also prevent the school from purchasing cutting edge technology products once the Federal Charter School Grant was expended. The school's administration evaluated personnel and supply expenses to analyze where funds were not being used effectively or efficiently. The administration reduced or eliminated some of the unnecessary costs and increased the school's cash balance to \$263,213 by the end of the next school year. The school attempts to have a cash balance of close to \$275,000 at the end of every fiscal year. This has allowed the school to absorb funding cuts over the last few years as well as maintaining our instructional program while supplying cutting edge media products and software. The chart below shows the year-end operational cash balance for the last five fiscal years.

Part A—Progress Report

Year-End Cash Balances

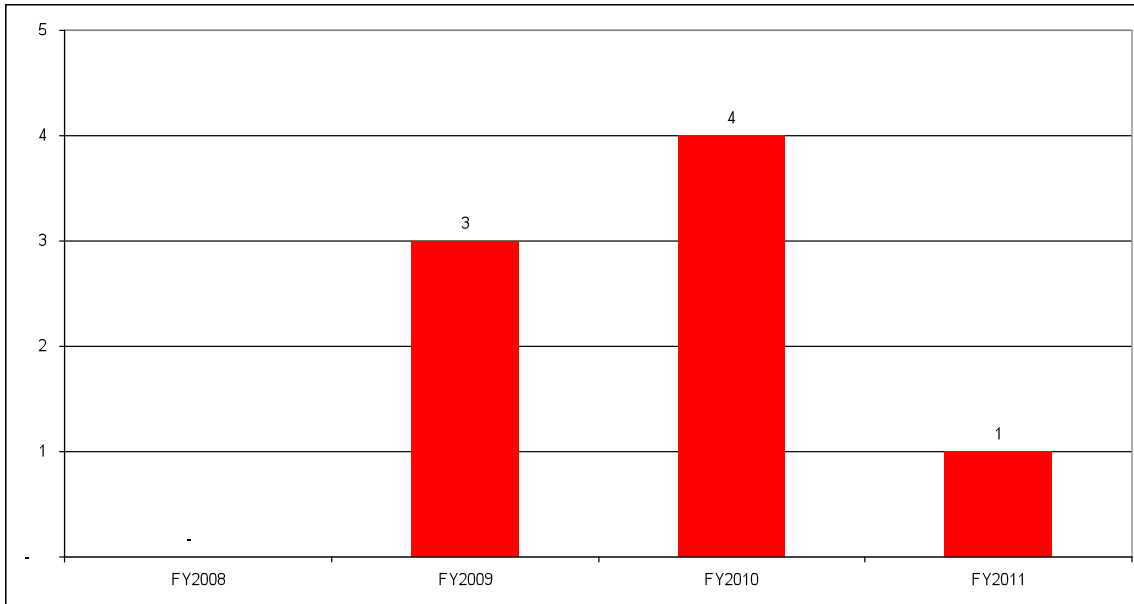


Audit Findings

An active Finance Committee and a commitment by the school's administration have resulted in school having minimal findings in its first four years. Increased monitoring by the Finance Committee and more adequate fiscal practices by the school's personnel decreased the amount of the audit findings from four to one in FY2011. The school also made a commitment to not have any repeat findings and was successful for FY2011 and expected in FY2012. The school established an Audit Committee and on this committee are two members of the Finance Committee, another board member, a community member that is an accountant, a parent of a student of MACCS, the principal and the business manager. This committee attempts to meet monthly and handles all aspects of the school audit. This committee develops an "Audit Corrective Action Plan" which addresses each finding and develops procedures to ensure the school does not repeat the findings. Below is a chart that shows how many findings the school has had since FY2008 along with a summary of the findings.

Part A—Progress Report

Amount of Findings for Each Fiscal Year



Summary of Findings

FY2008 - There were no audit findings

FY2009

- 1) Cash Receipts – One deposit was not made within one business day
- 2) Contract Verification – Data entry error on contract entered into accounting system
- 3) AJE Approval - Adjusting Journal Entries were not approved

FY2010

- 1) Background Check – One employee had an invalid type of background check
- 2) Exceeded Budget – Budget was exceeded in one fund (school did not agree)
- 3) Cash Receipts – One deposit was not made within one business day
- 4) Purchase Order Approval – PO was approved after the purchase date

FY2011

- 1) Budget Authority – School did not establish budget authority for food service program



Part B—The Charter Renewal

Part B
The Charter Renewal
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Part B—The Charter Renewal

2012–2013 Renewal Application

I. Executive Summary

Provide the enrollment and demographic information for the current charter term. In addition, provide a brief (1–2 pages maximum) description of the school, including an overview of the mission/vision, educational program, community and local connections, and leadership and governance.

Enrollment Cap: _____**360**__

Enrollment	2008–2009	2009–2010	2010–2011	2011–2012
Total Enrollment	152	202	259	262
Number of Students on Waiting List	0	0	0	0
Ethnicity/ Race				
Asian	1	2	5	6
Black	7	13	12	12
Hispanic	73	103	116	111
Native American	15	13	14	19
White	56	71	112	114
Other	0	0	0	0
English Language Learners	12	10	5	3
Students with Individualized Education Programs (IEP)	13	15	38	41
Eligible for Free and Reduced Lunch	67	41	24	65

Part B—The Charter Renewal

II. Renewal Performance Plan

The following sections provide an opportunity for the school to discuss plans for the next charter term. In addition to providing basic data, schools should treat the following sections as an opportunity to outline a deliberate plan for sustaining success, addressing areas requiring improvement, and ensuring the ongoing viability of the organization.

Please Note: The response to Part B will not affect the Renewal Findings from Part A or the recommendation for renewal or non-renewal. It may, however, affect the length of the new charter term awarded to the school and will inform the terms of a new charter contract. Should the chartering authority grant renewal for an additional term, the plans presented below will serve as a blueprint for relevant sections of the charter contract for the new term and the performance contract as required under the SB 446 legislation (enacted by Laws of 2011, chapter 14, section 3).

A. Mission: Provide a mission for the school.

The Media Arts Collaborative Charter School (MACCS) offers secondary students a comprehensive, project-based, cross-curricular education centered in the media arts. We prepare our graduates for positions in the media industries and for the rigor of post-secondary education.

B. Performance Plan: Per SB446, it is helpful if you submit a performance plan that will be the basis for the Charter Performance Contract (22-8B-9 NMSA 1978) and subsequent monitoring processes utilizing the Performance Framework (22-8B-9.1 NMSA 1978). State the student performance indicators that specifically relate to the mission of the school. We encourage you to submit a plan that is specific and measurable (based on identified indicators and expected performance levels that can be measured by a reliable instrument), and ambitious, but attainable, and aligned with a time frame by which achievement is expected to be accomplished.

1. Student academic performance

Seventy-five percent of students who have attended Media Arts Collaborative Charter High School for six consecutive semesters will be proficient in reading and math by the end of their sixth semester, as demonstrated by RIT band and/or national percentile ranking in the Northwest Evaluation Association (NWEA) short cycle assessment.

Seventy-five percent of students who have attended Media Arts Collaborative Charter Middle School for six consecutive semesters will be proficient in reading and math by the end of their sixth semester, as demonstrated by RIT band or national percentile ranking in the Northwest Evaluation Association (NWEA) short cycle assessment.

Measure(s) Used: NWEA short-cycle assessment.

Part B—The Charter Renewal

2. Student academic growth

By the end of Year 6, 75% of students who have attended Media Arts Collaborative Charter School for six consecutive semesters will out-perform the District Schools in reading and math, as demonstrate by the SBA and NWEA.

Measure(s) Used: Enrollment data, SBA and NWEA assessment data.

3. Achievement gaps in both proficiency and growth between student subgroups

All students receiving 2) or more F's in core content courses for one six-week grading term will be referred for Academic Support Intervention consisting of intensive twice-weekly tutoring and/or Saturday School for make-up of missed assignments that may otherwise not be completed at home or independently. Students will remain in the Academic Support Interventions until their F grades rise to C's or better.

Measure(s) Used: Grading Term and Semester Report Cards, Academic Support Intervention participation/attendance logs, teachers' grade reports, Advisors' parent contact logs, and classroom short cycle assessment data.

4. Attendance

The Media Arts Collaborative Charter School's Attendance Policy will provide interventions for students who are habitually truant, as recognized by a progressive increase in student absences of 5, 7, and 10 days respectively. These interventions include Advisor and Social Worker phone calls to parents, Social Worker and Principal home visits, certified letters documenting missed school days, parent and student conferences with Social Worker, Principal and Advisor, Attendance Contracts, Attendance Support Groups, student-created community media projects addressing truancy, and Parent Family Framework meetings. The Media Arts Collaborative Charter School will maintain its' 95% attendance rate from previous years by utilizing these varied interventions in an early and frequent manner.

Measure(s) Used: SIS attendance data, parental involvement data, Social Worker and Advisors' parent contact logs.

5. Recurrent enrollment

The students of Media Arts Collaborative Charter School choose to re-enroll year to year based on the school's strong emphasis on: small class sizes; hands-on project-based curriculum; opportunities for professional learning experiences in the media industries; one-to-one Advisory support; strong college preparation opportunities and programs, such AP classes and Dual-Credit enrollment; and rigorous instruction delivered by highly qualified teachers who have professional work experience in the fields of business and media.

Student and parent satisfaction and feedback will be solicited through bi-annual surveys of school climate, course curriculum, and instructor evaluation. Analysis of the survey information will be used to improve teaching models, classroom instruction, and provide teacher professional development, as needed.

Part B—The Charter Renewal

Measure(s) Used: Survey response data, enrollment data, and Advisory parent contact and meeting logs.

6. High school college-readiness (if appropriate)

All students who have attended Media Arts Collaborative Charter High School for at least eight consecutive semesters, and who are *not* on a career readiness pathway as indicated by their Individual Education Plan (IEP), will have successfully completed at least one of the following courses prior to graduation: Advanced Placement, Honors, online, or dual credit courses at an affiliated university or community college.

Measure(s) Used: Dual-credit data, AP enrollment & assessment data, ACT, SAT, PSAT, & Accuplacer assessment data, Online Course enrollment & completion data, and school enrollment data.

7. Graduation rate (if appropriate)

Students entering Media Arts Collaborative Charter School as first-semester 9th graders will graduate within eight consecutive semesters. Students entering Media Arts Collaborative Charter School as reclassified 9th graders will graduate within ten semesters, depending upon their academic deficit at the time of enrollment to Media Arts Collaborative Charter School.

Measure(s) Used: Transcripts' credit accumulation, Credit Recovery data, and enrollment data.

8. Growth of the lowest scoring twenty-fifth percentile of students in the public school in reading and mathematics.

In order to continue to increase growth of its lowest performing students, all students at the Media Arts Collaborative Charter School who are recognized to be the most academically challenged, as demonstrated by a GPA of 1.7 or less, or 2) or more F's in a core class over an entire semester, will be referred to an intensive and targeted tutoring program to meet three times per week, twice after school and once during the school day. The tutoring program will focus on specific skills or core content that is most challenging for the student. Data will be recorded for student attendance and growth progress.

Measure(s) Used: Six-week term report cards, cumulative GPA, tutoring attendance data, NWEA short cycle assessment data, and student attendance data.

Part B—The Charter Renewal

- C. **Additional Indicators (Optional):** Briefly state any rigorous, valid, and reliable indicators that should be considered for incorporation into a charter agreement, if renewed.

Please Note: The performance framework shall allow for the inclusion of additional rigorous, valid, and reliable indicators proposed by a charter school to augment external evaluations of its performance, provided that the chartering authority shall approve the quality and rigor of such proposed indicators and the indicators are consistent with the purposes of the Charter Schools Act. (22-8B-9.1 NMSA 1978)

The Media Arts Collaborative Charter School will provide community service, media arts, or career-relevant internship opportunities to 100 percent of all students who meet school and/or program eligibility requirements.

Measure(s) Used: GPA data, grade-level determination, enrollment data, annual internship placement & completion data, and media course enrollment data.

Ninety percent of students who have attended Media Arts Collaborative Charter High School for six or more consecutive semesters will have participated in a community media project with demonstration of a passing grade of C or better.

Measure(s) Used: Media course enrollment data, student grades, enrollment data, and annual community media project data.

III. Amendments

Provide “State Charter School Change/Amendment Request Form” for any material or substantial change(s) to the charter. (e.g. adding grade levels, increase enrollment cap, curricula change, instructional model, etc.) The amendment forms should be in the Part B Appendix.

IV. Financial Plans

- A. Provide a financial statement that discloses the cost of administration, instruction and other spending categories for the charter school that is understandable to the general public, that allows comparison of costs to other schools or comparable organizations and that is in a format required by the PED.

Part B—The Charter Renewal

Financial Statement

The school anticipates that the new revenue generated from the additional students will be used for teaching/support staff and increased facility costs to accomdate the new students. The school will begin to spend down some of its cash balance to purchase new equipment, furniture and other non-reoccurring costs. These purchase will be for both the middle school and will replace equipment currently used at the high school. The administration will attempt to maintain current spending patterns with at least 60 percent of expenditures being used for direct instruction and instructional support. The school will also try to keep administration, business and facility costs at their current levels as the school grows to its capacity over the next four years.

- B. Provide a description of how the governing body will provide the proper legal fiscal oversight to ensure compliance and financial stability. Demonstrate a commitment to maintaining the financial viability of the school.

The Governance Council (“GC”) maintains both a “Finance Committee” (“FC”) and an “Audit Committee (“AC”). The FC is comprised of two Board members, the Business Manager and the Principal. The Business Manager prepares a monthly financial report which includes an income and expense summary backed up by a detailed listing and a copy of the bank account register and a bank reconciliation. This report is reviewed by the FC and presented to the GC monthly for its approval. The AC is comprised of 3 Board members, an outside accountant, a parent, the Business Manager and the Principal. The AC meets quarterly and immediately before and after the annual audit.

- C. Describe the school’s strategic vision (long-range planning) for the sustainability of the school. Discuss the plans for addressing enrollment that do not meet the projections stated in your application.

Supplementing SEG receipts are the ongoing fundraising and other positive activities of The MACCS Foundation (“TMF”) a NM nonprofit foundation authorized to solicit tax deductible contributions pursuant to IRS §501(c)(3). The sole function of TMF is to render support and sustenance to the school. While TMF is primarily involved in seeking major contributions to help fund the proposed “Media Arts campus” (which will house both the high school and the middle school), the recent prohibition against use of PEG moneys for advertising and recruitment has required intervention by TMF in these areas, vital to the school’s attainment of its enrollment projections.

Part B—The Charter Renewal

V. Organizational Plans

- A. **Enrollment Plan:** Complete the enrollment plan for the next charter term. If the school has determined a need to change the enrollment numbers from the current charter, discuss and demonstrate that need.

Grade	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018
6	22	45	45	45	45
7	22	22	45	45	45
8	0	22	22	45	45
9	45	45	45	45	45
10	45	45	45	45	45
11	45	45	45	45	45
12	45	45	45	45	45
TOTAL	224	246	292	315	315

As the Media Arts Collaborative Charter School phases in a new middle school, grades 6-8, each year's enrollment will be projected at 45 students per grade level beginning with the 2016-2017 school year. The Media Arts Collaborative Charter School amended it's charter in Spring 2012 to phase in a middle school starting with 22 6th graders in 2012-2013. As the school phases in middle school classes of 45 students in grades 6 through 8, student enrollment is projected to increase from 202 students in 2012-2013 to 315 in the 2016-2017 school year. MACCS will continue to maintain current student to teacher ratios as enrollment grows.

B. **Governance:**

1. Provide a plan for an annual self-evaluation of the governing body that reflects an assessment of its overall effectiveness.

The Governance Council has been and will continue to schedule a day-long “Board Retreat” held in conjunction with the administration, teacher reps, and The MACCS Foundation. Anticipating each such annual retreat, the participants are requested to present “self-evaluations” measuring progress against goals; these to form the basis for segmented retreat sessions. Critical to the sessions are “how to improve” discussions, minute-taking and post-retreat evaluations.

Part B—The Charter Renewal

2. Describe how the governing body will monitor operational, financial, and academic outcomes on an ongoing basis to ensure that the school is meeting its mission and vision.

Financial: Business Manager's monthly reports reviewed by the Governance Council with periodic compliance reviews of financials by Finance Committee and Audit Committee.

Academic: Periodic critical analysis by Administration of School's standardized test scoring results. Periodic subjective evaluation by teachers, administrators of project-based learning model and successes/failures of integration of media arts electives with core curricula instruction, and ongoing proposed modifications will all be review by the Governance Council.

Operational: Periodic administration/teaching staff reports re allocations of limited resources to maximize achievement of mission and vision goals.

3. Describe what steps your governing body and school will take to ensure that the operations of the school and governing body are transparent and open to the public.

All members of the MACCS Governing Council have been furnished copies of the NM Open Meetings Law requirements and exceptions with instructions to read those provisions and be prepared to discuss. All notices of meetings together with an agenda for each of the upcoming meeting are posted on line on the school's website. Notices of special meetings are posted in the "legals" section of the Albuquerque Journal. Draft minutes are posted on the website within 10 days after each meeting. All agendas, minutes, financial reports, policies and other documents covered by the IPRA are available for examination by the public upon request at the school, other than those protected by the confidentiality exceptions. Each governance Council meeting agenda schedules "public comment" and members of the public are invited to attend.

C. Waivers:

1. Identify the waivers as provided for in Section 22-8B-5 NMSA 1978 that you are requesting and describe how use of this waiver will support the school's plan. Additional information should be added as Appendix B.

No.	Requested Waiver	Description of how use of this waiver will support the school's plan
1.	None	
2.		
3.		
4.		
5.		

Part B—The Charter Renewal

2. Identify any *discretionary* waivers as provided for in Section 22-8B-5 NMSA 1978 or elsewhere in the Public School Code that you are requesting; and describe how use of this waiver will support the school's plan. Upon approval of the charter, the PED waiver request process must be completed. The following link provides forms for the various waiver options. http://ped.state.nm.us/admin.personnel/waiver_requests.html. If this is an application to a local district, you must identify all waivers you are requesting from local board policies.

No.	Requested Discretionary Waiver	Description of how use of this waiver will support the school's plan
1.	None	
2.		
3.		
4.		
5.		

D. Partnerships: If the school has identified a partner organization or a contractor that is essential to the existence of the charter school, its governance, key instructional, or management functions, provide the following information:

- ☐ name of the entity or person
- ☐ contact information
- ☐ description of the nature and purpose of the relationship with the charter school
- ☐ involvement in the school's governance (if applicable)

Attach copies of contracts, memorandums of understanding (MOU), or evidence of the terms of the proposed agreement with the partnership as *Appendix C*.

No.	Name of Entity or Person	Contact Information	Description of the nature and purpose of the relationship and involvement with the school's governance (if applicable)
1.	None		
2.			
3.			

E. Third-Party Relationships: Attach a copy of the proposed contract, MOU, or evidence of the terms of the proposed agreement with the Third-Party Relationship or contractor as an Appendix.

Part B—The Charter Renewal

VI. Facilities

Provide a description of the charter school facilities and assurances that the facilities are in compliance with the requirements of 22-8B-4.2 NMSA 1978. Attach a copy of approval from the Public School Facilities Authority regarding your facilities index rating.

See Appendix B

Part B—The Charter Renewal

Appendix B

State of New Mexico Public School Facilities Authority



Robert A. Gorrell, Director
Tim Berry, Deputy Director

Santa Fe Office
410 Don Gaspar
Santa Fe, NM 87501
(505) 988-5989
(505) 988-5933 (Fax)

Albuquerque Field Office
1312 Basehart Drive, SE
Suite 200
Albuquerque, NM 87106
(505) 843-6272
(505) 843-9681 (Fax)

September 26, 2012

Ms. Glenna Voigt
Media Arts Collaborative Charter School
4401 Central Avenue NE
Albuquerque, NM 87108

Dear Ms. Voigt:

This letter is being provided to you because the Media Arts Collaborative Charter School (MACCS) first reauthorization is fast approaching and the application for that renewal is due October 1, 2012 and, pursuant to 22-8B-4.2 NMSA 1978, which states that,

the facilities of a charter school whose charter has been renewed at least once shall be evaluated, prioritized and eligible for grants pursuant to the Public School Capital Outlay Act in the same manner as all other public schools in the state; provided that for charter school facilities in leased facilities, grants may be used to provide additional lease payments for leasehold improvements made by the lessor.

The facilities that house CICS were assessed on September 14, 2012 and a weighted New Mexico Condition Index (wNMCI) score of 38.17% was generated based on that assessment. The wNMCI, in very general terms, is the cost of repair of a school facility divided by the cost of replacement. As such, a lower score is better. The current average wNMCI score for all public school facilities, statewide, is 22.24%.

Upon approval of its renewal application, CICS' facilities will be ranked among all public schools in New Mexico and will be eligible to apply for capital improvement grants from the Public School Capital Outlay Council.

If you have any questions about this information, please do not hesitate to contact PSFA. We wish you success as you navigate the charter school renewal process.

With Highest Regards,

A handwritten signature in dark ink, appearing to read "Richard A. Romero".

Richard A. Romero, Facilities Specialist
Public School Facilities Authority

CC: Martica Casias, Planning & Design Manager
Kelly Callahan, Director - Options for Parents - Public Education Department

Partnering with New Mexico's communities to provide quality, sustainable school facilities for our students and educators

Part B—The Charter Renewal

RESOLUTION TO PREPARE AND FILE CHARTER RENEWAL APPLICATION

“Be it resolved by the Governance Council of the Media Arts Collaborative Charter School that a charter renewal application be prepared by September 11, 2012, and filed with the appropriate state authorities as soon as possible; and that the President and Secretary be and are hereby authorized to prepare and to execute such documents as may be required by said authorities to implement this Resolution and to complete the renewal process.”

* * * * *

I certify that the foregoing Resolution was duly adopted by the Governance Council of the Media Arts Collaborative Charter School at a [regular][special] meeting thereof held August 14, 2012.



Malinda Menke, Secretary

Part B—The Charter Renewal

DRAFT MACCS Governance Council Meeting Minutes September 11, 2012

Quorum Call

Board Members present: Ted Cloak, John Dunphy, Patti Gladstone, Colleen Gorman, Malinda Menke, Gina Yaker

Board Members absent: Mike Trujillo

Foundation Members present: Marvin Gladstone

Staff present: Anthony Conforti, Pat Kelly, Christine Penfold, Glenna Voigt

Guests present: Christina Florence, Tachii'nii Gorman, Steve Ranieri, Walter Snyder, Darlene Trujillo

President Patti Gladstone announced there was a quorum and called the meeting to order at 7:03 p.m.

Approval of Agenda

Ted Cloak moved to approve the agenda as presented, Colleen Gorman seconded, and the motion was passed unanimously.

Approval of Minutes

Ted Cloak noted that on pg. 4, vi. Review of Sunshine Law, "Opens Meeting Act" should be corrected to read "Open Meetings Act." A motion was made by Ted Cloak to approve the minutes of August 14, 2012, as corrected, and Colleen Gorman seconded. Motion was passed unanimously. The minutes will be amended to reflect the change.

Public Comment

Darlene Trujillo introduced herself and informed that she was in attendance at the invitation of Colleen Gorman. Darlene graduated with a certificate in film from CNM and has a B.B.A. in Accounting from UNM. Patti Gladstone introduced Christina Florence, and Christina spoke about her film experience and expressed an interest in joining the MACCS Governance Council.

PAC Report

Ann Moats reported that the Parent Advisory Council elected the same officers for this school year as in 2011-12. Ann will continue to serve as President, with Danielle Zack, Vice President; Lori Morrow, Treasurer; Lisa Maxwell, Secretary. Parents are planning the Spaghetti Dinner and Pie Auction fundraiser to be held October 19 at 6:00 p.m. Student Government Association students will assist with the event, and the MACCS PAC will split the entrance fee with SGA. Ann informed that parents will volunteer at the MACCS Golf Tournament on October 12.

Part B—The Charter Renewal

Report from Christine - 6th Grade Teacher

Christine Penfold provided an overview of several 6th grade projects that incorporate social studies, science and math. Projects included: a weather project in which students graphed weather balloon data from Kirtland Air Force Base and learned about types of clouds; a hydrogen fuel cell project; and a history project studying ancient cultures using architecture and math from different areas. Christine informed board members of challenges associated with a diverse group of learners with reading levels ranging from 2nd-10th grade and spoke of strategies she has implemented to address student needs. Students have visited the New Mexico Museum of Natural History and Science and UNM's Geology Museum, Meteorite Museum and Maxwell Museum of Anthropology. Glenna Voigt pointed out that Christine is endorsed in all core content areas and is also teaching organizational skills and computer literacy. The Media Literacy Project will teach media literacy in November, and 6th grade students will take media electives (audio, photography, art, film) second semester. Marvin Gladstone asked if truancy was an issue with 6th grade students, and Christine reported that she has received positive feedback from parents whose students experienced problems at their previous schools and are now excited about attending school.

Reports

a. Media Coordinator

Anthony Conforti informed that MACCS is being contacted about special projects regularly, and he reported on recent and future media projects. Students shot the Freedom in Music Project's event at the KiMo Theatre. At the request of the African American community, three students attended the UNM-Southern University football game to cover the Southern University Marching Band's halftime performance. MACCS students will participate in an ongoing project working the New Mexico Black History Committee, helping them organize their media and make posts to their website. Students continued film work at the Nob Hill Community Garden. Anthony reported that the Albuquerque Journal will visit MACCS on September 13 and will do an article about the Heroin Awareness Project, and that the Heroin Awareness Committee is sponsoring a Teens Talk to Teens event at Roosevelt Park on September 15. Anthony and teachers Jessica Krichels and Keya Horiuchi met with the organizers of Youth Creating Change and are involved with planning the film and arts festival. Students will be issued media passes and will serve as media escorts at the Albuquerque International Balloon Fiesta. Students will also have the opportunity to photograph the event. Internship opportunities with the Balloon Fiesta and Albuquerque Balloon Museum are being explored. The student art show at O'Neil's Restaurant opens November 5 with an Artist Reception on November 12. MACCS has been asked to produce a 5-minute video to promote the Court in the Schools program, sponsored by Albuquerque's Metropolitan Court. MACCS will have a booth at the International Festival on September 29, and students will cover the event. Anthony pointed out that student participation in projects outside of school hours is strictly voluntary.

Part B—The Charter Renewal

Old Business

a. Report from the Chair

i. Classroom Visits

Ted Cloak recently visited Rachel Benner's Algebra I class, and board members will make at least one classroom visit prior to October 1.

ii. Copyrighting of MACCS Curriculum

Glenna Voigt informed that the U.S. Department of Education will be writing the Media Arts National Standards and Benchmarks, and MACCS may be poised to contribute to that process. Glenna recommended that a committee be formed to provide professional expertise and input, given the MACCS Founders have already written school-level Media Arts standards & benchmarks. Glenna suggested that Anthony Conforti, Patti Gladstone and Colleen Gorman serve on the committee. Discussion followed about the feasibility and benefits of copyrighting the curriculum, and Marvin and Anthony will research copyrighting.

iii. Golf Tournament

John Dunphy spoke about preparations for the tournament and reported that a helicopter cannot be used for the ball drop, because the airspace above Sandia will be included in a no-fly zone during the Albuquerque International Balloon Fiesta. John will investigate using a hot air balloon for the ball drop. Pat Kelly informed that MACCS must guarantee 80 players for the tournament, and an additional four teams are needed. John will contact the *Albuquerque Journal* to place an announcement for the tournament in the newspaper.

iv. Charter Renewal

Glenna Voigt reported that the application, due October 1, is in the final phases of completion. All data and components are in place and are supported by the Performance Goals that were written into the charter. The Public Education Commission (PEC) will look for compliance and the broad picture of MACCS. The application will be submitted to the Charter Schools Division by September 28, and the CSD will have 45 days to give suggestions for changes before they send a copy and recommendation of renewal to the PEC. The charter renewal will be on the PEC's agenda December 13 or 14.

v. Review of Sunshine Law

Review of the Sunshine Law was completed at the August 14 meeting.

vi. Board Membership

Patti Gladstone pointed out that due to Nanibah Chacon's resignation, and Steve Ranieri's suspension, there are two vacancies on the Governance Council. Christina Florence stated that she was interested in becoming a board member and spoke about her media experience. She was also

Part B—The Charter Renewal

vi. Board Membership (Cont.)

involved in theater as a dancer for twelve years in New York and owned her own dance company. She currently coaches small businesses and individuals. Darlene Trujillo expressed her interest in serving on the board. Darlene has a business degree, a certificate from CNM in the Film Crew Tech Program and has volunteer experience with Head Start and in schools. Patti requested that she send a letter of interest and resume to her via email.

b. Principal's Report

Glenna Voigt reported on topics listed in the written Principal's Report (attached) and presented MACCS ACT Score Comparisons with State, for board review.

On September 11, student enrollment was 202, and two new applications were received today. 83 students are enrolled in the reduced or free lunch program. To qualify as a Title I school, 50% of MACCS' students must be of low socio-economic status (eligible for free or reduced lunches).

MACCS has had a Safe School Plan for four years that was approved by the Family School Support Bureau at PED. A Wellness Plan and Policy is now required and has been submitted to the Family School Support Bureau. John Dunphy asked if the Safe School Plan includes a physical/property plan. Glenna explained that the Site Safety Plan has information about evacuation routes, school lockdowns, etc., and that there is some crossover between the Site Safety Plan and the Safe School Plan. Glenna submitted the Safe School Plan and the Wellness Plan and Policy for board review and approval.

Several teacher contracts were received after the Governance Council's August 14 meeting and were presented to Secretary Malinda Menke for signature.

MACCS' Open House for students and parents will be held September 12 from 6-8:30 p.m.

Glenna presented at the National Alliance for Media Arts and Culture Conference in Minneapolis, and Anthony Conforti and film teachers Keya Horiuchi and Andrew Barrow also attended. MACCS was the only school represented, and student videos that were presented were very well-received. Glenna recommended that MACCS host a youth media conference that would bring together the youth media community in Albuquerque. She also suggested opening MACCS as an after school program, or a community youth media agency, which would provide an opportunity for grant funding.

Quotes have been received for the design of a new website with room for more links and a platform to hold all student portfolios. The estimated cost would be approximately \$6,000-\$7,000. Teacher Keya Horiuchi would be compensated to oversee changes to the new website.

c. Business Manager's Report

Pat Kelly presented the August financial reports and informed that the Financial Summary Report included teacher contracts. Although salaries and benefits were slightly over budget, Pat stated that Operational is doing very well, with Operational

Part B—The Charter Renewal

c. Business Manager's Report (Cont.)

Net Cash of \$328,548.37. Pat pointed out that after the first year of operation, Carryover was \$55,000, and this past year, it was over \$305,000. Pat reported that most of the equipment at the school was purchased with \$750,000 from federal funding, and equipment will be needed in the future. Patti Gladstone added that transportation needs should be addressed and requested that consideration be given to purchasing a small school bus. Pat stated that a long-term technology plan is needed, and Glenna Voigt recommended updating the Technology Plan that is almost five years old.

i. Audit

Pat informed that auditors made an initial visit, and everything went smoothly, with only minor policy issues that may need to be implemented. John Dunphy made a motion to approve the August financial reports as presented. Ted Cloak seconded. The motion was passed unanimously.

Action Items

a. BARs

Business Manager Pat Kelly submitted an Increase BAR of \$3,782 to the Instructional Materials Budget for approval. Justification: adding cash balance from last year's Instructional Materials Budget.

Ted Cloak moved to approve the Increase BAR of \$3,782 to the Instructional Materials Budget. John Dunphy seconded, and the motion was passed unanimously.

b. Safe School Policy

A motion was made by John Dunphy to approve the Safe School Policy, and seconded by Colleen Gorman. Motion passed unanimously.

c. Wellness Plan & Policy

John Dunphy moved to approve the Wellness Plan & Policy. Gina Yaker seconded, and the motion passed unanimously.

d. A motion was made by John Dunphy to approve the Charter Renewal Application. Colleen Gorman seconded the motion, and the motion was passed unanimously.

New Business - None

Adjourn

Ted Cloak moved to adjourn, and Colleen Gorman seconded. The motion passed unanimously, and President Patti Gladstone adjourned the meeting at 8:52 p.m.

Part B—The Charter Renewal

STATE CHARTER SCHOOL CHANGE/AMENDMENT REQUEST FORM

This Request Form **MUST** include a copy of the governing body minutes from the meeting at which the amendment was approved.

***An approved charter application is a contract between the charter school and the chartering authority.** (22-88-9 [A] NMSA 1978)

***Any revision or amendment to the terms of the charter shall be made only with the approval of the chartering authority and the governing body of the charter school.** (22-88-9 [E] NMSA 1978)

Please complete and submit this form to: **Kelly Callahan, General Manager – Options for Parents/Charter School Division** (kelly.callahan2@state.nm.us)

Or, mail to:

Public Education Department
Charter Schools Division, Room 301
300 Don Gaspar
Santa Fe, NM 87501-2786

Name of State-Chartered School: Media Arts Collaborative Charter School

Date submitted: December Contact Name: Glenna Voigt E-mail: gvoigt@nmmediaarts.org

Current Charter Application Section and Page	Current Charter Statement(s)	Proposed Revision/Amendment Statement(s)	Rationale for Revision/Amendment	Date of Governing Body Approval
Section A Mission Statement Page 8	<p>Current Mission Statement:</p> <p>The Media Arts Collaborative Charter School (MACCS) will provide a high school education through a holistic approach that blends media arts with responsibility and integrity in an inclusive and diverse academic environment.</p> <p>MACCS will provide an integrated, inclusive curriculum through hands on experiential learning that satisfies New Mexico's standards for graduation from secondary schools. We seek</p>	<p>Revised Mission Statement:</p> <p>The Media Arts Collaborative Charter School (MACCS) offers secondary students a comprehensive, project-based, cross-curricular education centered in the media arts. We prepare our graduates for positions in the media industries and for the rigor of post-secondary education.</p>	To provide more succinct verbiage and clarity of the school's mission.	August 14, 2012

Revised 1-24-12

Part B—The Charter Renewal

STATE CHARTER SCHOOL CHANGE/AMENDMENT REQUEST FORM

This Request Form **MUST** include a copy of the governing body minutes from the meeting at which the amendment was approved.

<p>to prepare students for an</p>	<p>education in the media arts at the university and community college level, as well as to prepare all students to understand the role of the Media Arts in the world and how people's lives can be affected by them. Our mission stems from the need to provide an education that recognizes the extensive influence the media has on our children and society. Our vision is for MACCS to contribute sustainability to the growth the state of New Mexico is experiencing in the film and television industries through new generations of New Mexico residents, with marketable skills, playing important creative roles in these industries.</p>	
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Original Signature of Governing Council President or Designee:  Date: 9/24/12
 Printed Name of Governing Council President or Designee: JOHN DUNPHY

Revised 1-24-12

STATE CHARTER SCHOOL CHANGE/AMENDMENT REQUEST FORM

This Request Form **MUST** include a copy of the governing body minutes from the meeting at which the amendment was approved.

<u>Public Education Department use only</u>	
Director/General Manager approves change: <i>(No further action taken.)</i>	Date: _____
Public Education Commission Chair: _____	Date: _____
<input type="checkbox"/> APPROVED	<input type="checkbox"/> DENIED

Revised 1-24-12

Part B—The Charter Renewal

DRAFT
MACCS Governance Council
Meeting Minutes
August 14, 2012

Quorum Call

Board Members present: Ted Cloak, John Dunphy, Patti Gladstone, Colleen Gorman, Malinda Menke, Mike Trujillo, Gina Yaker

Staff present: Anthony Conforti, Pat Kelly, Glenna Voigt

Guest present: Steve Ranieri

President Patti Gladstone announced there was a quorum and called the meeting to order at 7:06 P.M.

Discussion of SB446 Conflict of Interest Prohibition and its Effect on Board Memberships & Charter Renewal

Patti reviewed the opinion regarding SB446 that was sent to board members via email prior to today's meeting and opened discussion, stating that SB446 is very specific. Patti emphasized that the school's charter could be revoked or not renewed if its board should be held in violation of any provision of the law. She informed that every board member can be held accountable individually, that the board insurance policy would not cover board members, and that each of us may be held personally liable for a loss resulting from violation.

Mike Trujillo inquired about the time frame. Patti pointed out that the law went into effect July 1, 2012. Mike raised a question about Steve not being an employee of Quote-Unquote in July. Patti informed that the statute applies to "agents." A person does not have to be paid to be an "agent." Patti cited two instances during June and July in which Steve represented himself as an agent: when he identified himself as Executive Director of Quote-Unquote in a proposal to Bernalillo County for Production Service and Training and when he represented QUQ at the ACM Conference in Chicago and successfully lobbied for funding for a lawsuit for QUQ. Patti commented that, to his credit, the things Steve did were to keep QUQ alive, but the school has a contract that goes into effect July 1 of every year unless 60 days prior to expiration a nonrenewal notice is given by one party to the other.

Steve informed that he wrote a letter to PED for clarification, and if a person has a right to appeal. Patti advised that PED cannot change the language of a statute, and a person would have to file a suit or obtain a formal opinion from the Attorney General. Steve stated that he is essentially a volunteer with QUQ, but Patti reported that the QUQ board members refer to him as its "unpaid Executive Director."

Glenna Voigt emphasized that MACCS is the first state charter school applying for a charter renewal with the PEC and doesn't want this school to invite controversy at this time. In the best interest of the 207 students, 23 staff and the school, it would be best to put all personal issues aside.

Part B—The Charter Renewal

Steve asked if he would be permanently barred from serving on the board. Patti stated that only as long as he is considered the Executive Director or otherwise enjoys an "agency" relationship with QUQ, and its contract with MACCS continue effective, would the prohibition apply.

Ted Cloak stated the salient point, that in his letter to the PED, Steve considers himself to be suspended. Ted moved that Steve Ranieri's membership on the Board be suspended in accordance with Steve's letter, and that the issue be referred to counsel. Mike Trujillo seconded Ted's motion but requested an amendment that the suspension continue until further notice; Ted accepted Mike's amendment to his motion, and discussion followed.

Colleen Gorman stated that some producers are volunteers who pay an annual membership fee and expect certain privileges and services from QUQ that aren't afforded to producers who do not pay the membership fee. Colleen informed that she is a paying volunteer producer and plans to support QUQ in the future and asked if she would be affected. Patti clarified that a person is an "agent" only if he or she is authorized or undertakes to speak for or to act on behalf of a principal such as QUQ.

Glenna stated that the SB446 statutory amendment, effective July 1, clarified prior "conflict of interest" disabilities, and she noted that schools have been shut down immediately due to conflicts of interest. Glenna informed that, before SB446 came up, she had conversations with other employees of the school about the ethical involvement of QUQ with Steve and Mike on the school's board as paid employees of QUQ and conflict of interest. Ted stated that SB446 clarifies that a conflict of interest would exist only if a member of the board was an agent of an organization with which the school had a contract. Glenna advised that there would be a conflict if anyone with an organization that the school has a contract with was on the board, such as NDI or Media Literacy Project. Patti advised that the word "agent" is descriptive of a technical legal relationship.

Steve stated that he does not want to make problems for MACCS, but it would have been better if he'd been given notification sooner, that he did not know about this bill taking effect this year, and that we should have been talking about it earlier. Patti stated that an opinion was sent to Steve as soon as "we" were made aware of the problem during the first meeting about the renewal, and that he and Marvin had a conversation about this on the telephone.

Following discussion of the matter, a vote was taken, and the motion passed with a vote of 6 in favor and 1 - Colleen Gorman - abstention.

Mike requested holding an Emergency Meeting after receiving advice from counsel to finalize the matter, and Patti pointed out that this issue may not be easily resolved and is not a PED decision. She advised that this is a State law passed in 2011 and effective July 1, 2012, and she assumes if Steve wants to fight it, he would need to prosecute a lawsuit which would be costly to all parties.

Approval of Agenda

Mike Trujillo moved to approve the agenda as presented, and Gina Yaker seconded. The motion was passed unanimously.

Part B—The Charter Renewal

Approval of Minutes

A motion was made by Ted Cloak to approve the minutes of June 23, 2012. Seconded by John Dunphy, and the motion passed unanimously.

Public Comment - None

PAC Report - No Report

Reports

a. Media Coordinator

Anthony Conforti informed that the school has received several requests to cover events, and it's becoming known that MACCS will cover events and does a good job. Anthony and Patti Gladstone met with City representatives last week regarding the ongoing Heroin Awareness Project, and Patti continues to pursue the funding promised by the City. City Councilor Debbie O'Malley would like to initiate a program involving the synthetic drug, spice. Anthony reported that Clear Channel donated billboard space for the Heroin Awareness Project, and students worked on the project during the summer. They developed the concept, completed the design work and met ironclad deadlines. Patti added that she met with Chris Dunkeson of Comcast and informed him of Clear Channel's donations and airing of the 30-second PSAs. After review and approval, Comcast will also run the PSAs. Anthony reported that core curriculum classes are generating media, and work is being done to align the mastery skills to ensure that if a media project is done in a core curriculum class, there are guidelines to judge projects from a media perspective.

Anthony inquired about the status of MACCS utilizing Quote-UnQuote's resources. Mike Trujillo stated he has no connection with QUQ at this time. Steve Ranieri reported that QUQ doesn't have a studio per se, but they have a Tricaster and cameras. Patti Gladstone added that MACCS still has a contract with QUQ. Anthony commented that the Tricaster could be important when covering events. Discussion followed about QUQ's future plans, and Patti suggested that Anthony and Glenna meet with QUQ.

Discussion of Proposed New Mission Statement

Board members reviewed and discussed two proposed options for the new Mission Statement. Option 2 was revised to read:

The Media Arts Collaborative Charter School (MACCS) offers secondary students a comprehensive, project-based, cross-curricular education centered in the media arts. We prepare our graduates for positions in the media industries and for the rigor of post-secondary education.

Old Business

a. Report from the Chair

i. Classroom Visits

Patti Gladstone informed that classroom visits by board member are now mandatory, and each board member will sign a contract reciting that requirement. Each board member will make a minimum of one classroom visit prior to October 1.

Part B—The Charter Renewal

ii. Copyrighting of MACCS Curriculum - Postponed

iii. Golf Tournament

John Dunphy presented informational packets for the tournament for solicitation of prospective sponsors and team members. John recommended asking for contact information when packets are distributed. John and Mike Trujillo gave information to students during registration, and John and Foundation President Janet Bridgers will visit retail businesses on Central Ave. in the Nob Hill area. Mike Trujillo will contact a representative from The Sports Animal about having a table at their annual Birthday Bash. Additional packets and raffle tickets for the Ball Drop will be available at MACCS.

iv. Culture of Excellence

Patti Gladstone stated that MACCS prides itself in a culture of excellence, and with typos on the jacket inserts for the Heroin Awareness Project's music video, 2,000 of the inserts will need to be replaced.

v. Charter Renewal

The Charter Renewal Committee (Glenna Voigt, Pat Kelly, Shannon Beyer and Patti Gladstone) have been meeting to work on the renewal application that is due October 1, 2012. Glenna informed that the application follows the Annual Self-Review process. Ted Cloak volunteered to proofread the application prior to submittal.

vi. Review of Sunshine Law

Each board member received a copy of the New Mexico Opens Meeting Act and will familiarize themselves with the provisions of the law.

Board members reviewed the NMPED Title IX Public Schools With Athletic Programs in Grades 7-12: Title IX Assurance to School Board or Governing Body.

b. Report from the Principal

Glenna Voigt presented the monthly written Principal Report (attached) and expanded on information provided in the report. Current student enrollment is 207, with the 10th grade as the largest class. There have been 21 returning student withdrawals, fewer withdrawals than in past years. The four foreign exchange students are from Germany, Hungary, Mexico and Japan.

The MACCS School Grade of B for 2011 was appealed based on career/college readiness and graduation rates. The appeal was granted, but the school didn't receive a revised grade. The 2012 School Grade was C. Glenna had submitted 400 line items and Bonus Point Data that were accepted. The grade has been appealed and is pending. Glenna explained that she favors School Grades over AYP ratings, because it's a broader measurement of school growth compared to using only Standards-Based Assessment (SBA) test scores.

Part B—The Charter Renewal

There are three new staff members for SY2012-2013. Sherry Russell is the Special Education Coordinator. The number of Special Ed students increased this year, and seven of twenty-two 6th grade students require health-impaired or gifted IEPs. Kava Horicuchi, a highly-qualified teacher and filmmaker, is teaching film, and Rachel Benner is teaching Algebra II and Physics.

Glenna informed that she has been invited to serve on the State Charter School Advisory Council with a combination of APS and state-chartered principals. She has also been invited to present at the National NAMAC Conference in Minneapolis, MN, on September 7, 2012.

Glenna will meet with Ace Asphalt regarding the necessary asphalt repairs due to "The Big Leak." The City has reimbursed the school \$5,000 for technology losses and the \$1,000 insurance deductible and has committed \$5,000 for crack repair, new blacktop and striping for the north and south parking lots.

A meeting for parents will be held August 21 to solicit involvement in the golf tournament.

Glenna presented staff contracts for SY2012-13 for Secretary Malinda Menke's signature.

c. Report from the Business Manager

Pat Kelly presented the June 2012 financial reports and reviewed the Financial Summary Report, Reconciliation - Operations Account, Expenditure and Revenue Account Summary Reports, and Bank Activity Report. Operational Net Cash is \$308,061.58 (Carryover from SY2011-12), and Total Net Cash is \$313,320.14. July and August financial reports will be presented at the September meeting. Pat informed that MACCS will receive additional funding if student counts remain over 200. Colleen moved to approve the June 2012 financial reports, and Ted Cloak seconded. The motion was passed unanimously.

Action Items

a. BARs - None

b. Election of Vice President

A motion was made by Ted Cloak to unanimously support Colleen Gorman as interim Vice President of the Governance Council. John Dunphy seconded, and the motion was passed with one abstention, Colleen Gorman.

c. Approval of Resolutions (2) re Charter Renewal and Inclusion in HB33 and SB9

RESOLUTION FOR INCLUSION IN HB33 AND SB9

Patti Gladstone informed that the request to APS is needed in order to receive capital funding from mill levies. Mike Trujillo moved to approve the Resolution for Inclusion in HB33 and SB9, and Ted Cloak seconded. The motion was passed unanimously.

Part B—The Charter Renewal

RESOLUTION TO PREPARE AND FILE CHARTER RENEWAL APPLICATION

A motion was made by Ted Cloak to approve the Resolution after revising to read "be prepared by September 11, 2012." Malinda Menke seconded, and the motion passed unanimously.

d. Approval of Meeting Date for Year

Colleen Gorman moved to hold Governance Council meetings on the second Tuesday every month for the next year. Ted Cloak seconded. The motion passed unanimously.

e. Mission Statement Vote

A motion was made by Gina Yaker to accept the revised Option 2 Mission Statement as read by Secretary Malinda Menke. Colleen Gorman seconded, and the motion was passed unanimously.

Adjourn

John Dunphy moved to adjourn, and President Patti Gladstone adjourned the meeting at 8:57 PM.

Part C—Most Current Charter Application/Contract



Part C—Most Current Charter Application/Contract

Part C
Most Current Charter Application/Contract

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Indicate the page numbers for each section in the designated column. Please include not only a copy of your most current charter application/contract, but also copies of all approved amendments to this charter.

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www.NMMediaArts.org

CHARTER

4401 Central Ave NE, Albuquerque NM 87108
(505) 243-1957

June 8th, 2007

Mr. Mike C de Baca

Executive Administrative Assistant

New Mexico Public Education Dept.-Charter Schools Division

CNM Workforce Training Center

5600 Eagle Rock Avenue, Room 227

Albuquerque, NM 87113

Dear Mr. C de Baca:

We, the founders, take great pride in submitting to you the enclosed application documents for the Media Arts Collaborative Charter School (MACCS) in Albuquerque.

The founders of MACCS are members of the staff or Board of Directors of

Quote...Unquote, Inc., a 501c3 organization that has been providing media training and access to the media in Albuquerque since 1981. Our goal has long been to expand the scope and distribution of education in the media arts. MACCS will accomplish this mission.

Pending approval by the Public Education Commission, this innovative school will bring intensive media training and a full high school education to an initial 125 students (grades 9-12). MACCS will integrate our media arts subject matter into the New Mexico Public Education Department's required core subjects, in addition to providing elective courses in the media arts available nowhere else in the state for secondary students. Our school will satisfy New Mexico Standards for graduation from secondary schools.

Our goal is to prepare students academically, ethically, and technically for postsecondary education and careers in the media arts.

Enclosed you will find our application document accompanied by the required addendums, waivers, appendices, assurances and curriculum summary. You will also find our proposed Media Arts Content Standards and Benchmarks for the State's approval. These were developed relying on input from professionals in the field and using the National Educational Technology Standards for Students as our guide. We propose using these standards and benchmarks as an assessment tool for the media arts courses. We have also enclosed a short DVD produced in concert with our pilot program. This program was a collaborative effort with the RFK Charter High School in Albuquerque this past spring.

Primary contacts are: Steve Ranieri and Colleen Gorman at

Quote...Unquote, Inc. Phone: 505-243-0027 or (cell) 505-463-4018

P.O. Box 26206 Our fax is: 505-346-1635

Albuquerque, NM 87125 e-mail: sranieri@quote-unquote.org, ctgorman@quote-unquote.org

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A. Mission Statement

The Media Arts Collaborative Charter School (MACCS) will provide a high school education through a holistic approach that blends media arts with responsibility and integrity in an inclusive and diverse academic environment.

MACCS will provide an integrated, inclusive curriculum through hands on experiential learning that satisfies New Mexico standards for graduation from secondary schools. We seek to prepare students for an education in the media arts at the university and community college level, as well as to prepare all students to understand the role of the Media Arts in the world and how people's lives can be affected by them. Our mission stems from the need to provide an education that recognizes the extensive influence the media has on our children and society. Our vision is for MACCS to contribute sustainability to the growth the state of New Mexico is experiencing in the film and television industries through new generations of New Mexico residents, with marketable skills, playing important creative roles in these industries.

Overview of the Media Arts

Media Arts- Media Arts is a new field that falls into three basic disciplines – the art, the craft and the science. Media Arts encompasses cross-disciplinary skills, tools and techniques that are utilized by the fine and performing arts, visual arts, music, as well as new technologies. It must be emphasized that Language Arts are the foundation for the Media Arts, including the basic concepts of journalism and language arts.

Additionally, the influence of technology and scientific innovation is profoundly changing how media content is created and distributed, and Media Arts represents the exciting convergence of technology matched with new delivery systems. Media convergence is a theory in communications where every mass medium – print, film, video, radio, computer graphics etc - eventually merges to the point where they become one medium due to the advent of new communication technologies.

The arts are essential to a basic education and the right of every student in New Mexico. A media arts education consists of experiences, explorations, expressions and collaborations that develop and integrate all aspects of our intelligence and creativity. To ensure a media arts education for all students, the curriculum should be delivered through the collaborative efforts of arts, media arts, technology and journalism specialists, working as teachers in classroom, distance learning and lab settings.

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1. Who do you serve?

A group of Albuquerque community members brings this proposal for a new Media Arts Collaborative Charter High School to the Public Education Commission, seeking its approval to develop a school that is programmatically and operationally distinct from existing school districts, yet one which seeks to work as a partner with the surrounding districts. This New Mexico standards-based media arts charter school will serve as a liaison for other charter schools in specialized programs as well as providing a rigorous academic foundation with relevant training in a wide range of media arts subjects.

MACCS will serve a wide range of students and socio-economic sectors of our community, providing courses leading to a high school diploma and future career opportunities. Our mission is to work with students and families to identify the strengths, needs and issues impacting student success and identify career paths using a holistic approach. MACCS will then implement unique, student-centered, curricula based on their Individual Learning Plan, and will develop programs, processes and class schedules for the individual student that are most likely to produce educational success. Modules will be aligned with NM performance standards and annual assessments that will examine content, benchmark and performance standards. MACCS will also actively seek out mentorship and internship opportunities to supplement and reinforce student success in their holistic and educational growth and development.

We expect our program to attract adolescent learners, grades 9 through 12, with a particular emphasis on those students interested in the media arts. We wish to deliver this education to both urban and rural students and represent a model program of diversity in regards to income levels and ethnicity. We expect MACCS to also attract at-risk students who may be contemplating dropping out. These students often do not find success in traditional educational settings, but will find that the MACCS curriculum and focus better serves their needs.

MACCS will also support the state school system and the local districts in their mission to improve performance for all students and provide an education that leads to later academic success and job placement. MACCS will serve other charter schools and the school districts by developing courses in the media arts to provide as electives.

2. What do you seek to accomplish?

Currently, there are few opportunities and a high need in New Mexico for secondary students to begin the process of a career in the media arts industry. There exists a demonstrated lack of skilled local workers in the film and media industry in New Mexico. In addition, as evidenced by the increasing demand for such talent by film companies entering the state, there is a definitive lack of opportunities for lower income and minority students to participate in both the creative aspects of media, as well as the vocational jobs. This presents the largest obstacle for further growth to the film industry in the state. Currently, training and educational programs in New Mexico begin at the community college and university levels. MACCS intends to provide a

unique bridge to channel the graduates of MACCS into the growing media industry of New Mexico. MACCS has had conversations with the University of New Mexico Media Arts Department and the Arts Lab regarding how MACCS can prepare students to enter UNM and prepare by taking Advanced Placement classes. By filling the gap in existing educational opportunities for younger students to prepare for the field, MACCS will provide a new generation of native New Mexicans a chance to build their own sustainable media industry. All students will receive a well-rounded education with language arts and media literacy playing a central role in their development, regardless of their future career goals. Graduates from this program will be versed in both the creative aspects of media production and the ethical considerations and responsibilities which are inherent in the power of media. Successful

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completion of the program will be evaluated based on skill mastery assessment with an outcomebased

approach. Graduates will be able to add value to the community through quality communication products to inform and empower their audience. MACCS will empower new generations to work in the field of media arts and a larger population to understand this field. We wish to emphasize again that the intent of MACCS is to meet a perceived gap in the existing statewide programs aimed at providing an education and career path in the media. MACCS will support the state school system and the local districts in their mission to improve performance for all students and to provide an education that leads to later academic success and job placement. MACCS will also serve other charter schools and the school districts in developing courses to provide media arts courses as electives. In addition to classroom instruction, MACCS will also provide computer-based distance education, experiential education, project-based learning, service learning and tutorials. Through its collaboration with other charter schools and the districts, MACCS will expand media education within the secondary schools and provide a resource for small schools to find the electives they need for their students to graduate. Collaborations may include providing media production services for charter and district schools. MACCS will also strive to create collaborations with the districts to offer their students media arts courses that are available to MACCS students.

Our curriculum will emphasize personalized programs based on a modular approach that will include extensive mentorship and internships for the students. Our approach to media arts is based upon the recent recognition of media arts as a convergence of technologies and knowledge (as defined in the mission statement). The courses will be integrated in such a way as to facilitate this broad education. Placement of the students with media organizations will be integral to the program of study. MACCS will serve a wide range of students and socioeconomic sectors of our community, providing courses leading to a high school diploma and future career opportunities.

MACCS, through its collaboration with other charter schools and the districts, will expand media education within the secondary schools and provide a resource for small schools to find the electives they need for their students to graduate. In addition, the collaboration will include providing media production services for both charter and district schools. MACCS will

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specifically strive to create collaboration with the Albuquerque Public School District to offer their students the media arts courses available to MACCS students.

Our goal is for this Charter School to provide a benchmark for all future secondary media arts standards in the state.

3. What methods will you use?

MACCS will implement a unique, student-centered curricula focused on the media arts as the student moves from one level to the next. These modules will be aligned with NM performance standards and annual assessments that will examine content, benchmark and performance standards. MACCS will support the state school system and the local districts in their mission to improve performance for all students and provide an education that leads to later academic success and job placement.

MACCS will focus on a performance based educational environment that includes project demonstrations, presentations, essays and mentorship programs at all appropriate grade levels. The model will be based on a traditional Navajo method, Sá'ah Naaghái Bik'é Hózhó (SNBH) is one that considers the emotional, physical, mental and spiritual development of the student. SNBH is the foundation for Navajo culture. There is no exact translation for Sá'ah Naaghái Bik'é Hózhó; however, it can be translated as the path to old age with happiness, emotionally,

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physically, mentally and spiritually. Some people call it The Beauty Way. It is a holistic framework that can be used for planning, and for understanding the cycles of life.

There is a color wheel which serves as a physical and conceptual representation of how SNBH can be carried out. The concepts contained in the SNBH wheel include planning processes in addition to the representation of seasons, time of day, lifecycles and cardinal directions. This wheel will be used to symbolically represent our holistic approach to the educational and planning processes of the school. Below is a basic breakdown for Sá'qh Naaghái Bik'é Hózhó's elements:

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Nítsáhakees

(translates to Thinking / Thought)

and is associated with

East

Dawn

Infancy

Spring

The color white

Meditation

Siihasin

(translates to Old Age /

Happiness / Reflection)

and is associated with

North

Night

Old Age

Winter

The color black

*Reflecting on what one has done &
evaluating how to do things better the next
time.*

Nahat'á

(translates to

Planning / Preparation)

and is associated with

South

Mid-Day

Early Childhood / Youth

Summer

The color blue

Planning and Preparation;

Education

liná

(translates to Life / Living)

and is associated with

West

Evening Time

Mid-Life

Fall

The color yellow

Application of one's learning..

Carrying out life. Achieving one's goals.

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MACCS will structure our class groupings and concentrations using the paradigm of SNBH, and will also use SNBH to establish guiding principals and practices for the school. The process of SNBH will be used to help students self-evaluate their educational path as they move through modules and as they graduate to the next level of education. The process of SNBH will also be used as a tool for staff training and development. All MACCS associates will be taught how to use it for the creative and structured brainstorming processes, for planning and implementation, and as an evaluative tool. SNBH works like a hologram, where each piece contains the whole, and the process of SNBH can be used on a daily basis for many purposes.

MACCS applicants and new entrants will be required to provide an overview of background and interests, current skill sets, strengths and weaknesses and what they hope to accomplish through

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their education at MACCS. This application can be submitted in the form of an essay, or any other medium the applicant feels comfortable with in presenting their story, and will be the first application of SNBH that the students will use. Through this process, they will be required to narrate their own story, while also expressing their thoughts about what benefits and skills they hope to see come about through their education at MACCS. Their answers will be used to assist MACCS, during the application process, in discerning what MACCS can do to help applicants reach their goals and if MACCS is suited to meet their needs.

Upon entry, their application of SNBH will be documented as part of their Individual Learning Plan and will be kept with their permanent student records portfolio. This process of setting intentions and goals will be completed with self-reflection and evaluation, which will occur annually. This documented process will help us to assess not only the student's progress in setting and meeting goals, but also help us to evaluate how well MACCS is meeting performance standards and benchmarks. Upon entry to MACCS, each student will move into a series of courses to complete each level of study. There will be an option for students to enter a mentorship program depending on the availability of mentors. Mentorships will be used to align student's interests with curriculum and will be used as a tool to reinforce and develop positive student progress throughout their educational career at MACCS. Please refer to Appendix A regarding the mentorship program. The student will move through these series of courses, as determined in their ILP, to complete each level of study with structure based on the SNBH philosophy.

The first level of education at MACCS is Fundamentals with General Mentorship. At this level, the student will learn both the state-required courses and the fundamentals of the media arts. As the series of classes, (corresponding to the student's ILP) is completed at the first level, they will "graduate" to the next level in a tradition created by the school called the MACCS Learning Festival. Prior to graduating to the next level, they will evaluate and reflect upon their experience in a required presentation or portfolio, in a medium with which the student is comfortable that will be kept as part of their student records portfolio.

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At the second level, Intermediate with General Mentorship, the SNBH process will start again with the student writing and reflecting on what areas of study and the media arts interest them and what skills they wish to learn and improve upon at the next level. Upon completion of this level, they will again write their reflective and evaluative essay about their experience. Their graduation to the next level will be celebrated at the annual MACCS Learning Festival.

The third level of MACCS education will be Intermediate with Specialized Mentorship. Here a specific focus of study will be chosen that will be their area of interest leading to a career path be it post-secondary study or a vocation. The specialized mentorship will be utilized to advance their education, skills, and experience in their selected area of concentration. Graduation to the next level will entail the reflective and self-evaluative essay and the student will participate in the annual MACCS Learning Festival.

The final level, Advanced with Specialized Mentorship and Internship, would be their final year of secondary education. In addition to completing the remaining courses for graduation, the student will have the opportunity to participate in an internship that will provide experience in their chosen field of interest. Throughout this process, MACCS will employ classroom, laboratory and online components to deliver education to the student. This final year the student will again participate in the MACCS Learning Festival as part of their high school graduation. The visual representation of students moving up through each level of the Media Arts education is shown below.

Secondary Media Arts Education Track

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The model envisioned here is an outcome-based education model and is designed to allow students to individually advance at their own pace of study according to their abilities and interests. In other words, this is a self-paced, self-directed mastery based program that also serves as an Individual Learning Plan (ILP). This model will serve to measure the student's mastery of concepts, ability to complete specific projects and consequently their pace of growth and maturity. MACCS will reference and streamline the Albuquerque Public School ILP forms to further structure the MACCS' ILPs.

It is our philosophy that the effectiveness of these diverse efforts stems largely from the fact that the personal involvement and commitment is enhanced in a small school, personal relationshipbased

learning environment. Additionally, many of the high school reform practices that have been developed around the country and that are described in the Carnegie Report will be possible to utilize at MACCS due to the small size of the school.

4. How will we know if we are achieving our mission?

MACCS graduates will demonstrate competence of performance standards as defined by New Mexico PED documents. In addition, students will demonstrate mastery of competence developed in alignment with New Mexico standards and benchmarks. Graduation from High School or transition into an alternative graduation or career path will be our primary measures of success.

However, in addition to this measurement, we strive to achieve a working relationship with statewide universities and community colleges as well as the hiring programs aligned with the state's film initiative to track the progress of those students who graduate from MACCS with a concentration and career goal in the media arts. Nevertheless, it is also imperative that we measure student success in other areas, such as pre- and post-testing, GPA/grade achievements and transitions to work in all fields or GED programs. Standardized tests, applied knowledge, written expression and self-evaluations are all measures used to determine student success. Successful students will successfully meet and exceed ILP goals, which will be a critical component of measuring student success. School measures of success include graduation rates and state standardized tests, along with benchmarked standards currently used.

Our approach to media arts is based upon the recent recognition of media arts as a convergence of technologies and knowledge. Courses will be integrated in such a way as to facilitate this broad education and coordinate the acquisition of this knowledge with the core curriculum required by the state for graduation. At each level described above the student will be asked to show their level of mastery of the art, the craft and the science of the media arts through use of the media to present their knowledge and projects. This process will be employed in all MACCS classes, based on the SNBH model, reinforcing the method of learning and the evaluative process.

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A. Other: What will the Charter do to complement or supplement education provided by school districts or other charter schools?

MACCS will work with other charter schools to help provide both required courses to meet state curriculum requirements as well as provide electives in the media arts for students from all charter schools in the three county areas of Bernalillo, Valencia and Sandoval counties. We intend to reach agreement with the public school districts in these three counties to provide the opportunity for their students to also receive elective credits in media arts courses. All of this

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will be subject to the availability of enrollment as determined by the lottery and application process.

In addition to classroom involvement with these students, the facility in which MACCS will be housed will also have the capacity to develop and deliver distance-learning courses to other schools around the state in a number of subjects through its relationship with Quote-Unquote, Inc, which is the 501c3 umbrella organization. Among the projects that will be run by Quote-Unquote, Inc. is one that will produce and distribute these courses via internet and streaming video sources.

All students enrolled at MACCS and those who take electives from other schools will have the unique opportunity to access a fully functioning media facility that will include a television channel and film production as well as professional certification in a number of software applications by the time they graduate. Quote Unquote, Inc. also operates an authorized Apple Training Center for this purpose and students will have the opportunity to take extra coursework to obtain these certifications. These resources will enable MACCS to give a unique opportunity to its students; hands on, experiential learning using full production studios and exposure for their work, as it will be seen on television.

The educational program described above in the methods section includes alternative educational methods to address the needs of different types of learners. The inclusion of online learning will help to expand this service.

The internship/apprenticeship and mentorship programs at MACCS will also place MACCS students in the community with the intention of serving the community while developing in our students an understanding of the importance of community service.

B. Goals and Objectives and student performance standards.

One of the reasons for creating MACCS is our belief that in today's society, media skills are essential. The skills taught will range from computer and media literacy to film production and

the numerous developing fields of communications. Mass media and communications technologies now play a much larger role in everyone's lives than ever before. MACCS students will graduate with these communications skills and MACCS will endeavor to teach these skills to as many students from other schools as possible. All students at MACCS will be computer literate. Those who do not have computer skills when entering MACCS will be required to take courses to develop these skills during their first year at the school. Our curriculum will integrate the use of communications technologies and media with the study of each of the courses required for graduation by the PED. In addition to teaching media skills, however, it is necessary to put an equal emphasis on the teaching of critical thinking and analytical skills in conjunction with a high competency in language arts.

5. How do school goals, objectives and student performance standards comply with state content standards, benchmarks, performance standards and plan for facilities Statewide Adequacy Standards? Are they measurable and student centered?

MACCS is committed to the student being successful both in their academic achievements in reaching state standards in all subject areas and in their personal growth. Maturity, ability to accept responsibility and see project through to completion will be basic goals for students to achieve. As such, the following goals and objectives are centered on the success of the students and their ability to leave MACCS with the skills to live and work as partners in the community.

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As accreditation is the Educational Plan for Student Success, MACCS will use a unique instructional process to help students be successful in achieving satisfactory results on the standardized tests as outlined in the following goals and objectives.

Research from the University of Phoenix shows that their learning model has been successful because their curriculum is based on the practical application of skill sets, in particular, with technology. Allowing students to apply higher level thinking skills and learn media technology are standards that exceed those of the NMPED.

Goal 1: Our first goal is to identify and enroll those students who will most benefit from our unique, student-centered teaching model.

Objectives:

a. MACCS will announce via several media outlets, the opening of this charter school and will use a lottery process to enroll students. Announcements will occur per the Interim Governance Board decisions as soon as the charter application is approved.

Goal 2: We will create and maintain an educational culture that encourages success and that makes each student's fullest personal development possible.

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Objectives

a) Encourage and teach individual responsibility for learning and planning as measured by credit acquisition and the frequent assessments of the student's progress through the educational levels at MACCS;

b) Carefully assess student abilities and prior life experiences as strengths and assets to be built upon, as measured by survey instruments. This means of assessment is the heart of the SNBH model that will be employed by the school. As each student receives an Individual Learning Plan, his/her educational goal setting is considered a dynamic document and will be monitored continuously.

c) Integrate academic content of coursework at MACCS with other critical life skills such as communication, problem solving, team-building and community service, as measured by discipline data and student involvement in community activity and successful student employment.

d) Develop individualized curriculum tailored to individual learning needs based on the NM Content Standards and Benchmarks for academic content and measured by academic achievement data as measured by number of students attending post secondary schools after graduating from MACCS. This is easily tracked through the department of education.

e) Offer opportunities for service learning, vocational education and experiential learning as an integral part of the academic program at MACCS, as measured by degree of student participation. Student access to technology is a part of the NM PED's standards for success. MACCS will, by the nature of its focus on media arts, be oriented toward providing access to and teaching, technology. MACCS will also pursue internships, mentorships and apprenticeships with the community's businesses and organizations to establish additional learning opportunities for students.

f) Prepare students for post-secondary educational opportunities by providing a rigorous curriculum that aligns with NM performance standards. Those standards include assuring literacy in core subject areas, learning skills, career readiness and postsecondary learning.

g) Provide on-going assessment that aligns with NM content, benchmark and performance standards by utilizing curriculum mapping based on the model established by MACCS to modify scope and sequence of instruction. This assessment will occur on a quarterly

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basis by the MACCS staff to determine those curriculum items that require adjustment or changes in sequence.

h) MACCS' Report Card will reflect student success relevant to performance standards and aligned to state performance standards which will be utilized as an on-going measurement to inform and guide instruction. As noted by the NM PED, the report cards are designed to reflect a rigorous and relevant curriculum that establishes continuous improvement and teaching to growth.

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i) Individualized instruction, frequent parent/ student/ teacher contact and a strong system of supports for student needs will be the framework for MACCS.

j). Expand educational opportunities by utilizing distance courses when appropriate.

Goal 3: We will afford our students the infrastructure and services they need to transition from student life to the adult career options for which they experience genuine enthusiasm.

Objectives

a) Commit to using professional, certified teachers skilled at forming supportive relationships with students. This is measurable by student success and appropriate licensure and education of teachers.

b) Encourage and reward faculty professional development and actively include them in curriculum and program design. This will be measurable by consistent faculty meetings whereby they are included in all aspects of school curriculum and program design discussions.

c) Professional development will include the use of current research on effective teaching, opportunities for growth within specific subject matter areas, educator input into the design of professional development, and continuous SNBH assessment of their own skills.

d) Maintain class size small enough to permit individual attention from teachers. This is measurable by maintaining less than 16 students in each classroom.

e) Involve students, their parents, and the community at large in the realization of the MACCS vision to promote student educational success. This is measurable by the number of community leaders involved in the success of MACCS students.

f) Provide MACCS students with access to social workers and counselors well versed in mental health, educational and other supportive services in the community. As part of the individual education plans, those students identified as needing access to support service will be provided access.

g) Prepare our students to obtain and retain employment in this society.

Support all students in meeting performance standards as specified in New Mexico PED documents in accordance with No Child Left Behind (NCLB). Special skills, such as problemsolving, critical-thinking, interpersonal communication skills, technology and technological communication skills, global awareness and civic literacy are included in their successful skill sets.

Goal 4: MACCS will meet facility adequacy standards. The organizers of the school are currently in the process of negotiations for a property located at 4121 Cutler NE in Albuquerque. This building is currently a film studio which provides the facility with the technical

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requirements needed for a media arts education. It has 31,000 square feet of space. As we are negotiating in regards to the building, a plan is also being devised for bringing it up to Estandards with proper ADA requirements and sufficient classroom space. We are receiving help

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from Architect and Albuquerque City Councilor Ike Benton to complete this process. Please refer to Appendix B for details of the building and the estimate of costs and renovation required.

6. How do school goals, objectives and student performance standards comply with state accreditation? Are they measurable & student centered?

MACCS goals and objectives meet performance standards as specified in New Mexico PED documents in accordance with No Child Left Behind (NCLB). Objectives are student-centered measurable, and include skill sets for assisting student success after graduation in areas such as problem-solving, critical-thinking, interpersonal communication skills, technology and technological communication skills, global awareness and civic literacy. The central part of accreditation is the Education Plan for Student Success. MACCS will provide on-going assessment that aligns curriculum mapping and pacing to inform and to modify the scope and sequence of instruction based on standardized testing. This assessment will occur on a quarterly basis by the MACCS staff to determine those curriculum items that require adjustment or changes in sequence.

7. How do school goals, objectives, and student performance standards comply with state standardized testing and school report card requirements? Are they measurable & studentcentered?

MACCS's integration of technology and curriculum to support learning is part of a national standard that is not accessible to every school district. The delivery, development, prescription and continuous assessment of instruction by the teachers and administrators are a key component of a successful classroom. The additional involvement of mentors from the media arts professions will provide another source to determine if student and school performance is complying both with state standards and with the individual career objectives of the students. MACCS will use those assessments to manage the curriculum changes on a quarterly basis. MACCS will place special emphasis on the personal and professional productivity of both students and teachers. Because it is important that the curriculum include student performance standards that address standardized testing and school report card requirements, the curriculum, which includes a technology component, is built upon the NMPED report card requirements, with an exceptional amount of professional skills. MACCS will utilize short-cycle assessments in reading, language arts, math and science that correlate to state mandated testing. Reporting requirements for NMPED report card will be accumulated and sent on a semester basis.

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MACCS expects to be held to the same Adequate Yearly Progress (AYP) targets required of all schools for appropriate academic years.

B. Other - No items.

C. Educational program, student performance standards and curriculum

8. Documentation, research or rationale that supports all curricular approaches (distinguish between philosophy and curriculum).

The development of the MACCS curriculum included researching other media arts standards and curriculum from around the country at both the high school and college levels. Particular attention was paid to consulting with New Mexico universities and community colleges to gather input on what they desire to see in a student applying for entrance in this field of study. Very valuable suggestions were made by the staff and faculty at the University of New Mexico Media

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Arts Department and the Arts Lab at UNM.

State and national media arts and fine arts standards were reviewed from the National Educational Technology Standards for Students and from the states of California, Texas, and Massachusetts. The curriculum at highly regarded university level media arts programs were also examined, specifically the University of Southern California and New York University.

MACCS founders also looked closely at existing New Mexico standards for the arts (primarily visual arts, theatre arts, and language arts) in its development of the Media Arts Content Standards, Benchmarks, and Performance Standards.

MACCS will use the Media Arts Standards and Benchmarks, in conjunction with the F.A.M.E. framework developed by the Arizona Department of Education, to authentically assess student progress in meeting these standards. According to the principles underlying Authentic Assessment, assessment drives the curriculum, which means that teachers first determine the tasks that students will perform to demonstrate their mastery¹. From there curriculum is developed that will enable students to perform those tasks well and would include the acquisition of essential knowledge and skills. Thus, since the Media Arts Standards and Benchmarks were just created, the rubrics to assess students according to the performance indicators under these standards need to be developed. Rubrics will be developed according to the F.A.M.E framework on an ongoing basis by instructors and curriculum development teams. Please refer to the

¹ “Authentic Assessment Toolbox”. Mueller. 2006.

<<http://jonathan.mueller.faculty.noctrl.edu/toolbox/whatisit.htm#traditional>> 06/20/07.

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MACCS Assessment Definitions (included as an addendum), for an introduction and overview of traditional and authentic assessments and how the combination of both can be used to assess student progress. Also, please refer to the Standards and Rubrics for School Improvement 2005 Revised Edition, to see how Arizona’s F.A.M.E. framework works. This addendum will be used to inform instructors and curriculum development teams about how to apply this framework for creating rubrics to assess student progress in meeting the Media Arts Standards. The addendum will also be used as a resource for continuous school improvement to assess how well MACCS is progressing in delivering a media arts education. The addendum will also be used to create a MACCS rubric for inclusion in the Student Learning Plan as part of their student portfolio, to track overall student progress in meeting the standards for media arts throughout their secondary education at MACCS.

The philosophical approach for the curriculum is the traditional holistic Navajo educational method of Sá’ah Naagháí Bik’e Hózhó. This method is oriented towards developing a wellrounded student. Please refer to the addendum “A Note on the SNBH History and Approach”.

MACCS will provide an opportunity for students to immerse themselves in the field of media and technology. An important part of the rationale for the MACCS curriculum is having the students study in a functioning media center that includes a cable television channel. This channel will be utilized by MACCS students on a continuing basis throughout their study at MACCS. This includes using the facility as a lab and training resource, as well as actual productions for cablecast (live and taped) by MACCS students. This will provide the students with invaluable hands-on experience that teaches not only technique but builds confidence in their abilities.

One more aspect of combining the charter school with a media facility is the opportunity for MACCS students to not only receive instruction via distance learning, but to also observe and participate in the production of distance learning classes in the studios. Quote...Unquote, Inc. has plans to create a production program for distance learning classes and distribution. In addition to regular classroom instruction, MACCS will integrate a web-based curriculum

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platform approved as a complete computer-based high school curriculum which will be available to all of our students for self-paced, teacher-monitored instruction. The curriculum provided under addendum, includes all areas of study. In this document, we also outline all course electives and core study areas. When completely implemented, there will be several layers of oversight and involvement well trained teachers to verify student on-line activity and recommend additional tutoring. Furthermore, in addition to teachers, instructional support staff will be highly qualified individuals.

The heart of the curriculum will be small-group direct instruction, with support services available for students struggling with academic, economic, social, physical or emotional barriers to their success in the classroom. Students will demonstrate proficiency in the performance standards as identified by New Mexico PED in accordance with NCLB.

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On-Line Curriculum Expectations

Research shows that, on average, students perform equally well or better academically in online learning when compared with traditional classroom learning.

For a specific online program to be successful, it should be well designed and implemented in a pedagogically sound way. It should accommodate the online learning environment with all available support services, with teachers qualified to teach the online content and also should harness the technology wisely.

The online program that MACCS will use must possess all the critical features identified for a successful online learning program. There are examples, such as the Lincoln curriculum that show, on average, that students performed at least equally well, or better, academically than traditional bricks and mortar students did on a national, state and regional scale.

MACCS will be working with the New Mexico state initiative to develop and deliver cyber education to New Mexico students. As stated earlier, MACCS will have a distance learning facility housed within its walls to both produce and distribute the courses. MACCS will involve its staff and teachers in the creation of locally based curriculum for New Mexico students. Students enrolled at MACCS and studying on-site will use the cyber classes under the supervision of on-site certified teachers and Educational Assistants.

In addition, central to the MACCS educational model will be small-group direct instruction, with support services available for students struggling with academic, social or emotional barriers to their success in the classroom. Students will demonstrate proficiency in the performance standards as identified by New Mexico PED in accordance with NCLB.

9. A summary description of all curriculum including scope, sequence and student performance standards.

The Media Arts Collaborative Charter School will comply with State Department of Public Education's Standards for Excellence regulation which requires the development, implementation and evaluation of our own specific Educational Plan for Student Success (EPSS). Due to the data driven nature of the EPSS self-assessment process, MACCS will begin self-assessment in Year 2 with action planning and state evaluation in subsequent years.

☐ Curriculum development will be an on-going process during the planning year and the first year of operation. MACCS offers a summary of curriculum in this application along with proposed media arts standards that align with state standards in core curriculum and the state arts standards referencing specifically the Visual Arts and Theatre standards. Please see Appendix C. We ask that the PED review the proposed media arts standards and curriculum as this is in many ways, new ground for the state of New Mexico. We ask that the PED work

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together with MACCS in formalizing and perfecting this curriculum. All curricula, both core and media arts electives will be aligned and presented to the PED prior to the opening of the school. MACCS recognizes that students need to demonstrate proficiency in the performance standards.

☐ MACCS will offer all core courses required by the state and a series of electives in the media arts leading to an area concentration.

☐ Content from the media arts content standards and benchmarks will be interwoven within the state required core courses. Media arts tools will be used extensively by students for use with presentations and to complete projects. Media arts academics will be combined whenever possible with core academics.

☐ Media arts tools will be used extensively by teachers in their instructional methodology.

☐ MACCS plans to offer a web-based curriculum to expand and compliment student learning. This has been proven effective through research studies. This will enhance learning by allowing students with the ability to move at an accelerated rate in addition to their work in a classroom. On-site students will have qualified teachers and Educational Assistants supervising the learning progress. All computer-based curriculums will be aligned with NM content standards and benchmarks. All computer-based courses will have qualified teachers monitoring student progress. All evaluations will be aligned with performance standards as defined by PED. Students in need of additional academic support will be assigned tutors. MAACS will develop and utilize curriculum mapping and pacing to modify instruction in math, science and social studies. All courses will interweave media arts in the classroom. Highly qualified teachers will review and grade student on-line course work. All computer-based curriculums will be aligned with NM content standards and benchmarks. All evaluations will be aligned with performance standards as defined by PED. All students in need of additional academic support will be assigned tutoring which can be worked on before and after school. MACCS will develop and utilize curriculum mapping and pacing to modify instruction in math, science and social studies.

☐ For purposes of both teacher efficiency, and to tie core courses and media arts together, blocking of classes will be done whenever it can create advantages for students to learn and for teacher preparation.

☐ Many of the students' projects in the core curriculum as well as the media arts electives will be presented using video presentations, postings to web sites, vlogging, blogging and new mediums as they spring up in the coming years.

☐ Curriculum will emphasize immediate application of content learned in class through media production in a lab/studio setting.

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MACCS will offer a fully integrated, experience-grounded education to our student body that will include exposure to the following subject areas:

- All academic core and standard elective subjects
- Media arts courses with four areas of concentration: 1) Television/Audio Engineering, 2). Journalism, 3). Graphic Design/Internet Technologies and Animation, 4). Digital Filmmaking
- Fine Arts
- Modern, Classical and Native languages-starting with Spanish (and possibly additional

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languages in subsequent years including Navajo)

- Extensive technology training starting with basic computer and keyboard skills, continuing to the level of preparation for a professional career in the media arts.
- Experiential Recreational Program- Physical Education
- Community-based life skills training useful in transitioning from student to adult status with a specific emphasis on the requirements for a career in the media arts will be interspersed in the curriculum of the media arts courses aligned with State of New Mexico Career Readiness Standards:

- ☐ How to open and manage a bank account
- ☐ How to use and live within a budget
- ☐ How to complete a job application and do an interview.
- ☐ How to incorporate health-promoting behavior in a busy schedule.
- ☐

a. Description of Education Program

MACCS is committed to small class sizes, flexible scheduling and maintaining a low student to teacher ratio. A summary of the curriculum is included within this application. It will be refined and finalized during the planning year. It is based upon a consistent scope and a sequence that builds from grade to grade and also according to the ILP developed using the SNBH model. If changes in the program are advised by the State Public Education Department, these will be made prior to MACCS starting actual instruction in August of 2008.

Student Individual Learning Plans

Central to our educational program at MACCS is the student Individual Learning Plan (ILP) based on SNBH. The purpose of the ILP is to provide a tool to aid in the academic success of each student.

The initial screening and evaluation of each student provides baseline information from which to measure progress and rate of progress for each student. Screening of students to recommend special education testing will be done by a MACCS Student Assistance Team (SAT) consisting of administrators, general and special education teachers and a social worker when available.

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(See Appendix D) Special education evaluations will be performed by a contracted diagnostician. This information will provide current status of a student and identification of his/her learning style, reading comprehension, math computation and application skills and written language. A learning appraisal refers to all types of general information collected about the student from a variety of sources that may include parents, teachers and staff. This information also includes individual achievement test(s), health records and assessments of English Language Learners (ELL), attendance records and/or other student reports. Parental input is seen as an essential part of the ILP process.

Student Individualized Learning Plans may include a Special Education Individual Educational Plan (IEP) or other comparable individualized learning plan as a tool to aid in the academic and personal success of each student. An IEP may include a 504 Accommodation Plan and/or a Treatment Plan that addresses specific behavioral or health issues related to cognitive development. These various plans enable the Student Assistant Team to best meet the needs of each student.

The components of the student ILP include:

- Learning appraisal;
- Staff/Multidisciplinary Support Team audit;
- Determination of educational program;
- Review – ongoing monitoring of performance; and evaluations, including

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(Northwest Education Association) NWEA, Home Language Survey, ELL

- The Student Assistance Team will identify the areas of student need and address those needs with student and parents. Strategies for developing individualized learning may include but are not limited to:

- Outlining the courses the student takes each year, as well as associated independent study, internships, special assignments or special activities to augment the required course of study;

- The “home teacher” for each student will be responsible for coordinating the development of the ILP within the first 6 weeks of enrollment;

- The teachers involved with each student will meet and discuss the student’s ILP;

- Monitoring and evaluating the appropriateness of the student learning plan;

- Changing instructional strategies for the student, as needed;

- A mentorship program will be created which will pair up with the teachers and other individuals involved in the creation and completion of the ILP;

- A portfolio will be created for each student;

- Establishing parental involvement, where appropriate;

- Initiating a behavior management system for the student;

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- Conducting a documented observation of the learning environment and the individual student’s behavior by someone other than the student’s teacher;

- Initiating weekly and/or daily progress reports, where appropriate;

- Reviewing the evaluative essays written twice a year by each student as part of the SNBH learning process;

- Providing school counseling and/or advisory services;

- Providing substance abuse intervention and/or support;

- Referring to community agencies and/or private practitioners; and

- Investigating an alternative educational setting.

We look for, encourage every student’s hidden abilities and strengths and provide ample opportunities for them to make choices that enhance their learning. One of these opportunities provided by MACCS is to incorporate multi-cultural acceptance and acknowledgement into all our programs and activities.

Students and parents can request a modification of the student’s ILP at any time. A faculty member, support staff member, the student, his or her parents and other required participants review the ILP on at least an annual basis.

Parent Involvement

MACCS encourages the student’s family to be actively involved in the educational process. We are committed to extending the support constituency for each student to their homes. Since MACCS is founded on the belief that education is built on a partnership forged between parents, who raise students, and educators who lead their learning, we expect all parents to be appropriately involved in student activities and school programs. Teachers will collaborate with parents to construct an Individual Learning Plan for each student that outlines both short-and long-term learning goals for high school and the future. This type of planning encourages students to participate in challenging, well-planned courses in which their individual learning is of primary importance.

A Parent Advisory Council will be established to provide input on budget development and programmatic decision-making, particularly in the provision of Title I services.

Parents will be recruited to serve on the Governance Council, to work with students on remediation plans and to serve as tutors and mentors. Real world expertise in the parent

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community will be sought after and utilized to enhance student growth and service learning opportunities.

MACCS will advertise public meetings to solicit input from parents and community members.

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Students and Teachers

Our students and our teachers will develop close relationships through collaborating in an interactive learning process. MACCS holds communication between individuals and among groups as essential. Students are expected to assume responsibility for their own learning, to work cooperatively, to use each other's expertise, and to hold each other accountable. Students are empowered to create and improve the quality of the school. (See Appendix E) Students will be encouraged to:

- a. Participate in establishing and maintaining school rules and regulations including codes of conduct and creating a safe learning environment;
- b. Assume stewardship responsibility for the school and its grounds; and
- c. MACCS will advertise public meetings to solicit input from parents and community members.
- d. Participate in the school's governance, as individuals and through representative governance, such as Student Council and the MACCS Governance Council.

Community Service/Involvement and Civic Responsibility

As a contributing member of the community, MACCS shall develop and incorporate a program of social responsibility and contribution for students and staff that integrates community needs, existing agencies, academic studies and individual talents into an organized program of volunteerism. A component of the MACCS curriculum will be the incorporation of student learning in the product of television programs and public service announcements for local, nonprofit

organizations and other community agencies.

- MACCS is committed to work closely with our surrounding communities – to broaden involvement in and increase awareness of our goals and mission.
- Parents, students, teachers and the community will work together to create a safe educational environment in which students are eager to learn and have the tools and resources to achieve excellence in learning and personal development. They will also develop a data bank of local experts in many areas pulling community members into the school as leaders for seminars, lectures, advanced learning and mentoring.

MACCS students will be encouraged to volunteer in the community. Students will be asked to develop initiatives that address community needs. Students will be supervised by MACCS staff utilizing a highly qualified educational assistant specifically committed to volunteer service.

Student Performance Standards

The MACCS will use the New Mexico Content Standards and Benchmarks as currently adopted for all subject areas. MACCS will also implement, with the approval of the PED, its content standards, benchmarks and performance standards in the media arts. (See Appendix C)

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Description of standards and goals for students and program standards and goals for the staff and school

Student enrollment, class schedules and staff assignments will be entered into the State's Student/Teacher Accountability Reporting System (STARS). In addition, other student data to be documented will include test scores, attendance, disciplinary action, graduation rate, immunization records, and the like.

The Educational Plan for Student Success (EPSS) for MACCS will be ready for review by the

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PED in the third year of operation in accordance with the PED timeline for charter schools.

Curriculum Outline

The following curriculum guide presents an overview of the curriculum content knowledge and standards. Please refer to Appendix C for the proposed media arts standards and benchmarks as well as course descriptions for all core and elective classes with performance standards and illustrations.

The courses listed below constitute the proposed core curriculum that all our students will be required to take. Unless otherwise stipulated, a “credit” equals the equivalent of one Carnegie unit. Upon enrollment, each student is tested for academic placement with prior school records requested and reviewed to provide program continuity and appropriate placement for the student at a current level of academic progress.

For some skill areas/courses, such as basic language arts/reading, written language, or Integrated/Applied Math, pre-and post-testing will be conducted throughout the year, as deemed appropriate.

MACCS Minimum Graduation Requirements

Required Core Credits: 15 (17 for college entrance)

Elective credits required 6 to 8 according to course requirements for college entrance

Total credits to graduate:

Profile of the Media Arts Collaborative Charter School Graduate

The profile of the graduate provides focus for teachers at every level and in every classroom. It identifies the knowledge, skills, and characteristics that graduates need to function as

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individuals and as responsible, contributing members of families, communities, and society. MACCS graduates will demonstrate competence of performance standards as defined by New Mexico PED documents. In addition, students will demonstrate mastery of competence developed in alignment with New Mexico standards and benchmarks

ACADEMICS

a. Proficiency in the English Language

- The graduate integrates and demonstrates proficiency in all areas of knowledge through reading, writing, speaking, listening, and other means of communication.

b. Cultural Understanding

- The graduate demonstrates an understanding of other cultures and exhibits knowledge and skills in at least one language in addition to English.
- The graduate demonstrates an understanding of at least one other cultural and holistic framework for the processes of creating and brainstorming, for planning and preparation, for implementation and for evaluation and reflection.

a. Knowledge in Core Content Areas

- The graduate exhibits knowledge and skills in language arts, health education, mathematics, physical and life sciences, physical education and social studies.
- The graduate will meet or exceed standards in these areas.

b. Application of Knowledge and Skills

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- The graduate demonstrates and applies knowledge about the history and practice of traditional and new/digital forms of media.
- The graduate demonstrates and applies technical knowledge of creative tools of new/digital media to produce and tell stories.
- The graduate demonstrates and applies knowledge of audio and visual principles in an artistic context
- The graduate understands the application of ethics as it relates to technology, the media, the media industry and society.
- The graduate demonstrates and applies knowledge of business practices and legal concerns for the production of and sourcing of media

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- The graduate applies the principles of time, project and financial management for production and personal purposes.
- The graduate identifies, accesses, evaluates and utilizes information in a variety of ways with emphasis on the use of media technologies and the creation of content that will be publicly exhibited through school presentations, public access television cable-casts, web postings, or film festival participation.
- The graduate uses technology tools and resources for managing and communicating personal/professional information (e.g., finances, schedules, addresses, correspondences)
- The graduate routinely and efficiently uses online information resources to meet needs for collaboration, research, publications, communications, and productivity.

c. EMPLOYABILITY

(1) Communication

- (a)** The graduate conveys ideas, information, and questions clearly and accurately in speaking, writing and through the use of the media arts.
- (b)** The graduate contributes to group processes and goals through collaboration and leadership.
- (c)** The graduate applies listening skills and uses appropriate language in all interactions.

(2) Work Ethics

- (d)** The graduate practices productive work habits
- (e)** The graduate maintains professionalism and uses business etiquette the workplace.
- (f)** The graduate understands the process of collaboration.
- (g)** The graduate maintains a sense of responsibility and accountability.
- (h)** The graduate works independently as part of a cooperative team.
- (i)** The graduate strives to improve abilities and learn new skills.
- (j)** The graduate remains flexible and adaptable in changing work situations.

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(3) Application of Knowledge and Skills

- (k)** The graduate transfers acquired academic and technical knowledge and skills to various work situations, through media presentations and use of technology for research.
- (l)** The graduate creates and carries out projects from design to finished product.
- (m)** The graduate uses organizational, planning, and problem-solving skills.

d. HUMAN RELATIONS

• Interpersonal Skills

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- (a) The graduate uses interpersonal techniques that foster collaboration with individuals and groups demonstrating a high degree of understanding of the value and substance of diversity.
- (b) The graduate participates and facilitates working cooperatively in diverse groups.
- (c) The graduate applies problem-solving techniques by identifying and selecting alternatives to resolve issues.
- (d) The graduate exercises individual freedoms while demonstrating tolerance and respect for property and the rights of others.

Social Responsibility

- (a) The graduate understands the application of ethics as it relates to technology, the media, the media industry and society.
- (b) The graduate exercises individual freedoms while exhibiting social responsibility to family, community, and society.
- (c) The graduate demonstrates and advocates for legal and ethical behaviors among peers, family, and community regarding the use of technology and information.
- (d) The graduate demonstrates citizenship by contributing to the community.
- (e) The graduate exercises rights and responsibilities guaranteed by the Constitution and law.

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- (f) The graduate acknowledges and respects individual and group differences.

e. PERSONAL EFFECTIVENESS

• *Knowledge of Self*

- (a) The graduate exhibits a positive self-concept.
- (b) The graduate understands personal foundations of personality and motivation.
- (c) The graduate identifies and builds upon personal strengths and qualities.
- (d) The graduate practices self-discipline.
- (e) The graduate maintains a positive attitude.
- (f) The graduate actively seeks to improve qualities of leadership and collaboration.

Health Enhancing Behaviors

- (a) The graduate exhibits the ability to cope effectively with personal challenges, frustrations, and stress.
- (b) The graduate makes choices to promote good physical, nutritional and emotional health.

Self-Motivation

- (a) The graduate displays perseverance.
- (b) The graduate sets high standards.
- (c) The graduate accepts new or changed responsibilities.

Character Development

- (a) The graduate develops a personal values system.
- (b) The graduate accepts responsibility and consequences for his/her actions.
- (c) The graduate chooses ethical courses of action.

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f. THINKING SKILLS

Conceptual Thinking

- (a) The graduate uses techniques to see connections between situations that are not obviously related.
- (b) The graduate identifies key issues in complex situations.

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(c) The graduate applies creative, logical, or critical thinking strategies to develop original concepts or solutions.

Analytical Thinking

(a) The graduate breaks and organizes complex problems, processes, systems, or projects into parts for problem- solving, informed decision-making, and management.

(b) The graduate understands the processes for deconstructing media.

(c) The graduate is able to think critically of the history and practice of new/digital media.

Information Gathering and Application

(a) The graduate gathers information from technological research, other reference materials, personal interviews or surveys, and by asking appropriate questions.

(b) The graduate analyzes, evaluates, and selects information relevant to academic, workplace, and life problems.

Independent Thinking

(a) The graduate applies techniques to a given situation and the graduate exhibits flexibility.

(b) The graduate applies technical knowledge of creative and technology tools for producing new media

Required High school Core Curriculum

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Language Arts

4 4 credits

- 1) English I-IV, Reading & Listening for Comprehension
- 2) Writing & Speaking for Expression
- 3) Literature & Media – Understanding people, societies and self.
- 4) Creative Writing and Storytelling
- 5) Teaching journalistic concepts and writing as Journalism I (part of Lang. Arts I class)

Math

3 credits

- 1) Algebra I & II
- 2) Geometry

Science

3 credits

- 1) Life Sciences-Biology
- 2) Physical Sciences-Earth Science, Physics

Communication Skills

.5 Credits

- 1) Clear writing and oral communications, computer basics and basic video production

Foreign Languages

2 Credits

- 1) Spanish I and II

Social Studies

3 1/2

- 1) World History and Geography
- 2) New Mexico History
- 3) Civics/Government/Economics
- 4) US History and Geography

PHYSICAL ED

1 CREDIT

- 1) 3 of 6 Fitness-oriented activities / life sports – running, hiking, martial arts, dance, volleyball, basketball.

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Health

1 credit

1) Nutrition, healthy stress relief, meditation

Fine Arts

1 credit

1) Performance in the Media Arts and Drawing

Electives

4 credits in chosen area of

Concentration (608 Credits with

4 required in the student's Media Arts Concentration.

1. Media Arts Electives

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Student Course Load and Scheduling

The final scheduling of courses for students will be done in conjunction with the development of the Individual Learning Plans. As stated earlier the method used by MACCS will allow students to progress at the pace best suited for them as an individual.

The details of scheduling each school day will be left to the school administrator/superintendent. MACCS does anticipate having seven class periods per day in addition to a lunch break. This should give the students adequate class periods to take the courses they need for graduation and afford teachers time for planning their classes.

MACCS will seek to create blocks of classes whose content fit together. For example, a logical block would be language arts classes with journalism classes. The ability to block classes will depend upon the teachers employed by MACCS.

Core classes will have media arts content and tools integrated into the course work. The goal is to immerse the student in the media arts and develop an understanding of how media arts connect with other areas of study.

While final scheduling of classes will vary according to individual student needs, a typical schedule would include:

- A first year of Physical Education (1 credit);
- Mathematics (either Algebra I or Integrated Math (1 credit);
- One credit of science (Biology e.g.), social studies-New Mexico History (.5 credit) paired with an elective such as health or fine arts;
- Communications Skills (.5 credits); and
- Two or more media arts electives.

This would fill seven academic periods each day with time also available for study hall, meeting with mentors and tutoring.

A second year would include either Algebra I or Geometry, depending on the student's progress, Spanish I for those working toward college entrance requirements, Earth Sciences/Geology, social studies-U.S. History and Geography, Language Arts II and up to two credits of media arts electives.

The third year would include Geometry or Algebra II, Spanish II, science (either Chemistry or Physics), social studies (either World History and Geography or Government and Economics, Language Arts III and two credits of media arts electives.

The fourth year would be dedicated to fulfilling whatever core courses remain to be completed, with the rest of the year's credits filled in with media arts electives and a possible internship for those qualified. MACCS will allow for flexibility in scheduling of core courses during the last

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two years as long as the student will have a schedule that covers all required core courses during that time.

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The media arts electives are sequenced with some designated as required courses. Some basic courses are required in all areas of concentration. These are The Business of Media and Digital Photography. Some other courses are required in two or more areas of concentration.

Media Arts Curriculum and Sequence

By the third year of high school each MACCS student will chose an area of concentration in the media arts. These will be:

- 1) Television/Radio/Audio Engineering,
- 2). Journalism,
- 3). Graphic Design/Internet Technologies and Animation,
- 4). Digital Filmmaking

A student will be required to have a minimum of 4 total credits in the area of concentration to gain a MACCS certification in that area in addition to their diploma of graduation from high school. The student may take as many as 6-8 elective credits depending on anticipated college entrance requirements. Students will be allowed to take extra classes with the approval of their Student Assistance Team.

The following courses will be offered in the Television/Radio/Audio Engineering concentration:
In sequence

- Communication Skills (core)-Required (including basic video production) .5 credit
- Television Production-Required (1 credit)
- Editing/Post Production I-Required (.5 credit)
- Scriptwriting for Film and Television-Required (.5 credit)

The courses below would generally be taken in the 3rd and 4th years in any sequence after the above requirements have been completed.

The Business of Media-Required (.5 credits)

Digital Photography and Imaging (.5 credits)

Radio Production and Audio Engineering (1 credit) (not offered the first year of operation)

Set Design and Construction Vocational (Includes OSHA instruction)-(.5 credit)

Editing/Post Production II-(.5 credits)

Documentary Film and Television-(.5 credits)

Computer and Internet Technologies-(.5 credits)

Senior Internship-(.5 credits)

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Journalism Concentration:

In sequence

- Communications Skills (core) (.5 credits)
- Journalism I-Required Core credit as part of Language Arts I (1 credit)
- Journalism II- Required (1 credit)
- Journalism III-Required (1 credit)

The courses below would generally be taken in any order as long as the above requirements are completed.

1. The Business of Media-Required (.5 credit)

2. Digital Photography-Required-(.5 credit)

3. Reporting and Writing Advanced-(.5 credit)

4. Documentary Film and TV-(.5 credit)

5. Computer and Internet Technologies-(.5 credit)

6. Language Arts Elective-Creative Writing and Storytelling-(.5 credit)

7. Internship – (.5 credit)

Graphic Design/Internet Technologies and Animation Concentration:

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In sequence

1. Communication Skills (core) (1 credit)
2. Basic Drawing (Fine Arts)-Required-(.5 credit)
3. Basic Graphic Design -Required (1 credit)
4. Digital Photography and Imaging-Required-(.5 credits)
5. Intro to Animation-Required-(.5 credits)
6. Web Design and Development- Required (.5 credits)
7. Computer and Internet Technologies-Required-(.5 credits)

The courses below would generally be taken in the 3rd and 4th years or in any order as long as the above requirements are completed.

- The Business of Media-Required (.5 credits)
- Advanced Web Design and Development-(.5 credits)
- Animation and Motion Graphics-(.5 credits)
- Advanced Animation and Motion Capture-(.5 credits)
- Internship-(.5 credits)

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Digital Film-Making:

In sequence

1. Communications Skills (core)-(.5 credit)
2. Digital Photography-Required-(.5 credits)
3. Film Production I-Required-(.5 credits)
4. Film Production II-Required-(.5 credits)
5. Editing and Post Production I-Required-(.5 credits)
6. Film History – Required (.5 credit)
7. Scriptwriting for Film and Television-Required (.5 credit)
8. Cinematography and Moving Images- 5 credits)

The courses below would generally be taken in the 3rd and 4th years or in any order as long as the above requirements are completed.

The Business of Media-Required-(.5 credits)

Set Design and Construction-Vocational-(.5 credits)

Language Arts Elective-Creative Writing and Storytelling-(.5 credits)

Documentary Film and TV-(.5 credits)

Moving Images- Digital camera and lighting – (.5 credits)

Fine Arts-Performance-Acting for Camera-(.5 credits)

Editing and Post Production II-(.5 credits)

Internship-(.5 credits)

Students will have the option of taking courses in any of the media arts subject areas as long as they have their 4 credits in their area of concentration.

10). A timeline for alignment of the curriculum with the Public Education Department's content standards, benchmarks and performance standards.

MACCS will continue its work on curriculum throughout the period between approval of the charter and the opening of classes scheduled for August 2008. In this application, MACCS is striving to align the curriculum with state standards as much as possible. MACCS will, by working in conjunction with the PED, have the curriculum aligned with the state standards by August 2008 when the school opens.

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11).Strategies and methods to be used in delivering the curriculum and how the curriculum will address each student's needs and assist the student in reaching those standards. Include how proposed academic programs impact Statewide Adequacy Standards requirements.

The MACCS educational program is designed to meet individual student needs through Individual Learning Plans. MACCS will focus on each student's unique learning style, language preference, his or her individual behavioral modality and how all these variables apply to the student's cognitive development. MACCS strives for environmental equilibrium in a multi-grade environment where there is no overt identification of grade levels. Students are able to advance through multiple grade levels in a non-threatening learning environment that encourages completion and enhances their individual sense of accomplishment.

MACCS assures that achievement of performance standards for all population groups identified under NCLB groups will be addressed. The methods of assessments using NWEA and our own SNBH model will track the progress made by each student and group in relation to NCLB guidelines. The Student Assistance Teams (SAT) and the "home teacher" will continually monitor this progress. Frequent meetings between the SAT, teachers, parents and mentors will greatly assist in monitoring progress toward meeting performance standards.

In addition to academic needs, the student's learning plan will examine social/ economic issues including language services (ELL), housing, substance abuse, parenting and special education issues. Needs will be assessed and resources within the community identified.

MACCS is also designed to meet the health and mental health needs of students through access to nursing and social work services. MACCS is committed to the development of an ancillary staff within the operational budget. Additional ancillary staff will be contracted to meet any needs of MACCS students, such as nursing, ILP and diagnostics, that regular employees do not have licenses to provide. Operational, Medicaid and IDEA-B funds will be utilized when appropriate. (See Appendix F)

MACCS will meet each student's individual needs by promoting a sense of belonging to a small group of peer learners through collaborative and teambuilding exercises, as well as through the application of the SNBH philosophy on a daily basis. For example, the class as a whole will set their goals for the day/week at the beginning of each session / week, thus creating an environment where all students are included, informed and involved in the conversation that establishes daily benchmarks and goals. Additionally, during review of concepts at the beginning of class, those needing help with certain concepts will be given the opportunity and encouraged to request assistance, peer tutoring or answers to questions about concepts.

MACCS will also meet individual needs through the establishment of a close working relationship with a specific faculty member and mentor and through an individualized

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educational program that is incorporated into each student's Individual Learning Plan (ILP). That plan is based on a thorough individual assessment that is structured according to the SNBH philosophy, and which is created during the application process and admission to the school. In addition to academic needs, the SNBH Individual Learning Plan will examine social and economic issues, including housing, substance abuse, parenting and special education issues. Needs will be assessed and resources within the community identified. The SNBH portfolio assessment and NWEA data will be critical for the modification of goals and objectives relative to specific content standards. Individualized tutoring to support remediation in identified skill areas and independent study opportunities will also be provided for accelerated credit acquisition

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by utilizing on-site, monitored web based curriculum.

The MACCS has a well-developed assessment program which serves to furnish the student with not only adequate educational standards, but with continuous improvement processes which are part of their life skills learning. The Sá'ah Naaghai Bik'é Hózhó model will be used to assess the students' individual progress and incorporates a balanced and holistic (mental, emotional, physical and spiritual) approach to individual growth and progress.

Student Individual Learning Plans (ILPs)

Student Individual Learning Plans, including a Special Education Individual Educational Program (IEP) or other comparable individualized learning plan, are central to our educational program in the academic and personal success of each student. An ILP identifies academic and career goals, as well as obstacles to success. The ILP identifies strategies and resources to help the student overcome those obstacles. The ILP also contains an ELL and F.A.M.E. assessment and recommended modifications. Regular review of the ILP, with student, parent and teacher input, creates a student-centered foundation of support that can be modified to meet the evolving needs of the student. An ILP may include a 504 Accommodation Plan and/or a Treatment Plan that addresses specific behavioral issues related to cognitive development. The MACCS Operational Budget, IDEA-B, private Medical insurance and Medicaid funds will be utilized as appropriate. The plans enable the MACCS staff to best meet student needs. (Appendix F) Continual assessment through regularly scheduled conferences with students, parents and other teachers will allow modification of goals and expectations. Before and after school tutoring will be assigned as well as computer based instruction opportunities to be worked on from home. MACCS incorporates multi-cultural acceptance and acknowledgement into all our programs and activities; e.g., rituals and celebrations supporting cultural pride; course work, redefining and refining success on multiple levels. We will look for, encourage every student's hidden talent and provide ample opportunities for them to make choices that affect their learning.

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a) Standard Student Assessments

Student performance will be assessed on an ongoing basis through teacher, peer and selfassessment.

The NM Standard Based Assessment (SBA) will be administered annually to freshmen and juniors as required by the PED. The NM High School Competency Exam will be given in Grade 10. MACCS will use Standards-based Assessments and Mastery Learning to ensure student proficiency in understanding and use of subject content. The *Brigance* Diagnostic (Curriculum Associates, Inc.) or other state recognized short-cycle assignments will be used as placement tools and as pre- and post-tests to measure student progress.

1. Alternative Student Assessments

We are developing new and different/non-traditional ways to assess, evaluate, and define success for MACCS's student population. Our educational plan is based on SNBH, which is a direct guide to the process of individual development through reflection and self-evaluation. This alternative evaluation process will be combined with state standardized testing and methods. We believe that a student's management of behavior in a positive and productive manner leads to life success and promotes academic success. This testing will include state recognized assessments, including short-cycle assessments and the Az. Dept of Ed. F.A.M.E. framework, which will help in diagnosing detailed student needs in order to prescribe a learning process to remedy the gaps.

2. Service Learning and Experiential Learning Programs

All students at MACCS will be provided opportunities for community engagement through service learning projects utilizing existing community resources. We anticipate incorporating

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resources from the other components of the facility where MACCS will be housed. As mentioned above, students will be involved in media productions to serve the entire community as well as other activities of benefit to the community. The internships available to MACCS students will lead to both personal and professional development with a sense of social responsibility at the forefront of the program.

3. The MACCS Mentorship Program

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The figure above illustrates students' progress in media arts, in conjunction with a mentorship program throughout the four years of secondary education at MACCS. As students develop their skills in the media arts from basic fundamental knowledge to intermediate and then advanced skill in the media arts, the mentorship program would progress and assist the student in the overall development to of their skills.

The vision of the MACCS mentorship program is to engage students in a relationship which will lead them to explore topics of interest and establish foundations for a lifelong commitment to the positive improvement of personal qualities. We also emphasize how the student can contribute to their community through media arts. The holistic and well-rounded development of student life skills, academic and media art skills will take place through the relationship building between students, their mentors, and the community. Projects engaged in through mentorship will be aligned to develop, support and strengthen student skills in the following areas: 1) interpersonal and life skills, 2) academics in terms of literacy, 3) academics in terms of math, science and business, and 4.) the development of media arts skills for practical application and for seeking out multi-disciplinary and cross-cultural connections. Below is a visual representation of this mentorship program vision according to the SNBH conceptual model.

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a. Connecting the School to the Community through the MACCS Mentorship Program

The focus of the MACCS mentorship program will be to assist the student in exploring a passion, and issue or topic of interest. This exploration will be aligned with a semester or yearlong project that explores the development of media arts skills for practical application in a project that will also seek out multi-disciplinary and cross-cultural connections. MACCS students participating in the mentorship would be able to participate in adding resources to the MACCS Community Participatory Research Center (CPRC) through projects that document issues ranging from the environment, economic development, architecture, land grant issues, local people, civic laws, fine and performing artists, languages, poetry, music, indigenous cultures, oral histories, media literacy, media justice, etc. Students consenting to participate in a

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MACCS CPRC Oral History project would submit raw and/or finished video footage to the library for use in research by the community on these topics. Grants would be sought out to fund projects that may or may not occur during the school year.

b. Defining a Mentor

According to the Center for Applied Research Solutions, Inc2 (CARS), defining the role of a mentor is important to keep in mind as the mentorship program is created and developed. This will

serve to help volunteers to understand the parameters of the relationship and also help them to have

more realistic expectations about their role. CARS' definition of what a mentor is *not* is defined below:

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- **A mentor is not a parent**- this should make volunteers and youth both very happy. A mentor is not there to take over the role of a parent; no one can take over the role of a parent no matter how difficult a home life can be for the child. Not being a parent allows the volunteer to have a very different relationship with youth.
- **A mentor is not all knowing**- no one but the youth knows what it is like to wake up every day in their home, go to their school, walk in their neighborhood, or handle the realities of their daily life. A mentor who comes in with an “I know best” agenda runs the risk of losing the trust of his mentee or offering ineffective advice.
- **A mentor is not a tutor**- it is tempting for volunteers who see their mentees failing in school to want to turn themselves into super tutors. A mentor can be there to offer resources and to provide help, but only if and when the mentee wants it.
- **A mentor is not a provider.** Mentors have an important role in a child’s life - it is not as a source of financial support. This is a value which needs to be addressed to both the mentor and the mentee. By freeing the relationship from monetary dependency, it can allow it to grow without undue pressure or expectation. This does not mean that a mentor cannot occasionally foot the bill of an outing or activity; it does mean that mentors should not feel obliged to intercede in familial situations which are not their place. If asked, mentors may be able to help find other resources for support and even serve as advocates, but taking on the role of direct financial support can seriously jeopardize the relationship.
- **A mentor is not a savior.** It has been clearly shown that it is much more important to focus on the relationship than on goals of salvation, enrichment, or betterment. Goals come only after relationship - and you never know exactly what those goals might be. For one child, a positive relationship may inspire him to go to college, become a doctor, or find a productive career goal. For another, it may simply give him the comfort of knowing that there has been one source of support in his life - just that feeling can have powerful impacts.” (p. 22-23)

² Designing and Customizing Mentor Training: Core Content - Foundations of Mentoring
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In Designing and Customizing Mentor Training (2004), CARS defines a mentor as:

“...a caring guide, a wise advisor, a partner on the journey, and a trusted friend. A mentor is one who can serve as a mirror for the youth - showing them both who they are and who they can become. Moreover, this mirror can help the youth see themselves from a positive and empathetic perspective, allowing the youth to see their own strengths and future possibilities. A mentor is one who can help the youth feel comfortable in their own skin and appreciate their gifts while at the same time exposing them to new opportunities and modes of thinking. Finally, a mentor is ultimately one who can establish a strong connection with their mentee and can in turn use that connection as a catalyst for positive change and growth.” (23)

These definitions will hold true for the MACCS mentorship program.

c. Mentorship Arenas

General Mentorship: A strategy for the general mentorship program is to make mentorships available to all students. The general mentorship program would be for 9th and 10th grade and run as a supervisory on-site after school program. In alignment with the Transformative Educational Model, the focus of the general mentorship program for 9-10th graders will be to establish a positive relationship with students that gives students adult perspective, encouragement and support for academics and projects during the school year. The main goal of the general mentorship program would be to help students explore career paths and inform students about job and education opportunities. Student mentorship projects would focus

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on these goals so that the students could explore and make informed decisions about how they pursue education and career paths before college. This sorting process would give students the opportunity to settle on a career track instead of changing majors in college, and wasting time and money. The mentorship program will also be a vehicle to introduce students to job opportunities and contacts in the community and the media industry. Mentors will be expected to fulfill a bi-weekly commitment to the students that they serve. The mentors will meet with their students for 90 minutes bi-monthly. Mentors will be asked to take on a minimum of two students and a max of five. The time limit of the mentorship is the reason behind the proposed number of students. During the time that the students are with their mentor, the mentor can work with everyone as a group on a short activity plan or a general update from each of the students. After the group session, the mentor can work with each student individually.

Specialized Mentorship: 11th and 12th grade full exploration. Mentors can work out schedules, activities and onsite training with students on an individual basis for submission, review and approval by the program director. Students in their last year at MACCS can either participate in the mentorship to explore the same or another passion, issue or topic, or they can opt out of the mentorship program in order to participate solely in an internship in the community that is of interest to them.

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d. Mentorship Recruitment & Screening

Recruitment and Screening for the mentorship program will be developed by the Program Director. All potential mentors will go through a screening process, which will include an interview and follow up process. Applicants may also be subject to a background check.

The following outline is recommended for the recruitment and screening of mentors:

Initially assistance for recruitment for mentors will be requested from 3 primary sources:

- Parents (PTA or other school parent organization or arrangement.)
- Local businesses in the media industry
- College and University students and associates (all ages, all fields, all local institutions)

Parent Involvement

Parents will be informed about the mentorship program during application, on the first day of school, and on an ongoing basis. Members of the administrative staff and founding board will address parent meetings and open house events to inform parents and to actively recruit for mentorship and internship program possibilities.

Higher Education Institutions

MACCS will post information on a website, as well as flyers and posters at local colleges and universities. The material will outline the opportunity and detail the commitment time and duties.

Media industry and Local Businesses

Founding board and Governing council members will compose a list of local businesses to approach. Board members will be responsible for creating a presentation and/or list of talking points that can be presented to businesses that will encourage people to apply to become a mentor.

Stakeholders' Benefits

- Students: relationship building, personal growth and development as a mentee
- Mentors: Relationship building, personal growth and development as a mentor

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- Parents: involvement in the education and direction of the students
- College students: internship credits, networking

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- Businesses: beginning of feeder programs and internships that put youth on a path to work in local business and media companies.

Mentor Commitments

- Mentors will be asked to commit to at least 3 hours per month in the 9th and 10th grade arena.
- Mentors will be asked to commit a minimum of 4 hours per week in the 11th and 12th grade arena.
- The mentor will be asked to submit the following information for the students in their stewardship.
 - o Email
 - o Phone contact is not required. If students have a time sensitive request for their mentor, they will be required to make contact through the school.

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Celebrate Youth Transformative Education Mentorship Model³.

The MACCS mentorship program will be based on a model called the Celebrate Youth Transformative Educational model and will establish the mentorship program through a strategy of learning beyond the classroom. Through sustained engagement and relational learning, this strategy will support both academic achievement and personal development for the young people involved. This program is one prong of a larger philosophical vision and a more comprehensive shift in educational paradigm and structural transformation. It is not required that the whole model be accepted, but rather that in order for the model to work in full or in part a commitment to its philosophy and structure is fundamental. Additionally, for use of this model, an agreement must be signed by the school that all materials related to the model will be treated as copyrighted and not shared outside the school.

In the Transformative Education Model what is provided by Transformative Education facilitators are: relational learning, sustained and consistent engagement and support for finding out how to access mentoring resources. Besides educating, role modeling and encouraging the students, Transformative Education facilitators take the concepts of cultivation of each student and her or his redefinition very seriously. Just as the violin student is coached, mentored, guided by the teacher with the expectation that he or she eventually will play with the master, students are also expected to find that same redefinition.

The model targets students, teachers, parents, administrators, funders and other members of the community as stakeholders. A serious and formal commitment represented in a signed agreement that insures that all those involved, including students, honor that commitment. It requires intensive engagement and consistent strive for excellence. Each student is expected to work on the project of their choice following the fourteen core principles of the model and to present before a large audience quality and real life work at the end of the work period. Mentors are expected to invest in their protégés in the same way they would invest in their own biological children.

An overview of the principles that frame this approach to learning are detailed below:

1) **This approach is experiential.** That means hands on work along with research, documentation of what the student discovers, analysis of that information, documentation of their experience and presentation of those findings and of what the student learned.

³ © Paquita Hernandez 2007

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1. **All that we learn is relational.** We learn from each other, as we relate to our environment, as we connect with other ideas, places and so on. Relational Learning in this context occurs through the mentorship process and the mentors that make it

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possible.

2. **In order to solidify our learning we need** time, practice, consistent and focused engagement and a rigorous and challenging learning experience. This principle we have called “**Sustained Engagement**”

3. **Inquiry is another one of those core principles.** It is part of the discovery process and it challenges us to investigate important or essential questions. That is what helps us gain better understanding and more solid knowledge.

4. **Research and discovery is one of the keys** to make our learning a lasting experience. Our curiosity and our questioning increase our joy for living and learning

5. **Pursuit of excellence** is a great challenge for all of us. Excellence does not mean perfection. It means our ability to create products that function well in concrete terms (make sure the car runs well after it is fixed) as well as bringing aesthetic qualities to our lives (the car runs and LOOKS beautiful). When things work well and look great our lives are richer.

6. **Interdisciplinary and multidisciplinary approach to learning** means that we must borrow from all disciplines in order to create a body of knowledge that completes the whole. If you mentor with an architect and work on a specifically designed project you learn how mathematics, physics, zoning, ecology, economics, income levels, budgets, psychology, etc must come together and be understood for the project to work.

7. **Engagement with the arts is another key principle** of this program. The arts humanize us. They help us understand what it means to be human. Learning is not just passing information from one person to another. It is a creative and artistic process. Therefore science and math are also artistic forms because they are part of that human creativity.

8. **Creativity is learning that is inner-directed.** Each individual owns that process. No one can be creative for you. You express yourself in your original work and with it you demonstrate your own understanding.

9. **All of this experience helps us reflect.** It helps us raise questions about what we do, why we do it, how well we do it, how can we make it better, how can we document what we learn, how can we understand it better, how can we share with others and make valuable contributions to our community, how does the experience change how we see ourselves, Page 51 of 181

how can we live better in the community and the world as a whole. This is called the Reflection Principle.

10. **Transformation is what we are looking for.** A butterfly is a transformation from a caterpillar. It is essentially the same creature but it takes a different form, serves a different function and lives a different life. From a crawler changes to a creature that flies. That is what happens to us as we gain knowledge, skills and new understandings.

11. **As we grow in understanding we gain the ability to grow in ethical development.** This means learning about justice and other higher thinking skills and concepts. It is about how we treat ourselves and each other. It raises questions about conscience and values such as compassion, consideration, trust and so on.

12. **Leadership** is often associated with presidents, generals, principals, but everyone can be a leader because it is about our creative and original work and the contributions we can make with those. It is about our ability to share, to formulate and design and propose at any given moment or situation. If a fire breaks out, the person with firefighting experience becomes the leader. The people with medical experience become leaders if anyone gets hurt in the fire.

13. **The portfolio is the concrete document that shows the student has understood all**

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this. It should show the depth and breadth of their understanding, should raise questions, show evidence of curiosity and research, the quality of creativity, critical thinking and cohesive expression.

In summary, The Transformative Education Mentorship Model shows that all knowledge is interconnected. People need to own their own learning; we can all be significant contributors to our society. To grow, we must become aware of what is happening around us; we must develop consciousness that will make us more human and be able to live better in our world and we must grow in maturity as a sign of that consciousness and understanding.

e. Implementing the Celebrate Youth Transformative Education Model through the MACCS mentorship program

The founder of this copy written model, Paquita Hernandez, has written a brief proposal to incorporate the Celebrate Youth Transformative Education Model as part of MACCS' efforts to establish a mentorship program. She proposes the equivalent of a 20-day project spread throughout the year involving at least one person to be fully on the job trained in the utilization of the model. It will involve other stakeholders participating in the training, planning, organizing and implementing the model. At the very least, it will be necessary to have a core team fully trained and engaged in the program in order for it to work well. The costs below do not include

the general operating costs of carrying out the program, which will need to be created and developed. Besides the sharing of the model itself, the following are included in this process:

- Philosophy, vision, mission and core principles of the model
- Who will the stakeholders be and what are their roles and responsibilities (faculty, board, principal, mentors, parents, sponsors, protégés, Program Director)
- Structure of the program
- Goals and objectives for the first year, what will the time line be and how will it fit into the annual schedule of the school.
- Definition of mentorship and how it works, the festival/celebrations/exhibitions, the creation and use of portfolios, the presentations.
- What are the expectations to be fulfilled by the students in terms of those concepts and activities mentioned above.
- How to incorporate the core curriculum into the mentorship work and experience
- Oversight, evaluations and public relations
- Funding
- Creating a student, mentor and school guide to "learning out of the box".
- Demonstration of how to train and orient mentors and other processes needed for the success of the program.
- On the job training for a program director
- All written materials regarding the model

The training will use lectures, demonstrations, role-playing, dialogical method, facilitated conversations and the "Movers and Shapers" method of inclusion.

Consulting Costs:

Planning that will include helping with the development of an institutional vision to create a common and purposeful approach to MACCS' institutional work.

1 day equivalent

Program design 2 days equivalent

Training and orientation (throughout the year) 6 days equivalent

Leading the dialogue held throughout the year 2 days equivalent

Core team training 1 day equivalent

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How to identify mentors, how to orient potential mentors and how to select and train them.

2 days equivalent

Development of forms, letters, templates guidelines, policies and procedures and other helpful documents related to the program. 1 day equivalent

Help MACCS plan how to implement our mission and how to make it both quantifiable and qualitatively measurable. 1 day equivalent

Help MACCS strategize about how to spread the word regarding its mission and work, and how to measure both individual and program performance.

1 day equivalent

Design of evaluation tools and general oversight 1 day equivalent

Program evaluation including event management, the role of these events in the overall program and student final assessment 2 days equivalent

Total time suggested 20 days

\$1,000/day plus gross receipt taxes

Total cost: \$21,000

Funding Note:

On 6-7-07, Paquita Hernandez informed MACCS founders that Robert F. Kennedy Charter School has obtained grant funding to fully train its employees and five other schools in this model. If a collaboration with RFK is formally established, this may cover the initial cost of training the MACCS mentorship program director and facilitators. Legitimately trained facilitators of this model could then be used as a resourced for the training and implementation of this model into MACCS' mentorship program.

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Commitment to Being a Small School

Keeping class size and overall school enrollment small is one of the key foundations of the school. The experience of charter schools indicates that small school size and small class size both make significant contributions to the success of all students. In addition, research has pinpointed that a smaller school size lends itself to improved standardized test scores and a decline in disciplinary actions.

Teachers/Faculty

All teachers at MACCS will be educational professionals with appropriate certification to meet the “highly qualified” requirements of No Child Left Behind and the State of NM (NCLB). An effort will be made to hire teachers with multiple licensure endorsements in order to meet the requirements of “highly qualified” teachers under NCLB. Individuals who have expertise and credentials in special areas, including Special Education and Bilingual Education, as defined by the NM Public Education Department, will be hired in addition to core content teachers. State-of-the-

art educational technology makes it possible to utilize highly qualified teachers from throughout New Mexico to deliver instruction and support for MACCS. Social Workers and Counselors will be licensed and highly qualified, with broad experience working with at-risk youth and accessing resources. MACCS recognizes the difficulty in contracting with highly qualified special education and bilingual teachers. MACCS is committed to providing highly qualified teachers and will recruit teachers from out of the local districts, contract with part-time teachers employed within the local district and consider paying an additional differential to provide highly qualified teachers and staff.

Teachers and staff will

a. Have a pay and benefit package that is competitive in the marketplace;

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- b. Enjoy a well-supported professional development program;
- c. Have access to services of independent employee assistance professionals;
- d. Feel secure and challenged,
- e. Work in an environment that encourages creativity and mutual respect; and
- f. Be evaluated in accordance with the PED Three-Tiered Licensure requirements.
- g. Have the help and support of professionals in the field of media arts.

Educational Context

The MACCS curriculum is designed to ensure knowledge is attained in the core academic areas of language arts, language development, math, science, history, geography, art, physical education and health. Instruction in these areas will be combined with instruction and use of media arts tools to deliver content. In addition, each graduate from MACCS will be expected to

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have earned credits in service learning or experiential learning in the form of internships while enrolled.

Our curriculum reflects our vision of the school. While addressing the standards and benchmarks established by the Public Education Department, it also maintains focus on the goals and standards set for the students and the unique opportunity given by this school for students to become part of the rapidly growing media industry in New Mexico. The curriculum also reflects the unique process of educating each student with emphasis on the total individual. Our curriculum takes in to consideration the protective factors that have been shown to influence the decrease of “at risk” behaviors in young people. In addition to the development of intellectual skills, focus is also on increasing interpersonal skills, understanding and respecting the perspective of others, building self-esteem through accelerated progress, setting high expectations of others, building self-esteem through accelerated academic progress, setting high expectations and clear standards as well as providing a caring, safe and supportive environment. MACCS will also concentrate on building a professional sense of etiquette and responsibility for each individual and a sense of pride and tradition for being a student at MACCS. This pride and tradition will be infused to the students through the SNBH model that will guide the conduct and personal growth of MACCS students.

12. Length of school day and school year.

MACCS will provide a minimum total of 1080 hours of classroom instruction each calendar year to its full time students. (See Appendix G) Our exact hours of operation will depend on our physical location, but will be worked out and submitted to the PED prior to our start with a copy to the Albuquerque Public Schools for their information. It is the intention of MACCS to offer a schedule with seven periods with room for tutoring and mentorship. It is the intention of MACCS to follow the district calendar as closely as possible to support families and eliminate confusion. Some evening, weekend and summer classes will be offered to complement the currently available alternative programs. The calendar will be reviewed annually and submitted to PED and the local school districts.

13. Grades, projected class size by grade and yearly total projected student enrollment projected out five years (if appropriate).

To insure maximum learning effectiveness, our goal is to limit class size to sixteen, with a total enrollment not to exceed 125 in year one. We believe the optimum enrollment will eventually reach 240. As stated earlier in this document, if there is a high demand by home school students and other areas of the state for the school’s unique course offerings, MACCS may replicate its site in order to meet this demand. MACCS is committed to remaining a small school; however, if the demand for MACCS’s web-based program by students throughout the state of New Mexico exceeds our projections, we would consider amending the charter. Our program is a high school

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for grades 9-12. We anticipate that even in our first year of operation, we will serve some
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students who are classified as juniors or seniors. In addition, we expect to enroll a small percentage of students who are classified as ninth graders but who have already stopped attending high school. The web-based part of the curriculum, will allow MACCS to accommodate unique student schedules; circumstances and needs in ways that might be difficult or impossible in a traditional setting limited by bricks and mortar and bell schedules.

14. Proposed requirements for graduation, if applicable.

Graduates of MACCS will match the Albuquerque Public School District requirement for high school graduation, for a total of 23 credits, to include:

- (a) Four (4) credits in Language Arts
- (b) Three (3) credits in Mathematics
- (c) Three (3) credits in Science, one of which must have a laboratory component
- (d) Three and one-half (3 1/2) credits in Social Sciences
 1. Principles of Democracy (U.S. Governments/Economics) - 1 credit
 2. New Mexico History and Geography – 1/2 credit
 3. United States History/Geography - 1 credit
 4. World History/Geography - 1 credit
- (e) One (1) credit in Physical Education
- (f) One (.5) credit in Communication Skills as defined by New Mexico Statute
- (g) Two (2) credits in Foreign Language
- (h) A minimum of six credits (6) of electives, primarily from media arts courses (while encouraging the students to take more credits.)

MACCS will report grades the same as all other district schools, on a quarterly basis. Credits are assigned at the end of the 18-week semester.

(OTHER). Proposed method of storing and making available to appropriate people students' records, including but not limited to transcripts, health information, special education information, student attendance and dropout data and teacher information including attendance and licensure.

- Storing of records related to students and faculty will be at the school offices, on computer-based software, with back-up information to be filed as "hard copies" in locked, fireproof file cabinets at the school. Policy/regulations for how student
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information will be stored, handled and accessed will be identified once the facility is identified. Special Education files will be filed in fireproof cabinets at the schools and will be accessible only to those professionals who are identified to have access to such records, as per IDEA regulations. A log recording check out and description of use will document access to special education files.

- All student records will be kept for the life of the school.
- This schedule describes the most commonly used retention periods. This directive applies only to school records. Retention periods for school security, legal records, business and financial, personnel, library, and transportation records are not covered. Access to confidential documents and/or confidential files will be only by court order, unless provided by statute. Release of confidential documents to law enforcement and other

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governmental agencies will only be upon specific statutory authorization or court order.

Financial Record Retention Schedule

MACCS will use the following financial record retention schedule, subject to approval and amendment by the Governance Council prior to the opening of school.

Type of Record Retention Period

Tax returns and records Minimum of 7 years from tax or fiscal

Year-end.

Purchase orders and/or contracts Minimum of 10 years

Payroll and employee records:

- Timesheets
- Pay stubs
- W-2s
- W-3s
- W-4s
- 941s
- 940s
- etc.

Minimum of 7 years from tax or fiscal

Year-end.

Records of Disbursement (nonpayroll);

- Bills/invoices
- Account statements
- Lease payments
- Payments on contracts & Pos
- Credit card slips
- Petty cash transactions/receipts to

Minimum of 7 years from tax or fiscal

ear end.

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document all uses of cash

Records of all receipts of monies:

Deposit slips and Credit card slips

Minimum of 7 years from end of

Fiscal year.

Bank records: Bank statements, conciliations, cancelled checks or other check forms indicating payee, amount of disbursement, and date and electronic funds transfer records.

Minimum of 7 years from end of fiscal year

Employment contracts Minimum of 20 years

Asset records:

- Purchase price.
- Cost of any improvements.
- Section 179 deduction taken.
- Deductions taken for depreciation.
- Deductions taken for casualty losses.
- How you used the asset.
- When & how asset was disposed
- Selling price.
- Expenses of sale.

Minimum of 7 years from date of

set disposition

Ledgers and journals documenting

financial activity:

- School checkbook.
- Daily summary of cash receipts.

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- Monthly summary of cash receipts.
- Check disbursements journal.
- Depreciation worksheet.
- Employee compensation record.

Minimum of 7 years from tax or fiscal year end.

Any and all investment records Minimum of 10 years

Insurance records:

- Policies
- Premium notices
- Claims

Minimum of 10 years

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- Etc.

D. Meeting individual student's needs

15). Description of the way a charter school's educational program will meet the individual needs of students, including those students determined to be at risk.

MACCS will meet each student's individual needs by promoting a sense of belonging to a small group of peer learners; by establishing a close working relationship with a specific faculty member, as well as a mentor if available and through an individualized educational program incorporated into each student's learning plan. That plan is based on a thorough individual assessment made upon admission to the school. The SNBH model we will be implementing is specifically designed to meet the individual needs of students. NWEA testing will be utilized for initial and regular progress assessments. The data will be critical in modification of goals and objectives relative to specific content standards. Individualized tutoring to support remediation in identified skill areas and independent study opportunities will be provided for accelerated credit acquisition utilizing web based curriculum that can be worked on from home.

In addition to academic needs, the student learning plan will examine social/ economic issues including housing, substance abuse, parenting and special education issues. Needs will be assessed and resources within the community identified

Keeping class size and overall school enrollment small is one of the key foundations of the school. The experience of charter schools indicates that small school size and small class size both make significant contributions to the success of "at risk" students. In addition, research has pinpointed that a smaller school size lends itself to improved standardized test scores and a decline in disciplinary actions.

MACCS is also designed to meet the health and mental health needs of students through access to nursing and social work services. MACCS is committed to the development of an ancillary staff within the operational budget. A social worker will be included and will help generate budget to add a psychologist or substance abuse counseling. Additional ancillary staff will be contracted to meet any needs of MACCS students, such as nursing, SLP and diagnostics, that regular employees do not have licenses to provide. Operational, Medicaid and IDEA-B funds will be utilized as appropriate.

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16).Suggested modifications to meet individual student needs, including bilingual, limited English proficient, and Special Education (including testing accommodations).

The MACCS Special Education Program in line with Sq'ah Naaghai Bik'é Hozho, the educational philosophy of MACCS, will provide an inclusive and holistic academic program in

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the Least Restrictive Environment (LRE). MACCS Special Education Policy is congruent with both the New Mexico State Board of Education's Special Education Regulations, 6.31.1 NMAC, the Standards for Excellence, 6.30.2 NMAC, Non-Regulatory Guidance IDEA 2004 (issued August 1, 2005), and the federal Individuals with Disabilities Education Act 2004 (IDEA), 20 U.S.C. section 1414, the No Child Left Behind Act of 2001, 20 U.S.C. section 6301 et seq., Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. section 794 et seq., and the Family Education Rights and Privacy Act, 20 U.S.C. section 1232 et seq. MACCS will also provide gifted services as defined in 6.31.2.12 NMAC and Sec. 22.1-1 (0) MNSA 1978.

Just as persons with disabilities are normalized into family and community life activities, so too will students with disabilities be integrated into the MACCS school community. All students will be provided a Free and Appropriate Public Education (FAPE). No students will be segregated, except for individualized specialized services or because of a change in services or the result of a Manifestation Determination. Supports and services will be provided in a holistic, intellectually stimulating, appropriate and inclusive environment. A model of inclusion will be created where the skills of the collective will be personally enriching in a supportive academic environment. Students with a disability may either participate in a regular graduation plan or may opt for an alternative graduation path as per their IEP.

The MACCS will provide diagnostic services to students referred for evaluation by staff, parents, community and/or the students themselves as provided by the Individuals with Disabilities Entitlement Act (IDEA) as reauthorized in 2005. Services will be provided as determined by diagnostics, parents, the student and the SAT Committee. The composition of the SAT committee and Individual Educational Plans (IEPs) will comply with all provisions of IDEA. Transition plans will be developed as soon as the student becomes eligible for services. The IEP's of all incoming Ninth graders will be reviewed and updated by the IEP committee, inclusive of transition plans. Students receiving special services will be responsible for the same discipline and behavior policies as all students (Appendix L) as well as provided the protections they are legally entitled to as a result of their IEP including Functional Behavior Plans.

In line with our model of inclusion which will require an Individual Learning Plan (ILP) for all students of the MACCS, so too will curriculum, language, lesson plans, homework, grading and classroom as well as State and Federal mandated evaluations be provided and made accessible to all students. Modifications to meet the needs of students on an Individual Education Plan (IEP) or a 504 Plan will be implemented as per applicable regulations. MACCS Staff

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Development Plans will include on-going training to assist teachers in meeting the needs of diverse students.

MACCS will offer a broad range of opportunities for students with disabilities, giftedness and different linguistic skills who meet eligibility criteria established by State and Federal. Staff will locate, identify, and screen students in need of special education services pursuant to Section 504 of the Rehabilitation Act of 1973, Title II of the Americans With Disabilities Act of 1990 (ADA), and the Individuals with Disabilities Education Act (IDEA) of 2004. We will comply with the IEP process established by the Albuquerque Public Schools district to ensure that all students are properly identified, assessed and services delivered. This process will assure:

- Equal access to all students;
- Individualized Education Plan ;
- Free Appropriate Public Education (FAPE);
- Least Restricted Environment (LRE)
- Due process and parental involvement; and
- Non-discriminatory evaluation.

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- Identification of all subgroups under No Child Left Behind

As in number 15, Special Education needs are met through the methods set forth there.

17). Specific Special Education Plan (aligned with 2005 recommendations).

f. How MACCS' Educational Program Meets Special Education Needs

MACCS will develop a specific Special Education Plan, aligned with 2005 recommendations, and will be compliant with all relevant policies and procedures for compliance with the Individuals with Disabilities Education Act. The 2005 recommendations include (1) **6.31.2.14 NMAC RULES OF INSTRUCTION**, (2) 6.31.2.7 NMAC— (C) (12), (3) 6.31.2.11(D) NMAC, 4) 6.31.2.11(E) NMAC, and (5) 6.31.2.13(G) NMAC. The specific guidelines for 2005, which MACCS intends to follow, are included as Appendix H. The Federal and State guidelines of MACCS's Special Education Plan are as follows: Screening will be performed by an appointed SAT team, which includes the MACCS Principal, whose function will be to perform interventions and assessments qualified MACCS personnel and may include:

- general health screening, including social/behavioral health

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- vision screening performed to verify indicators of loss of sight, acuity, or other possible vision related problems;
- hearing screening to verify any hearing risk indicators;
- speech and language screening to verify problems in the formulation or articulation of speech or any delay in the development of language;
- screening for home language
- academic screening for school age children to determine the significance of academic delays; and
- Screening for secondary level students who are at-risk of dropping out, or who have dropped out, to verify that the reasons for dropping out are not related to as previously unidentified disability.

g. Procedures for Evaluations and Determinations of Eligibility

It is the policy of The Media Arts Collaborative Charter School to ensure that procedures are in place for evaluating children and determining eligibility for special education and related services in accordance with 34 CFR Sec. 300.126. We further assure that the procedures identified in 34 CFR Secs. 300.531–300.536 and the provisions under subsections (C)-(F) of 6.31.2.10 NMAC are adopted as the policy of The Media Arts Collaborative Charter School. In addition, we ensure that the practices implementing these policies and procedures are monitored for compliance and any instance of non-compliance is corrected within one year.

h. Federal Regulations

Initial Evaluation and Evaluation Procedures

34 CFR Secs. 300.531; 300.532

Evaluation materials are not discriminatory and are provided in the child's primary language or mode of communication unless it is clearly not feasible to do so. Varieties of assessment tools are used for evaluation and limited English proficiency is not used to measure need for special education and related services. No assessment or procedure is used as the sole criterion for determining the existence of a disability or the need for special education and related services. If the child is already identified as a child with a disability, assessments are given in accordance

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with the child's needs and abilities.

Determination of Needed Evaluation Data

34 CFR Sec. 300.533

For an initial or reevaluation, existing data is reviewed and based on that review, identification
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and recommendations are made for further assessment. An evaluation includes assessment of PLEP (Present Levels of Educational Performance). For a reevaluation, assessment is used to determine if the disability continues to exist, and what modifications or accommodations, if any, are needed to enable the child to meet annual measurable goals defined in the Individualized Education Program (IEP). Parents have the right to request evaluations and be notified of evaluation results.

Determination of Eligibility

34 CFR Sec. 300.534

Evaluation results are reviewed by qualified professionals and the parents, who determine together whether the child has an IDEA disability and needs special education and related services. Parents receive copies of evaluation reports and eligibility determinations.

Procedures for Determining Eligibility and Placement

34 CFR Sec. 300.535

Evaluation data is derived from a variety of sources. All information is carefully considered and documented. Children are not found to be eligible based on lack of instruction in reading or math or limited English proficiency. If a determination is made that the child has an IDEA disability and needs special education and related services, an IEP is developed.

Required documentation for eligibility includes an explanation of how the multidisciplinary team considered factors such as lack of instruction in reading, math, or limited English proficiency that might explain low student academic performance and could be mistakenly viewed as the presence of a disability.

Reevaluation

34 CFR Sec. 300.536

A reevaluation is done if conditions warrant, or at the request of the parent or teacher, but at least once every three years.

NEW MEXICO RULES

Pre-referral Interventions

6.31.2.10 (C) NMAC

If, through general screening, a child is suspected of having a disability, further assessment is considered in order to rule out other possible causes for the child's educational difficulty. Prior to referral for a special education evaluation, interventions are considered, documented, and implemented, if appropriate. If pre-referral interventions are not effective within a reasonable time, the child is referred for a full special education evaluation.

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Evaluations and Reevaluations

6.31.2.10 (D) NMAC

Evaluations are provided at no cost to parents. Referrals for individualized evaluations are completed within a reasonable time and are fully documented. Summary reports from all individuals evaluating the child are reported in writing and presented to the IEP team. Parents who disagree with an evaluation have the right to obtain an independent educational evaluation at public expense subject to the conditions of 34 CFR Sec. 300.502, as described in the section on "Procedural Rights of Parents and Students" below.

MACCS has designated the Special Education Director as responsible to track whether

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evaluations and reevaluations are conducted within required timelines.

Evaluations as Part of the Exit IEP

6.31.2.10 (J) NMAC

At the exit IEP meeting, the IEP team determines whether all requirements for graduation under the final IEP have been satisfied. The IEP team will also determine whether additional evaluations, reports or documents are necessary to support a smooth and effective transition to post-secondary services for a student who will graduate on the career readiness or ability pathway. The school will arrange for such information to be provided at no cost to the students or parents.

Assessment of Culturally and Linguistically Diverse Children

6.31.2.10 (E) NMAC

Assessments and other evaluative materials are provided and administered so as not to be culturally or racially discriminatory, and unless clearly not feasible to do so, are provided in the child's primary language or mode of communication. A child's language proficiency is considered when choosing and administering assessments and is not used as the determining factor for eligibility for special education and related services.

Home language status must be documented prior to any evaluation for special education.

18). Access to other services including but not limited to counseling and health.

Student Individual Learning Plans, including a Special Education Individual Educational Program (IEP) or other comparable individualized learning plan, are central to our educational program in the academic and personal success of each student. The Principal of MACCS will be
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present at all IEP's. An ILP identifies academic and career goals, as well as obstacles to success. The ILP identifies strategies and resources to help the student overcome those obstacles. The ILP also contains an ELL assessment and recommended modifications. Regular review of the ILP, with student, parent and teacher input, creates a student-centered foundation of support that can be modified to meet the evolving needs of the student. An ILP may include a 504 Accommodation Plan and/or a Treatment Plan that addresses specific behavioral issues related to cognitive development. MACCS Operational Budget, IDEA-B, private Medical insurance and Medicaid funds will be utilized as appropriate. The plans enable the MACCS staff to best meet student needs.

Continual assessment through regularly scheduled conferences with students, parents, mentors and other teachers will allow modification of goals and expectations. Before and after school tutoring will be assigned as well as computer based instruction opportunities to be worked on from home.

MACCS incorporates multi-cultural acceptance and acknowledgement into all our programs and activities; e.g., rituals and celebrations supporting cultural pride; course work, redefining and refining success on multiple levels. We look for, encourage every student's hidden talent, and provide ample opportunities for them to make choices that affect their learning.

MACCS will offer a broad range of opportunities for students with disabilities and giftedness who meet eligibility criteria established by State and Federal laws (see the Special Education Manual included as Appendix H for details). The MACCS Individual Learning Plan process (SNBH) includes the annual review of existing Individualized Education Plans (IEPs). MACCS' Student Assistance Team is committed to meeting the needs of all students with a continuous and systemic effort. They will identify, locate and screen students in need of special education services pursuant to Section 504 of the Rehabilitation Act of 1973, Title II of the American With Disabilities Act of 1990 (ADA), and the Individuals with Disabilities Education Act (IDEA) of

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1997. This process will assure:

- Equal access to all MACCS students;
- Individualized Education Plan ;
- Free Appropriate Public Education (FAPE);
- Least Restricted Environment (LRE)
- Due process and parental involvement; and
- Non-discriminatory evaluation.
- Identification of all subgroups under No Child Left Behind
- We will provide any related services to students according to their IEP, including nursing services.

The primary service delivery model at MACCS will be *inclusion*, whereby special education teachers team with general education teachers in the general education classroom to
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provide support to students with IEP's. An 8:1 and or 15:1 service delivery model will be implemented if and when the need arises. . According to IDEA '04, students will have access to a continuum of alternative placements, based on need.

The Individual Learning Plan process and SNBH, will enable MACCS to meet the needs of "at-risk" students. The entire ILP process (screening and on-going evaluation) will help identify students not performing to level, academically, socially or emotionally, and through staff and parental audit determine if any intervention is necessary. Corrective action plans will be put in place, when needed. Utilizing "at-risk" factors identified through the Multidisciplinary Support Team, the ILP is a plan that assists individual students in learning how to cope with cognitive and behavioral issues. This positive and success-oriented approach to learning provides a student with a sense of accomplishment and security lessening the impact of risk factors. One of our main goals at MACCS is to infuse pride in both individual accomplishment and in being a student at MACCS as being a very special place. It is the intent of MACCS to have available, a social worker the first year via contract for counseling and other ancillary staff to include but not be limited to a nurse, using operational, Medicaid and IDEA funds when appropriate. MACCS is committed to expanding mental help support for students through growing FTE in the operational budget. The goal will be accomplished by the end of year three

E. Evaluation of student performance

19). Specific remediation plan for students not achieving standards, including a timeline and process for parent notification and for implementation of the remediation plan.

We are adapting the Positive Behavior System guidelines to modify behaviors for MACCS' "at risk" student population. We believe that a student's management of behavior in a positive and holistic manner, leads to life success and promotes academic success. To promote and monitor behavioral success a point and level system leading to student success is encouraged and celebrated through positive rewards. The student becomes responsible for personal behavior, enjoying the rewards of positive interactions. The weekly behavioral assessment will be used to provide input to multidisciplinary teams for modification of ILP and education programming. When a student is not achieving specific successful standards, a remediation plan is put into effect whereby the student's parent or advocate is notified and encouraged to participate. The remediation plan will be reviewed and updated every 6 weeks. In addition to this process, MACCS will work with students to form a Student Disciplinary Review Committee that will take part in the process of behavioral assessment and discipline. We believe that peer evaluations can be a very influential factor in improving student behavior and performance.

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- Mastery learning is an instructional strategy based on the principle that all students can learn a set of reasonable objectives with appropriate instruction, support and with sufficient time to learn. MACCS recognizes that students typically master content and integrate their skills as scholars at different rates. Respect for individual student

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differences and for mastery learning requires that students be given the time they need at any curricular level to familiarize themselves with content and/or to acquire the skills and work habits that will help them to become life-long learners. The modular approach based on SNBH will greatly enhance MACCS' ability to do this.

- MACCS is dedicated to developing core competencies in all students. Upon parental consent and with their involvement, mastery learning implies that "social promotion" is not advocated nor practiced. MACCS will strive to prepare ALL students to master all skills and learning necessary to succeed in a post secondary educational environment and/or career of their choice. Indeed, one of the main goals of MACCS is to prepare all of our students who wish to have a career in the media arts with the knowledge and tools necessary to realize their dream. This cannot happen unless they leave MACCS truly prepared. The media arts are a competitive and demanding field to enter and in which to thrive.

This process of learning allows students to achieve success in a "continuous improvement process". Based upon standards set forth by the NM PED for 21st century learning, this program allows students to become more involved in their learning, to take more responsibility for their learning and to master core skills at a continuous improvement pace. The intervention will be followed by a meeting of those involved to assess successes and failures of process and determine further improvement processes for the student in question. (RTI)

- Pursuant to Special Education Regulations, the following special procedures shall be followed at MACCS:

- Change of placement for disciplinary removals

For purposes of removal of a child with a disability from the child's current educational placement under §§300.520-300.529, a change of placement occurs if-(a) The removal is for more than 10 consecutive school days; or (b) The child is subjected to a series of removals that constitute a pattern because they cumulate to more than 10 school days in a school year, and because of factors such as the length of each removal, the total amount of time the child is removed, and the proximity of the removals to one another.

(Authority: 20 U.S.C. 1415(k))

(1) To the extent removal would be applied to children without disabilities, the removal of a child with a disability from the child's current placement for not more than 10 consecutive school days for any violation of school rules, and additional removals of not more than 10 consecutive school days in that same school year for separate incidents of misconduct (as long as those removals do not constitute a change of placement under §300.519(b)).

(2) After a child with a disability has been removed from his or her current placement for more than 10 school days in the same school year, during any subsequent days of removal must provide services to the extent required under §300.121(d); and

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(3) A change in placement of a child with a disability to an appropriate interim alternative educational setting for the same amount of time that a child without a disability would be subject to discipline, but for not more than 45 days, if –

(4) The child carries a weapon to school or to a school function under the jurisdiction of a

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State or a local educational agency; or

(5) The child knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or at a school function under the jurisdiction of a State or local educational agency.

(6) Either before or not later than 10 business days after either first removing the child for more than 10 school days in a school year or commencing a removal that constitutes a change of placement under §300.519, including the action described in paragraph (a)(2) of this section.

If the LEA did not conduct a functional behavioral assessment and implement a behavioral intervention plan for the child before the behavior that resulted in the removal described in paragraph (a) of this section, the agency shall convene an IEP meeting to develop an assessment plan.

If the child already has a behavioral intervention plan, the IEP team shall meet to review the plan and its implementation, and, modify the plan and its implementation as necessary, to address the behavior.

As soon as practicable after developing the plan and completing the assessments required by the plan, the LEA shall convene an IEP meeting to develop appropriate behavioral interventions to address that behavior and shall implement those interventions.

If subsequently, a child with a disability who has a behavioral intervention plan and who has been removed from the child's current educational placement for more than 10 school days in a school year is subjected to a removal that does not constitute a change of placement under §300.519, the IEP team members shall review the behavioral intervention plan and its implementation to determine if modifications are necessary.

If one or more of the team members believe that modifications are needed, the team shall meet to modify the plan and its implementation, to the extent the team determines necessary.

Authority of hearing officer

A hearing officer under section 615 of the Act may order a change in the placement of a child with a disability to an appropriate interim alternative educational setting within MACCS for not more than 45 days if the hearing officer, in an expedited due process hearing -

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(a) Determines that the public agency has demonstrated by substantial evidence that maintaining the current placement of the child is substantially likely to result in injury to the child or to others;

(b) Considers the appropriateness of the child's current placement;

(c) Considers whether the public agency has made reasonable efforts to minimize the risk of harm in the child's current placement, including the use of supplementary aids and services; and

(d) Determines that the interim alternative educational setting that is proposed by school personnel who have consulted with the child's special education teacher, meets the requirements of §300.522(b).

(e) As used in this section, the term **substantial evidence** means beyond a preponderance of the evidence.

Determination of setting

(a) The interim alternative educational setting referred to in §300.520(a)(2) must be determined by the IEP team.

(b) Any interim alternative educational setting in which a child is placed under §§300.520(a)(2) or 300.521 must-

(1) Be selected so as to enable the child to continue to progress in the

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general curriculum, although in another setting, and to continue to receive those services and modifications, including those described in the child's current IEP, that will enable the child to meet the goals set out in that IEP; and

(2) Include services and modifications to address the behavior described in §§300.520(a)(2) or 300.521, that are designed to prevent the behavior from recurring.

(Authority: 20 U.S.C. 1415(k)(3))

Manifestation determination review

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a. If an action is contemplated regarding behavior described in §§300.520(a)(2) or 300.521, or involving a removal that constitutes a change of placement under §300.519 for a child with a disability who has engaged in other behavior that violated any rule or code of conduct of the LEA that applies to all children:

(1) Not later than the date on which the decision to take that action is made, the parents must be notified of that decision and provided the procedural

safeguards notice described in §300.504; and

(2) Immediately, if possible, but in no case later than 10 school days after the date on which the decision to take that action is made, a review must be conducted of the relationship between the child's disability and the behavior subject to the disciplinary action.

A review described in paragraph (a) of this section must be conducted by the IEP team and other qualified personnel in a meeting. In carrying out a review described in paragraph (a) of this section, the IEP team and other qualified personnel may determine that the behavior of the child was not a manifestation of the child's disability only if the IEP team and other qualified personnel:

First consider, in terms of the behavior subject to disciplinary action, all relevant information, including:

(i) Evaluation and diagnostic results, including the results or other relevant information supplied by the parents of the child;

(ii) Observations of the child; and

(iii) The child's IEP and placement; and

(2) Then determine that:

(i) In relationship to the behavior subject to disciplinary action, the child's IEP and placement were appropriate and the special education services, supplementary aids and services, and behavior intervention strategies were provided consistent with the child's IEP and placement;

(ii) The child's disability did not impair the ability of the child to understand the impact and consequences of the behavior subject to disciplinary action; and

(iii) The child's disability did not impair the ability of the child to control the behavior subject to disciplinary action.

Decision

If the IEP team and other qualified personnel determine that any of the standards in paragraph (c) (2) of this section were not met, the behavior must be considered a manifestation of the child's disability.

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The review described in paragraph (a) of this section may be conducted at the same IEP meeting that is convened under §300.520(b). If, in the review in paragraphs (b) and (c) of this section, a public agency identifies deficiencies in the child's IEP or placement or in

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their implementation, it must take immediate steps to remedy those deficiencies.

Determination that behavior was not manifestation of disability

If the result of the review described is a determination, consistent with §300.523(d), that the behavior of the child with a disability was not a manifestation of the child's disability, the relevant disciplinary procedures applicable to children without disabilities may be applied to the child in the same manner in which they would be applied to children without disabilities, except as provided in §300.121(d).

If the MACCS initiates disciplinary procedures applicable to all children, the agency shall ensure that the special education and disciplinary records of the child with a disability are transmitted for consideration by the persons making the final determination regarding the disciplinary action.

Except as provided in §300.526, §300.514 applies if a parent requests a hearing to challenge a determination, made through the review described in §300.523, that the behavior of the child was not a manifestation of the child's disability.

Parent appeal

If the child's parent disagrees with a determination that the child's behavior was not a manifestation of the child's disability or with any decision regarding placement under §§300.520-300.528, the parent may request a hearing. The State or local educational agency shall arrange for an expedited hearing if a hearing is requested by a parent.

Review of decision.

(1) In reviewing a decision with respect to the manifestation determination, the hearing officer shall determine whether the public agency has demonstrated that the child's behavior was not a manifestation of the child's disability consistent with the requirements of §300.523(d).

(2) In reviewing a decision under §300.520(a) (2) to place the child in an interim alternative educational setting, the hearing officer shall apply the standards in §300.521.

Placement during appeals

If a parent requests a hearing or an appeal regarding a disciplinary action described in §300.520(a)(2) or 300.521 to challenge the interim alternative educational setting or the manifestation determination, the child must remain in the interim alternative educational

setting pending the decision of the hearing officer or until the expiration of the time period provided for in §300.520(a)(2) or 300.521, whichever occurs first, unless the parent and the State agency or local educational agency agree otherwise.

If a child is placed in an interim alternative educational setting pursuant to §300.520(a)(2) or 300.521 and school personnel propose to change the child's placement after expiration of the interim alternative placement, during the pendency of any proceeding to challenge the proposed change in placement the child must remain in the current placement (the child's placement prior to the interim alternative educational setting).

Expedited hearing

(1) If school personnel maintain that it is dangerous for the child to be in the current placement (placement prior to removal to the interim alternative education setting) during the pendency of the due process proceedings, the LEA may request an expedited due process hearing.

(2) In determining whether the child may be placed in the alternative educational setting or in another appropriate placement ordered by the hearing officer, the hearing officer shall apply the standards in §300.521.

(3) A placement ordered pursuant to paragraph (c)(2) of this section may not be longer

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than 45 days.

(4) The procedure in paragraph (c) of this section may be repeated, as necessary.

Protections for children not yet eligible for special education and related services

A child who has not been determined to be eligible for special education and related services under this part and who has engaged in behavior that violated any rule or code of conduct of the local educational agency, including any behavior described in §§300.520 or 300.521, may assert any of the protections provided for in this part if the LEA had knowledge that the child was a child with a disability before the behavior that precipitated the disciplinary action occurred.

Basis of knowledge

An LEA is deemed to have knowledge that a child is a child with a disability if:

(1) The parent of the child has expressed concern in writing (or orally if the parent does not know how to write or has a disability that prevents a written statement) to personnel of the appropriate educational agency that the child is in need of special education and related services;

(2) The behavior or performance of the child demonstrates the need for these services, in accordance with §300.7;

(3) The parent of the child has requested an evaluation of the child pursuant to §§300.530-300.536; or

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(4) The teacher of the child, or other personnel of the local educational agency, has expressed concern about the behavior or performance of the child to the director of special education of the agency or to other personnel in accordance with the agency's established child find referral system.

A public agency would **not** be deemed to have knowledge under paragraph (b) of this section if, as a result of receiving the information specified in that paragraph, the agency either conducted an evaluation and determined that the child was not a child with a disability under this part; or determined that an evaluation was not necessary; and provided notice to the child's parents of its determination.

Conditions that apply if there is no basis of knowledge

If an LEA does not have knowledge that a child is a child with a disability prior to taking disciplinary measures against the child, the child may be subjected to the same disciplinary measures as measures applied to children without disabilities who engaged in comparable behaviors.

Limitations

If a request is made for an evaluation of a child during the time period in which the child is subjected to disciplinary measures under §300.520 or 300.521, the evaluation must be conducted in an expedited manner. Until the evaluation is completed, the child remains in the educational placement determined by school authorities, which can include suspension or expulsion without educational services. If the child is determined to be a child with a disability, taking into consideration information from the evaluation conducted by the agency and information provided by the parents, the agency shall provide special education and related services in accordance with the provisions of this part, including the requirements of §§300.520-300.529 and section 612(a)(1)(A) of the Act.

Expedited due process hearings

Expedited due process hearings under must meet the requirements of §300.509, except that a State may provide that the time periods identified in §§300.509(a)(3) and §300.509(b) for purposes of expedited due process hearings are not less than two business days; and be conducted by a due process hearing officer who satisfies the requirements of §300.508.

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Each State shall establish a timeline for expedited due process hearings that results in a written decision being mailed to the parties within 45 days of the public agency's receipt of the request for the hearing, without exceptions or extensions. The timeline established under this section must be the same for hearings requested by parents or public agencies.

A State may establish different procedural rules for expedited hearings under §§300.521-300.526 than it has established for due process hearings under §300.507. The decisions on expedited due
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process hearings are not eligible for appeal.

Referral to law enforcement and judicial authorities

Nothing in this part prohibits an agency from reporting a crime committed by a child with a disability to appropriate authorities or to prevent State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a child with a disability. An agency reporting a crime committed by a child with a disability shall ensure that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to whom it reports the crime. An agency reporting a crime under this section may transmit copies of the child's special education and disciplinary records only to the extent that the transmission is permitted by the Family Educational Rights and Privacy Act.

Individual Crisis Management Plan (ICMP)

An ICMP is both a planning document and a living document which provides a functional analysis of each student's crisis behavior and a plan that will eliminate the need for external controls or physical restraints. At a minimum, the ICMP should include: a basic screening for any pre-existing medical conditions that would be exacerbated if the young person were involved in a physical restraint, a basic screening for medications which the client might be taking which would effect the respiratory or cardiovascular system, a functional analysis of crisis behavior, a screening to determine if there is a history of physical or sexual abuse, a plan for specific behavioral interventions, a plan for specific physical interventions, and a review process that allows for update of the ICMP.

Life Space Interview (LSI)

An LSI is a behavioral intervention designed to help young people understand how feelings result in behaviors and how those behaviors affect themselves and others. A long-term goal of the LSI is to help teach better and more effective ways of dealing with stressful situations.

Physical Escort

Defined by the state of New Mexico as the temporary touching or holding of the hand, wrist, arm, shoulder, or back for the purposes of inducing a student who is acting out to walk to a safe location.

Time-Away

A behavior management technique requiring students to go to a quiet area when they are upset and being stimulated by others.

Clients may return to the class once they have completed a Life Space Interview (LSI) with a staff member. Time-Away is designed to be used when a young person needs time to regroup and think about his or her behavior. The student behavior is usually outside of the norms and rules expected. Time-Away may be taken in a designated time-out room located in the school. Time-Away may also be taken in other areas as designated by staff. Time-Away must never be
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used as a punishment. Time-Away is a behavior management intervention for agitated and potentially aggressive students. Students may not be physically escorted to a Time-Away place.

Time-Out Room

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A time-out room is devoid of furniture and usually carpet. The time-out room door is never locked. Students who voluntarily go to the room as a place for a Time-Away intervention must be continually monitored by milieu staff for safety. Time-Away is designed to be used when a young person/client needs time to regroup/think about his or her behavior. The student's behavior should be above and beyond the norms of expected behavior. This behavior may include yelling, cussing, making threats, potential physical aggression and fighting. When a staff member chooses to direct a Time-Away intervention, the staff member should follow through on the directive to have the student use Time-Away.

The major criteria for return to the general environment should be the student's demeanor (i.e. being calm) and the student's ability to process about what happened (i.e. completing a Life Space Interview). When time limits are placed on Time-Away, the Time-Away becomes a punishment. A student should rejoin the school when: 1.) they are calm and in control, and 2.) they have completed a Life Space Interview (LSI) with a member of their staff.

Students placed on a Time-Away intervention for extended periods of time (defined as more than 15 minutes) should be offered bathroom use, water, and possibly food if the Time-Away occurs at mealtime. The Time-Away intervention must be monitored by the staff.

Time-Away may be initiated by request of a student. However, the intervention must be staff directed. A student who initiates the Time-Away intervention is still expected to complete a Life Space Interview with their staff member prior to returning to the school.

20). Assessments in addition to the statewide mandated testing (that will be used to measure student progress toward achievement of the state's standards and the school's student performance standards).

In addition to the statewide mandated testing, Annual Student Performance Evaluations will be used to assess student achievement and performance standards MACCS, will also use state recognized short-cycle assessments to help determine progress.

Student performance will be assessed on an ongoing basis through teacher, peer and selfassessments

as required by the Public Education Department's Standards for Excellence regulation, as well as the NM High School Competency Exam in Grade 10. MACCS will use NWEA assessment software which will be used quarterly and utilized in curriculum mapping to modify delivery of scope and sequence to provide each student the opportunity to learn the
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material that will be used to asses them. Teams of teachers and mentors will work with parents and students to review current results. Teachers will prescribe tutoring and or computer based remediation or advanced placement web-based curriculum to be worked on at home and reviewed and evaluated by certified highly qualified staff.

Students in the 9th and 11th grades will be required to participate in the Standards Based Assessment as required by state law.

This program at MACCS is, in essence, a Corrective Action Plan for certain "at risk" students. A variety of means, including testing, demonstrations of projects, oral presentations, class participation, writing assessments and teacher assessment will measure student performance in the classroom. MACCS will use letter grades as described in Section 21 along with written comments, on weekly progress reports, given to parents. Students who do not maintain an 80% score (a letter grade of B) in a core competency assessment are required to participate in a Student Remediation Plan. Guidelines for the Remediation Plan are as follows:

1. Parent, teachers and student scheduled for ILP review;
2. Identify barriers to student success and solutions

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3. Review individual student assessments (ex. ELL, Reading and Math levels)
4. Identify additional assessments as appropriate (vision, hearing, childcare)
5. Review schedule and course placement (least restrictive environment)
6. Develop a timeline for remediation progress review
7. Teachers, Educational Assistants, Ancillary Staff and community volunteers will deliver services within the Remediation Plan.
 - a. Plan may include, but is not limited to, the following:
8. Work one-on-one with a tutor; or web-based remediation
9. Repeat course with a variety of instructional strategies that meet unique individual needs.
10. Take sections of the course over again;
11. Work through some other remedial path stipulated by the instructor and advisor/advocate until an 80% competency or better is achieved.

Parent-teacher conferences will be held at a minimum of four times a year. Subsequent progress reports and conferences may be conducted with greater frequency, as needed.

MACCS will use the NWEA to assess what students have learned and mastered. This assessment program is linked to the curriculum and aligned with objective standards for each course.

Webbased

assessment and curriculum platforms are currently being designed and will be implemented at MACCS. The Northwest Education Assessment will be used for short-cycle assessments as well. If this assessment is not selected, another state approved short-cycle assessment will be identified. The curriculum is currently being aligned with standards. These standards are derived primarily from the school mission and the New Mexico Content Standards and Benchmarks. Unlike norm-referenced testing, which compares each student's performance
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to that of others, Standards-based Assessment incorporates pre-established performance goals. Many Standards-based assessments require students to demonstrate a broad range of problemsolving

skills. The MACCS comprehensive assessment system will include:

- ☐ Anecdotal information;
- ☐ Standardized testing;
- ☐ Portfolios and Exhibitions;
- ☐ Observations;
- ☐ End of chapter and unit tests;
- ☐ Checklists and rubrics;
- ☐ Performances;
- ☐ Teacher-made tests and Adaptive testing.

21. Plan for documentation and reporting of student data (School Report Card and STARS).

☐ Student performance will be graded on an *A*, *B*, and *I* (Incomplete) basis using a 4.0 scale. This structure requires students to *master* the learning objectives in each content area before moving on to the next.

☐ Mastery Learning ensures that students receiving an 80% or better for a final grade meet a pre-established set of performance criteria that demonstrates critical thinking capabilities, subject matter expertise and mastery of basic skills associated with the course requirements. Transcripts and report cards will be developed using the Power School Student reporting system. Power School is a web-based student information system used by a large number of charter schools. MACCS will implement Power School only if it is compatible with the Albuquerque Public

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Schools student information system. Power School allows for transcripts, report cards, and discipline and attendance recordkeeping. MACCS will also utilize the STARS system, and will document and report as required by the State of NM.

☐ Every effort will be made to align the forms used to be easily transferable among schools in and out of the district.

22. Timeline for achievement of the standards.

The timeline for achieving NM Content Standards and Benchmarks will be established during the MACCS Educational Plan for Student Success (EPSS).

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(a) Start-up Year/Self Assessment & Action Planning; establish baseline with SBA and NWEA results. Provide remediation and modification with ILP's; Use curriculum mapping and pacing to modify scope and sequence;

(b) State Evaluation & Accreditation

MACCS has the opportunity as a start-up school to fully integrate student and school performance into programmatic design and decisions from the outset. MACCS intends to meet all NCLB targets.

F. Evidence of economic soundness

23. A proposed budget for year one and the following four years based on the current Unit Value and correct program unit weights, size adjustments, and at-risk factors (including breakdown of costs by line item and object code). Do the salary projections reflect the three-tier licensure requirements?

a. State Equalization Guarantee:

The MACCS will receive 98% of the SEG per the 1999 *Charter School Act*. The amount of the SEG revenues is based on the 40-day headcount/enrollment and assumes a constant SEG unit value for the 5 years of the Charter.

b. State Equalization Guarantee Numbers --Years 1 thru 5

School

Year

Projected

Student

Population

Total

Program Units

State

Equalization

Guarantee (SEG)

2008-2009 125 333 \$1,239,638

2009-2010 160 381 \$1,417,133

2010-2011 210 449 \$1,670,830

2011-2012 215 456 \$1,696,200

2012-2013 240 490 \$1,823,049

Details of the MACCS projection for SEG revenues for Year 1 follow this section.

c. State Charter School Stimulus Funds

After receiving our Charter from the Public Education Commission the MACCS Interim Governance Council will apply for stimulus funding to be used as provided for in
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this legislation for "start-up costs." These are limited to purchase and/or lease of furniture, equipment, supplies, curriculum materials, technology, facility and consultant

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and legal fees.

d. Federal Charter School Stimulus Funds

When our charter is granted, the MACCS Interim Governance Council will apply for funding to be used as provided for in this federal legislation. All federal funds from programs for which the School or its students may be eligible shall be passed through directly to MACCS at no extra charge.

e. Federal Entitlement Programs:

MACCS will actively seek funds through any federal entitlement programs where criteria are met. These may include, but are not limited to the following; Title I – State School Improvement Grants, Title II – Eisenhower Professional Development Program, Title VI – Unit/School Technology Improvement, Title VII – Bilingual Education, and Other Direct and/or Flow-through Grants.

f. Instructional Materials Fund:

The balance needed for start-up costs will be paid for with the Federal Stimulus grant. This is a five-year projected budget for MACCS. Please see attached specific budget for detail. Nursing services will be contracted separately. Please see the attached Full Budget attached to this Charter Application.

Five Year Revenue Projections from SEG

Five Year Revenue Projections from SEG

2008-

2009

2009-

2010

2010-

2011

2011-

2012

2012-

2013

Program Cost 1,239,638 1,417,133 1,670,830 1,696,200 1,823,049

2% set-aside for MACCS System

Administration 24,793 28,343 33,417 33,924 36,461

Revenue Available to MACCS from SEG 1,214,845 1,388,790 1,637,413 1,662,276 1,786,588

Five Year Expenditure Projections

2008-

2009

2009-

2010

2010-

2011

2011-

2012

2012-

2013

Function 01 Direct Instruction

1000 Personnel Services

Teachers 252,000 344,000 435,000 438,500 442,000

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Ed Assts Tier I 54,000 76,000 114,000 117,000 120,000

Ed Assts Tier II 120,000 155,000 189,000 189,000 192,000

Sp.Ed Tch 42,000 42,000 43,000 43,500 87,000

Sp Ed EA 18,000 19,000 19,000 20,000 40,000

Substitutes 20,000 21,000 22,000 23,000 25,000

Personnel Svcs. Subtotal 506,000 657,000 822,000 831,000 906,000

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2000 Employee Benefits
28% fringe 141,680 183,960 230,160 232,680 253,680
3000 Purchased Services 15,000 18,000 20,000 23,000 26,000
4000 Supplies and Materials
Computer Equipment 20,000 15,000 20,000 20,000 28,000
Computer Lab Equip 36,000 25,000 25,000 15,000 18,000
Software 13,000 18,000 10,000 9,000 10,000
Supplies & Materials Subtotal 69,000 58,000 55,000 44,000 56,000
5000 Staff Development 10,000 12,000 12,000 12,000 10,000
Subtotal Direct Instruction 741,680 928,960 1,139,160 1,142,680 1,251,680

2008-

2009

2009-

2010

2010-

2011

2011-

2012

2012-

2013

Function 02 Instructional Support

1000 Personnel Services
Soc. Wkr. 40,000 41,000 42,000 42,500 45,000
Counselor 0 0 42,000 42,500 45,000
Registrar/Secretary 30,000 31,000 31,500 32,500 34,000
Receptionist - P/T 15,000 16,000 19,000 20,000 26,500
Personnel Svcs. Subtotal 85,000 88,000 134,500 137,500 150,500
2000 Employee Benefits
28% fringe 23,800 24,640 37,660 38,500 42,140
3000 Purchased Services
Coordinator Specialist 30,000 32,000 33,000 34,000 35,000
Tech. Support 41,000 42,000 43,000 43,500 43,000
Purch. Svcs Subtotal 71,000 74,000 76,000 77,500 78,000
4000 Supplies and Materials
Inst. Supp 7,000 10,000 12,000 12,000 15,000

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Supp. & Mat. Subtotal 7,000 10,000 12,000 12,000 15,000
Subtotal Instructional Support 186,800 196,640 260,160 265,500 285,640

Function 03 Administration

1000 Personnel Services
Principal 80,000 81,000 82,000 82,500 82,000
Personnel Svcs. Subtotal 80,000 81,000 82,000 82,500 82,000
2000 Employee Benefits
28% fringe 22,400 22,680 22,960 23,100 22,960
3000 Purchased Services 10,000 12,000 12,500 12,500 13,000
4000 Supplies and Materials
Admin. Support 1,000 2,000 3,000 3,000 22,500
Computer & Equip 2,500 250 250 250 1,500
Supp. & Mat. Subtotal 3,500 2,250 3,250 3,250 24,000
Subtotal Administration 115,900 117,930 120,710 121,350 141,960

2008-

2009

2009-

2010

2010-

2011

2011-

2012

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2012-

2013

Function 04 Business Support

1000 Personnel Services

Fin. Clerk 25,000 32,000 34,000 34,500 32,000

Personnel Svcs. Subtotal 25,000 32,000 34,000 34,500 32,000

2000 Employee Benefits

28% fringe 7,000 8,960 9,520 9,660 8,960

3000 Purchased Services 10,000 10,500 11,000 11,000 12,000

4000 Supplies and Materials

Bus. Sup. 3,000 4,000 4,000 4,000 4,000

Computer & Equip 3,000 250 250 250 250

Supp. & Mat. Subtotal 6,000 4,250 4,250 4,250 4,250

5000 Board Expenses

Board Training 1,500 2,500 2,500 2,500 2,500

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Board Insurance 1,500 1,500 1,500 1,500 1,500

Board Exp. Subtotal 3,000 4,000 4,000 4,000 4,000

Subtotal Business Support 51,000 59,710 62,770 63,410 61,210

Function 05 Operation of Plant

3000 Purchased Services

Leases 39,000 43,000 44,000 44,000 45,000

Comm. 8,000 7,000 7,000 7,500 8,000

Utilities 14,000 16,000 17,000 17,000 18,000

Insurance 10,000 12,000 12,000 12,000 13,000

Purch. Svcs Subtotal 71,000 78,000 80,000 80,500 84,000

4000 Maintenance & Repairs

Contract Services 10,000 12,000 13,000 13,000 14,000

M&R Furn, Fix, & Equip. 2,000 3,000 4,000 4,000 5,000

M&R Grounds 2,000 3,000 4,000 4,000 4,000

General Maintenance 5,000 6,000 6,500 6,500 8,000

Other Charges 1,500 2,000 2,500 2,500 3,000

M&R Subtotal 20,500 26,000 30,000 30,000 34,000

Subtotal Operation of Plant 91,500 104,000 110,000 110,500 118,000

2008-

2009

2009-

2010

2010-

2011

2011-

2012

2012-

2013

Function 08 Non-Instructional Support

3000 Purchase

Services 3,000 5,000 7,000 7,000 8,000

Supplies 2,000 3,000 4,000 4,000 4,000

Subtotal Non-Instructional Support 5,000 8,000 11,000 11,000 12,000

Function 09 Community Services

3000 Purchase

Services 4,000 6,000 8,000 8,000 9,000

Supplies 1,000 2,500 3,000 3,000 3,000

Subtotal Community Services 5,000 8,500 11,000 11,000 12,000

Annual Total Expenditures 1,196,880 1,423,740 1,714,800 1,725,440 1,882,490

1% Reserve 11,969 14,237 17,148 17,254 18,825

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Total Expenditures 1,208,849 1,437,977 1,731,948 1,742,694 1,901,315

Annual Revenue Available to MACCS

SEG 1,214,845 1,388,790 1,637,413 1,662,276 1,786,588

Ancillary 0 40,000 41,000 42,000 43,000

Carryover 0 5,996 41,809 36,274 48,855

Spec. Ed. 0 45,000 48,000 51,000 55,000

Total Annual Revenue 1,214,845 1,479,786 1,768,222 1,791,550 1,933,443

Operating Balance or (Deficit) 5,996 41,809 36,274 48,855 32,129

THE MEDIA ARTS COLLABORATIVE CHARTER SCHOOL BUDGET

NARRATIVE

g. Revenue Projections

Projections are made for the first through fifth years. All five years' revenue projections are calculated by using a \$3,719.90 figure for the SEG unit value. This is likely to change over the course of the five years of projecting this budget but for purposes of estimating the budget, we have used that figure for the entire span. The number of program units used is based on the complex formula applied by the State Department of Education, with variables for school size, at-risk students, experience and training of staff and other factors. MACCS anticipates slow but steady growth in our enrollment. We used the following numbers to compile these budget estimates for the next five years, numbers we believe will be very close to (but lower than) those actually generated by the formula:

School Year Projected Student Total Number of

Population Program Units

2008-09 125 333

2009-10 160 380

2010-11 210 449

2011-12 215 456

2012-13 240 490

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h. Personnel Costs

We put together the budget with the following staffing for Year One in mind:

- a) Teachers (6 FTE)
- b) Educational Assistants Tier 1 (3 FTE)
- c). Educational Assistants Tier 2 (5 FTE)
- d) Special Ed Teachers (1 FTE)
- e) Special Ed Educational Assistants (1 FTE)
- f) Social Worker (1 FTE)
- g) Registrar/Office Manager 1 (.5 FTE)
- h) Principal (1 FTE)
- i) Financial Clerk (.5 FTE)
- j). Secretary 1 (.5 FTE)

Growth in Personnel: The budget anticipates adding FTEs to the teaching staff in Year Two (two teachers and two Educational Assistants, one Tier 1 and one Tier 2). It may be necessary to add additional teachers and Educational Assistants with more rapid growth in the number of students. Any other growth in staff will have to be generated by funding sources outside the SEG. The Nurse will be contracted after the first year, on an as needed basis.

(a) Employee Benefits

We computed the fringe benefits for MACCS full time employees at 28% of salary, our estimate of what FICA, Health Insurance, ERA, Workers Compensation and Unemployment will cost us.

(b) Instructional Support, 3000: Purchased Services

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Because of the technical requirements for our curriculum, we will require Technical Support as well as a Coordinator Specialist starting in Year 1.

(c) Instructional Support, 4000: Supplies and Materials

In each year's budget, we are setting aside separate amounts for Instructional Supplies and for Technology Supplies. Instructional Supplies are for workbooks, paper, pens and other classroom materials. Technology Supplies are computer software, hardware and accessories (disks, CD's, equipment to enhance student learning.)

(d) Administration, 3000: Purchased Services

From this line item, the Principal can purchase consultation, professional development, legal and other needed services for the school and its staff.

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(e) Business Support, 3000: Purchased Services

We have budgeted funds to cover the cost of an annual audit. We will use this line item to contract with a private agency for our fiscal management.

(f) Operations of Plant, 3000: Purchased Services

The Lease is for the school's facility, as the NM Charter law does not permit charter schools to incur debt we are currently negotiating for school space in a building owned or to be owned by Bernalillo County. Our budget for this item is figured on the basis of \$3,250 per month with some growth built in over the next five years to cover escalating costs. In the event we are able to secure funding from the Leased School Facilities program for years two and beyond, that will free a portion of our budget to devote to leasehold improvements. A proposed site and building will comply with current State adopted, life, health and safety codes for E Occupancy.

"Communication" is for phones and the internet.

"Insurance" is for the liability and tenants' insurance policies we need to purchase.

Non-instructional support:

These costs are for student activities outside of the classroom: field trips, recognition, graduation, student senate and similar activity.

Community Services:

These are service-learning and internship project costs that include both a small amount to pay for technical expertise from community resources and an even smaller amount for supplies students may need to carry out their projects.

(g) Fiscal Management Compliance Plan

SEG and most other revenues will flow from the State of New Mexico through the Media Arts Collaborative Charter School Board to MACCS. However, the PED will retain 2% of the MACCS SEG for administrative expenses. MACCS will work collaboratively with the PED to assure timely reporting and other financial/fiscal processes. In accordance with the *1999 Charter Schools Act* and good business practices, MACCS will be held accountable for its fiscal performance. When classes begin in 2008, a revised budget will be prepared and submitted to the PED, based on the actual, rather than estimated or projected enrollment numbers for the MACCS student population.

(h) Annual Budget Negotiations

On or before April 15 of each year of the Charter, the MACCS and the New Mexico PED will complete negotiations concerning funding for the ensuing fiscal year.

(i) Enrollment Count Adjustments

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The PED may adjust the funding based on the 40th and 80th day STARS enrollment counts to reflect the actual student count as compared to the estimated numbers used at the beginning of the school year. The adjustment in funding flows from the PED to the charter school, minus the 2% administrative fee. If a student who has been included in the enrollment count of the District

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transfers to MACCS during the school year, the unallocated pro-rata portion of the funding for the student shall be allocated to MACCS, and vice versa. This will require MACCS and the Albuquerque Public Schools district to share student enrollment information freely.

(j) Books, Library, Software

MACCS may negotiate with the APS district for access to certain resources including films, books, software, reference materials, audio visual, and other equipment as normally provided to other public schools. MACCS will also utilize other available resources, e.g., public library system, CNM, and the University of New Mexico.

(k) Special Education

MACCS will provide Special Education services to its students in strict conformance with all State and Federal regulations. The special education funding will be generated as part of the SEG formula. Special education numbers cannot be anticipated in the formula, therefore the adjustment will be made in the funding formula based on the 40th and 80th STARS enrollment counts. As we understand the process, this money flows from the PED directly to the charter school, minus the 2% administrative fee. IDEA- B funds flow from the federal government and the state to the charter school.

(l) Salaries and Benefits

MACCS will prepare its payroll function for the school in house, including the preparation of W-2s and other reports required by state or federal law. MACCS will certify all payroll information to the state in a timely manner. MACCS will provide employees, benefit programs comparable to other public schools including basic life, health, dental, vision care, unemployment and workers' compensation consistent with the same eligibility requirements that apply to APS District employees. MACCS shall practice good business practices in all matters in compliance with all federal, state, and local laws and regulations.

(m) Strategic Planning Process

The MACCS Governance Council and the Principal will engage in a Strategic Planning Process that establishes fiscal and programmatic responsibilities for MACCS in Year 1. Thereafter, the Governance Council, the Principal, the staff and some student representatives will complete an annual review and update of the MACCS Strategic Plan. The MACCS planning process is designed to include and address the excellence in education requirements described in the Education Plan for Student Success (EPSS) process.

This process shall include the following:

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- ☐ An environmental scan process of Bernalillo County and New Mexico as a whole, which will result in a SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis of MACCS. This process will include a minimum of one community meeting with selected community representatives;
- ☐ Creation of or re-examination of the MACCS Vision, Mission, Goals, and Objectives for alignment with the community the school serves;
- ☐ An assessment of the current performance of MACCS against that desired future state;
- ☐ An assessment of any gap between performance and that desired future state;
- ☐ Development of strategies and course corrections needed to ensure the success of MACCS; Definition of student and other performance metrics that will ensure that the plan is implemented and succeeding;
- ☐ Quarterly and/or monthly reviews of those performance metrics by the Governance Council, the Principal and staff.

• The Media Arts Collaborative Charter School Budget Process

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The MACCS Governance Council will present the Public Education Department a balanced budget consistent with the MACCS Mission, Goals and Objectives. This budget shall be in a format and on the schedule prescribed by the PED.

The adoption of the annual MACCS operating budget for presentation to the Public Education Department is the responsibility of the Governance Council. The Principal will propose a specific budget calendar to the Governance Council for its adoption that meets the deliverable deadlines established by the PED. The PED will give MACCS the schedule for submitting the budget to the assigned PED Budget Analyst, and set a meeting to obtain PED budget approval. The budget process will include public budget hearings where the Council can learn of the public's priorities, including parents and students. The Principal will also be given a specific opportunity to address various programs and matters of interest to the Governance Council. Following such hearings, the Governance Council will identify priorities and give general instructions to the Principal to prepare a balanced budget incorporating its priorities and other guidelines as deemed appropriate. The Council will debate and vote budgetary issues without further public hearings.

• Compliance Reporting

(a) Federal Census: School Assistance in Federally-Affected Areas

Public Law 81-874 is the Federal Act that authorizes assistance for current expenditures in areas affected by federal activities. Section 2 of the Act directs payment of an entitlement to Local Education Agencies (LEA) in whose school district the United States owns certain federal property. Section 3 provides an entitlement to an LEA based on numbers of federally-connected
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children attending the schools of the LEA. MACCS will receive this entitlement for all students who attend MACCS that fit the criteria. The Act provides special rules regarding increased entitlements in connection with federally-connected handicapped children and children residing on Indian lands. MACCS will provide policies, procedures and budget information to the PED as required by the PED.

(b) Census Cards

The PED will provide MACCS with the needed quantity of pre-printed census cards.

1. Distribution of these census cards will be made one day prior to the 40th school day—the date on which the count must be taken.
2. MACCS will receive a letter of instructions with its allotment of census cards as well as sufficient blank forms for recording the data required on children living in federally-sponsored, low-rent housing and the necessary forms for recording the information required on the students residing on Indian lands.
3. The correctly executed census cards or forms must be returned to the PED no later than four weeks after the survey date for review.

(c) Twenty Day Counts

MACCS will enter, enroll or withdraw students based on the Student Information Systems Manual and will report absences for all students on a timely basis. MACCS will generate membership reports to the PED as required for funding to the schools. The Forty-Day Membership Report is subject to audit by the PED.

(d) Investments

In accordance with NM Statute 6.20.2 and Federal OMB Circular A -102, all state, federal, or other monies received by MACCS will be deposited in MACCS' accounts within 24 hours or 1 banking day of receipt at an authorized banking institution per state regulations. The school shall account for public money placed in interest bearing deposits in accordance with Sections 22-8-40 (c) through (G), NMSA 1978; Section 6-10-17, NMSA 1978; Section 6-10-31, NMSA 1978, and

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other federal and state laws applicable to the investment of public school money.

As required by law, MACCS will take responsibility for acquiring all necessary federal, state, and local tax and employer identification numbers to establish itself as a public school in the state of New Mexico. All bank accounts shall be established to require multiple signatures on checks or other negotiable instruments.

While the Governance Council may consider an investment program a critical ingredient of sound fiscal management overall, the prohibition in the 1999 Charter Schools Act against entering into any contractual arrangement that exceeds one year in length will make it impractical for MACCS to engage in any long-term investment program. However, MACCS will participate in PSIA as prescribed by law.

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• ***Financial/Business Operations***

The MACCS will operate in accordance with state law pertaining to fiscal solvency and responsibility. This will include but not be limited to establishing a control system pursuant to NM state laws.

Since MACCS will be a State Chartered School, it will formulate its own budgets in accordance with state audit guidelines.

The revenue stream for the school will include:

1. State Equalization Guarantee Formula Based on 40, 80, 120 Day Count (2% of this goes to the PED);
2. Other State and Federal Monies (e.g.; State and Federal Stimulus Funds, Federal Free Lunch Program, Transportation Funding, Instructional Materials Funding, Title II Professional Development monies, etc.);
3. Corporate and Not-For-Profit Grants;
4. Contributions from Private and Non-Profit Entities.

Cash Management

Appropriate cash management practices will be developed and used to ensure that all MACCS monies are adequately protected against loss or theft. These practices shall include but are not limited to:

Monthly reconciliations of all cash accounts, including bank accounts, which are part of the responsibility of the in-house fiscal management and which are approved by the Principal after review. Periodic internal audits shall be made on all cash accounts. The frequency of these audits will be determined, but should not be less than twice each year.

Separation of accountabilities and duties to ensure fiscal control as described in Sections on 'Contracting Practices', 'Disbursements Process', 'Property Management', etc. – the basis of this practice shall be to protect MACCS from fraud by requiring that no person shall initiate and approve the same transaction in any circumstance. Once MACCS staff is finalized and financial contracts are in place, the specific duty assignments and flow of transactions will be reviewed with the PED ensure the internal control system is adequate and acceptable.

(a) Accounting Basis

MACCS' financial records shall be maintained using a modified accrual basis of accounting with the capacity to convert financial statements and other financial reports, as needed, to a cash basis.

(b) Compliance with GASB 14

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In accordance with Governmental Accounting Standards Board (GASB), Statement No. 14, "*The Financial Reporting Entity*," (Issued 6/91), MACCS will follow the standards defined for a financial reporting entity based on its site-based financial accountability as set forth in the 1999 *Charter Schools Act*. This shall apply to all financial reporting to ensure that the nature and

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significance of MACCS' relationship with the PED is in no way misleading or incomplete.

• ***Compliance with Budgeting and Reporting***

Requirements of the PED

MACCS will utilize the VEFS financial system to implement the required chart of accounts and to meet all budget submissions and reporting deadlines, including quarterly reports and end-of-the-

year reporting. VEFS Financial System is a web-based program that provides off-site backup of files. In addition, MACCS will maintain an on-site backup of financial data in a fireproof safe.

(a) Compliance with the Anti-Donation Clause

In accordance with the Anti-donation clause of the State Constitution, neither the state nor any county, school district or municipality, except as otherwise provided in the New Mexico Constitution (Article IX, Section 14), shall directly or indirectly lend or pledge its credit or make any donation to or in aid of any person, association or public or private corporation. As a public school, MACCS will comply with this prohibition.

(b) Use of the Media Arts Collaborative Charter School Facilities

MACCS shall follow the PED's guidelines for facility usage for all facilities leased by MACCS.

For space leased licensed by MACCS to others, or for school activities, usage by and access to the leased premises by the lessee or licensee shall be limited by the following:

MACCS reserves the right to deny the use of its facilities to any individual or group. Use must be requested and approved in writing in 15 days advance. Appropriate fees will be assessed for usage based on state guidelines. Use of MACCS facilities will be authorized in the following descending priority order:

1) School-Related Non-Profit Groups

- This includes parent/teacher groups, school clubs, school activities, public educational institutions, extended care services, and intersession activities delivered by non-profit agencies. It also includes use of facilities by Join-ASchool partners as per individual partnership plans. To fit into this Category, groups must have non-profit, 501 (c) 3 status from the IRS; be educational or recreational in nature; benefit school-age children, and be sponsored by or affiliated with the school or school district.

2) Non-Profit Groups Who Serve School-Age Children

- This category includes groups such as Scouts, Boys and Girls Clubs, YMCA, YWCA, etc. As with Category A) a group in Category B) must be designed as

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non-profit group with a 501 (c) 3 status from the IRS, must be educational or recreational in nature, and must directly benefit school-age children.

• Other Public Interest Non-Profit Groups

- This category includes groups such as community action groups, official agencies of the federal or local governments, and recognized charitable and civic groups whose primary function is promotion of the health, safety, education or welfare of the community in general.

• Recreational, Religious, Political, Arts, and Other Non-Profits

- Distinguished from Category C) groups, this category refers to those groups whose focus is on assisting the group members themselves rather than for the general public.

(c) Commercial (for profit) Groups

This category includes groups whose purpose is completely or in part financial gain and

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whose use of school facilities will result in their direct or indirect financial gain.

(d) Financial and Other Record Retention Practices

This schedule describes the most commonly used retention periods. This directive applies only to school records. Retention periods for school security, legal records, business and financial, personnel, library, and transportation records are not covered. Access to confidential documents and/or confidential files will be afforded only by court order, unless provided by statute. Release of confidential documents to law enforcement and other governmental agencies will be granted only upon specific statutory authorization or court order.

(e) Financial Record Retention Schedule

MACCS uses the following financial record retention schedule subject to approval and amendment by the Governance Council prior to the opening of school.

Type of Record Retention Period

Tax returns and records Minimum of 7 years from tax or fiscal year end.

Purchase orders and/or contracts Minimum of 10 years

Payroll and employee records:

- Timesheets
- Pay stubs
- W-2s
- W-3s
- W-4s
- 941s
- 940s

Minimum of 7 years from tax or fiscal year end.

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- etc.

Records of Disbursement (nonayroll);

- Bills/invoices
- Account statements
- Lease payments
- Payments on contracts & Pos
- Credit card slips
- Petty cash transactions/receipts to document all uses of cash

Minimum of 7 years from tax or fiscal year end.

Records of all receipts of monies:

Deposit slips and Credit card slips

Minimum of 7 years from end of fiscal year

Bank records: Bank statements, conciliations, cancelled checks or other check forms indicating payee, amount of disbursement, and date and electronic funds transfer records.

Minimum of 7 years from end of fiscal year

Employment contracts Minimum of 20 years

Asset records:

- Purchase price.
- Cost of any improvements.
- Section 179 deduction taken.
- Deductions taken for depreciation.
- Deductions taken for casualty losses.
- How you used the asset.

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- When & how asset was disposed
- Selling price.
- Expenses of sale.

Minimum of 7 years from date of set disposition

Ledgers and journals documenting financial activity:

- School checkbook.

Minimum of 7 years from tax or fiscal year end.

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- Daily summary of cash receipts.
- Monthly summary of cash receipts.
- Check disbursements journal.
- Depreciation worksheet.
- Employee compensation record.

Any and all investment records Minimum of 10 years

Insurance records:

- Policies
- Premium notices
- Claims
- Etc.

Minimum of 10 years

24. Description of the administrative operations of the charter school.

MACCS will be responsible for its operations within the limitations of funding provided by the State of New Mexico and other revenues derived by the school consistent with State law. The school shall have authority to independently exercise, in accordance with federal and state law, the following:

- Contract for goods and services;
- Budget preparation;
- Personnel selection and determination of compensation;
- Evaluation of personnel performance;
- Payroll process functions;
- Procurement of insurance;
- Lease of facilities for school purposes;
- Purchase or lease of furniture and equipment;
- Procurement of instructional materials and supplies; and
- Acceptance of gifts, donations or grants consistent with law.

MACCS shall comply with state-mandated audit policies. MACCS will furnish the PED with copies of all policies or procedures that may be developed with regard to any operational or educational program, upon adoption by the Governance Council.

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MACCS assumes, unless otherwise directed by the PED, that all functions will fall under the responsibility of MACCS, including financial services, auditing, payroll certification, leasing of facilities and processing and student transfer tracking.

Non-Religious, Non-Sectarian, Non-discrimination Status

MACCS will operate as a non-sectarian, non-religious, public school and will comply with all applicable federal, state and local laws, rules and regulations including, without limitation, the constitutional and statutory provisions prohibiting discrimination on the basis of race, color, national and ethnic origin, disability, age, creed, gender, religion or ancestry.

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Student Enrollment Process

Pursuant to the Charter School Act of 1999, any student, regardless of locale, may attend MACCS. All student applicants in excess of the projected enrollment or from sources other than MACCS will be maintained on a waiting list, from which enrollment will be accepted through a lottery.

(a) Enrollment Requirements

Students must provide proof of age and residency as well as a complete immunization record. A transcript from a student's previous school will be required. Information for interested parents of prospective students, will be available on an ongoing basis. Parents of prospective students will be encouraged to visit MACCS and talk to parents of enrolled students as well as to staff.

(b) Record Retention and Disposition Schedule

This schedule describes the most commonly used retention periods. This directive applies only to school records. Retention periods for school security, legal records, business and financial, personnel, library, and transportation records are not covered. Access to confidential documents and/or files will be only by court order, unless provided by statute. All appropriate files will be stored in a fireproof safe for the period of time specified by the schedule. Release of confidential documents to law enforcement and other governmental agencies will only be upon specific statutory authorization or court order.

(c) Record Schedule

Description Retention Period

Textbook Inventory Listing

Listing prepared annually by each school which reports current inventory of schools instructional materials supplied by the state

Until superseded by new listing

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Textbook Adoption List, Copies

Listing of all textbooks adopted by State Public Education Commission

Until superseded by new listing

Student Cumulative Education Record File

A. Transcripts, shows date of birth, date of entrance, courses taken, grades received, and degrees granted
99 years after graduation

B. Student health records, immunization

C. Federal program records

10 years from date of student's last attendance

5 years after final expenditure report

D. Other student records, including registration record, screening evaluation, counselor notes, correspondence, program participation

2 years after last attendance

Special Education Records

Special Ed. confidential records must contain all IEP's as long as student is in school, plus 5 years

After completion of special services

but not sooner than 5 years after completion of activities funded

Other Records

Student disciplinary records 5 years after last entry, or 2 years after last attendance

Guidance folder 5 years after last entry, or 2 years after last attendance

Scholarship program records 1 year after award

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Employment certificate record Until student attains age 21
Honor Society student records 1 year after end of school year
School census records 1 year after end of school year
Student's attendance record 1 year after end of school year
Students attendance exemption record Until student attains age 21
Student's absence record 1 year after end of school year
Parent's consent 2 years after close of school year or until student attains age 20
Student accident and illness 1 year after end of school year
Student organization records 6 years after date created
Student fine receipts 3 years after close of fiscal year
Parent -public survey P. l. 874 4 years

Athletic Program Records

Activities and membership 6 years after date created
Injury records, medical reports 10 years after date of last entry

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Records of coaches for various school sports Until reference value ends

Curriculum Records

A. Curriculum catalogue or bulletin Permanent
B. Approved curriculum variance application 10 years after approved
C. Approved application of occupational education curriculum.
1 year after curriculum discontinued
D. Denied application for curriculum approval 1 year after end school year

Other Instruction Records

Teacher's lesson plan 2 years after close of school year
Teacher's class rolls, grade sheets 1 year after end of term
Examination and test answer papers 2 years after close of school year
State required district testing records Original to NM Dept. of Ed
2 years after close of school year

Food Management And Child Nutrition 5 years after submission of final report, 7 years for Title I purposes

School Administrative File 5 years after close of school year

Calendar Of Events File Until obsolete

Committees, Councils Files 5 years after end of school year

Maintenance Service File 3 years after date of last entry

Work Orders File 1 year after work completed, paper 2 years, electronic

Membership Report File Permanent

Comprehensive Family/Parental Involvement Plan

MACCS is committed to fostering and supporting the positive home environment and support systems for students. MACCS will be contracting with Symposia and Associates to use its Transformative Educational Model that includes an extensive mentorship program with parent/student involvement.

- Community-based training focused on the importance of the family *unit*;
- Parent training and involvement that emphasizes positive skill building approaches, such as the "Tough Love" Program and Parent Effectiveness Training (PET) (setting limits, consistency and follow through);
- Creation of Student Assistance Teams that will include mentors and teachers in this process;
- School counselors/Social workers providing both group and community education.

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Parents will be encouraged to participate as part of the MACCS community, including as members of the Governance Council. MACCS will have an active Parent, Teacher, Student

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Organization.

Other suggestions for parental emphasis and involvement include:

- a) Assuring student attendance, holding absences below 10 days per school year;
- b) Supporting on time student preparation and readiness to learn by the beginning of each school day;
- c) Participation in school conferences ;
- d) Participation in the development of the student Individual Learning Plan (ILP) and/or the student's Individualized Education Plan (IEP);
- e) Participation in disciplinary action and corrective action; and
- f) Partnering with students and teachers to create an educational environment in which students have the tools and resources to achieve excellence in learning and personal development.

a. Professional Educators Involvement Plan

As described in Section on Special Education, teachers, as part of the Student Assistance Team(s) for MACCS students, will be involved in developing ILPs, IEPs and the identification of “at-risk” students. In addition, all educators will be required to complete on-going professional development consistent with the school Professional Development Plan. The staff will also seek continuous review of in-class practices and lesson plans from their peers and the Principal. Instructional staff will be involved with MACCS support and relevant Governance Council committees on an as-needed basis. Teachers will also agree to support extra-curricular activities and Student Learning Plans as negotiated with the MACCS Principal. MACCS will advertise and contract with professional educators, trainers and consultants for training of governance council members, administrators, teachers and staff on an as needed basis. MACCS will also utilize training from the State Coalition of Charter Schools and the PED whenever training or support is made available

b. Parent/Community Involvement Plan

One of the primary aspects of the MACCS vision is that the school reflects and capitalizes upon the community of which it is a part. This means working closely with the community.

MACCS has much work to do in organizing community resources. Several key parts of this relationship need to be emphasized. MACCS is motivated by a core of local community leaders and will serve as the nucleus of local community support. Local advertising will be used to invite the public to informational meetings to educate parents and recruit staff, community volunteers and Governance Council participation.

The reasons for involving parents and community members are:

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- a) Broadening involvement and increasing awareness in MACCS’ purpose.
- b) Parents, students, teachers and the community working together to create a safe educational environment in which students are eager to learn and have the tools and resources to achieve excellence in learning and personal development.
- c) MACCS will develop a database of local experts in areas ranging from set construction skills to film and television producers, pulling community members into the school as leaders for projects, lectures, advanced learning experiences and mentoring.
- d) MACCS is committed to building each student’s self-esteem through a variety of community-based activities including volunteer experiences.
- e) MACCS will look to the community for ideas in developing student responsibility models, career shadowing, and sharing of expertise.

Specific community involvement opportunities will include:

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- a) Attending open monthly meetings;
- b) Representation on the MACCS Governance Council;
- c) Participating as mentors;
- d) Volunteering;
- e) Attending and/or sponsoring student exhibitions and programs;
- f) Inviting student participation in civic organizations; and
- g) Establishing a community advisory panel to provide insight concerning economic, environmental, business and academic areas relevant to MACCS.
- h) Among their community outreach activities, MACCS students will be encouraged to visit their respective middle schools to demonstrate their projects, show their films and recruit future students.

c. Relationship between the Media Arts Collaborative

Charter School Governance Council and the Local District

Upon approval of this Charter Application, the Charter contract will be between the MACCS Governance Council and the New Mexico Public Education Commission. However, the MACCS will endeavor to create collaborations in the delivery of educational services to both other charter schools and the students of the Albuquerque Public School District. MACCS' Governance Council believes that fostering a good relationship with APS will benefit the educational environment in Albuquerque and aid the students who attend the MACCS.

MACCS will share all information with the Albuquerque Public Schools that is required by law or that furthers the cause of delivering quality education to the students in our community.

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d. Alternative Dispute Resolution Process

Any material dispute between MACCS Governance Council and the PED will be resolved using the process defined in this section. In the event of a dispute between MACCS and PED, the preferred form of resolution shall be mediation. MACCS will develop an agreement to be signed by both parties establishing a dispute policy. This agreement will include, but not be limited to, these items below:

Either party wishing to invoke the dispute policy (the complaining party) will provide written notice to the other party (the receiving party), copy to the principal, stating the exact nature of the dispute, the history of the development of the dispute, and the party's desired outcome. The party receiving the notice will respond in writing within 30 days, stating whether they will agree to the complaining party's desired outcome or whether a mediation process shall be instituted. If mediation is selected, the receiving party will include in its response the names of three proposed mediators. The complaining party shall reply within 10 business days of receipt of the receiving party's response. The response shall state whether they agree to one of the mediators proposed or list another three proposed mediators. The parties will continue to correspond until a mediator is agreed upon. However, if the parties cannot agree upon a mediator within 30 days of the receiving party's response, other forms of dispute resolution, including litigation, may be initiated by either party, but the parties must request a court-appointed mediator before discovery is initiated.

If mediation is attempted but fails, either party may file suit in the appropriate Court and litigation shall proceed. The applicable rules of civil procedure and evidence will be followed; thus, if a party files a frivolous lawsuit, they may be sanctioned pursuant to Rule 11 of the Rules of Civil Procedure. The parties will at all times be encouraged to participate in mediation to resolve the dispute and to terminate litigation; however, neither party shall be required to do so. In the event of mediation, the parties shall share in the cost of the mediator's fee.

25. Description of the manner in which the annual audit of the financial and administrative operations of the charter school is to be conducted. Indicate where in budget funds are included.

a. Audit Plan

The MACCS agrees to maintain appropriate financial records in accordance with all applicable federal, state and local laws, rules and regulations, and make such records available to the PED as requested. MACCS also agrees to engage an independent, outside audit by a certified public accountant of its financial and administrative operations on an annual basis. The results of the audit shall be provided to the PED in written form when requested and shall be published and posted as required by law. Cost of the audit will be borne by MACCS. A specific line-item for an audit is included in the budget.

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b. Internal Audit Plan

MACCS considers the internal audit function to be a critical management reporting responsibility and shall comply with all State requirements. Each year, the MACCS Governance Council shall advise the New Mexico Public Education Department of the internal audit plan. MACCS internal audits shall include an independent review, evaluation and report of:

- 1) Financial condition;
- 2) Accuracy of financial and property record keeping;
- 3) Compliance with applicable laws, policies, guidelines and procedures;
- 4) Effectiveness and economy of operations; and
- 5) Recommendations for improved operations.

c. Internal Audit Process

The Governance Council will use periodic internal audits to provide a comprehensive evaluation of the level of control in MACCS' operating and accounting systems. Internal audits will be performed by parties independent from those MACCS personnel carrying out certain responsibilities outlined in this policy; e.g. the person doing the payroll function may perform an independent review of the procurement or accounts payable functions or vice versa. In any case, the designated internal auditor for activities and/or functions will be specified by the Governance Council Audit Committee.

The Principal, or his/her designee and two representatives from the community at large appointed by the Governance Council Executive Committee together with two Council members shall comprise the Council Audit Committee. The purpose of this Audit Committee will include identifying areas for audit, the timetable for review, and then reviewing any findings and/or recommendations in these internal audit reports. At least one member of the Council Audit Committee should be a Certified Public Accountant.

A designated internal auditor will independently review, evaluate, and report through audits and management studies the status of the following: financial condition and/or soundness of practice of a function or program; accuracy of financial and property record keeping; compliance with applicable laws, policies, guidelines, and procedures; and effectiveness and economy of operations.

MACCS employees or others shall promptly notify the Governance Council of instances of theft or other disappearance of cash, checks, or property, of misfeasance or nonfeasance, defalcations, and non-compliance with laws and regulations of which they are aware to ensure that prompt attention is given to such matters.

All officials, contractors, and employees of MACCS shall furnish the designated Internal auditor with requested information and records within their custody. In addition, they shall provide

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access for the Internal auditor to inspect all property, equipment, and facilities within their
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custody. If such officials or employees fail to produce the information, the Internal auditor shall notify the Audit Committee and shall make a written request to the Principal or his/her designee for assistance.

d. Internal Audit Reports

Each audit will result in a written final report. If appropriate, the audit report shall contain the professional opinion of the Internal auditor or the contract auditor concerning the financial statements issued by those audited, or the professional conclusions of the audit regarding the management activities audited. The auditor shall include in the audit reports where applicable:

A precise statement of scope encompassed by the audit;

☐ A statement that an examination for compliance with applicable laws, policies, and regulations was conducted, and a presentation of the findings associated with that examination;

☐ A statement of significant audit findings, including a statement of the underlying causes, evaluative criteria used, and the current and prospective significance of the findings;

☐ A statement that internal control systems were examined and a report of any material weaknesses found in the internal control systems;

☐ Statements of response submitted by the subject of the audit relevant to the audit findings;

☐ A concise statement by the subject of the audit of the corrective actions previously taken or contemplated as a result of the audit findings and a timetable for their accomplishment;

☐ Recommendations for additional necessary or desirable action.

A preliminary draft of the audit report will be forwarded to the MACCS Audit Committee for review and comment before it is released. The audited programs, including departments whose assistance is needed in order to accomplish a recommendation, shall respond in writing specifying agreement with each of the audit findings and recommendations or reasons for disagreement with findings and/or recommendations, and plans for implementing solutions to identified problems including a timetable to complete such activities.

The written response to the preliminary draft of the audit report shall be forwarded to the Internal

auditor within 14 days of receipt of the audit report. Audited program staff comments to the preliminary draft may be utilized to amend the report if appropriate. The Internal auditor shall include the audited program's staff response in the audit report.

All final audit reports shall be promptly published and made available to the public; except, the Internal auditor shall delay making audit reports public when criminal conduct is found in the audit, the appropriate law enforcement authority is pursuing an investigation, and release of the
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report would jeopardize further such investigation or when the report discusses district personnel issues. A report whose release has been delayed shall be released promptly at the end of the condition, giving rise to the delay.

The Internal auditor shall make reports at least quarterly to the Audit Committee on the status of the work plan.

e. Report of Irregularities

If the Auditor detects apparent violation of law or instances of misfeasance or nonfeasance by an officer, employee, or information that indicates dereliction may be reasonably anticipated, the

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Internal auditor shall report the irregularities in writing to the Audit Committee. If the irregularity is criminal in nature, the Auditor shall also immediately notify the Principal and the Chair of the Audit Committee who shall notify the appropriate police and prosecuting authorities.

f. Independent Audit

State law requires that all public funds be audited once a year by an independent auditor or by auditors from the Office of the State Auditor. An audit of activity fund records is also done in conformity with Section 4-313 NMSA, 1978, and all records pertaining to the activity funds must be presented to the auditors. MACCS will request a list of approved, independent auditing firms from the State Auditor. The firm selected will be recommended by the Governance Council for the NM State Auditor's approval. The audit will be conducted in accordance with the Officer of the State Auditor Rule (93-2), generally accepted auditing standards and the Manual Governance Audits of Entities of the State of New Mexico.

F. OTHER - Emergency reserves of at least 1% of expenditures are maintained in the budget.

Emergency reserves of at least 1% have been inserted into the MACCS budget and will be maintained.

G. Fiscal management

26. Specific Plan on how the charter school will manage its fiscal responsibilities in accordance with all federal and state laws including the designation or establishment of its central purchasing office with adoption of state rules or self-developed rules pursuant to State Procurement Code.

SEG and most other revenues will flow from the State of New Mexico directly to MACCS; however, the PED will retain 2% of the MACCS SEG for administrative expenses. MACCS will work collaboratively with the PED to assure timely reporting and other financial/fiscal processes. Page 103 of 181

In accordance with the *1999 Charter Schools Act* and good business practices, MACCS will be held accountable for its fiscal performance. When classes begin in 2008, a revised budget will be prepared and submitted to the PED, based on the actual, rather than estimated or projected enrollment numbers for the MACCS student population.

a. Annual Budget Negotiations

The MACCS proposes that on, or before April 15 of each year of the Charter, the MACCS and the PED will complete negotiations concerning funding for the ensuing fiscal year.

b. Enrollment Count Adjustments

The Public Education Department may adjust the funding based on the 40th and 80th day STARS enrollment counts to reflect the actual student count as compared to the estimated numbers used at the beginning of the school year. The adjustment in funding flows from the PED, to the charter school, minus the PED's 2% administrative fee. If a student who has been included in the enrollment counts of the District transfers to MACCS during the school year, the unallocated pro-rata portion of the funding for the student shall be allocated to MACCS, and vice versa. This will require MACCS and the APS district to share student enrollment information freely.

c. Books, Library, Software

MACCS may negotiate with the APS district for access to certain resources including films, books, software, reference materials, audio visual, and other equipment as normally provided to other public schools. MACCS will also utilize other available resources, e.g., public library

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system, the community college (CNM), and The University of New Mexico.

d. Special Education

MACCS will provide Special Education services to its students in complete conformance with all State and Federal regulations. The special education funding will be generated as part of the SEG formula. Special education numbers cannot be anticipated in the formula, therefore the adjustment will be made in the funding formula based on the 40th and 80th STARS enrollment counts. This money flows from the PED to the charter school, minus the 2% administrative fee. IDEA- B funds flow from the federal government, the state and district to the charter school. In the first year of operation, districts typically estimate the anticipated special education enrollment for the charter school based on the district's special education average enrollment and fund the charter school based on that number.

e. Salaries and Benefits

MACCS will provide its own payroll function for the school, including the preparation of W-2s and other reports required by state or federal law. MACCS will certify all payroll information to the PED in a timely manner. MACCS will provide employees of the School comparable benefit programs to other public schools including, basic life, health, dental, vision care, unemployment

and workers' compensation consistent with the same eligibility requirements that apply to other school employees. MACCS shall practice good business practices in all matters in compliance with all federal, state, and local laws and regulations.

Strategic Planning Process

The MACCS Governance Council and the Principal will engage in a Strategic Planning Process that establishes fiscal and programmatic responsibilities for MACCS in Year 1. Thereafter, the Governance Council, the Principal, the staff and some student representatives will complete an annual review and update of the MACCS Strategic Plan. The MACCS planning process is designed to include and address the excellence in education requirements described in the Education Plan for Student Success (EPSS) process.

This process shall include the following:

- * An environmental scan process of Bernalillo County and New Mexico as a whole that will result in a SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis of MACCS. This process will include a minimum of one community meeting with selected community representatives;
- * Creation of or re-examination of the MACCS vision, mission, goals, and objectives for alignment with the community the school serves;
- * An assessment of the current performance of MACCS against that desired future state;
- * An assessment of any gap between performance and that desired future state;
- * Development of strategies and course corrections needed to ensure the success of MACCS;
- * Definition of student and other performance metrics that will ensure that the plan is implemented and succeeding;
- * Quarterly and/or monthly reviews of those performance metrics by the Governance Council, the Principal and staff.

The Media Arts Collaborative Charter School Budget Process

The MACCS Governance Council will present the PED a balanced budget consistent with the MACCS mission, goals and objectives. This budget shall be in a format and on the schedule prescribed by Governance Council and the PED.

The adoption of the annual MACCS operating budget for presentation to the PED is the

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responsibility of the Governance Council. The Principal will propose a specific budget calendar to the Governance Council for its adoption that meets the deliverable deadlines established by PED. The PED will give MACCS the schedule for submitting the budget to the assigned PED Budget Analyst, and set a meeting to obtain PED budget approval. The budget process will include public budget hearings where the Governance Council can learn of the public's priorities, Page 105 of 181

including parents and students. The Principal will also be given a specific opportunity to address various programs and matters of interest to the Governance Council.

Following such hearings, the Governance Council will identify priorities and give general instructions to the Principal to prepare a balanced budget incorporating its priorities and other guidelines as deemed appropriate. The Governance Council will debate and vote budgetary issues without further public hearings.

Resolution of Differences or Questions

Any items identified in its review by PED as requiring modification for any reason will be highlighted for action or/or explanation by MACCS and returned to the Charter for action. No changes to the MACCS budget shall be made by the PED without the full concurrence of MACCS per the *1999 Charter Schools Act*. After the review and resolution of any differences, the completed budget request will be forwarded to the PED according to the instructions, for consolidation into the Schools' proposed budget.

1. The Media Arts Collaborative Charter School Budget Formulation

MACCS will submit a stand-alone site budget to the PED for each assigned cost account. If there are requirements for which cost accounts have not been assigned, the PED will be asked to establish additional cost accounts. The process and accountability for justifying charter budget submission as described in the *1999 Charter School Act* **does not** require that the budget be scrutinized nor approved via the normal Local School Board review process.

a. Budget Formulation Process

The Principal will issue a "Budget Call" within the affected MACCS community as a means for identifying and formulating budget requirements for the upcoming school year and will meet the budget submission deadlines established by the Governance Council and the PED. This document will include instructions and whatever blank forms, including information for each cost account, may be necessary to compile requirements for personnel, supplies, services, travel, and equipment.

The Principal will review the individual budget requests, revise them if necessary, and justify budget requirements based on experience factors and instructional programs objectives. Completed budget requests will be compiled and an annual budget within budgetary limitations will be submitted to the Governance Council for study and approval.

The Principal will document the budget as approved by the Governance Council for submission to the PED. This submission will be in accordance with the Manual of Procedure for Uniform Accounting and Budgeting for New Mexico School Districts.

Budget requests submitted for salary accounts will be submitted with salaries determined by the MACCS Governance Council per the 1999 Charter Schools Act. The "number of persons" covered will be noted in full-time equivalents (FTE).

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Budget requests for non-salary accounts will be in specific dollar amounts. The MACCS Financial Officer will provide any justification of budget amounts that may be required.

b. The Media Arts Collaborative Charter School Budget Implementation

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For purposes of budget implementation at MACCS, once the budget allocation has been made by the PED, expenditures against that budget shall be approved at the site level. Specifically: for Salary Cost Accounts MACCS will hire and pay employees per school policy. For Non-Salary Cost Accounts, MACCS will approve all requisitions, travel vouchers, contracts, invoices, and other authorizations which result in expenditures.

c. Budget Monitoring

MACCS will furnish the PED with the required Quarterly Revenue and Expenditure Reports showing encumbrances and expenditures to date, and the unencumbered balance for review to demonstrate that encumbrances and expenditures are progressing in accordance with the budget plan. MACCS intends to use VEFS financial software systems. VEFS is a web-based system that is capable of implementing the required chart of accounts and interfaces with PED financial systems to create reports in acceptable formats for all required budget submissions to PED. MACCS will contract with highly qualified personnel for budget and financial oversight

d. Budget Changes

During the course of the school year, it is probable that budget changes, increases, or transfer will be necessary. Increases may result from additional resources, either earmarked or not. MACCS will prepare Governance Council approved Budget Adjustment Requests (BAR's) with the appropriate documentation or revenue source (e.g., a contract from outside agency) and an appropriate expenditure cost account for new and/or changes in revenue streams and submit them to PED for approval. No changes in revenue or expenditures can be done without a PED approved BAR. Any transfers between cost accounts will always be offset to ensure that the MACCS budget remains balanced. These changes will be approved at the MACCS site per the *1999 Charter Schools Act*.

e. Fiscal Integrity

In the event that either the Governance Council or the Principal determine that additional personnel, programs or initiatives are warranted; no such additions will be made to the budget or spending plan without a corresponding source of funding. In the event a shortfall in one category of budgeted expenditure can be reasonably remedied by an uncommitted overage in another category, the Governance Council may effect the requisite transfer.

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f. Contracting Process

New Mexico law and State PED regulations will govern the issuance of contracts and purchase orders. Only authorized parties of MACCS may initiate procurements. Compliance with applicable procurement laws and regulations shall be the responsibility of the MACCS Governance Council and periodic internal audits of MACCS procurement practices shall be used to ensure compliance. As the chief administrator of MACCS, the Principal shall maintain oversight of all procurements and report regularly to the Council on all procurement activities of the school. MACCS shall maintain all procurement records and shall prepare all necessary reports for the Principal and the Governance Council to ensure proper tracking of procurement activity.

g. Purchasing Practices

The 1999 Charter Schools Act gives the Governance Council the authority and right to establish their procurement practices outside those used by the District and wherein the charter school is geographically located.

MACCS will insist on the fair and equitable treatment of all persons involved in public procurement, to maximize the purchasing value of public funds and to provide safeguards for maintaining a procurement system of quality and integrity. All purchases that expend public

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school money (including school activity funds) fall under the definition of purchase from public funds and are subject to Chapter 13 Pamphlet 29 NMSA 1978 entitled “Public Purchases and Property” which includes the Procurement Code, Public Works Contracts and other pertinent legislation and shall employ “best value” contracting practices in respect of all building projects. It is understood that grants are not exempt from public purchasing statutes and all applicable state and federal requirements. Internal procedures and duties of the part time financial assistant will be developed according to PED policy. MACCS may hire a licensed business manager or contract with a reputable school business management organization to reconcile bank statements and provide separation of duties. Internal controls will be adopted by the governance council to outline the management of fiscal responsibilities in accordance with all federal and state laws including the adoption of state rules and regulation pursuant to the State Procurement Code. MACCS will keep a current and updated inventory of property or material purchased in excess of \$1000.00.

MACCS will purchase, rent, lease or otherwise acquire all items of tangible personal property, services or construction. All purchases will be strictly in accordance with the laws of the State of New Mexico, federal law and State Public Education Department regulations. MACCS will establish and maintain a manual of purchasing policies and procedures referencing the applicable statutes, and that manual shall be open to the general public. All procurement of tangible property or services shall be within the budget approved by the Governance Council and shall be reviewed and approved by the Principal prior to their occurrence. Procurement will be by means of standard purchase orders or letters of agreement as defined by the Governance Council. The

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Governance Council reserves the right to review, approve or reject any procurement decision involving more than \$1,000.

The purchase, of any tangible property or any construction that will exceed \$10,000 must be formally bid and may not be artificially divided to circumvent this requirement. Exceptions such as patented or copyrighted products, use of existing contracts, or certain statutory exemptions may apply. Freight, installation, rigging, tax, etc. are considered to be part of the cost of the product. Bid documents will be mailed or otherwise distributed by the MACCS Governance Council, which shall also publish public notice not less than ten calendar days prior to the date set forth for the opening of the bid.

The purchase, rental and lease of any tangible personal property or construction that will fall between \$1,000 and \$9,999.99 are required by policy to obtain three quotes. These may be written, faxed or telephoned. Documentation including, but not limited to the date, time, company, price, person quoting, model number etc., freight charges, must be furnished to the Governance Council, which may recommend or contact additional sources. Purchases that are less than \$1,000 must be made at the best obtainable price. Quotes are at the option of the user. Professional services that exceed \$20,000 must also be formally bid. Guidelines for what qualifies as a professional service and for applicability of the Professional Services Agreement shall be set forth in a Procurement Policies and Procedures Manual prior to the opening of MACCS.

h. Signatory Authority for Contracting

The MACCS Governance Council will determine individuals with Signatory Authority for the school. However, in no instance shall the party initiating the purchase be the same party who acknowledges receipt of these goods or services. Nor shall the party acknowledging or recording receipt, be the same party who authorizes payment to the provider of these goods or services. This separation of accountabilities shall be enforced to protect MACCS in some measure, from any fraudulent use of procurement. Appropriate approval levels commensurate with the nature

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and dollar thresholds of procurement transactions shall be described in the MACCS Procurement Policies and Procedures Manual.

It is expected that any employee of MACCS shall have the right to create purchase documents and that person's supervisor must approve the purchase; e.g., the Principal must approve a teacher's purchases, and purchases by the Principal must be approved by the Governance Council. Purchases by the Governance Council would require approval (signified by a public vote) and signature of more than one member of the Council. However, these procurement guidelines will be defined and approved by the Interim Governance Council prior to the opening of MACCS.

i. Disbursements Process

Disbursements at MACCS shall be made as defined and scheduled by the MACCS Governance Council. In no instance shall the party initiating a request for disbursement be the same party
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who approves that disbursement. Nor shall the party approving the disbursement be the same party who distributes the payment. This separation of accountabilities shall be enforced to protect MACCS from any fraudulent disbursement of monies.

j. Payroll Procedures

The MACCS Governance Council will determine the policy and payment schedule for all employee compensation. MACCS payroll payments will be made in the manner defined in MACCS policy in accordance with the appropriate separation of duties and approval of payroll time records to ensure that employees of MACCS are paid only for services rendered. Time records will be maintained for all MACCS employees.

k. Non-Payroll Disbursements

MACCS shall be responsible for paying all approved and authorized school-related bills in accordance with school policy prescribed in the *1999 Charter Schools Act*.

l. Property Management

Management of MACCS property includes ensuring its proper allocation, control, care, use, and safeguarding. Responsibility for managing property is the obligation of all MACCS personnel. These responsibilities include liability for loss, damage, or destruction of school property resulting from mismanagement, or unauthorized use.

MACCS personnel responsible for managing property may be relieved of their duties if an unsatisfactory condition is found that is attributable to mismanagement, inefficiency, or other causes within their control. MACCS personnel must ensure that equipment is protected, conserved, and maintained. No individual to whom possession of MACCS property is entrusted, shall be deemed other than a licensee or bailee-at-will, with no proprietary interest in any such property; provided, however, that the Governance Council may lease or sublease, one or more elements of MACCS property, such as a sound stage, for its fair rental value, in which event the tenant or subtenant's interest shall be a leasehold interest only. MACCS property or equipment will be managed in compliance with NMSA 6-20-2:

1. All property will be properly and accurately recorded at the time of acquisition and those records maintained. MACCS' Governance Council shall define a policy for labeling and/or tagging school property, to include any land, buildings, improvements other than buildings, equipment, machinery, construction work in progress, and capital leased assets with a cost of \$1,000 or more, and applies to all assets purchased, regardless of funding source.
2. All property will be inventoried periodically to verify the accuracy of records.
3. All property will be adequately safeguarded and protected to minimize loss.
4. Any re-location of property shall be noted and kept with the property records.

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5. All property will be used economically, and for the intended purpose.

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6. All property will be inspected upon arrival and periodically to ensure it is in good working order.

Guidelines for recording and reporting fixed assets are provided in the Policies and Procedures Manual of the Department of Finance and Administration, General Services Department, Chapter 14, pages 8-9 (issued 2/12/99). MACCS Property Management Policies and Procedures shall meet or exceed the guidelines set forth in this manual.

m. Real Property Disposition

Should MACCS hold title to real property, state law may require that it divest itself of such title. In the event such a requirement is imposed and is not subject to waiver, MACCS will comply therewith.

n. Audit of Inventory Records

A MACCS equipment inventory will be kept and will be available for audit at all times.

Applicable equipment will be inventoried as it is received; inventory records will be part of the internal audit.

o. Grant Applications and Awards

All MACCS grant applications will comply with the policy established by the school's Governance Council. After any proposal is approved by a granting agency, MACCS will comply with Public Education Department (PED) requirements. The original award letter is received and submitted to the PED for processing and signing. PED submits completed documents to MACCS allowing cost accounts to be established, budget entered, and grantee notified. Spending may begin only then.

27. Specific description of the internal control procedures that the charter school will utilize to safeguard assets.

In accordance with NM Statute 6.20.2 and Federal OMB Circular A -102, all state, federal, and other monies received by MACCS will be deposited in MACCS' accounts within 24 hours or 1 banking day of receipt at an authorized banking institution per state regulations. The school shall account for public money placed in interest bearing deposits in accordance with Sections 22-8-40© through (G), NMSA 1978; Section 6-10-17, NMSA 1978; Section 6-10-31, NMSA 1978, and other federal and state laws applicable to the investment of public school money.

As required by law, MACCS will take responsibility for acquiring all necessary federal, state, and local tax and employer identification numbers to establish itself as a public school in the state of New Mexico. All bank accounts shall be established to require multiple signatures on checks or other forms of disbursement.

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While the Governance Council may consider an investment program a critical ingredient of sound fiscal management overall, the prohibition in the 1999 Charter Schools Act against entering into any contractual arrangement that exceeds one year in length will make it impractical for MACCS to engage in any long-term investment program. However, MACCS will participate in PSIA as prescribed by law.

Financial/Business Operations

The MACCS will operate in accordance with state law pertaining to fiscal solvency and responsibility. This will include but not be limited to establishing a control system pursuant to NM State laws.

Charter schools are funded through the state, under the School Finance Act. MACCS will reserve two percent of the funding for administration of the State Equalization Guarantee (SEG)

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finances. Tuition cannot be charged. Charter schools are responsible for formulating their own budgets in accordance with state audit guidelines.

The revenue stream for the school will include:

1. State Equalization Guarantee Formula Based on 40, 80, 120 Day Count (2% of this goes to PED);
2. Other State and Federal Monies (e.g.; State and Federal Stimulus Funds, Federal Free Lunch Program, Transportation Funding, Instructional Materials Funding, Title II Professional Development monies, etc.);
3. Corporate and Not-For-Profit Grants;
4. Contributions from Private and Non-Profit Entities.

Cash Management

Appropriate cash management practices will be developed and used to ensure that all MACCS monies are adequately protected against loss or theft. These practices shall include but are not limited to:

- Monthly reconciliations of all cash accounts, including bank accounts, which are part of the responsibility of the MACCS financial officer or the contract provider of fiscal management. Periodic internal audits shall be made on all cash accounts. The frequency of these audits will be determined, but should not be less than twice each year.
- Separation of accountabilities and duties to ensure fiscal control as described in Sections on ‘Contracting Practices’, ‘Disbursements Process’, ‘Property Management’, etc. – the basis of this practice shall be to protect MACCS from fraud by requiring that no person shall initiate and approve the same transaction in any circumstance.

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Accounting Basis

MACCS financial records shall be maintained using a modified accrual basis of accounting with the capacity to convert financial statements and other financial reports, as needed, to a cash basis.

Compliance with GASB 14

In accordance with Governmental Accounting Standards Board (GASB), Statement No. 14, “*The Financial Reporting Entity*” (Issued 6/91), MACCS will follow the standards defined for a financial reporting entity based on its site-based financial accountability as set forth in the 1999 *Charter Schools Act*. This shall apply to all financial reporting to ensure that the nature and significance of MACCS’ relationship with the PED is in no way misleading or incomplete.

Compliance with Budgeting and Reporting Requirements of the PED

MACCS will utilize the VEFS financial system to implement the required chart of accounts and to meet all budget submissions and reporting deadlines, including quarterly reports and end of the year reporting. VEFS Financial System is a web-based program that provides off-site backup of files. In addition, MACCS will maintain an on-site backup of financial data in a fireproof safe.

Compliance with the Anti-Donation Clause

In accordance with the Anti-donation clause of the State Constitution, neither the “state nor any county, school district or municipality, except as otherwise provided in the New Mexico Constitution (Article IX, Section 14), shall directly or indirectly lend or pledge its credit or make any donation to or in aid of any person, association or public or Private Corporation.” As a public school, MACCS will comply with this prohibition.

Use of the Media Arts Collaborative Charter School Facilities

MACCS shall follow state guidelines for facility usage for all facilities leased by MACCS. For space leased by MACCS for school activities, usage by and access to the leased premises by the lessee shall be limited by the following:

- ☐ MACCS reserves the right to deny the use of its facilities to any individual or group.

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- ☐ Use must be requested and approved in writing 15 days in advance.
- ☐ Appropriate fees will be assessed for usage based on state guidelines.
- ☐

Use of MACCS facilities will be authorized in the following descending priority order:

a. School-Related Non-Profit Groups

This includes parent/teacher groups, school clubs, school activities, public educational institutions, extended care services, and intersession activities delivered by non-profit agencies. To fit into this Category, a group must have non-profit, 501 (c) 3 status from the IRS; be
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educational or recreational in nature; benefit school-age children, be sponsored by or affiliated with the school or school district, State of NM or a political subdivision thereof.

b. Non-Profit Groups Who Serve School-Age Children

This category includes groups such as Scouts, Boys and Girls Clubs, YMCA, YWCA, etc. As with Category A) a group in Category B) must be designated as non-profit group with a 501 (c) 3 status from the IRS, be educational or recreational in nature and directly benefit school-age children.

c. Other Public Interest Non-Profit Groups

This category includes groups such as community action groups, official agencies of the federal or local governments, and recognized charitable and civic groups whose primary function is promotion of the health, safety, education or welfare of the community in general.

d. Recreational, Religious, Political, Arts, and Other Non-Profits

Distinguished from Category C) groups, this category refers to those groups whose focus is on assisting the group members themselves rather than for the general public.

e. Commercial (for profit) Groups

This category includes groups whose purpose is completely or in part financial gain and whose use of school facilities will result in their direct or indirect financial gain.

28. Specific description of the internal control procedures that the charter school will utilize to provide reliable financial information.

The MACCS agrees to maintain appropriate financial records in accordance with all applicable federal, state and local laws, rules and regulations. MACCS also agrees to contract for an independent, outside audit by a certified public accountant of its financial and administrative operations on an annual basis. The results of the audit shall be provided to the PED in written form and shall be published and posted as required by law. Cost of the audit will be borne by MACCS.

• Internal Audit Plan

MACCS considers the internal audit function to be a critical management reporting responsibility and shall comply with all State requirements. Each year, the MACCS Governance Council shall advise the PED of the internal audit plan.

MACCS internal audits shall include an independent review, evaluation and report of:

1. Financial condition;
2. Accuracy of financial and property record keeping;
3. Compliance with applicable laws, policies, guidelines and procedures;
4. Effectiveness and economy of operations; and
5. Recommendations for improved operations.

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Internal Audit Process

The Governance Council will use periodic internal audits to provide a comprehensive evaluation of the level of control in MACCS' operating and accounting systems. Internal audits will be

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performed by parties independent from those MACCS personnel carrying out certain responsibilities outlined in this policy; e.g. the person doing the payroll function may perform an independent review of the procurement or accounts payable functions or vice versa. In any case, the designated internal auditor for activities and/or functions will be specified by the Governance Council Audit Committee.

The Principal or his/her designee and two representatives from the community at large appointed by the Governance Council Executive Committee together with two Council members shall comprise the Council Audit Committee. The purpose of this Audit Committee will include identifying areas for audit, the timetable for review, and then reviewing any findings and/or recommendations in these internal audit reports, if feasible. At least one member of the Council Audit Committee should be a Certified Public Accountant.

A designated internal auditor will independently review, evaluate, and report through audits and management studies the status of the following: financial condition and/or soundness of practice of a function or program; accuracy of financial and property record keeping; compliance with applicable laws, policies, guidelines, and procedures; and effectiveness and economy of operations. The internal auditor may be engaged to render services part-time and may perform non-conflicting auditing services for one or more other entities, including other charter schools. MACCS employees or others shall promptly notify the Governance Council of instances of theft or other disappearance of cash, checks, or property, of misfeasance or nonfeasance, defalcations, and non-compliance with laws and regulations of which they are aware to ensure that prompt attention is given to such matters.

All officials, contractors, and employees of MACCS shall furnish the designated Internal auditor with requested information and records within their custody. In addition, they shall provide access for the internal auditor to inspect all property, equipment, and facilities within their custody. If such officials or employees fail to produce the information, the internal auditor shall notify the Audit Committee and shall make a written request to the Principal or his/her designee for assistance.

Internal Audit Reports

Each audit will result in a written final report. If appropriate, the audit report shall contain the professional opinion of the internal auditor or the contract auditor concerning the financial statements issued by the audited party, or the professional conclusions of the audit regarding the management activities audited. The auditor shall include in the audit reports where applicable:

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- A precise statement of scope encompassed by the audit;
- A statement that an examination for compliance with applicable laws, policies, and regulations was conducted, and a presentation of the findings associated with that examination;
- A statement of significant audit findings, including a statement of the underlying causes, evaluative criteria used, and the current and prospective significance of the findings;
- A statement that internal control systems were examined and a report of any material weaknesses found in the internal control systems;
- Statements of response submitted by the audited party relevant to the audit findings;
- A concise statement by the audited party of the corrective actions previously taken or contemplated as a result of the audit findings and a timetable for their accomplishment;
- Recommendations for additional necessary or desirable action.

A preliminary draft of the audit report will be forwarded to the MACCS Audit Committee for review and comment before it is released. The audited programs, including departments whose assistance is needed in order to accomplish a recommendation, shall respond in writing

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specifying agreement with each of the audit findings and recommendations or reasons for disagreement with findings and/or recommendations, and plans for implementing solutions to identified problems including a timetable to complete such activities.

The written response to the preliminary draft of the audit report shall be forwarded to the internal auditor within 14 days of receipt of the audit report. Audited program staff comments to the preliminary draft may be utilized to amend the report if appropriate. The Internal auditor shall include the audited program's staff response in the audit report.

All final audit reports shall be promptly published and made available to the public; except, the Internal auditor shall delay making audit reports public when criminal conduct is found in the audit, the appropriate law enforcement authority is pursuing an investigation, and release of the report would jeopardize further such investigation or when the report discusses district personnel issues. A report whose release has been delayed shall be released promptly at the end of the condition, giving rise to the delay.

The Internal auditor shall make reports at least quarterly to the Audit Committee on the status of the work plan.

Report of Irregularities

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immediately notify the Principal, the Chair of the Audit Committee and MACCS legal counsel who shall notify the appropriate police or prosecutorial authority.

Independent Audit

State law requires that all public funds be audited once a year by an independent auditor or by auditors from the Office of the State Auditor. An audit of activity fund records is also done in conformity with Section 4-313 NMSA, 1978, and all records pertaining to the activity funds must be presented to the auditors. MACCS will request a list of approved, independent auditing firms from the State Auditor. The firm selected will be recommended by the Governance Council for the NM State Auditor's approval. The audit will be conducted in accordance with the Officer of the State Auditor Rule (93-2), generally accepted auditing standards and the Manual Governance Audits of Entities of the State of New Mexico.

Fiscal Management Compliance Plan

SEG and most other revenues will flow from the State of New Mexico directly to MACCS; however, the PED will retain 2% of the MACCS SEG for administrative expenses. MACCS will work collaboratively with the PED to assure timely reporting and other financial/fiscal processes. In accordance with the *1999 Charter Schools Act* and good business practices, MACCS will be held accountable for its fiscal performance. When classes begin in 2008, a revised budget will be prepared and submitted to the PED, based on the actual, rather than estimated or projected enrollment numbers for the MACCS student population.

Annual Budget Negotiations

MACCS proposes that on, or before, April 15 of each year of the Charter, the MACCS and the State PED will complete negotiations concerning funding for the ensuing fiscal year.

29. Specific description of the management and internal control procedures that the charter school will utilize to promote operational efficiency.

MACCS will be responsible for its operations within the limitations of funding provided by the

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State of New Mexico and other revenues derived by the school consistent with State law. The school shall have authority to independently exercise, in accordance with federal and state law, the following:

1. Contract for goods and services;
2. Budget preparation;
3. Personnel selection and determination of compensation;
4. Evaluation of personnel performance;
5. Payroll functions
6. Procurement of insurance;
7. Lease of facilities for school purposes;
8. Purchase or lease of furniture and equipment;
9. Procurement of instructional materials and supplies; and
10. Acceptance of gifts, donations or grants consistent with law.

MACCS shall comply with state mandated audit policies. MACCS will furnish the PED copies of all policies or procedures that may be developed with regard to any operational or educational program, upon adoption by the Governance Council. MACCS has provided an Asset Capitalization Policy and an Employee Pay Policy that defines the guidelines to control these areas of operation, other policies and procedures developed by MACCS will be provided to PED when adopted. Any policy and procedure not currently developed, will follow the requirements of PED and will be submitted for approval to the PED prior to implementation.

1. Non-Religious, Non-Sectarian, Non-discrimination Status

MACCS will operate as a non-sectarian, non-religious, public school and will comply with all applicable federal, state and local laws, rules and regulations including, without limitation, the constitutional provisions prohibiting discrimination on the basis of race, color, national and ethnic origin, disability, age, creed, gender, religion or ancestry.

2. Student Enrollment Process

Pursuant to the Charter School Act of 1999, any student, regardless of locale, may attend MACCS. All student applicants in excess the projected enrollment or from sources other than MACCS will be maintained on a waiting list, from which enrollment will be accepted through a lottery.

3. Enrollment Requirements

Students must provide proof of age and residency as well as a complete immunization record. A transcript from a student's previous school will be required. Information for interested parents will be available on an ongoing basis. Parents will be encouraged to visit MACCS and talk to parents of enrolled students as well as staff.

4. Record Retention and Disposition Schedule

This schedule describes the most commonly used retention periods. This directive applies only to school records. Retention periods for school security, legal records, business and financial, personnel, library, and transportation records are not covered. Access to confidential documents and/or files will be only by court order, unless provided by statute. All appropriate files will be stored in a fireproof safe for the period of time specified by the schedule. Release of confidential documents to law enforcement and other governmental agencies will only be upon specific statutory authorization or court order.

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5. Record Schedule

Description	Retention Period
Textbook Inventory Listing	

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Listing prepared annually by each school which reports current inventory of schools instructional materials supplied by the state

Until superseded by new listing

Textbook Adoption List, Copies

Listing of all textbooks adopted by State Board of Education

Until superseded by new listing

Student Cumulative Education Record File

A. Transcripts, shows date of birth, date of entrance, courses taken, grades received, and degrees granted

99 years after graduation

B. Student health records, immunization

C. Federal program records

10 years from date of student's last attendance

5 years after final expenditure report

D. Other student records, including registration record, screening evaluation, counselor notes, correspondence, program participation

2 years after last attendance

Special Education Records

Special Ed. confidential records must contain all IEP's as long as student is in school, plus 5 years

After completion of special services

but not sooner than 5 years after completion of activities funded

Other Records

Student disciplinary records 5 years after last entry, or 2 years after last attendance

Guidance folder 5 years after last entry, or 2 years after last attendance

Scholarship program records 1 year after award

Employment certificate record Until student attains age 21

Honor Society student records 1 year after end of school year

School census records 1 year after end of school year

Student's attendance record 1 year after end of school year

Students attendance exemption record Until student attains age 21

Student's absence record 1 year after end of school year

Parent's consent 2 years after close of school year or until student attains age 9

Student accident and illness 1 year after end of school year

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Student organization records 6 years after date created

Student fine receipts 3 years after close of fiscal year

Parent -public survey P. l. 874 4 years

Athletic Program Records

Activities and membership 6 years after date created

Injury records, medical reports 10 years after date of last entry

Records of coaches for various school sports Until reference value ends

Curriculum Records

A. Curriculum catalogue or bulletin Permanent

B. Approved curriculum variance application 10 years after approved

C. Approved application of occupational education curriculum.

1 year after curriculum discontinued

D. Denied application for curriculum approval 1 year after end school year

Other Instruction Records

Teacher's lesson plan 2 years after close of school year

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Teacher's class rolls, grade sheets 1 year after end of term
Examination and test answer papers 2 years after close of school year
State required district testing records Original to NM Dept. of
d
2 years after close of school year
Food Management And Child Nutrition 5 years after submission of final
report, 7 years for Title I purposes
School Administrative File 5 years after close of school year
Calendar Of Events File Until obsolete
Committees, Councils Files 5 years after end of school year
Maintenance Service File 3 years after date of last entry
Work Orders File 1 year after work completed, paper 2
years, electronic
Membership Report File Permanent

6. Comprehensive Family/Parental Involvement Plan

MACCS is committed to fostering and supporting the positive home environment and support systems for MACCS students with a solution-focused Comprehensive Family Involvement Program that includes:

☐ Community-based training focused on the importance of the family *system*;

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☐ Parent training that emphasizes positive skill building approaches such as the “Tough Love” Program and Parent Effectiveness Training (PET) (setting limits, consistency, and follow through);

☐ Program/Partnerships;

☐ School counselors providing both group and community education.

☐ Parents will be encouraged to participate as part of the MACCS community. MACCS will have an active Parent Teacher Student Organization.

☐ Other suggestions for parental emphasis and involvement include:

☐ Assuring student attendance, holding absences below 10 days per school year;

☐ Supporting on time student preparation and readiness to learn by the beginning of each school day;

☐ Participation in school conferences ;

☐ Participation in the development of the Individual Learning Plan (ILP) and/or the student's Individualized Education Plan (IEP);

☐ Participation in disciplinary action and corrective action; and

☐ Partnering with students and teachers to create an educational environment in which students have the tools and resources to achieve excellence in learning and personal development.

7. Professional Educators Involvement Plan

As described in the Section on Special Education, teachers, as part of the Student Assistance Team(s) for MACCS students, will be involved in developing ILPs, IEPs and the identification of “at-risk” students. In addition, all educators will be required to complete ongoing professional development consistent with the school Professional Development Plan. The staff will also seek continuous review of in-class practices and lesson plans from their peers and the Principal. Instructional staff will be involved with MACCS support and relevant Governance Council committees on an as-needed basis. Teachers will also agree to support extra-curricular activities and Student Learning Plans as negotiated with the MACCS Principal. MACCS will advertise and contract with professional educators, trainers and consultants for training of Governance Council members, administrators, teachers and staff on an as needed basis. MACCS will also utilize training from the State Coalition of Charter Schools and the PED

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whenever training or support is made available

8. Parent/Community Involvement Plan

One of the primary aspects of the MACCS vision is that the school reflects and utilizes the strengths of the community of which it is a part. This means working closely with the community.

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MACCS has much work to do in organizing community resources and supplying resources back to the community. Several key parts of this relationship need to be emphasized. MACCS is motivated by a core of local community leaders and will serve as the nucleus of local community support. MACCS will strive to build strong community partnerships that will provide regional relationships that MACCS will build on. Local advertising will be used to invite the public to informational meetings to educate parents and recruit staff, community volunteers and Governance Council participation.

- Broadening involvement and increasing awareness in MACCS' purpose.
- Parents, students, teachers and the community working together to create a safe educational environment in which students are eager to learn and have the tools and resources to achieve excellence in learning and personal development.
- MACCS will develop a data warehouse of local experts in areas of the television and film industry, pulling community members into the school as leaders for projects, lectures, advanced learning experiences and mentoring.
- MACCS is committed to building each student's self-esteem through a variety of community-based activities including volunteer experiences.
- MACCS will look to the community for ideas in developing student responsibility models, career shadowing, and sharing of expertise.

Specific community involvement opportunities will include:

- a. Attending open monthly meetings;
- b. Representation on the MACCS Governance Council;
- c. Participating as mentors;
- d. Volunteering;
- e. Attending and/or sponsoring student exhibitions and programs;
- f. Inviting student participation in civic organizations; and
- g. Establishing a community advisory panel to provide insight concerning economic, environmental, business and academic areas relevant to MACCS.

9. Relationship between the Media Arts Collaborative Charter School Governance Council and the PED.

Upon approval of this Charter Application, the Charter contract will be between the MACCS Governance Council and the PED. The school will furnish the PED with copies of all policies or procedures that may be developed with regard to any operational or educational program, upon adoption by the Governance Council. The Governance Council will submit an annual written progress report to the community and the State PED. This report will include student performance results relative to academic performance, an analysis of academic programming, an analysis to assure equity among students, and demonstration of growth of the institution.

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Attendance and disciplinary data will also be incorporated into the annual report. Consistent with state law, the School's financial records will be audited annually. The Governance Council or a progress committee thereof, will meet at least bi-monthly to monitor progress.

In addition to an annual report to the PED and the community, the Governance Council will

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review quarterly reports submitted by the Principal concerning operations, aggregate budget, attendance, student discipline and personnel matters and forward information copies to the PED. Board of Education authority over the MACCS budget and operations is as described in the *1999 Charter Schools Act*. The Governance Council will petition the PED for waivers concerning specified areas. Any revision or amendment to the terms of the charter contract may be made only with the approval of the Governance body of the charter school and the PED.

10. Alternative Dispute Resolution Process

Any material dispute between MACCS Governance Council and the PED will be resolved using the process defined in this section. In the event of a dispute between MACCS and the local district, the preferred form of resolution shall be mediation. MACCS will develop an agreement to be signed by both parties establishing a dispute policy. This agreement will include, but not be limited to, these items below:

- Either party wishing to invoke the dispute policy (the complaining party) will provide written notice to the other party (the receiving party), stating the exact nature of the dispute, the history of the development of the dispute, and the party's desired outcome. The party receiving the notice will respond in writing within 30 days, stating whether they will agree to the complaining party's desired outcome or whether a mediation process shall be instituted.
- If mediation is selected, the receiving party will include in its response the names of three proposed mediators. The complaining party shall reply within 10 business days of receipt of the receiving party's response. The response shall state whether they agree to one of the mediators proposed or list another three proposed mediators. The parties will continue to correspond until a mediator is agreed upon. However, if the parties cannot agree upon a mediator within 30 days of the receiving party's response, other forms of dispute resolution, including litigation, may be initiated by either party, but the parties must request a court-appointed mediator before discovery is initiated.
- If mediation is attempted but fails, either party may file suit in the appropriate Court and litigation shall proceed. The applicable rules of civil procedure and evidence will be followed; thus, if a party files a frivolous lawsuit, they may be sanctioned pursuant to Rule 11 of the Rules of Civil Procedure. The parties will at all times be encouraged to participate in mediation to resolve the dispute and to terminate litigation; however, neither party shall be required to do so. In the event of mediation, the parties shall share in the cost of the mediator's fee.

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11. Employee Relations – Terms and Conditions of Employment

Pursuant to NM 6 MACCS submits the following explanation of the relationship to exist between the school and its employees, including evidence of terms and conditions of employment.

The MACCS Governance Council will adopt its own written policies in compliance with federal and state law, regarding the recruitment, promotion, discipline and termination of personnel, methods for evaluating performance, and a plan for resolving employee-related issues. Employees of MACCS are not school district employees. A new employee hired by MACCS will not have an employment right to a position within the APS district upon leaving the charter school.

In accordance with the *1999 Charter Schools Act*, MACCS shall hire all employees of the school directly, subject to compliance with federal and state rules and regulations.

12. Common Legal Elements for Employee Relationships

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These elements shall apply to all employee relationships with MACCS:

MACCS staff, after meeting with the principal, may appeal administrative personnel decisions to the Governance Council

MACCS is an Equal Opportunity Employer and shall not discriminate against any employee on the basis of race, color, religion, gender, age, national origin, or disability.

It is the policy of Media Arts Collaborative Charter School to conduct appropriate, legally permissible and mandated state and federal criminal records inquiries into the background of all MACCS personnel and volunteers who contact students.

MACCS affirms its commitment to the rights of students, parents, and employees with disabilities as set forth in Section 504 of the Rehabilitation Act of 1973, the New Mexico Human Rights Act (NMHRA) and the Americans with Disabilities Act (ADA) and its implementing regulation. MACCS will not, directly or through contractual or other arrangements, discriminate on the basis of handicap in admission, access, treatment, or employment. The Principal shall ensure that this policy is implemented at MACCS. Any infractions shall be reported immediately to the Principal.

13. 504/ADA Employment Practices

The proposed MACCS Employee Handbook is included as Appendix I to this application. It spells out in great detail all of the issues we highlight here. It will be finalized and then given to the Interim Board for approval prior to the start of classes.

(a) Notice of MACCS policy on non-discrimination in employment practices will be posted through annual newspaper notices, written in the Board Policy Handbook, posted throughout Page 124 of 181

MACCS, and published in any ADE statement regarding the availability of employment positions.

(b) Information regarding MACCS' policy on non-discrimination in employment practices will be provided to potential employees in recruitment and interview settings.

(c) In the planning of training sessions for employees, availability of training sessions (including physical access to the training site) will not be limited so as to discriminate against employees with disabilities.

(d) In determining hiring, transfer or promotion of employees, placement will not be determined or influenced by any employee's disabling condition. It is the prerogative of the employer, however, to determine office, classroom, or other area of work based on already accessible work areas.

(e) Each job description will be written to:

(i) Identify any environmental factors that could create a barrier for a person with a disability;

(ii) Ensure that all essential physical, mental, and intellectual qualifications have been defined and justified.

(iii) Identify the types of abilities which would qualify a person to fulfill the essential functions of a job.

(f) "Reasonable accommodation" may include for employees, where such would not impose "undue hardship,"

1. making facilities used by employees readily accessible to and usable by persons with disabilities;

2. job restructuring and part-time or modified work schedules;

3. acquisition or modification of equipment or devices;

4. provision of readers or interpreters and other similar actions.

This is not an all-inclusive list of possible accommodations.

(g) MACCS will not use employment tests or selection criteria that screen out persons with disabilities unless those criteria are demonstrably job related.

14. Reasonable Accommodation

A. The employee must initiate a written request for reasonable accommodation accompanied by documentation of the condition which may qualify as a
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disability. The type of documentation required will depend on the disability and can be medical, psychological or diagnostic.

B. When "A" above is complete and submitted to the Principal, options will be explored and a determination made of what occurs next.

1. At no time prior to this contact should the Principal agree to a specific accommodation or make a financial commitment to the employee. Many accommodations can be accomplished on site with no need for modification and at no cost.

2. Options may include, but are not limited to, the development of an employee accommodation plan, physical access request, further medical clarification, job restructuring and/or transfer.

3. When the necessary accommodation is complicated or requires MACCS funding, the 504/ADA Committee will need to be involved and financial commitments made. Any consideration of job restructuring or transfer must include the involvement of the

4. Human Resources Department. When necessary, the 504/ADA Committee will assist the school administration in determining the most cost effective accommodations that meet the need, considering also the employee's suggestions on his/her Accommodation Request.

C. All accommodations agreed upon and initiated are documented by the employee's supervisor and the ADA Coordinator using the *Employee Accommodation* form.

A copy of this is sent to the ADA Coordinator, who keeps confidential records on disability accommodations separate from the personnel files. No disability records will be kept in the Human Resources Department personnel files.

15. Grievance Procedure

A complaint regarding a violation of law, Section 504 of the Rehabilitation Act of 1973 the Americans with Disabilities Act and the New Mexico Human Rights Act in an employment decision will be subject to a grievance procedure that provides for the prompt and equitable resolution of the dispute. The grievance procedure will follow these steps:

A. The grievant will file a written complaint, stating the specific facts of the grievance, the alleged discrimination and the remedy requested of the ADA Coordinator.

B. The ADA Coordinator will make all reasonable efforts to resolve the matter informally at the administrative level most immediate to the complaint.

C. In the event that the complaint cannot be resolved informally, MACCS will convene an informal hearing no later than ten (10) working days after the filing of the complaint. The hearing procedures will parallel those of a union grievance hearing with MACCS. Both the grievant and the administrator responsible for the
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disputed action may present testimony and documents relevant to the complaint. Witnesses may be called and cross-examined. Within ten (10) working days of the hearing, the hearing officer will provide a written copy of their determination to both parties. The grievant may appeal the outcome of the hearing to the Principal within ten (10) working days of the receipt of the determination. The appeal must be in writing. It must be submitted with copies of the original complaint, the

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minutes of the hearing and the written determination. The Principal may, at his/her discretion, convene within ten (10) working days a second hearing at which the parties may present additional testimony and argument.

D. Within ten (10) working days of a second hearing, the Principal will provide both parties with a written decision.

E. If, at this or any other point, the grievance has not been satisfactorily resolved, an appeal may be made to the Office for Civil Rights. Timelines set forth herein may be waived upon mutual assent or a showing of good cause.

Employees of MACCS will be informed of Section 504, the Americans with Disabilities Act and the relevant MACCS Board Policy and that a complaint may be filed without reprisal by the Board or any of its employees or agents. The grievant will be notified of his/her rights of appeal at each step of the process.

16. Immigration Reform and Control Act

MACCS is committed to meeting its obligation under U.S. Immigration Law. Accordingly, MACCS will not hire or continue to employ an individual who is not legally authorized to work in the United States. However, MACCS does not discriminate on the basis of citizenship status or national origin in recruiting, hiring, discharge, or any other employment function.

17. Sexual Harassment

MACCS affords its employees a working environment free of discrimination. We recognize that acts of sexual harassment are defined in Section 703, Title VII, and Civil Rights Act of (1964), as amended and in the New Mexico State Human Rights Act 28-1-7NMSA. Acts of sexual harassment will not be tolerated at Media Arts Collaborative Charter School.

18. Drug-Free Workplace

The use of controlled substances at MACCS

--is inconsistent with the behavior expected of employees;

--subjects all employees, clients, and visitors to our facilities to unacceptable safety risks; and

--undermines MACCS' ability to provide quality education to its students.

If an employee has a problem with the abuse of alcohol or other controlled substances, we recommend seeking professional treatment. Failure to effectively deal with an alcohol or
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substance abuse related problem, or arriving for work under the influence of such substances, can result in disciplinary action, up to and including termination. MACCS reserves the right to require employees to submit to a drug and alcohol screen based upon suspicion of use.

19. Common Conditions of Employment at Media Arts Collaborative Charter School

These elements shall apply to all employee relationships with MACCS:

1. Annual evaluation

All teaching staff will participate in annual PDP process in compliance with NM three tier licensure guidelines and NCLB

2. Leave of Absence

Employees will be granted Leave of Absence in accord with *Family and Medical Leave Act of 1993(FMLA)*.

In addition to provision of the FMLA, each employee receives 10 medical leave days per year, if needed. Medical leave does accrue.

Employees of MACCS can, with approval from the Principal, seek other unpaid leaves of absence.

1. Compensation

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Compensation is defined as a combination of base salary, additional increments, and benefits including ERA and an optional 403(b).

Compensation will be based on experience and performance (as per the NM Three Tiered Licensure System requirements) of the individual and at the discretion of the Governance Council, within the approved budget.

2. Benefits

Employees shall be entitled to receive benefits including, but not limited to Educator's Retirement Association fund, paid sick leave, health insurance, and an optional 403(b). Health benefits will be provided by enrollment in NMPSIA.

3. Complaint and Dispute Procedures

MACCS will establish a fair procedure to ensure that all teachers may bring legitimate complaints and disputes to the appropriate authority in order to secure equitable solutions.

Complaints and disputes involving alleged acts of discrimination on the basis of race, sex, national origin, age, or handicap are processed through the Principal.

This process will be outlined in MACCS Employee Handbook, attached.

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4. Disciplinary Actions/Separation Rights

MACCS will establish a progressive discipline program to deal with matters of employment discipline, upon approval by the Governance Council.

20. Media Arts Collaborative Charter School Employee Code of Conduct

As a member of the MACCS team, you are expected to accept certain responsibilities, adhere to acceptable principles in matters of personal conduct, and exhibit a high degree of personal integrity at all times. This not only involves sincere respect for the rights and feelings of others, but

also demands that in both your work and personal life you refrain from any behavior that might be harmful to you, your co-workers, and/or MACCS, or that might be viewed unfavorably by current or potential students, their parents, or the public. Whether you are on duty or off, your conduct reflects upon MACCS. You are consequently encouraged to observe the highest standards of professionalism at all times. Employees are expected to abide by the following **code of conduct**:

- 1) Be familiar with and carry out MACCS policies, rules and regulations mandated by the State Personnel Act. These are outlined in the MACCS Employee Handbook.
- 2) Avoid abuse or neglect of students at all times. To maintain respect for the dignity and integrity of each student, to follow facility standards of care as outlined by licensing and accreditation requirements, and to report any suspected or observed student neglect and/or abuse to the Principal or his/her designee.
- 3) Work within and support the recognized organizational structure of authority of MACCS.
- 4) Protect and uphold each MACCS student's right to confidentiality regarding his/her records.
- 5) Be on time for, and be physically and emotionally ready to begin work at the scheduled work time.
- 6) Accept and be responsible for the timely completion of assigned tasks, and to participate actively in such assigned tasks, activities, procedures, etc. The Principal must approve absences from work.
- 7) Call the Principal in advance of the scheduled reporting time when sick and unable

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to work. Repeated or excessive absences will require a doctor's excuse and may involve disciplinary action.

8) Be properly attired and act in an appropriate fashion at all times during work hours, while on facility ground, or when engaged in MACCS activities.

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9) Engage only in educational/mentor relationships with students. At no time are employees to see, meet with, and engage in any type of relationship with residents outside school. Exceptions to this are when staff is involved in alternative education in a home schooling circumstance. Sexual or personal relationships between students and staff are prohibited.

10) Report to work free from the influence of alcohol, drugs, or any other illegal or controlled substance. Additionally, alcohol, illegal drugs or controlled substances, firearms, and any other weapons are not to be brought onto MACCS property.

11) Represent yourself accurately and honestly on all work-related documents including employment application, leave requests, or other work-related documents.

12) Take action immediately through appropriate channels against unethical conduct by any other employee.

13) Be familiar and comply with all applicable fire, safety and sanitary regulations.

14) Refuse gifts, gratuities, tips, and/or other offers of money, goods, or services from students, their families, MACCS vendors or suppliers. Questions regarding a gift or gratuity should be directed to the Principal.

15) Report immediately to the Principal any accident, incident, or injury that might happen to any student, co-worker, or visitor. The report should include a description of the incident, any witnesses, and the employee's recommendations on creating a safer facility environment. Even if an injury becomes apparent at a later time, or is only suspected, a report must be given to the Principal as soon as possible.

21. Discipline Policies

a. Employee Discipline Policy

A proposed Discipline Policy for Employees is included in the MACCS Employee Handbook/Personnel Manual attached as Appendix I to this application. The MACCS teacher is required to be an appropriate role model for his or her students. MACCS staff will:

- ☐ Model and reinforce appropriate behavior.
- ☐ Maintain consistent supervision and behavioral expectations.
- ☐ Communicate immediately with school administrators and parents when problems arise.

Employee Discipline Procedure:

Under normal circumstances, Media Arts Collaborative Charter School endorses a policy of progressive discipline in which it attempts to provide employees with notice of deficiencies and

an opportunity to improve. If corrective action is warranted, the type of discipline will normally be determined on a case-by-case basis by the nature of the circumstances surrounding the problem. MACCS will follow these guidelines as a minimum. Set forth below are some *Examples* of misconduct which should result in discipline. This list is not intended to be allinclusive:

- ☐ Possession of weapons, firearms or explosives on the premises.
- ☐ Threatening, intimidating, coercing or abusing students, staff, visitors or others.
- ☐ Acts of conduct detrimental to student care that result in abuse of any

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student.

- ☐ Possession, consumption or under the influence of intoxicants, or drugs on the premises.
- ☐ Breach of confidentiality.
- ☐ Omit or falsify information on official school documents or verbally insult management.
- ☐ Intentional violation of MACCS policies.
- ☐ Failure to report an on-the-job accident.
- ☐ Failure to observe safety standards and rules.
- ☐ Theft
- ☐ Failure to follow instructions.
- ☐ Not performing job duties (sleeping on the job).
- ☐ Excessive tardiness.
- ☐ Failure to use time reporting system in prescribed manner.
- ☐ Damage to facility property.
- ☐ An act of harassment.
- ☐ Negligence, including leaving students unattended
- ☐ An unexcused absence.
- ☐ Interfering with, another employee in the performance of their work.
- ☐ Use of demeaning, vulgar or abusive language.
- ☐ Failure to wear prescribed uniforms or apparel.
- ☐ Creating or contribution to unsanitary conditions.
- ☐ Gambling on facility premises.
- ☐ Work performance not up to established standards.
- ☐ Conviction of a felony.

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Administrative Leave

Suspension may be utilized in disciplinary measures:

An Investigative Suspension with pay is to be employed when the offense may be serious; the employee is not to remain on school premises, but may be allowed to go to the Principal to provide any information to be included in the investigation. Suspension allows MACCS an opportunity to review the case. If circumstances are found to excuse the employee's actions, the employee may be brought back to work; or, if allegations of misconduct are unfounded or unsubstantiated, the suspended employee will be brought back to work. All cases of suspension must be determined by the Principal. The disposition of a suspension will normally be within five working days.

Employee Problem-Solving

It is the policy of MACCS that its employees are entitled to prompt, fair review of their workrelated problems. Employees are encouraged to discuss problems with their supervisors first because they can usually resolve the problem. Employees who have differences with their supervisors or co-workers may seek help through MACCS resolution process. This informal "open-door" process gives employees an opportunity to explore other internal problem-solving resources. Employees are guaranteed that there are no penalties for using the process and it will not affect their standing in any way.

Appeal to the Governance Council

Community members, parents or staff may appeal a principal's decision to the governance council for final resolution

Student Discipline Policy

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The primary goal of discipline in Media Arts Collaborative Charter School is to provide and maintain a safe, nurturing, affirmative, and appropriately challenging environment that promotes learning and positive personal growth.

While participating in any activities with the Albuquerque Public Schools, MACCS activity policies will be in effect.

Discipline Procedures for General Education Students

a. Disciplinary measures will be aimed toward assisting each student in the development of self-control, social responsibility, and the acceptance of appropriate consequences for his or her actions.

b. The MACCS Principal will utilize the appropriate discipline procedures and options specified in State and Federal regulations and as outlined in the MACCS *Parent Student Handbook*. A copy of the full Handbook draft is attached as Page 132 of 181

Appendix E to this application. It will be reviewed, amended and approved by the Interim Governance Council.

c. The school Principal and faculty are responsible for developing, with students and parents, standards for day-to-day conduct in the classroom. The disciplinary measures to be employed will be determined by the Principal, the classroom teachers, and appropriate education staff members. Any act of violence or destruction will be considered as an offense of the highest priority, as will offenses concerning drugs, tobacco or alcohol.

d. Parental involvement in matters of school discipline is encouraged. Parents will be advised of disciplinary measures taken in order to elicit their understanding and support. A record of disciplinary actions taken by the Principal will be kept at the school. Once a disciplinary matter has been elevated to the Principal, parental involvement will be required, including an action plan for prevention of future incidents. A record of all disciplinary actions taken and plans will be kept on file in the MACCS office. An annual report of disciplinary trends will be incorporated in the school's assessment measures.

e. Corporal punishment, which is defined as any disciplinary action taken by school personnel with the intention of producing physical pain, will not be used as a disciplinary measure in MACCS.

Interviews by School Administrators

In cases where a violation of school rules occurs, the Principal may question potential student victims and witnesses without prior consent of the parent, guardian, or legal custodian. If a school official is investigating a report of child abuse regarding the student and the suspected perpetrator is a member of the student's family, no contact with the student's family will be made.

In situations where a student is suspected of violating school rules, the Principal may interrogate the suspected student if the school official has reasonable grounds to suspect that such a violation has occurred. The nature and extent of the questioning must be reasonably related to the objectives of the questioning. If the student denies any involvement or culpability, the student will have the opportunity to present his or her side of the story, orally or in writing.

Interviews and Interrogations by Law Enforcement Officers

Law enforcement officers may wish to interview students regarding their knowledge of suspected criminal activity and may wish to interrogate students who are themselves suspected of engaging in criminal activity. Except when law enforcement officers have a warrant or other court order, or when an emergency exists, such interviews and interrogations are discouraged

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during the students' class time. The Principal has the right and the obligation to take reasonable
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steps to prevent disruption of school operations and the educational process while at the same time cooperating with law enforcement efforts. Accordingly, the Principal shall work together with law enforcement officers to coordinate efforts and minimize or prevent such disruption in cases of student interviews and interrogations. In the event of disagreement, the Principal or designee shall immediately school legal counsel for assistance.

Before any student interview or interrogation begins, the Principal shall ascertain that the law enforcement officer has proper identification evidencing affiliation with an identified law enforcement agency. It is the responsibility of the law enforcement officer interviewing student witnesses or interrogating student suspects to assure compliance with all applicable procedural safeguards, including informing the student of his right to remain silent, that his statements may be used against him in court, that he or she may be represented by a lawyer, and that a lawyer will be supplied free of charge if the student cannot afford one.

Upon request by law enforcement to interview a student witness or interrogate a student suspect, school officials shall make an effort to notify the student's parent, guardian, or legal custodian except in cases involving investigation of reported child abuse of a student where the suspected perpetrator is a member of the student's family. However, whether or not to postpone the interview or interrogation until the parent arrives is ultimately the law enforcement officer's decision, but only to the extent permitted by law.

Long-Term Suspension of Students

All students have due process procedures available to them under the *MACCS Student Behavior Handbook*. This Handbook will delineate MACCS' expectations for student behavior or Code of Conduct including the dress code, the student's rights, the MACCS disciplinary standards and process, as well as any other guidelines for student behavior deemed necessary by the School's Governance Council. Any student for whom the school is requesting long-term suspension has the right to a suspension hearing held before a MACCS hearing officer, or other party selected by the student.

Students or their parents may waive the right to a hearing by signing a waiver. School officials may not encourage the signing of waivers by saying or implying that hearing officers are likely to impose more severe discipline than school-based administrators.

A long-term suspension is defined as the removal of a student from school and all school-related activities for more than ten (10) days and up to the balance of the semester.

A student with an identified disability may not be suspended in excess of ten school days, cumulative, without an IEP review to determine whether the student's IEP is appropriate and whether the behavior(s) in question is a manifestation of the student's disability.

The burden of proving that the student violated a provision of the *MACCS Student Behavior Handbook* to the degree a student must be suspended is the responsibility of school authorities.

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Student Expulsion

An expulsion is a disciplinary exclusion (suspension) from school that is at least two semesters in length. It may be longer or even permanent. Generally, MACCS wishes to limit exclusion from school to no longer than the end of the current semester. In some cases, there is a need to implement an expulsion as an **extreme** last resort for disciplining students who exhibit unacceptable behaviors such as drug possession, drug sales, acts of extreme violence, vandalism, weapons possession, weapons use, and other felonies. MACCS **may** also recommend for expulsion any student who has been suspended long-term two or more times.

1. To Recommend Expulsion, MACCS must follow the same due process

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procedures outlined for long-term suspension. In addition, school officials must be prepared to justify to the hearing officer the request for the most severe disciplinary action possible. The following special requirements will apply when the hearing officer elects to uphold the school's recommendation for expulsion. Unlike long-term suspension actions, the due process hearing for an "expulsion" cannot be waived. Even if the student and parents do not appear, the school must present its case to the hearing officer.

2. The Principal will review for affirmation all cases in which the hearing officer decides upon expulsion prior to final imposition of the discipline. Any student who has been expelled may petition for re-entry to MACCS after one calendar year from the date of expulsion. Students desiring re-entry should submit a request in writing to the Principal requesting a reconsideration hearing.

Student Possession of a Firearm

Students found to be in possession of a firearm while at school, at any school-related event, or at any time when the *MACCS Student Behavior Handbook* is in force, will be expelled from the school for a minimum of one calendar year and the offender(s) will be referred to law enforcement or appropriate juvenile authorities.

The definition of "firearm" from 18 U. S. C. 92 is summarized as, "... any weapon which will propel a projectile by the action of an explosive."

This policy will comply with the PED Public Schools Weapons in School policy.

Students and Off-Campus Violent Acts

Any student identified to MACCS as having been formally charged with committing a violent act or having illegally possessed a firearm in the community, may be assessed by the school district administration as to whether the student, 1) may reasonably present a danger to himself/herself or others, and/or 2) would likely significantly disrupt the school environment by returning to the school campus. As a result of such an assessment process, MACCS may require the student to be placed in an alternative program placement within MACCS for the safety of the

student and others. MACCS may also require that the student be placed in an alternative program placement within MACCS during the duration of the assessment process.

Student Smoking and/or Tobacco Use

The use of tobacco or tobacco products at all MACCS sites is prohibited for students, faculty, and staff.

22. Discipline Procedures for Special Education Students

Pursuant to Special Education Regulations, the following special procedures shall be followed at MACCS:

- Change of placement for disciplinary removals

(a) For purposes of removal of a child with a disability from the child's current educational placement under §§300.520-300.529, a change of placement occurs if-(a) The removal is for more than 10 consecutive school days; or (b) The child is subjected to a series of removals that constitute a pattern because they cumulate to more than 10 school days in a school year, and because of factors such as the length of each removal, the total amount of time the child is removed, and the proximity of the removals to one another.

(Authority: 20 U.S.C. 1415(k))

(b) To the extent removal would be applied to children without disabilities, the removal of a child with a disability from the child's current placement for not more than 10 consecutive school days for any violation of school rules, and additional removals of not more than 10 consecutive school days in that same school year for separate incidents of

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misconduct (as long as those removals do not constitute a change of placement under §300.519(b)).

(c) After a child with a disability has been removed from his or her current placement for more than 10 school days in the same school year, during any subsequent days of removal must provide services to the extent required under §300.121(d); and

(d) A change in placement of a child with a disability to an appropriate interim alternative educational setting for the same amount of time that a child without a disability would be subject to discipline, but for not more than 45 days, if –

(e) The child carries a weapon to school or to a school function under the jurisdiction of a State or a local educational agency; or

(f) The child knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or at a school function under the jurisdiction of a State or local educational agency.

(g) Either before or not later than 10 business days after either first removing the child for more than 10 school days in a school year or commencing a removal that constitutes a
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change of placement under §300.519, including the action described in paragraph (a)(2) of this section-

(h) If the LEA did not conduct a functional behavioral assessment and implement a behavioral intervention plan for the child before the behavior that resulted in the removal described in paragraph (a) of this section, the agency shall convene an IEP meeting to develop an assessment plan.

(i) If the child already has a behavioral intervention plan, the IEP team shall meet to review the plan and its implementation, and, modify the plan and its implementation as necessary, to address the behavior.

(j) As soon as practicable after developing the plan described in paragraph (b)(1)(i) of this section, and completing the assessments required by the plan, the LEA shall convene an IEP meeting to develop appropriate behavioral interventions to address that behavior and shall implement those interventions.

(k) If subsequently, a child with a disability who has a behavioral intervention plan and who has been removed from the child's current educational placement for more than 10 school days in a school year is subjected to a removal that does not constitute a change of placement under §300.519, the IEP team members shall review the behavioral intervention plan and its implementation to determine if modifications are necessary.

(l) If one or more of the team members believe that modifications are needed, the team shall meet to modify the plan and its implementation, to the extent the team determines necessary.

Authority of hearing officer

A hearing officer under section 615 of the Act may order a change in the placement of a child with a disability to an appropriate interim alternative educational setting within MACCS for not more than 45 days if the hearing officer, in an expedited due process hearing -

(a) Determines that the public agency has demonstrated by substantial evidence that maintaining the current placement of the child is substantially likely to result in injury to the child or to others;

(b) Considers the appropriateness of the child's current placement;

(c) Considers whether the public agency has made reasonable efforts to minimize the risk of harm in the child's current placement, including the use of supplementary aids and services; and

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(d) Determines that the interim alternative educational setting that is proposed by school personnel who have consulted with the child's special education teacher, meets the requirements of §300.522(b).

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(e) As used in this section, the term substantial evidence means beyond a preponderance of the evidence.

Determination of setting

(a) The interim alternative educational setting referred to in §300.520(a)(2) must be determined by the IEP team.

(b) Any interim alternative educational setting in which a child is placed under §§300.520(a)(2) or 300.521 must-

(1) Be selected so as to enable the child to continue to progress in the general curriculum, although in another setting, and to continue to receive those services and modifications, including those described in the child's current IEP, that will enable the child to meet the goals set out in that IEP; and

(2) Include services and modifications to address the behavior described in §§300.520(a)(2) or 300.521, that are designed to prevent the behavior from recurring.

(Authority: 20 U.S.C. 1415(k)(3))

Manifestation determination review

If an action is contemplated regarding behavior described in §§300.520(a)(2) or 300.521, or involving a removal that constitutes a change of placement under §300.519 for a child with a disability who has engaged in other behavior that violated any rule or code of conduct of the LEA that applies to all children:

(1) Not later than the date on which the decision to take that action is made, the parents must be notified of that decision and provided the procedural safeguards notice described in §300.504; and

(2) Immediately, if possible, but in no case later than 10 school days after the date on which the decision to take that action is made, a review must be conducted of the relationship between the child's disability and the behavior subject to the disciplinary action.

A review described in paragraph (a) of this section must be conducted by the IEP team and other qualified personnel in a meeting. In carrying out a review described in paragraph (a) of this section, the IEP team and other qualified personnel may determine that the behavior of the child was not a manifestation of the child's disability only if the IEP team and other qualified personnel:

First consider, in terms of the behavior subject to disciplinary action, all relevant information, including:

i. Evaluation and diagnostic results, including the results or other relevant information supplied by the parents of the child;

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ii. Observations of the child; and

iii. The child's IEP and placement; and

Then determine that:

i. In relationship to the behavior subject to disciplinary action, the child's IEP and placement were appropriate and the special education services, supplementary aids and services, and

ii. Behavior intervention strategies were provided consistent with the child's IEP and placement;

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- iii. The child's disability did not impair the ability of the child to understand the impact and consequences of the behavior subject to disciplinary action; and
- iv. The child's disability did not impair the ability of the child to control the behavior subject to disciplinary action.

Decision

If the IEP team and other qualified personnel determine that any of the standards in paragraph (c)(2) of this section were not met, the behavior must be considered a manifestation of the child's disability.

The review described in paragraph (a) of this section may be conducted at the same IEP meeting that is convened under §300.520(b). If, in the review in paragraphs (b) and (c) of this section, a public agency identifies deficiencies in the child's IEP or placement or in their implementation, it must take immediate steps to remedy those deficiencies.

Determination that behavior was not manifestation of disability

If the result of the review described is a determination, consistent with §300.523(d), that the behavior of the child with a disability was not a manifestation of the child's disability, the relevant disciplinary procedures applicable to children without disabilities may be applied to the child in the same manner in which they would be applied to children without disabilities, except as provided in §300.121(d).

If the MACCS initiates disciplinary procedures applicable to all children, the agency shall ensure that the special education and disciplinary records of the child with a disability are transmitted for consideration by the persons making the final determination regarding the disciplinary action. Except as provided in §300.526, §300.514 applies if a parent requests a hearing to challenge a determination, made through the review described in §300.523, that the behavior of the child was not a manifestation of the child's disability.

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Parent appeal

If the child's parent disagrees with a determination that the child's behavior was not a manifestation of the child's disability or with any decision regarding placement under §§300.520-300.528, the parent may request a hearing. The State or local educational agency shall arrange for an expedited hearing if a hearing is requested by a parent.

Review of decision.

(1) In reviewing a decision with respect to the manifestation determination, the hearing officer shall determine whether the public agency has demonstrated that the child's behavior was not a manifestation of the child's disability consistent with the requirements of §300.523(d).

(2) In reviewing a decision under §300.520(a) (2) to place the child in an interim alternative educational setting, the hearing officer shall apply the standards in §300.521.

Placement during appeals

If a parent requests a hearing or an appeal regarding a disciplinary action described in §300.520(a)(2) or 300.521 to challenge the interim alternative educational setting or the manifestation determination, the child must remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period provided for in §300.520(a)(2) or 300.521, whichever occurs first, unless the parent and the State agency or local educational agency agree otherwise.

If a child is placed in an interim alternative educational setting pursuant to §300.520(a)(2) or 300.521 and school personnel propose to change the child's placement after expiration of the interim alternative placement, during the pendency of any proceeding to challenge

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the proposed change in placement the child must remain in the current placement (the child's placement prior to the interim alternative educational setting).

Expedited hearing

(1) If school personnel maintain that it is dangerous for the child to be in the current placement (placement prior to removal to the interim alternative education setting) during the pendency of the due process proceedings, the LEA may request an expedited due process hearing.

(2) In determining whether the child may be placed in the alternative educational setting or in another appropriate placement ordered by the hearing officer, the hearing officer shall apply the standards in §300.521.

(3) A placement ordered pursuant to paragraph (c)(2) of this section may not be longer than 45 days.

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(4) The procedure in paragraph (c) of this section may be repeated, as necessary.

Protections for children not yet eligible for special education and related services

A child who has not been determined to be eligible for special education and related services under this part and who has engaged in behavior that violated any rule or code of conduct of the local educational agency, including any behavior described in §§300.520 or 300.521, may assert any of the protections provided for in this part if the LEA had knowledge that the child was a child with a disability before the behavior that precipitated the disciplinary action occurred.

Basis of knowledge

An LEA is deemed to have knowledge that a child is a child with a disability if:

(1) The parent of the child has expressed concern in writing (or orally if the parent does not know how to write or has a disability that prevents a written statement) to personnel of the appropriate educational agency that the child is in need of special education and related services;

(2) The behavior or performance of the child demonstrates the need for these services, in accordance with §300.7;

(3) The parent of the child has requested an evaluation of the child pursuant to §§300.530-300.536; or

(4) The teacher of the child, or other personnel of the local educational agency, has expressed concern about the behavior or performance of the child to the director of special education of the agency or to other personnel in accordance with the agency's established child find referral system.

A public agency would **not** be deemed to have knowledge under paragraph (b) of this section if, as a result of receiving the information specified in that paragraph, the agency either conducted an evaluation and determined that the child was not a child with a disability under this part; or determined that an evaluation was not necessary; and provided notice to the child's parents of its determination.

Conditions that apply if there is no basis of knowledge

If an LEA does not have knowledge that a child is a child with a disability prior to taking disciplinary measures against the child, the child may be subjected to the same disciplinary measures as measures applied to children without disabilities who engaged in comparable behaviors.

Limitations

If a request is made for an evaluation of a child during the time period in which the child is subjected to disciplinary measures under §300.520 or 300.521, the evaluation must be conducted in an expedited manner. Until the evaluation is completed, the child remains in the educational

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placement determined by school authorities, which can include suspension or expulsion without educational services. If the child is determined to be a child with a disability, taking into consideration information from the evaluation conducted by the agency and information provided by the parents, the agency shall provide special education and related services in accordance with the provisions of this part, including the requirements of §§300.520-300.529 and section 612(a)(1)(A) of the Act.

Expedited due process hearings

Expedited due process hearings under must meet the requirements of §300.509, except that a State may provide that the time periods identified in §§300.509(a)(3) and §300.509(b) for purposes of expedited due process hearings are not less than two business days; and be conducted by a due process hearing officer who satisfies the requirements of §300.508.

Each State shall establish a timeline for expedited due process hearings that results in a written decision being mailed to the parties within 45 days of the public agency's receipt of the request for the hearing, without exceptions or extensions. The timeline established under this section must be the same for hearings requested by parents or public agencies.

A State may establish different procedural rules for expedited hearings under §§300.521-300.526 than it has established for due process hearings under §300.507. The decisions on expedited due process hearings are appealable.

Referral to law enforcement and judicial authorities

Nothing in this part prohibits an agency from reporting a crime committed by a child with a disability to appropriate authorities or to prevent State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a child with a disability. An agency reporting a crime committed by a child with a disability shall ensure that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to whom it reports the crime. An agency reporting a crime under this section may transmit copies of the child's special education and disciplinary records only to the extent that the transmission is permitted by the Family Educational Rights and Privacy Act.

23. Individual Crisis Management Plan (ICMP)

An ICMP is both a planning document and a living document which provides a functional analysis of each student's crisis behavior and a plan that will eliminate the need for external controls or physical restraints. At a minimum the ICMP should include: a basic screening for any pre-existing medical conditions that would be exacerbated if the young person were involved in a physical restraint, a basic screening for medications which the client might be taking which would effect the respiratory or cardiovascular system, a functional analysis of crisis behavior, a

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screening to determine if there is a history of physical or sexual abuse, a plan for specific behavioral interventions, a plan for specific physical interventions, and a review process that allows for update of the ICMP.

24. Life Space Interview (LSI)

An LSI is a behavioral intervention designed to help young people understand how feelings result in behaviors and how those behaviors affect themselves and others. A long-term goal of the LSI is to help teach better and more effective ways of dealing with stressful situations.

25. Physical Escort:

Defined by the state of New Mexico as the temporary touching or holding of the hand, wrist, arm, shoulder, or back for the purposes of inducing a student who is acting out to walk to a

safe location.

26. Time-Away:

A behavior management technique requiring students to go to a quiet area when they are upset and being stimulated by others.

Students may return to the class once they have completed a Life Space Interview (LSI) with a staff member. Time-Away is designed to be used when a young person needs time to regroup and think about his or her behavior. The student behavior is usually outside of the norms and rules expected. Time-Away may be taken in a designated time-out room located in the school. Time-Away may also be taken in other areas as designated by staff. Time-Away must never be used as a punishment. Time-Away is a behavior management intervention for agitated and potentially aggressive students. Students may not be physically escorted to a Time-Away place.

27. Time-Out Room:

A time-out room is devoid of furniture and usually carpet. The time-out room door is never locked. Students who voluntarily go to the room as a place for a Time-Away intervention must be continually monitored by milieu staff for safety. Time-Away is designed to be used when a young person/client needs time to regroup/think about his or her behavior. The student's behavior should be above and beyond the norms of expected behavior. This behavior may include yelling, cussing, making threats, potential physical aggression and fighting. When a staff member chooses to direct a Time-Away intervention, the staff member should follow through on the directive to have the student use Time-Away.

The major criteria for return to the general environment should be the student's demeanor (i.e. being calm) and the student's ability to process about what happened (i.e. completing a Life Space Interview). When time limits are placed on Time-Away, the Time-Away becomes a punishment. A student should rejoin the school when: 1.) they are calm and in control, and 2.) they have completed a Life Space Interview (LSI) with a member of their staff.

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Students placed on a Time-Away intervention for extended periods of time (defined as more than 15 minutes) should be offered bathroom use, water, and possibly food if the Time-Away occurs at mealtime. The Time-Away intervention must be monitored by the staff.

Time-Away may be initiated by request of a student. However, the intervention must be staff directed. A student who initiates the Time-Away intervention is still expected to complete a Life Space Interview with their staff member prior to returning to the school.

28. Student Records Policy

Student records kept by MACCS will be open to review by parents or guardians and/or students and will be treated as prescribed by the Family Educational Rights and Privacy Act of 1974 (FERPA) as amended, New Mexico State Board of Education regulations, and other existing law. If there are apparent conflicts among the various statutes, the provisions of FERPA will prevail. The official Custodian of Public Records for the School will be the MACCS Principal. As required in the Inspection of Public Records Act, this office will be responsible for (1) receiving and responding to requests to inspect public records; (2) providing proper and reasonable opportunities to inspect public records; and (3) providing reasonable facilities to make or furnish copies of the public records during usual business hours.

a. Release of Student Lists or Directories

MACCS, in compliance with the Family Education Rights and Privacy Act of 1974 (FERPA), as amended, and the NMAC 6.10.6 will allow the release of directory information about MACCS students to those persons or organizations having a legal right to know, a demonstrated need to know, and/or legitimate educational purposes. A 'legitimate educational purpose' is defined as,

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“educational opportunities, services and/or information offered or provided by accredited educational entities, professional educational organizations, the Armed Forces of the United States or Labor organizations defined in the New Mexico Public Employee Bargaining Act, conducting lawful organization and collective bargaining activities.” NMAC 6.10.6.8 further states, “No person shall sell or use student, faculty or staff lists with personal identifying information obtained from a public school or local school district, for the purpose of marketing goods or services directly to students, faculty or staff or their families by means of telephone or mail. The exceptions to this provision are when a parent or a student authorizes the release of the student’s personal identifying information in writing to the public school or local school district, or for ‘legitimate educational purposes’. ‘Personal identifying information’ means the names, addresses, telephone numbers, social security numbers and other similar identifying information about students maintained by public school or local district.” In the case of divorced parents, custodial parents will have to sign a release before MACCS could release student records to the non-custodial parent. Any releases of student data by MACCS will err on the side of caution to ensure that the student’s rights to privacy are adequately protected.

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b. Request for Student Lists

Firms or agencies must submit requests for student lists or rosters in writing to the school Principal. Procedures to be followed are those outlined in the *MACCS Student Behavior Handbook*. Student directory information may be released without prior consent unless the parent or student informs the Principal within a reasonable period of time that any or all of the information should not be released without prior consent. Releasing student rosters should be approved by the Principal who will release approved rosters.

c. Inquiries Regarding Student Information or Student Records

MACCS employees may be contacted with regard to legal matters to which MACCS is not a party. Examples include:

1. Divorce cases or child custody disputes: Attorneys for one of the parents may contact teachers, counselors, nurses, Director of Educations, diagnosticians, etc., by phone and inquire about a particular child.

h. MACCS personnel may be contacted by attorneys involved in the defense or prosecution of juveniles.

i. MACCS personnel may be contacted when a child's parents sue a doctor or hospital for malpractice which allegedly resulted in injury to the child.

MACCS prefers that school personnel not become involved in legal disputes or other matters in which MACCS is not a party to the legal action. MACCS employees are discouraged from meeting or talking with anyone other than a student's parent or guardian about a particular student. In particular, MACCS personnel are discouraged from being involved in disputes between parents. In all cases, MACCS personnel are directed to refrain from volunteering information to **anyone** whom they do not know personally over the phone.

In every case where MACCS employees are contacted by an attorney, attorney's agent, or any officer of the Court regarding MACCS students, personnel, or other district business, they should refer that inquiry to their immediate supervisor. The supervisors are to contact the MACCS Principal. In some cases, teachers or other personnel such as counselors and diagnosticians are to serve as a witness or an expert witness. MACCS personnel are directed not to volunteer as witnesses unless they have checked with the Principal.

Leave with pay will be granted to a teacher where absence from duty is required by a lawful

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subpoena to testify in a court proceeding or in an administrative hearing or protecting one's own interest. Witness fees received will be submitted to the business office.

With regard to requests for student records from a person other than the parents, student (if over 18 years old), guardian, or another public school district, all personnel should check with their
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immediate supervisor before providing student records. Supervisors will then clear that request through the MACCS Principal.

30. Specific description of the internal control procedures that the charter school will utilize to ensure compliance with applicable federal and state laws regulations relative to fiscal procedures (e.g. segregation of duties)

Internal control procedures for MACCS are all listed in item 29. MACCS intends to comply with applicable federal and state laws relative to fiscal procedures and segregation of duties. Attached to this Charter are job descriptions for all staff members. Duties are specified for each.

OTHER: Specific description of the procedures designed to ensure compliance with budgeting and reporting requirements of the PED, including the ability to implement the required chart of accounts and to meet all budget submissions and reporting deadlines.

(See 26 through 29)

H. Displacement of people in a conversion school

31. Specific plan for how the charter school and district will address the displacement of students and staff who will not attend or be employed in the charter school.

Not applicable for startup school

32. Transportation of students not attending the conversion school.

Not applicable for startup school

I. Governance body and operations

33. How the interim and permanent Governance body will be selected and its composition.

1. Pending approval of this charter application and the establishment of the Media Arts Collaborative Charter School (MACCS) as an operating entity, the election of the below permanent Governance Council, MACCS will be governed by an Interim Governance
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Council (IGC) approved by the founder-sponsors. The IGC shall be composed of not less than five or more than nine members.

2. Following approval of this charter application, MACCS's permanent Governance Council shall have no less than five nor more than seven members elected by the IGC. Collectively they shall be known as "the Governance Council". Members of the permanent Governance Council are accountable to the NM Public Education Department (PED). The Governance Council, like the charter school is covered by NMPSIA insurance. The Governance Council shall take office at a date to be determined following approval of this charter application. There shall be an Interim

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Governance Council, to serve until permanent members are elected.

3. The Principal of MACCS shall be an ex-officio member of the Governance Council and shall attend all meetings of the Council, except closed meetings. The Governance Council may also include representatives of other organizations as deemed appropriate by the Council. In no instance shall any one organization have a majority membership on the Governance Council

4. Duties of the Governance Council are spelled out in the Council bylaws (included among the appendices to this application). These duties include the selection, employment and oversight of the MACCS Principal. They include forbearance from interfering in the day-to-day operation of MACCS, the responsibility for which is delegated to the Principal; but they do include oversight to assure compliance with the Goals, Objectives, Charter and budget of the school. The Council is responsible for approving the annual budget for MACCS and for approving all policies affecting the school.

The Interim and Permanent Governance Councils of MACCS will participate in training respecting roles and responsibilities, liabilities, ethics, school finance budget process, procurement code, the open meeting act, role and relation to local board as well as strategic planning, the cost of which will be borne by MACCS and will be provided by the NM Coalition of Charter Schools, Albuquerque, The Alliance of the State Coalition of Charter Schools or other independent contractors.

5. The Governance Council will meet at regular advertised monthly meetings. All meetings of the Governance Council are open to the public and the Council will provide public notices in accordance with the New Mexico Open Meetings Act regarding meetings and appropriate Charter School and Governance Council activities.

6. The Governance Council will meet at regularly advertised monthly meetings. All meetings of the Governance Council are open to the public and the Council will publish notices in accordance with the New Mexico Open Meetings Act regarding meetings and appropriate Charter School and Governance Council Activities.

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Interim Governance Council Accountability

During their term of office, it shall be the duty of the interim council members to:

- (a) Define the Permanent Governance Council selection process;
- (b) Apply for all funding, including both federal and state stimulus monies;
- (c) Submit the first year's budget to the PED;
- (d) Perform any and all duties imposed on them collectively or individually by law, by the MACCS Charter or by the MACCS bylaws;
- (e) Appoint and remove, employ and discharge, and, except as otherwise provided in these bylaws, prescribe the duties and fix the compensation, if any, of all officers, agents and employees of the Interim Governance Council and the Charter School;
- (f) Oversee all officers, agents and employees of the Interim Governance Council and the Charter School to assure that their assigned and/or contracted accountabilities are being performed in accordance with established agreements;
- (g) Forbear from interfering in the day-to-day operation of the school;
- (h) Meet at such times and places as required by the Bylaws;
- (i) Provide public notices in accordance with the New Mexico Open Meetings Act regarding meetings and appropriate Charter School and Interim Governance Council activities.

34. When the Governance body will meet and how meetings will

be advertised and conducted in accordance with the Open Meetings Act.

MACCS will publish all meeting dates in the local news media and will be posted per the Open Meetings Act. All MACCS public meetings will be conducted in accordance with the Open Meetings Act. Members of the Governance Council will be trained in the requirements of the open Meetings Act. (Appendix J)

35. The nature and extent of parental involvement and how they will be notified.

MACCS encourages the student's family to be actively involved in the educational process. We are committed to extending the support constituency for each student to their homes. Since MACCS is founded on the belief that education is built on a partnership forged between parents, who raise students, and the educators who teach them, we expect all parents to be appropriately involved in student activities and school programs. Teachers will collaborate with parents to construct a Student Learning Plan for each student that outlines both short-and long-term learning goals for high school and the future. This type of planning encourages students to

participate in challenging, well-planned courses in which their individual learning is of primary importance.

A Parent Advisory Council will be established by the Governance Council to provide input on budget development and programmatic decision-making, particularly in the provision of Title I services.

Parents will be recruited to serve on the Governance Council, to work with students on remediation plans, and to serve as tutors and mentors. Real world expertise in the parent community will be sought after and utilized to enhance student growth and service learning opportunities.

Parents will be recruited through the founders and word of mouth to become involved in all aspects of developing MACCS as a community school.

36. The nature and extent of professional educator involvement and how they will be notified.

As described in the Section on Special Education, teachers, as part of the Multidisciplinary Support Team(s) for MACCS students, will be involved in developing SLPs, IEPs and the identification of "at-risk" students. In addition, all educators will be required to complete ongoing professional development consistent with the school Professional Development Plan. The staff will also seek continuous review of in-class practices and lesson plans from their peers and the Principal. Instructional staff will be involved with MACCS support and relevant Governance Council committees on an as-needed basis. Teachers will also agree to support extra-curricular activities and Student Learning Plans as negotiated with the MACCS Principal. MACCS will advertise and contract with professional educators, trainers and consultants for training of Governance council members, administrators, teachers and staff on an as needed basis. MACCS will also utilize training from the State Coalition of Charter Schools and the PED whenever training or support is made available.

37. The nature and extent of community involvement and how they will be notified.

One of the primary aspects of the MACCS vision is that the school reflects and capitalizes upon the community of which it is a part. This means working closely with the community.

MACCS has much work to do in organizing community resources. Several key parts of this relationship need to be emphasized. MACCS is motivated by a core of local community leaders

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and will serve as the nucleus of local community support. An opportunity to support NM HELP in efforts to build strong community partnerships provides regional relationships of which MACCS will take full advantage. Local advertising will be used to invite the public to informational meetings to educate parents and recruit staff, community volunteers and Governance Council participation.

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MACCS will develop a strong working relationship with the local NM HELP office, to broaden involvement in and increasing awareness of MACCS' purposes.

Parents, students, teachers and the community will be encouraged to work together to create a safe educational environment in which students are eager to learn and have the tools and resources to achieve excellence in learning and personal development.

a. MACCS will develop a data base of local media arts experts inviting community members into the school as leaders for projects, lectures, advanced learning experiences and mentoring.

b. MACCS is committed to building each student's self-esteem through a variety of community-based activities including volunteer experiences.

c. MACCS will look to the community for ideas in developing student responsibility models, career shadowing, and sharing of expertise.

d. Specific community involvement opportunities will include attending open monthly meetings and representation on the MACCS Governance Council, participating as mentors, volunteering, attending and/or sponsoring student exhibitions and programs, inviting student participation in civic organization, and establishing a community advisory panel to provide insight concerning economic, environmental, business and academic areas relevant to MACCS.

38. Policies and procedures of the Governance body, including model of governance, how decisions are made, committee functions, relationship to staff, and professional development.

MACCS recognizes that the school cannot incur debt and will not operate as a 501c3. It is also possible that a 501c3 may be established to support the school. (Appendix J)

39. Relationship between the Governance body of the charter school and the local school board, including how disputes will be resolved between the charter school/Governance body, the local district superintendent and/or the local school board. The charter school is accountable to the local school board for ensuring compliance with applicable laws, rules and charter provisions.

Upon approval of this Charter Application, the Charter contract will be between the MACCS Governance Council and the PED. The school will furnish the PED with copies of all policies or procedures that may be developed with regard to any operational or educational program, upon adoption by the Governance Council. The Governance Council will submit an annual written progress report to the community and the PED in accordance with PED policy. This report will

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include student performance results relative to academic performance, an analysis of academic programming, an analysis to assure equity among students, and demonstration of growth of the institution. Attendance and disciplinary data will also be incorporated into the annual report. Consistent with state law, the MACCS' financial records will be audited annually.

In addition to an annual report to the PED and the community, the Governance Council will review quarterly reports submitted by the Principal concerning operations, aggregate budget,

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attendance, student discipline and personnel matters and forward information copies to the PED. PED authority over the MACCS budget and operations is as described in the relevant statutes. The Governance Council will petition to the PED for waivers concerning specified areas. Any revision or amendment to the terms of the charter may be made only with the approval of the PED and the Governance Council.

40. Role of Governance Body in policy-making, personnel decisions, budgeting, and operation of charter school.

A. Charter School Operations

MACCS will be responsible for its operations within the limitations of funding provided by the State of New Mexico and other revenues derived by the school consistent with State law. The school shall have authority to independently exercise, in accordance with NCLB, federal and state law, the following:

- 1) Contract for goods and services;
- 2) Budget preparation;
- 3) Personnel selection and determination of compensation;
- 4) Evaluation of personnel performance, including teacher evaluations and PDP's;
- 5) Payroll functions
- 6) Procurement of insurance;
- 7) Lease of facilities for school purposes;
- 8) Purchase or lease of furniture and equipment;
- 9) Procurement of instructional materials and supplies; and
- 10) Acceptance of gifts, donations or grants consistent with law.

MACCS shall comply with state mandated audit policies. MACCS will furnish the PED copies of all policies or procedures that may be developed with regard to any operational or educational program, upon adoption by the Governance Council. (Appendix J)

I. Other: Provisions for dealing with appeals of decisions made by the school staff and Governance council.

Provisions are evident that mediation, problem solving and

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facilitation services for students, staff and community are available as needed.

It is MACCS' philosophy that the effectiveness of the efforts for conflict resolution is enhanced in the small school, personal relationship-based learning setting. Conflict, defined as a violation of expectations, can be mitigated and managed better when expectations are clearly outlined by all involved. The provisions for mediation and problem-solving are specifically addressed in codes of conduct for employees and students. Community members are encouraged to address problems with the school staff first, but are by no means limited to that avenue of remediation. Community members, parents or staff may appeal a principal's decision to the Governance Council for final resolution. Other more specific provisions for student and staff appeals are covered in other sections.

MACCS is committed to the resolution of disputes by mediation, where possible, and will strive for agreements to utilize the following process:

Either party wishing to invoke the dispute policy (the complaining party) will provide written notice to the other party (the receiving party), stating the exact nature of the dispute, the history of the development of the dispute, and the party's desired outcome. The party receiving the notice will respond in writing within 30 days, stating whether he

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will agree to the complaining party's desired outcome or whether a mediation process shall be instituted.

a. If mediation is selected, the receiving party will include in its response the names of three proposed mediators. The complaining party shall reply within 10 business days of receipt of the receiving party's response. The response shall state whether they agree to one of the mediators proposed or list another three proposed mediators. The parties will continue to correspond until a mediator is agreed upon. However, if the parties cannot agree upon a mediator within 30 days of the receiving party's response, other forms of dispute resolution, including litigation, may be initiated by either party, but the parties must request a court-appointed mediator before discovery is initiated.

b. If mediation is attempted but fails, either party may file suit in the appropriate Court and litigation shall proceed. The applicable rules of civil procedure and evidence will be followed; thus, if a party files a frivolous lawsuit, they may be sanctioned pursuant to Rule 11 of the Rules of Civil Procedure. The parties will at all times be encouraged to participate in mediation to resolve the dispute and to terminate litigation; however, neither party shall be required to do so. In the event of mediation, the parties shall share in the cost of the mediator's fee.

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J. Relationship with employees

41. Evidence that the terms and conditions of employment will be addressed with affected employees and their recognized representatives, if any (i.e. teacher labor representatives).

Pursuant to NM 6 MACCS submits the following explanation of the relationship to exist between the school and its employees, including evidence of terms and conditions of employment.

The MACCS Governance Council will adopt its own written policies in compliance with NCLB, federal and state law, regarding the recruitment, promotion, discipline and termination of personnel, methods for evaluating performance, and a plan for resolving employee-related issues. Employees of MACCS are not Albuquerque Public School District employees. A new employee hired by MACCS will not have an employment right to a position within the Albuquerque Public Schools district upon leaving the charter school.

In accordance with the *1999 Charter Schools Act*, MACCS shall hire all employees of the school directly, subject to compliance with federal and state rules and regulations.

1. Common Legal Elements for Employee Relationships

These elements shall apply to all employee relationships with MACCS:

☐ MACCS staff, after meeting with the principal, may appeal administrative personnel decisions to the Governance Council

☐ MACCS is an Equal Opportunity Employer and shall not discriminate against any employee on the basis of race, color, religion, gender, age, national origin, or disability.

☐ It is the policy of Media Arts Collaborative Charter School to conduct appropriate, legally permissible and mandated state and federal criminal records inquiries into the background of all MACCS personnel and volunteers who contact students.

☐ MACCS affirms its commitment to the rights of students, parents, and employees with disabilities as set forth in Section 504 of the Rehabilitation Act of 1973, the New Mexico Human Rights Act (NMHRA) and the Americans with Disabilities Act (ADA) and its

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implementing regulation. MACCS will not, directly or through contractual or other arrangements, discriminate on the basis of handicap in admission, access, treatment, or employment. The Principal shall ensure that this policy is implemented at MACCS. Any infractions shall be reported immediately to the Principal.

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504/ADA Employment Practices

The proposed MACCS Employee Handbook is included as an Appendix to this application.

(Appendix I) It spells out in great detail all of the issues we highlight here. It will be finalized and then given to the Interim Board for approval prior to the start of classes.

1. Notice of MACCS policy on non-discrimination in employment practices will be posted through annual newspaper notices, written in the Board Policy Handbook, posted throughout MACCS, and published in any ADE statement regarding the availability of employment positions.

2. Information regarding MACCS' policy on non-discrimination in employment practices will be provided to potential employees in recruitment and interview settings.

3. In the planning of training sessions for employees, availability of training sessions (including physical access to the training site) will not be limited so as to discriminate against employees with disabilities.

4. In determining hiring, transfer or promotion of employees, placement will not be determined or influenced by any employee's disabling condition. It is the prerogative of the employer, however, to determine office, classroom, or other area of work based on already accessible work areas.

5. Each job description will be written to:

(a) Identify any environmental factors that could create a barrier for a person with a disability;

(b) Ensure that all essential physical, mental, and intellectual qualifications have been defined and justified.

(c) Identify the types of abilities which would qualify a person to fulfill the essential functions of a job.

"Reasonable accommodation" may include for employees, where such would not impose "undue hardship,"

i. making facilities used by employees readily accessible to and usable by persons with disabilities;

ii. job restructuring and part-time or modified work schedules;

iii. acquisition or modification of equipment or devices;

iv. provision of readers or interpreters and other similar actions.

This is not an all-inclusive list of possible accommodations.

MACCS will not use employment tests or selection criteria that screen out persons with disabilities unless those criteria are demonstrably job related.

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Reasonable Accommodation

A. The employee must initiate a written request for reasonable accommodation accompanied by documentation of the condition which may qualify as a disability. The type of documentation required will depend on the disability and can be medical, psychological or diagnostic.

B. When "A" above is complete and submitted to the Principal, options will be explored and a determination made of what occurs next.

1. At no time prior to this contact should the Principal agree to a specific

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accommodation or make a financial commitment to the employee. Many accommodations can be accomplished on site with no need for modification and at no cost.

2. Options may include, but are not limited to, the development of an employee accommodation plan, physical access request, further medical clarification, job restructuring and/or transfer.

3. When the necessary accommodation is complicated or requires MACCS funding, the 504/ADA Committee will need to be involved and financial commitments made. Any consideration of job restructuring or transfer must include the involvement of the

4. Human Resources Department. When necessary, the 504/ADA Committee will assist the school administration in determining the most cost effective accommodations that meet the need, considering also the employee's suggestions on his/her Accommodation Request.

5. All accommodations agreed upon and initiated are documented by the employee's supervisor and the ADA Coordinator using the *Employee Accommodation* form. A copy of this is sent to the ADA Coordinator, who keeps confidential records on disability accommodations separate from the personnel files. No disability records will be kept in the Human Resources Department personnel files.

Grievance Procedure

A complaint regarding a violation of law, Section 504 of the Rehabilitation Act of 1973 the Americans with Disabilities Act and the New Mexico Human Rights Act in an employment decision will be subject to a grievance procedure that provides for the prompt and equitable resolution of the dispute. The grievance procedure will follow these steps:

The grievant will file a written complaint, stating the specific facts of the grievance, the alleged discrimination and the remedy requested of the ADA Coordinator.

The ADA Coordinator will make all reasonable efforts to resolve the matter informally at the administrative level most immediate to the complaint.

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In the event that the complaint cannot be resolved informally, MACCS will convene an informal hearing no later than ten (10) working days after the filing of the complaint. The hearing procedures will parallel those of a union grievance hearing with MACCS. Both the grievant and the administrator responsible for the disputed action may present testimony and documents relevant to the complaint. Witnesses may be called and cross-examined. Within ten (10) working days of the hearing, the hearing officer will provide a written copy of their determination to both parties. The grievant may appeal the outcome of the hearing to the Principal within ten (10) working days of the receipt of the determination. The appeal must be in writing. It must be submitted with copies of the original complaint, the minutes of the hearing and the written determination. The Principal may, at his/her discretion, convene within ten (10) working days a second hearing at which the parties may present additional testimony and argument. Within ten (10) working days of a second hearing, the Principal will provide both parties with a written decision.

If, at this or any other point, the grievance has not been satisfactorily resolved, an appeal may be made to the Office for Civil Rights. Timelines set forth herein may be waived upon mutual assent or a showing of good cause.

Employees of MACCS will be informed of Section 504, the Americans with Disabilities Act and the relevant MACCS Board Policy and that a complaint may be filed without reprisal by the

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Board or any of its employees or agents. The grievant will be notified of his/her rights of appeal at each step of the process.

Immigration Reform and Control Act

MACCS is committed to meeting its obligation under U.S. Immigration Law. Accordingly, MACCS will not hire or continue to employ an individual who is not legally authorized to work in the United States. However, MACCS does not discriminate on the basis of citizenship status or national origin in recruiting, hiring, discharge, or any other employment function.

Sexual Harassment

MACCS affords its employees a working environment free of discrimination. We recognize that acts of sexual harassment are defined in Section 703, Title VII, and Civil Rights Act of (1964), as amended and in the New Mexico State Human Rights Act 28-1-7NMSA. Acts of sexual harassment will not be tolerated at Media Arts Collaborative Charter School.

Drug-Free Workplace

The use of controlled substances at MACCS

- is inconsistent with the behavior expected of employees;
- subjects all employees, clients, and visitors to our facilities to unacceptable safety risks, and
- undermines MACCS' ability to provide quality education to its students.

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If an employee has a problem with the abuse of alcohol or other controlled substances, we recommend seeking professional treatment. Failure to effectively deal with an alcohol or substance abuse related problem, or arriving for work under the influence of such substances, can result in disciplinary action, up to and including termination. MACCS reserves the right to require employees to submit to a drug and alcohol screen based upon suspicion of use.

2. Common Conditions of Employment at Media Arts Collaborative Charter School

These elements shall apply to all employee relationships with MACCS:

Annual evaluation

All teaching staff will participate in annual PDP process in compliance with NM three tier licensure guidelines and NCLB

Leave of Absence

Employees will be granted Leave of Absence in accord with *Family and Medical Leave Act of 1993(FMLA)*.

In addition to provision of the FMLA, each employee receives 10 medical leave days per year, if needed. Medical leave does accrue.

Employees of MACCS can, with approval from the Principal, seek other unpaid leaves of absence.

Compensation

Compensation is defined as a combination of base salary, additional increments, and benefits including ERA and an optional 403(b).

Compensation will be based on experience and performance (as per the NM Three Tiered Licensure System requirements) of the individual and at the discretion of the Governance Council, within the approved budget.

Benefits

Employees shall be entitled to receive benefits including, but not limited to Educator's Retirement Association fund, paid sick leave, health insurance, and an optional 403(b). Health benefits will be provided by enrollment in NMPSIA.

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Complaint and Dispute Procedures

MACCS will establish a fair procedure to ensure that all teachers may bring legitimate complaints and disputes to the appropriate authority in order to secure equitable solutions. Complaints and disputes involving alleged acts of discrimination on the basis of race, sex, national origin, age, or handicap are processed through the Principal. This process will be outlined in MACCS Employee Handbook, attached.

Disciplinary Actions/Separation Rights

MACCS will establish a progressive discipline program to deal with matters of employment discipline, upon approval by the Governance Council.

42. Personnel policies and procedures that comply with the School Personnel Act.

A background check will be required for all MACCS employees, as well as volunteers. (Appendix I)

43. Evaluation process for staff that conforms with specific sections of School Personnel Act.

All teaching staff will participate in annual PDP process in compliance with NM three tier licensure guidelines and NCLB. The Principal and Governance Council will establish further detailed guidelines based on Appendix K.

44. Proposed salary schedule in alignment with 3-tier process.

Salary schedule will be in alignment with three-tier process. See Appendix L for clerical pay scale.

45. Job descriptions of staff and proposed pupil-teacher ratio.

The MACCS School Principal will be licensed per New Mexico's Administrative Licensing laws. All other personnel are hired during the school year only. It is the intent of MACCS to consider negotiation with the local district for financial oversight in which case the district would be the central processing office. Internal procedures and duties of the part time financial assistant will be developed with the district representative. If the district is not willing to contract with MACCS, other arrangements will be made. MACCS may hire a licensed business manager or contract with a reputable school business management organization to reconcile bank statements and provide separation of duties. Internal controls will be adopted by the governance council to outline the management of fiscal responsibilities in accordance with all federal and state laws including the adoption of state rules and regulation pursuant to State Procurement Code. Year-long contracts are for 12 months.

Keeping class size and overall school enrollment small is one of the key foundations of the school. The experience of charter schools indicates that small school size and small class size both make significant contributions to the success of "at risk" students. In addition, research has pinpointed that a smaller school size lends itself to improved standardized test scores and a decline in disciplinary actions. Class ratio will be 15:1.

All teachers at MACCS will be educational professionals with appropriate certification to meet the "highly qualified" requirements of No Child Left Behind and the State of NM (NCLB). An effort will be made to hire teachers with multiple licensure endorsements in order to meet the requirements of "highly qualified" teachers under NCLB. Individuals who have expertise and credentials in special areas, including Special Education and Bilingual Education, as defined by the NM Public Education Department, will be hired in addition to core content teachers. State-of-the-

art educational technology makes it possible to utilize highly qualified teachers from

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throughout New Mexico to deliver instruction and support for MACCS. Social Workers and Counselors will be licensed and highly qualified, with broad experience working with at-risk youth and accessing resources. MACCS recognizes the difficulty in contracting with highly qualified special education and bilingual teachers. MACCS is committed to providing highly qualified teachers and will recruit teachers statewide, contract with part-time teachers employed within the local district and consider paying an additional differential to provide highly qualified teachers and staff.

Teachers and staff will

- 1) have a pay and benefit package that is competitive in the marketplace;
- 2) enjoy a well-supported professional development program;
- 3) have access to services of independent employee assistance professionals;
- 4) feel secure and challenged,
- 5) work in an environment that encourages creativity and mutual respect; and
- 6) be evaluated in accordance with the PED Three-Tiered Licensure requirements.

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K. Employment and student discipline policies

46. Employment policies for staff and procedures that comply with the School Personnel Act as set forth in Section J above.

(See Appendix K)

47. Discipline policy for students that address the State Board of Education's regulation on student's rights and responsibilities.

The primary goal of discipline in Media Arts Collaborative Charter School is to provide and maintain a safe, nurturing, affirmative, and appropriately challenging environment that promotes learning and positive personal growth.

While participating in any activities with the Albuquerque Public Schools, MACCS activity policies will be in effect.

1. Discipline Procedures for General Education Students

- a. Disciplinary measures will be aimed toward assisting each student in the development of self-control, social responsibility, and the acceptance of appropriate consequences for his or her actions.
- b. The MACCS Principal will utilize the appropriate discipline procedures and options specified in State and Federal regulations and as outlined in the MACCS *Student Handbook*. A copy of the full Handbook draft is attached as an Appendix to this application. It will be reviewed, amended and approved by the Interim Governance Council.
- c. The school Principal and faculty are responsible for developing, with students and parents, standards for day-to-day conduct in the classroom. The disciplinary measures to be employed will be determined by the Principal, the classroom teachers, and appropriate education staff members. Any act of violence or destruction will be considered as an offense of the highest priority, as will offenses concerning drugs, tobacco or alcohol.
- d. Parental involvement in matters of school discipline is encouraged. Parents will be advised of disciplinary measures taken in order to elicit their understanding and support. A record of disciplinary actions taken by the Principal will be kept at the school. Once a disciplinary matter has been elevated to the Principal, parental involvement will be required, including an action plan for prevention of future incidents. A record of all disciplinary actions taken and plans will be kept on file

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in the MACCS office. An annual report of disciplinary trends will be incorporated in the school's assessment measures.

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e. Corporal punishment, which is defined as any disciplinary action taken by school personnel with the intention of producing physical pain, will not be used as a disciplinary measure in MACCS.

Interviews by School Administrators

In cases where a violation of school rules occurs, the Principal may question potential student victims and witnesses without prior consent of the parent, guardian, or legal custodian. If a school official is investigating a report of child abuse regarding the student and the suspected perpetrator is a member of the student's family, no contact with the student's family will be made.

In situations where a student is suspected of violating school rules, the Principal may interrogate the suspected student if the school official has reasonable grounds to suspect that such a violation has occurred. The nature and extent of the questioning must be reasonably related to the objectives of the questioning. If the student denies any involvement or culpability, the student will have the opportunity to present his or her side of the story, orally or in writing.

Interviews and Interrogations by Law Enforcement Officers

Law enforcement officers may wish to interview students regarding their knowledge of suspected criminal activity and may wish to interrogate students who are themselves suspected of engaging in criminal activity. Except when law enforcement officers have a warrant or other court order, or when an emergency exists, such interviews and interrogations are discouraged during the students' class time. The Principal has the right and the obligation to take reasonable steps to prevent disruption of school operations and the educational process while at the same time cooperating with law enforcement efforts. Accordingly, the Principal shall work together with law enforcement officers to coordinate efforts and minimize or prevent such disruption in cases of student interviews and interrogations. In the event of disagreement, the Principal or designee shall immediately school legal counsel for assistance.

Before any student interview or interrogation begins, the Principal shall ascertain that the law enforcement officer has proper identification evidencing affiliation with an identified law enforcement agency. It is the responsibility of the law enforcement officer interviewing student witnesses or interrogating student suspects to assure compliance with all applicable procedural safeguards, including informing the student of his right to remain silent, that his statements may be used against him in court, that he or she may be represented by a lawyer, and that a lawyer will be supplied free of charge if the student cannot afford one.

Upon request by law enforcement to interview a student witness or interrogate a student suspect, school officials shall make an effort to notify the student's parent, guardian, or legal custodian except in cases involving investigation of reported child abuse of a student where the suspected

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perpetrator is a member of the student's family. However, whether or not to postpone the interview or interrogation until the parent arrives is ultimately the law enforcement officer's decision.

a. Long-Term Suspension of Students

All students have due process procedures available to them under the *MACCS Student Behavior Handbook*. This Handbook will delineate MACCS' expectations for student behavior or Code of Conduct including the dress code, the student's rights, the MACCS disciplinary standards and process, as well as any other guidelines for student behavior deemed necessary by the School's Governance Council. Any student for whom the school is requesting long-term suspension has

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the right to a suspension hearing held before a MACCS hearing officer, or other party selected by the student.

Students or their parents may waive the right to a hearing by signing a waiver. School officials may not encourage the signing of waivers by saying or implying that hearing officers are likely to impose more severe discipline than school-based administrators.

A long-term suspension is defined as the removal of a student from school and all school-related activities for more than ten (10) days and up to the balance of the semester.

A student with an identified disability may not be suspended in excess of ten school days, cumulative, without an IEP review to determine whether the student's IEP is appropriate and whether the behavior(s) in question is a manifestation of the student's disability.

The burden of proving that the student violated a provision of the *MACCS Student Behavior Handbook* to the degree a student must be suspended is the responsibility of school authorities.

b. Student Expulsion

An expulsion is a disciplinary exclusion (suspension) from school that is at least two semesters in length. It may be longer or even permanent. Generally, MACCS wishes to limit exclusion from school to no longer than the end of the current semester. In some cases, there is a need to implement an expulsion as an **extreme** last resort for disciplining students who exhibit unacceptable behaviors such as drug possession, drug sales, acts of extreme violence, vandalism, weapons possession, weapons use, and other felonies. MACCS **may** also recommend for expulsion any student who has been suspended long-term two or more times.

a. To Recommend Expulsion, MACCS must follow the same due process procedures outlined for long-term suspension. In addition, school officials must be prepared to justify to the hearing officer the request for the most severe disciplinary action possible. The following special requirements will apply when the hearing officer elects to uphold the school's recommendation for expulsion. Unlike long-term suspension actions, the due process hearing for an "expulsion" cannot be waived. Even if the student and parents do not appear, the school must present its case to the hearing officer.

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b. The Principal will review for affirmation all cases in which the hearing officer decides upon expulsion prior to final imposition of the discipline. Any student who has been expelled may petition for re-entry to MACCS after one calendar year from the date of expulsion. Students desiring re-entry should submit a request in writing to the Principal requesting a reconsideration hearing.

c. Student Possession of a Firearm

Students found to be in possession of a firearm while at school, at any school-related event, or at any time when the *MACCS Student Behavior Handbook* is in force, will be expelled from the school for a minimum of one calendar year and the offender(s) will be referred to law enforcement or appropriate juvenile authorities.

The definition of "firearm" from *18 U. S. C. 92* is summarized as, "... any weapon which will propel a projectile by the action of an explosive."

This policy will comply with the Public School Code, Weapons in School policy.

d. Students and Off-Campus Violent Acts

Any student identified to MACCS as having been formally charged with committing a violent act or having illegally possessed a firearm in the community, may be assessed by the school district administration as to whether the student, 1) may reasonably present a danger to himself/herself or others, and/or 2) would likely significantly disrupt the school environment by returning to the school campus. As a result of such an assessment process, MACCS may require

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the student to be placed in an alternative program placement within MACCS for the safety of the student and others. MACCS may also require that the student be placed in an alternative program placement within MACCS during the duration of the assessment process.

e. Student Smoking and/or Tobacco Use

The use of tobacco or tobacco products at all MACCS sites is prohibited for students, faculty, and staff.

f. Discipline Procedures for Special Education Students

Changes made to the law in 2004 are to be included as part of these procedures. The updated changes are attached via Appendix M. Pursuant to Special Education Regulations, the following special procedures shall be followed at MACCS:

Change of placement for disciplinary removals

For purposes of removal of a child with a disability from the child's current educational placement under §§300.520-300.529, a change of placement occurs if-(a) The removal is for
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more than 10 consecutive school days; or (b) The child is subjected to a series of removals that constitute a pattern because they cumulate to more than 10 school days in a school year, and because of factors such as the length of each removal, the total amount of time the child is removed, and the proximity of the removals to one another. (Authority: 20 U.S.C. 1415(k))

(1) To the extent removal would be applied to children without disabilities, the removal of a child with a disability from the child's current placement for not more than 10 consecutive school days for any violation of school rules, and additional removals of not more than 10 consecutive school days in that same school year for separate incidents of misconduct (as long as those removals do not constitute a change of placement under §300.519(b)).

(2) After a child with a disability has been removed from his or her current placement for more than 10 school days in the same school year, during any subsequent days of removal must provide services to the extent required under §300.121(d); and

(3) A change in placement of a child with a disability to an appropriate interim alternative educational setting for the same amount of time that a child without a disability would be subject to discipline, but for not more than 45 days, if –

(4) The child carries a weapon to school or to a school function under the jurisdiction of a State or a local educational agency; or

(5) The child knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or at a school function under the jurisdiction of a State or local educational agency.

(6) Either before or not later than 10 business days after either first removing the child for more than 10 school days in a school year or commencing a removal that constitutes a change of placement under §300.519, including the action described in paragraph (a)(2) of this section-

If the LEA did not conduct a functional behavioral assessment and implement a behavioral intervention plan for the child before the behavior that resulted in the removal described in paragraph (a) of this section, the agency shall convene an IEP meeting to develop an assessment plan.

If the child already has a behavioral intervention plan, the IEP team shall meet to review the plan and its implementation, and, modify the plan and its implementation as necessary, to address the behavior.

As soon as practicable after developing the plan described in paragraph (b)(1)(i) of this section, and completing the assessments required by the plan, the LEA shall convene an IEP meeting to develop appropriate behavioral interventions to address that behavior and shall implement those

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interventions.

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If subsequently, a child with a disability who has a behavioral intervention plan and who has been removed from the child's current educational placement for more than 10 school days in a school year is subjected to a removal that does not constitute a change of placement under §300.519, the IEP team members shall review the behavioral intervention plan and its implementation to determine if modifications are necessary.

If one or more of the team members believe that modifications are needed, the team shall meet to modify the plan and its implementation, to the extent the team determines necessary.

2. Authority of hearing officer

A hearing officer under section 615 of the Act may order a change in the placement of a child with a disability to an appropriate interim alternative educational setting within MACCS for not more than 45 days if the hearing officer, in an expedited due process hearing -

(a) Determines that the public agency has demonstrated by substantial evidence that maintaining the current placement of the child is substantially likely to result in injury to the child or to others;

(b) Considers the appropriateness of the child's current placement;

(c) Considers whether the public agency has made reasonable efforts to minimize the risk of harm in the child's current placement, including the use of supplementary aids and services; and

(d) Determines that the interim alternative educational setting that is proposed by school personnel who have consulted with the child's special education teacher, meets the requirements of §300.522(b).

(e) As used in this section, the term **substantial evidence** means beyond a preponderance of the evidence.

Determination of setting

(a) The interim alternative educational setting referred to in §300.520(a)(2) must be determined by the IEP team.

(b) Any interim alternative educational setting in which a child is placed under §§300.520(a)(2) or 300.521 must-

(1) Be selected so as to enable the child to continue to progress in the general curriculum, although in another setting, and to continue to receive those services and modifications, including those described in the child's current IEP, that will enable the child to meet the goals set out in that IEP; and

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(2) Include services and modifications to address the behavior described in §§300.520(a)(2) or 300.521, that are designed to prevent the behavior from recurring.

(Authority: 20 U.S.C. 1415(k)(3))

3. Manifestation determination review

If an action is contemplated regarding behavior described in §§300.520(a)(2) or 300.521, or involving a removal that constitutes a change of placement under §300.519 for a child with a disability who has engaged in other behavior that violated any rule or code of conduct of the LEA that applies to all children:

(1) Not later than the date on which the decision to take that action is made, the parents must be notified of that decision and provided the procedural safeguards notice described in §300.504; and

(2) Immediately, if possible, but in no case later than 10 school days after the date on which the decision to take that action is made, a review must be conducted of the

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relationship between the child's disability and the behavior subject to the disciplinary action.

A review described in paragraph (a) of this section must be conducted by the IEP team and other qualified personnel in a meeting. In carrying out a review described in paragraph (a) of this section, the IEP team and other qualified personnel may determine that the behavior of the child was not a manifestation of the child's disability only if the IEP team and other qualified personnel:

First consider, in terms of the behavior subject to disciplinary action, all relevant information, including:

(i) Evaluation and diagnostic results, including the results or other relevant information supplied by the parents of the child;

(ii) Observations of the child; and

(iii) The child's IEP and placement; and

(2) Then determine that:

(i) In relationship to the behavior subject to disciplinary action, the child's IEP and placement were appropriate and the special education services, supplementary aids and services, and behavior intervention strategies were provided consistent with the child's IEP and placement;

(ii) The child's disability did not impair the ability of the child to understand the impact and consequences of the behavior subject to disciplinary action; and

(iii) The child's disability did not impair the ability of the child to control the behavior subject to disciplinary action.

Decision

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If the IEP team and other qualified personnel determine that any of the standards in paragraph (c)(2) of this section were not met, the behavior must be considered a manifestation of the child's disability.

The review described in paragraph (a) of this section may be conducted at the same IEP meeting that is convened under §300.520(b). If, in the review in paragraphs (b) and (c) of this section, a public agency identifies deficiencies in the child's IEP or placement or in their implementation, it must take immediate steps to remedy those deficiencies.

Determination that behavior was not manifestation of disability

If the result of the review described is a determination, consistent with §300.523(d), that the behavior of the child with a disability was not a manifestation of the child's disability, the relevant disciplinary procedures applicable to children without disabilities may be applied to the child in the same manner in which they would be applied to children without disabilities, except as provided in §300.121(d).

If the MACCS initiates disciplinary procedures applicable to all children, the agency shall ensure that the special education and disciplinary records of the child with a disability are transmitted for consideration by the persons making the final determination regarding the disciplinary action. Except as provided in §300.526, §300.514 applies if a parent requests a hearing to challenge a determination, made through the review described in §300.523, that the behavior of the child was not a manifestation of the child's disability.

Parent appeal

If the child's parent disagrees with a determination that the child's behavior was not a manifestation of the child's disability or with any decision regarding placement under §§300.520-300.528, the parent may request a hearing. The State or local educational agency shall arrange for an expedited hearing if a hearing is requested by a parent.

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Review of decision.

(1) In reviewing a decision with respect to the manifestation determination, the hearing officer shall determine whether the public agency has demonstrated that the child's behavior was not a manifestation of the child's disability consistent with the requirements of §300.523(d).

(2) In reviewing a decision under §300.520(a) (2) to place the child in an interim alternative educational setting, the hearing officer shall apply the standards in §300.521.

Placement during appeals

If a parent requests a hearing or an appeal regarding a disciplinary action described in §300.520(a)(2) or 300.521 to challenge the interim alternative educational setting or the manifestation determination, the child must remain in the interim alternative educational setting

pending the decision of the hearing officer or until the expiration of the time period provided for in §300.520(a)(2) or 300.521, whichever occurs first, unless the parent and the State agency or local educational agency agree otherwise.

If a child is placed in an interim alternative educational setting pursuant to §300.520(a)(2) or 300.521 and school personnel propose to change the child's placement after expiration of the interim alternative placement, during the pendency of any proceeding to challenge the proposed change in placement the child must remain in the current placement (the child's placement prior to the interim alternative educational setting).

Expedited hearing

(1) If school personnel maintain that it is dangerous for the child to be in the current placement (placement prior to removal to the interim alternative education setting) during the pendency of the due process proceedings, the LEA may request an expedited due process hearing.

(2) In determining whether the child may be placed in the alternative educational setting or in another appropriate placement ordered by the hearing officer, the hearing officer shall apply the standards in §300.521.

(3) A placement ordered pursuant to paragraph (c)(2) of this section may not be longer than 45 days.

(4) The procedure in paragraph (c) of this section may be repeated, as necessary.

Protections for children not yet eligible for special education and related services

A child who has not been determined to be eligible for special education and related services under this part and who has engaged in behavior that violated any rule or code of conduct of the local educational agency, including any behavior described in §§300.520 or 300.521, may assert any of the protections provided for in this part if the LEA had knowledge that the child was a child with a disability before the behavior that precipitated the disciplinary action occurred.

Basis of knowledge

An LEA is deemed to have knowledge that a child is a child with a disability if:

(1) The parent of the child has expressed concern in writing (or orally if the parent does not know how to write or has a disability that prevents a written statement) to personnel of the appropriate educational agency that the child is in need of special education and related services;

(2) The behavior or performance of the child demonstrates the need for these services, in accordance with §300.7;

(3) The parent of the child has requested an evaluation of the child pursuant to

§§300.530-300.536; or

(4) The teacher of the child, or other personnel of the local educational agency, has

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expressed concern about the behavior or performance of the child to the director of special education of the agency or to other personnel in accordance with the agency's established child find referral system.

A public agency would **not** be deemed to have knowledge under paragraph (b) of this section if, as a result of receiving the information specified in that paragraph, the agency either conducted an evaluation and determined that the child was not a child with a disability under this part; or determined that an evaluation was not necessary; and provided notice to the child's parents of its determination.

Conditions that apply if there is no basis of knowledge

If an LEA does not have knowledge that a child is a child with a disability prior to taking disciplinary measures against the child, the child may be subjected to the same disciplinary measures as measures applied to children without disabilities who engaged in comparable behaviors.

Limitations

If a request is made for an evaluation of a child during the time period in which the child is subjected to disciplinary measures under §300.520 or 300.521, the evaluation must be conducted in an expedited manner. Until the evaluation is completed, the child remains in the educational placement determined by school authorities, which can include suspension or expulsion without educational services. If the child is determined to be a child with a disability, taking into consideration information from the evaluation conducted by the agency and information provided by the parents, the agency shall provide special education and related services in accordance with the provisions of this part, including the requirements of §§300.520-300.529 and section 612(a)(1)(A) of the Act.

Expedited due process hearings

Expedited due process hearings under must meet the requirements of §300.509, except that a State may provide that the time periods identified in §§300.509(a)(3) and §300.509(b) for purposes of expedited due process hearings are not less than two business days; and be conducted by a due process hearing officer who satisfies the requirements of §300.508.

Each State shall establish a timeline for expedited due process hearings that results in a written decision being mailed to the parties within 45 days of the public agency's receipt of the request for the hearing, without exceptions or extensions. The timeline established under this section must be the same for hearings requested by parents or public agencies.

A State may establish different procedural rules for expedited hearings under §§300.521-300.526 than it has established for due process hearings under §300.507. The decisions on expedited due

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process hearings are appealable.

Referral to law enforcement and judicial authorities

Nothing in this part prohibits an agency from reporting a crime committed by a child with a disability to appropriate authorities or to prevent State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a child with a disability. An agency reporting a crime committed by a child with a disability shall ensure that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to whom it reports the crime. An agency reporting a crime under this section may transmit copies of the child's special education and disciplinary records only to the extent that the transmission is permitted by the Family Educational Rights and Privacy Act. (See Appendix M for a visual flow chart of the Special Education Student's process for discipline.)

2. Special Student Management Practices

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Individual Crisis Management Plan (ICMP) An ICMP is both a planning document and a living document which provides a functional analysis of each student's crisis behavior and a plan that will eliminate the need for external controls or physical restraints. At a minimum the ICMP should include: a basic screening for any pre-existing medical conditions that would be exacerbated if the young person were involved in a physical restraint, a basic screening for medications which the client might be taking which would effect the respiratory or cardiovascular system, a functional analysis of crisis behavior, a screening to determine if there is a history of physical or sexual abuse, a plan for specific behavioral interventions, a plan for specific physical interventions, and a review process that allows for update of the ICMP.

Life Space Interview (LSI) An LSI is a behavioral intervention designed to help young people understand how feelings result in behaviors and how those behaviors affect themselves and others. A long-term goal of the LSI is to help teach better and more effective ways of dealing with stressful situations.

Physical Escort: Defined by the state of New Mexico as the temporary touching or holding of the hand, wrist, arm, shoulder, or back for the purposes of inducing a student who is acting out to walk to a safe location.

Time-Away: A behavior management technique requiring students to go to a quiet area when they are upset and being stimulated by others.

Clients may return to the class once they have completed a Life Space Interview (LSI) with a staff member. Time-Away is designed to be used when a young person needs time to regroup and think about his or her behavior. The student behavior is usually outside of the norms and

rules expected. Time-Away may be taken in a designated time-out room located in the school. Time-Away may also be taken in other areas as designated by staff. Time-Away must never be used as a punishment. Time-Away is a behavior management intervention for agitated and potentially aggressive students. Students may not be physically escorted to a Time-Away place.

Time-Out Room: A time-out room is devoid of furniture and usually carpet. The time-out room door is never locked. Students who voluntarily go to the room as a place for a Time-Away intervention must be continually monitored by milieu staff for safety. Time-Away is designed to be used when a young person/client needs time to regroup/think about his or her behavior. The student's behavior should be above and beyond the norms of expected behavior. This behavior may include yelling, cussing, making threats, potential physical aggression and fighting. When a staff member chooses to direct a Time-Away intervention, the staff member should follow through on the directive to have the student use Time-Away.

The major criteria for return to the general environment should be the student's demeanor (i.e. being calm) and the student's ability to process about what happened (i.e. completing a Life Space Interview). When time limits are placed on Time-Away, the Time-Away becomes a punishment. A student should rejoin the school when: 1.) they are calm and in control, and 2.) they have completed a Life Space Interview (LSI) with a member of their staff.

Students placed on a Time-Away intervention for extended periods of time (defined as more than 15 minutes) should be offered bathroom use, water, and possibly food if the Time-Away occurs at mealtime. The Time-Away intervention must be monitored by the staff.

Time-Away may be initiated by request of a student. However, the intervention must be staff directed. A student who initiates the Time-Away intervention is still expected to complete a Life Space Interview with their staff member prior to returning to the school.

L. Legal liability and applicable insurance coverage

48. An agreement between the charter school and the local school

board regarding their respective legal liability and applicable insurance coverage, that includes participation in the Public School Insurance Authority and compliance with any applicable rules of authority.

Legal liability and insurance coverage agreements of the Media Arts Collaborative Charter School will be in accordance with the *1999 Charter Schools Act* and New Mexico Revised Statutes Section 22-2-6.3 NMSA 1978. MACCS will survey insurance companies for quotes for adequate coverage and contract for the lowest premium cost with a company that best suits the needs of MACCS.

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Legal Liability

MACCS understands that the local Board of Education is not liable under the *1999 Charter Schools Act* for any and all acts or omissions made by MACCS or its Governance Council.

Faith and Credit

MACCS agrees that it will not extend the faith and credit of the District to any third person or entity. The School is limited in its authority to contract by the amount of funds obtained from the District, as provided hereunder, or from other contracts to which the MACCS is a party.

Insurance Coverage

MACCS will participate in the Public Schools Insurance Authority. Coverage will include both Employee Health and Benefits and Risk Insurance Program. To the extent permitted by the State PED and the District, MACCS will arrange for a Risk Insurance Program that encompasses property, liability, automobile, Governance Council liability, crime and workers compensation Insurance. Coverage will extend to the Governance Council, employees and school activities.

M. Transportation and food services

49. Specific description or plan of how the charter school and school district plan to meet the transportation needs of students in the charter school.

Transportation of students to and from school will be the responsibility of parents/guardians, unless the student's Individualized Educational Program (IEP) specifies special transportation requirements. MACCS will work with APS on transportation issues as they fit the transportation schedule and develop alternative approaches to provide transportation to students in need. MACCS will utilize operational, IDEA-B and Medicaid funds as appropriate, annually for continuation or modification dependent on feasibility and need.

Reimbursement for the transportation of a student as specified by an IEP is available and will be sought as Per Capita Feeder (PCF) income, per 6NMAC9.4.1 (12/31/98).

Activity Transportation

MACCS will contract with a state-approved provider on an as needed basis for activity buses when 10 or more students will be traveling to a school-related activity.

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50. Specific description or plan of how the charter school and school district plan to meet the food service needs of students in the charter school.

MACCS is committed to providing an environment for students that is conducive to learning. Catered lunches will be available on contract from a contract provider for all students. MACCS will initiate an RFP process to contract with other providers, or enter into an agreement with other charter schools to cooperate on providing lunches to students. Free and Reduced Lunch

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eligibility forms will be completed by parents of all entering students. Eligible students will generate PED funds that will cover the costs. Students, or staff, who are not eligible, will be charged a nominal fee for their meals. There will be no overt identification of those students eligible for Federal Free or Reduced Lunch, Breakfast, and Milk subsidies and/or any other students and staff that choose to use this service.

MACCS will review this policy annually for continuation or modification dependent on feasibility and need.

Free or Reduced School Lunch Compliance:

MACCS will keep all necessary records for students eligible for free or reduced school lunches in compliance with Federal law.

N. Waivers

51. List the specific waivers by number and title that are requested from local school board policy

MACCS will apply for waivers on an as-needed basis to meet goals and objectives consistent with the mission and vision of the school. The 1999 *Charter Schools Act* stipulates that Charter Schools challenge the system by providing innovative methods of teaching and assessment. In accord with that direction, MACCS will employ a full range of options for staffing and accountability.

The following waivers are requested:

- 1) Budget
- 2) Community
- 3) Governance Council
- 4) Instruction
- 5) Personnel
- 6) Student
- 7) Principal

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(Requested waivers are included as an Addendum to this document and include an explanation for each request)

52. Describe how the charter school will address these waivers from local school board policy.

MACCS has used APS Board of Education policies and regulations as a benchmark, as well as all applicable federal state laws, rules and regulations. Waivers will be requested in writing from the State PED, providing the rationale for the waiver.

MACCS shall not charge tuition, have admission requirements. MACCS will accept any and all students who are eligible as provided in the Public School Code and are selected in MACCS lottery process. MACCS will advertise and hold public information meetings to inform parents and students, recruit staff, community volunteers and Governance Council members. MACCS will advertise all lotteries and will conduct lotteries at a public meeting with witnesses.

53. List the specific waivers that are requested from the Secretary of Education requirements, rules, and provisions of the Public School Code pertaining to graduation requirements, school principal duties and driver education.

No waiver is requested related to graduation requirements and driver education. The following waiver is requested pertaining to school principal duties and driver education:

1. Principal Duties

2. Classroom Only Driver Education Instruction

54. Describe how the charter school will address these waivers from the Secretary of Education.

Waivers will be requested in writing, providing the rationale for the waiver to the PED.

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O. Facilities

55. Description of the facilities the charter school plans to use, taking grade-by-grade and five-year student count projections into account. Include total projected number of students. Include final capacity of the facility. If construction is to be phased, provide a fiveyear projection and associated capital costs.

Facilities will be identified early on in the planning year and will meet adequacy standards as defined by the PSFA. Custodial and building maintenance services will be negotiated as part of the lease. MACCS intends to limit student enrollment at this site to between 200-240 students at any given time, as that is the total projected number of students MACCS will accommodate. All buildings leased will meet ADA requirements for safety and accommodation of those students, staff or public requiring such need. MACCS currently has two options. It is in the process of negotiations with the owner of an appropriate facility for the purchase of the building or a lease to buy option. Please refer to the details of this arrangement in Section 56 and also refer to Appendix B for the plans of the building. If this building is not available in time for the opening of MACCS in August 2008, MACCS is prepared to open the school in the current facility occupied by Quote-Unquote, Inc. in downtown Albuquerque. This location is in the old Bernalillo County Courthouse. It meets ADA requirements and is a public building owned by Bernalillo County. It occupies 17,000 square feet on the first floor. There is a great deal of additional space in the building whose use would be subject to approval by Bernalillo County. If this option becomes temporarily necessary, MACCS will adjust its enrollment to meet the facility standards required by the state.

56. Provide proposed site and building plan that complies with current state-adopted life, health and safety codes for E (educational building) Occupancy and provide a capital budget plan that will ensure compliance. Submit lease, purchase or contractual arrangements for the facility or a plan for locating a facility with sites being considered.

Currently the founders and Interim Governance Council of MACCS are pursuing the purchase, or lease with option to purchase, of a building located at 4121 Cutler Rd. NE in Albuquerque. The building is currently known as Studio 41 but previously was known as Duke City Studios. It would be the ideal location for this type of school since it is a currently operating film studio with an 8100 square foot sound stage. It would make, in our opinion, a perfect educational facility for hands-on and real experiential learning. The size of the building is approximately 31,000 square feet. Please see Appendix B, which has a description and layout of the building

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provided to us by the realtor. This building is currently privately owned but is for sale. The realtor is Bruce Caird Realty. We have obtained \$295,000 from the state legislature during the last session towards the purchase and renovation of this building. We are currently in conversations with the County of Bernalillo about this matter. Our contact person with the County is Julie Baca, Assistant County Manager for Community Development. The County is

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interested in helping with the purchase of this property. We have been discussing the issuance of a revenue bond by the County to purchase and make the necessary renovations. The owner is interested in selling the property to the County (as the necessary public entity please see Appendix B), who would lease it to Quote Unquote, Inc., the 501c3 sponsor of MACCS who, in turn, would then sub-lease it to MACCS for the cost of servicing the bond.

An additional option exists of Quote Unquote, Inc. leasing the building directly from the owner with an option to buy and then sub-leasing it to MACCS pursuant to the provisions of HB 843, SB 450 and SB 634.

MACCS is also interested in applying for help from the state in the purchase of the building through the Charter School Facility Bonding Provisions in SB634.

If the building is sold to another entity before the Charter Application is approved, MACCS does have the support of the County in finding another location for the school or temporarily opening MACCS in the former Bernalillo County Courthouse in downtown Albuquerque that is now occupied by Quote Unquote, Inc. In addition, MACCS has garnered much support from the State Legislature to help out in the process of obtaining a facility, renovating and equipping it. Please refer to Appendix B which lists the contributors of capital outlay to this project during the last legislative session. (The list comprises all 28 legislators who submitted executed capital outlay requests. The total of \$1,905,000 was subsequently reduced by The Capital Outlay Committee to \$295,000, none of the specific reductions having been identified.)

57. Plan for addressing code, accessibility requirements and any other health and safety requirements, if necessary with documentation from SFA if considering a specific site (if known).

E Occupancy addresses ADA compliance. Once a building is leased or purchased, all items related to safety and accessibility will be addressed pursuant to laws. Please refer to Appendix B, which contains a copy of an estimate of necessary renovations prepared by Albuquerque City Council member and architect Ike Benton. The financing of the necessary repairs would come from either or both of the issuance of a revenue bond and obtaining additional capital outlay from the legislature.

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58. Proposed plan for operation, maintenance and repair of a facility.

If a leased facility is obtained, MACCS will seek a lease that would include operation, maintenance and repair of the facility as part of the lease contract. However, the preferred option for MACCS is for purchase of a building that would be owned either by a public entity (Bernalillo County) or by the 501c3 sponsor, Quote Unquote, Inc. which would also house its other projects in the building (public access Channel 27, Authorized Apple Training Center and a proposed distance learning center for the production and distribution of educational content). The additional revenue supplied by these other projects, as well as the contractual obligation of the City of Albuquerque to provide and maintain a facility for the public access operation would generate the revenue for the maintenance and repair. MACCS and Quote Unquote, Inc. would find subcontractors to perform maintenance and repair of the facility.

59. Proposed plan for use of a school district facility by a conversion

This item is not applicable at this time.

60. Prior to opening, charter school must provide documentation to local school board on meeting health, safety, and code issues

Leased property will meet E Occupancy and as such, will include meeting health, safety and

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code issues. Documentation of said occupancy will be provided to the PED prior to opening the doors.

61. Does the application include a request for capital outlay?

No request for capital outlay will be made at this time.

O. Other: School Safety Plan and Preventive Maintenance Plan

See Appendix N for student Code of Conduct and Rules and Regulations.

P. Enrollment procedures

62. Description of procedures to be used by the charter school that complies with 22-8B-4.1NMSA, 1978 and addresses how the charter will enroll using the lottery selection process.

Pursuant to the Charter School Act of 1999, any student, regardless of locale, may attend MACCS. Initial enrollment will occur based on a lottery. All student applicants over the
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projected enrollment of 200 total students, or from sources other than MACCS will be maintained on a waiting list, from which enrollment will be accepted through a lottery.

Enrollment Requirements

Students must provide proof of age and residency as well as a complete immunization record. A transcript from a student's previous school will be required. Information for interested parents will be available on an ongoing basis. Parents will be encouraged to visit MACCS and talk to parents of enrolled students as well as staff.

MACCS shall not charge tuition, have admission requirements. MACCS will accept any and all students who are eligible as provided in the Public School Code and are selected in MACCS lottery process. MACCS will advertise and hold public information meetings to inform parents and students, recruit staff, community volunteers and Governance Council members. MACCS will advertise all lotteries and will conduct lotteries at a public meeting with witnesses.

63. Plan on how the charter school will be advertised so that there is equal opportunity for all parents and students to learn about the school and apply.

MACCS will use all available media in the community to advertise the opening of the school. This will include print media, radio, press releases, flyers, television, advertising at public events and word of mouth advertising.

64. Documentation that the charter school shall not charge tuition, have admission requirements, or state that they will only accept a certain population of students, except as otherwise provided in the Public School Code.

MACCS will not charge tuition, have admission requirements or accept a certain population of students.

P. Other – Plan of action in the event that enrollment goals are not met.

MACCS intends to meet enrollment goals, but in the event goals are not met, the following Action Plan will be in effect.

It is with the understanding that student success is at the center of all MACCS endeavors. To that end, informed and engaged citizens of the community are essential to the creation of a sustainable school. Diversity is our source of renewal and vitality. The Governance Board and

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MACCS staff will promote a new effort to work with the district and establish a method of addressing the lack of enrollment.

An evaluation of all enrollment and marketing functions are necessary for continuous improvement processes. Based on the idea that connected knowing, independent learning and collaborative learning are basic to our education goals, we will attempt to recruit students in the following ways:

1. Increase the transfer-in student population by working closely with the district to identify those students who would benefit from our alternative school programs. This action will positively impact student enrollment.

2. Re-evaluate and design marketing and recruiting efforts to prioritize geographic, quality, programmatic and psychographic target markets. This action will positively impact student enrollment.

3. Develop and implement a comprehensive enrollment management system.

- a. As part of this enrollment management system, implement a comprehensive data collection and analysis system to inform the board about marketing, recruitment and retention efforts.

- a. Aggressively brand and market the institution as a school of choice within the district for those students who meet the criteria established.

- b. Construct enrollment management plans that emphasize diversity in the student body.

- c. Increase retention and graduation rates to a minimum of those goals stated in the performance goals.

Plan on how the charter school will be advertised so that there is equal opportunity for all parents and students to learn about the school and apply.

MACCS will advertise and hold public information meetings to inform parents and students, recruit staff, community volunteers and Governance Council members. MACCS will advertise all lotteries and will conduct lotteries at a public meeting with witnesses. Advertising may include local television, newspaper and radio. The MACCS, as an alternative program school, will not duplicate efforts of the district, but will complement the district's current programs.

Documentation that the charter school shall not charge tuition, have admission requirements, or state that they will only accept a certain population of students, except as otherwise provided in the Public School Code.

MACCS shall not charge tuition, have admission requirements. MACCS will accept any and all students who are eligible as provided in the Public School Code and are selected in MACCS lottery process. MACCS will advertise and hold public information meetings to inform parents and students, recruit staff, community volunteers and Governance Council members. MACCS will advertise all lotteries and will conduct lotteries at a public meeting with witnesses.

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Q. In the best interest of students, the school district, and the community.

65. Explanation of how the charter school is in the best interest of students, the school district, and the community and evidence that the charter school serves a purpose in the community.

According to the U.S. Census Bureau, New Mexico's population in 2006 was 1,954,599.

Approximately 25.4 percent of the population is aged 18. The statistics show that 16.7 percent of the population lives in poverty. The research on New Mexico speaks to the need of programs

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to work together in order to support, educate and transform students families and communities. In 2004, the population of Bernalillo County was, 583,000 (berncouncil.org). According to the City of Albuquerque progress report, the percent of teens who were high school dropouts was 8.2%; ranking 35th among the states.

A child living in families where no parent has full-time, year-round employment was 30%, ranking 45. A family with children headed by a single parent was 34%, ranking 48. The percent of children living in poverty was 26%, ranking 48. Additionally, teens 16-19 who were not in school and not working were 11%, with a state ranking of 45.

The intent of MACCS is to meet a perceived gap in Middle School and High School programs currently available for students in Media Arts Collaborative for whom traditional or daily academic approaches or schedules are not convenient or feasible. MACCS will provide classroom instruction, of course, but also provide computer-based (Internet) education, experiential education, project-based learning, service learning and tutorials, during the day, in the evening, on weekends or during summer hours, times when Middle School and High School instruction is not traditionally available.

It is our philosophy that the effectiveness of these diverse efforts stems largely from the fact that personal involvement and commitment is enhanced in the small school, personal relationshipbased

learning setting. In addition, many of the Middle School and High School reform practices that have been developed around the country and that are described in the Carnegie Report will be possible at MACCS due to the small size of our school. These include practices such as: personal student mentors, flexible hours, small classes and small campus size.

We expect our program to attract adolescent and adult learners who are currently juggling employment, family duties and transportation issues with the completion of their secondary education goals.

Because MACCS is designed to meet the educational needs of the dropout, this school addresses a serious need in this community to provide productive, educated members of society back to the community.

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66. The charter school is non-sectarian in its programs, admissions policies, employment practices, and all other operations and is not affiliated with a sectarian or religious institution

MACCS will operate as a non-sectarian, non-religious, public school and will comply with all applicable federal, state and local laws, rules and regulations including, without limitation, the Constitutional provisions prohibiting discrimination on the basis of race, color, national and ethnic origin, disability, age, creed, gender, religion or ancestry.

The MACCS curriculum is designed to ensure knowledge is attained in the core academic areas of language arts, language development, math, science, history, geography, art, physical education and health. In addition, each graduate from MACCS will be expected to have earned credits in service learning or experiential learning while enrolled.

Our curriculum reflects our vision of the school. While addressing the standards and benchmarks established by the New Mexico Board of Education, it also maintains focus on the goals and standards set for the students. The curriculum also reflects the unique process of educating each student with emphasis on the total individual. Our curriculum takes into consideration the protective factors that have been shown to influence the decrease of at risk behaviors in young people. In addition to the development of intellectual skills, focus is also on increasing interpersonal skills, understanding and respecting the perspective of others, building self-esteem through accelerated academic progress, setting high expectations and clear standards as well as

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providing a caring, safe and supportive environment.

Parents, students, teachers and the community will work together to create a safe educational environment in which students are eager to learn and have the tools and resources to achieve excellence in learning and personal development. MACCS students will also be expected to become involved in the volunteer programs and activities of civic engagement available to them.

R. Assurances

67. – 83. Assurances related to MACCS

(Appendix O Media Arts Collaborative Charter School Assurances)

S. Petitions of support

84. – 85. Not Applicable

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T. Revisions / Amendments

86. Any revision or amendment to the terms of the charter contract may be made only with the approval of the local school board and the Governance body of the charter school.

It is clear to MACCS that any revisions or amendments made to the school charter may only be made with the approval of the PED and the Governance body of MACCS.

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STATE CHARTER SCHOOL CHANGE/AMENDMENT REQUEST FORM

***An approved charter application is a contract between the charter school and the chartering authority. (NMSA 22-8b-9, A)**
***Any revision or amendment to the terms of the charter shall be made only with the approval of the chartering authority and the governing body of the charter school. (NMSA 22-8b-9, E)**


Please complete and submit this form to: Kelly Callahan, Program Manager – Charter Schools Division . This Request Form **MUST** include a copy of the governing body minutes from the meeting at which the amendment was approved.

Name of State-Chartered School: Media Arts Collaborative Charter School Date submitted: May 22, 2012 Contact Name: Glenna Voigt
 E-mail: gvoigt@nmmediaarts.org

Current Charter Application Section and Page	Current Charter Statement(s)	Proposed Revision/Amendment Statement(s)	Rationale for Revision/Amendment	Date of Governing Body Approval
Section C (13) Page 55 of 181	"...our goal is to limit class size to sixteen, with a total enrollment not to exceed 125 in year one."	Increase class size cap from 16 students to 22 students.	Budget.	April 20, 2011

Original Signature of Governing Council President or Designee:  Date May 22, 2012

Printed Name of Governing Council President or Designee: Patti Gladstone

Public Education Department use only	
Program Manager approves change - no further action taken: 	Date: 5/4/12
Program Manager forwards request to Asst. Secretary: _____	Date: _____
Public Education Commission Chair: _____	Date: _____
<input checked="" type="checkbox"/> APPROVED <input type="checkbox"/> DENIED	

Revised 9-17-09

Part C—Most Current Charter Application/Contract

STATE CHARTER SCHOOL CHANGE/AMENDMENT REQUEST FORM

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Please complete and submit this form to: Kelly Callahan, Program Manager – Charter Schools Division. This Request Form **MUST** include a copy of the governing body minutes from the meeting at which the amendment was approved.

Name of State-Chartered School: **Media Arts Collaborative Charter School**

Date submitted: _____ Contact Name: **Glenna Voigt** E-mail: **gvoigt@nmmediaarts.org**

Current Charter Application Section and Page	Current Charter Statement(s)	Proposed Revision/Amendment Statement(s)	Rationale for Revision/Amendment	Date of Governing Body Approval
1-1. Page 9, paragraph 3: Who Do You Serve?	<p>“We expect our program to attract adolescent learners, grades 9 through 12, with a particular emphasis on those students interested in the media arts. We wish to deliver this education to both urban and rural students and represent a model program of diversity in regards to income levels and ethnicity. We expect MACCS to also attract at-risk students who may be contemplating dropping out. These students often do not find success in traditional educational settings, but will find that the MACCS curriculum and focus better serves their needs.”</p>	<p>The Media Arts Collaborative Charter School’s program will attract 21st century learners, grades 6 through 12, with a particular emphasis on those students interested in the media arts. We wish to deliver this education to both urban and rural students and represent a model program of diversity with respect to income levels and ethnicity. We expect MACCS to also attract at-risk students who may be contemplating dropping out, and dropouts who contemplate dropping back in. These students often do not find success in traditional educational settings, but will find that the MACCS curriculum and focus better serves their needs.</p>	<p>There are zero middle schools in New Mexico with a comprehensive media arts program. With four years of freshman classes, the Media Arts Collaborative Charter School has experienced students arriving with minimal core computer and software skills and no media skills. With these inherent deficiencies MACCS has realized that incoming students must have a solid foundation in computer literacy and a basic knowledge of multi-media software in order to be successful in the media arts high school level and in digital and media career pathways. Our experience over these first three years validates the rationale for</p>	

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<p>age 44, Paragraph 13; grades, Projected Class size by Grade and Yearly total Projected Student enrollment Projected out ive Years (if appropriate).</p>	<p>We believe the optimum enrollment will eventually reach 240.</p>	<p>We believe the optimum enrollment for 6 through 12 will be 360</p>	<p>the “Bard High School Early College” program in New York City; i.e., that a well-motivated 15-year old can do college-level work. For teens and pre-teens motivated by their facility with and fascination for electronic devices, our project mode (utilizing media arts correlated to core-subject instruction strongly suggest that a 13-year old can do high school level work.</p> <p>In order to keep classes small, (at or under 22) the maximum enrollment for 2 cohorts in grades 6-8 will be 120.</p>
<p>Goals and Objectives and Student Performance Standards:</p>	<p>#2 - We will create and maintain an educational culture that encourages success and that makes each student's fullest personal development possible.</p>	<p>All of MACCS students will have the same daily Advisor for all of their years of enrollment to ensure their secondary academic success, as well as guidance towards Dual-Credit courses, career readiness pathways, AP coursework, college readiness academics, and Internship placements.</p>	<p>Convert two of the existing Charter's student Performance Standards into SMART Goal format:</p>

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#19-	#3 – We will afford our students the infrastructure and services they need to transition from student life to the adult career options for which they experience genuine enthusiasm.	By their Senior year, MACCS students will have proficiency in Mastery Skill Sets designed to promote success in the real world of work-related ethics and responsibility. 30% of all students will have opportunities for Internship placements within four Media Pathways by their Junior & Senior years.	
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Original Signature of Governing Council President or Designee: _____ Date: _____

Printed Name of Governing Council President or Designee: Patti Gladstone

Public Education Department use only

Program Manager approves change - no further action taken: _____ Date: _____

Program Manager forwards request to Asst. Secretary: _____ Date: _____

Public Education Commission Chair: _____ Date: _____

☐ APPROVED
 ☐ DENIED

Revised 9-17-09

Part C—Most Current Charter Application/Contract

Final - Approved 3/9/2012

STATE CHARTER SCHOOL CHANGE/AMENDMENT REQUEST FORM

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Please complete and submit this form to: Kelly Callahan, Program Manager – Charter Schools Division. This Request Form **MUST** include a copy of the governing body minutes from the meeting at which the amendment was approved.

Name of State-Chartered School: **Media Arts Collaborative Charter School**

Date submitted: _____ Contact Name: **Glenna Voigt** E-mail: **gvoigt@nmmediaarts.org**

Current Charter Application Section and Page	Current Charter Statement(s)	Proposed Revision/Amendment Statement(s)	Rationale for Revision/Amendment	Date of Governing Body Approval
Page 16, Subpoint B.	Goals and Objectives and student performance standards	Goals, Objectives, and Student/Agency Performance Standards	Clarification of title of section to include agency performance standards	
Page 19, a new section to be inserted after subpoint J.	None	<p><u>Student Performance Standards:</u></p> <p><u>1a: Standardized Test Performance – High School</u> Seventy-five percent of students who have attended Media Arts Collaborative Charter High School for six consecutive semesters will be proficient in reading and math by the end of their sixth semester, as demonstrated by RIT band and/or national percentile ranking in the Northwest Evaluation Association</p>	Inclusion of SMART goals to clarify stated objectives.	

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			<p>(NWEA) short cycle assessment.</p> <p><u>1b: Standardized Test Performance – Middle School</u> Seventy-five percent of students who have attended Media Arts Collaborative Charter Middle School for six consecutive semesters will be proficient in reading and math by the end of their sixth semester, as demonstrated by RIT band or national percentile ranking in the Northwest Evaluation Association (NWEA) short cycle assessment.</p> <p><u>2. Project-Based Learning</u> Ninety percent of students who have attended Media Arts Collaborative Charter High School for six or more consecutive semesters will have participated in a community media project with demonstration of a passing grade of C or better.</p> <p><u>3. Graduation Requirements</u> One hundred percent of students who attend the Media Arts Collaborative Charter High School for eight consecutive semesters, exclusive of students enrolled solely in online courses, will meet or exceed PED's AMO graduation requirements.</p> <p><u>Agency Performance Standard:</u> The Media Arts Collaborative Charter School will provide community service, media arts, or</p>	
Page 19, Goal 3, final paragraph after subsection G.	Support all students in meeting performance standards as specified in PED documents in accordance with No Child Left Behind			

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<p>(NCLB). Special skills such as problem solving, critical thinking, interpersonal communication skills, technology and technological communication skills, global awareness and civic literacy are included in their successful skill sets.</p>	<p>career-relevant internship opportunities to 100 percent of all students who meet school and/or program eligibility requirements.</p> <p><u>Student Performance Standard:</u></p> <p>All students who have attended Media Arts Collaborative Charter High School for at least eight consecutive semesters, and who are <i>not</i> on a career readiness pathway as indicated by their Individual Education Plan (IEP), will have successfully completed at least one of the following courses prior to graduation: Advanced Placement, Honors, online, or dual credit courses at an affiliated university or community college.</p>	
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Original Signature of Governing Council President or Designee: _____ Date: _____
 Printed Name of Governing Council President or Designee: Patti Gladstone

<u>Public Education Department use only</u>	
Program Manager approves change - no further action taken: _____ Date: _____	
Program Manager forwards request to Asst. Secretary: _____ Date: _____	
Public Education Commission Chair: _____ Date: _____	
<input type="checkbox"/> APPROVED <input type="checkbox"/> DENIED	

Revised 9-17-09