

students who wish to participate in the dual credit program. The Agreement: 1) specifies eligible courses, academic quality of dual credit courses, student eligibility, course approval, course requirements, required content of the form, state reporting, liabilities of parties, and student appeals; and 2) states the roles, responsibilities, and liabilities of the LEA, the postsecondary institution, student, and the student's family.

### **1. Eligible Courses**

College courses that are academic or career technical and that simultaneously earn credit toward high school graduation and a postsecondary degree or certificate shall be eligible for dual credit. Remedial, developmental and physical education activity courses are not eligible for dual credit. Dual credit courses may be taken as elective or core course (except physical education activity course) high school credits. Core course means a course required for high school graduation as defined in 22-13-1.1 NMSA.

The LEA in collaboration with the POSTSECONDARY INSTITUTION shall determine a list of academic and career technical courses eligible for dual credit for inclusion into the appendix. The appendix shall indicate the name of the postsecondary institution, the name of the LEA, the date, course subject and number, course title, location of course delivery and semester offered. The LEA shall submit the appendix electronically to NMHED and PED when the Master Agreement is signed and at the end of each semester prior to its application for which the appendix is modified.

Dual credit courses may be offered at LEAs, POSTSECONDARY INSTITUTIONS, and off-campus centers as determined by the LEA in collaboration with the POSTSECONDARY INSTITUTION offering the courses. Dual credit courses may be delivered during or outside of LEA hours.

The POSTSECONDARY INSTITUTION may offer dual credit courses via distance learning (online, hybrid, correspondence, Cyber Academy [IDEAL-NM]) in accordance with 6.30.7.8 NMAC as this option becomes available and cost-effective. All dual credit course rules apply (6.30.7 NMAC). The LEA and POSTSECONDARY INSTITUTION participating in the Cyber Academy shall be subject to applicable rules pertaining to distance learning (6.30.8 NMAC).

### **2. Academic Quality of Dual Credit Courses**

College courses eligible for dual credit shall meet the rigor for POSTSECONDARY INSTITUTION credit and be congruent with the POSTSECONDARY INSTITUTION's normal offerings. Classes offered in LEA settings shall conform to the POSTSECONDARY INSTITUTION's academic standards. Faculty for all dual credit courses shall be approved by the POSTSECONDARY INSTITUTION.

Dual credit courses must meet the public education department standards and benchmarks.

Dual credit courses that are part of the general education common core for postsecondary institutions are eligible for transfer among New Mexico postsecondary institutions pursuant to Subsection D of 21-1B-3 NMSA 1978. Credit is eligible for transfer from one public postsecondary institution to another and is applied toward requirements for postsecondary graduation and receipt of a degree.

### **3. Student Eligibility**

The LEA and POSTSECONDARY INSTITUTION shall qualify and advise candidates for dual credit from the pool of eligible high school students. A candidate for dual credit is eligible for consideration for fall, winter and summer semesters if he or she:

1. is enrolled during the fall and winter in a LEA in one-half or more of the minimum course requirements approved by PED for public school students under its jurisdiction or by being in physical attendance at a bureau of Indian education-funded high school at least three documented contact hours per day pursuant to 25 CFR 39.211(c);



2. obtains permission from the LEA representative (in consultation with the student's individualized education program team, as needed), the student's parent or guardian if the student is under 18 years old, and POSTSECONDARY INSTITUTION representative prior to enrolling in a dual credit course; and
3. meets POSTSECONDARY INSTITUTION requirements to enroll as a dual credit student.

#### **4. Course Approval**

Approval for dual credit shall be by the LEA and POSTSECONDARY INSTITUTION representatives on a course-by-course basis each semester based on the student's prior coursework, career pathway, and/or academic readiness. There is no state limit to the number of credits a student may earn through dual credit in an academic term; however, the student must meet eligibility requirements.

#### **5. Course Requirements**

The course requirements for high school students enrolled in dual credit courses shall be the same as those of regular college students. Course requirement information shall include the course prerequisites, course content, grading policy, attendance requirements, course completion requirements, performance standards, and other related course information.

#### **6. Eligible Semesters**

Eligible students may enroll in dual credit courses year-round.

#### **7. Course Transcripting Ratios**

Unless otherwise approved by the cabinet secretaries of higher education and public education departments, successful completion of three credit hours of postsecondary instruction shall result in the awarding of one high school unit for said completed postsecondary course. If the LEA and POSTSECONDARY INSTITUTION determine that a different ratio is warranted for a particular dual credit course comparable to LEA core courses in order to meet PED standards and benchmarks, they may appeal to the Council, which may recommend a different ratio to the cabinet secretaries. The joint decision of the cabinet secretaries shall be final.

#### **8. Required Content of Dual Credit Request Form**

Each semester, the Dual Credit Request Form (hereafter Form) shall be used to document each student request for enrollment in dual credit courses and the review and approval process within the LEA and POSTSECONDARY INSTITUTION. LEAs and POSTSECONDARY INSTITUTIONS shall provide the form to eligible students and appropriate LEA staff online and in hard copy. The form appears at the end of this Agreement. 6.30.7.12 NMAC specifies Form content.

#### **9. State Reporting**

The LEA and POSTSECONDARY INSTITUTION shall retain educational records in accordance with New Mexico or Federal statutes and record retention regulations as per 1.20.2 NMAC and 1.20.3 NMAC, or 25 CFR, Part 43, as applicable. NMHED and PED shall verify and reconcile the respective dual credit records at the end of each academic year. Students enrolled in dual credit courses shall be classified as such and reported to NMHED and PED as per 6.30.7.12 NMAC.

#### **10. Liabilities of Parties**

Dual credit status shall neither enhance nor diminish on-campus liabilities for the LEA or POSTSECONDARY INSTITUTION. Management of risk and liabilities shall be in accordance with the LEA and POSTSECONDARY INSTITUTION policies and codes of conduct.



Personal liabilities for the student shall be equal to those of POSTSECONDARY INSTITUTION students.

**11. Appeals** Each STUDENT, LEA, and POSTSECONDARY INSTITUTION has the right to appeal decisions concerning the dual credit program.

The LEA and POSTSECONDARY INSTITUTION shall have a student appeals process pertaining to student enrollment in dual credit programs. LEA and POSTSECONDARY INSTITUTION decisions are final.

The Dual Credit Council (Council) shall administer an appeals process for LEA and POSTSECONDARY INSTITUTION representatives to address issues outside the scope of the Agreement, including the determination of alignment of course content to determine the appropriate credit ratio. The Council is an advisory group consisting of NMHED and PED staff that issues recommendations to the cabinet secretaries. The cabinet secretaries shall act jointly upon Council recommendations; their joint decisions shall be final.

## **PART 2 – SPECIFIC PROVISIONS OF AGREEMENT**

The following provisions outline the specific responsibilities and duties that apply to the POSTSECONDARY INSTITUTION, SECONDARY SCHOOL, and STUDENTS participating in the dual credit program to ensure adequate participation by each party.

### **A. RESPONSIBILITIES AND DUTIES OF THE POSTSECONDARY INSTITUTION**

#### **1. Admission and Enrollment of Students**

*The POSTSECONDARY INSTITUTION shall:*

1. designate a representative to review and sign the completed Form with the understanding that only a form endorsed by all parties shall constitute a dual credit approval request;
2. determine, in collaboration with the LEA, the required academic standing of each student eligible to participate in the dual credit program.
3. collaborate with the LEA to reach agreement on admission and registration of eligible dual credit students for the stated semester;
4. employ a method of qualifying the student for dual credit that demonstrates that the student has the appropriate skills and maturity to benefit from the instruction requested;
5. provide advisement to review the appropriateness of each student's enrollment in a course prior to registration in terms of academic readiness, age requirements, and programmatic issues;
6. provide the Form to eligible students and appropriate LEA staff online and in hard copy;
7. approve the Form each semester based on each student's prior coursework, career pathway, and/or academic readiness;
8. provide a copy of each approved Form to the appropriate LEA representative;
9. provide course placement evaluation services and consider a high school college readiness assessment to verify a student's academic skill level and to ensure compliance with course prerequisites;
10. provide information and orientation, in collaboration with the LEA, to the student and parent or guardian regarding the responsibilities of dual credit enrollment including academic rigor, time commitments, and behavioral expectations associated with taking POSTSECONDARY INSTITUTION courses and the importance of satisfactorily completing the POSTSECONDARY INSTITUTION credits attempted in order for dual credit to be awarded;



11. inform students of course requirement information, which includes course content, grading policy, attendance requirements, course completion requirements, performance standards, and other related course information; and
12. advise parents of federal Family Educational Rights and Privacy Act (FERPA) rules.

## **2. Responsibility for Funding Dual Credit**

*The POSTSECONDARY INSTITUTION shall:*

1. waive all general fees for dual credit courses;
2. waive tuition for high school students taking dual credit courses; and
3. make every effort to adopt textbooks for at least three years.

## **3. Reporting of Student Records**

*The POSTSECONDARY INSTITUTION shall:*

1. provide the LEA, within the first thirty days of the academic term, access to each student's official schedule of classes as verification of registration. The LEA shall notify the POSTSECONDARY INSTITUTION if the report is in conflict with the school endorsed registration;
2. track progress of dual credit enrolled students on the issue of academic performance and provide reports, as needed, to the LEA;
3. retain the official transcript or grade report of the dual credit student that records the term of enrollment, courses/credits attempted, courses/credits completed, grades and grade point average earned;
4. release, at the request of the student, official POSTSECONDARY INSTITUTION transcripts in accordance with the POSTSECONDARY INSTITUTION transcript request practices; and
5. provide final grades to the LEA for each dual credit student;
6. deliver final grades for all dual credit students to the LEA with sufficient time to be included with final grades; this schedule shall be defined by the parties in the agreement and shall address the time frame appropriate for determining student graduation from high school; and
7. comply with data collection and reporting provisions in 6.30.7.12 NMAC.

# **B. RESPONSIBILITIES AND DUTIES OF THE LEA**

## **1. Admission and Enrollment of Students**

*The LEA shall:*

1. designate a representative to collaborate with the POSTSECONDARY INSTITUTION to reach agreement on admission and registration of eligible dual credit students for the stated semester;
2. determine, in collaboration with the POSTSECONDARY INSTITUTION, the required academic standing for students eligible to participate in the dual credit program;
3. collaborate with the POSTSECONDARY INSTITUTION to reach agreement on admission and registration of eligible dual credit students for the stated semester;
4. employ a method of qualifying the student for dual credit based on factors which may include academic performance review, use of Next Step Plan, assessments, advisement and career guidance, and therefore recommend enrollment at the POSTSECONDARY INSTITUTION with evidence that the student has the appropriate skills and maturity to benefit from the instruction requested;
5. provide information and orientation to students about opportunities to participate in dual credit programs during student advisement, academic support, and, where applicable, formulation of annual Next Step Plans;
6. provide the Form to eligible STUDENTS and appropriate LEA staff online and in hard copy;



7. approve the Form each semester based on each student's prior coursework, career pathway, and/or academic readiness;
8. provide information and orientation, in collaboration with the POSTSECONDARY INSTITUTION, to the STUDENT and STUDENT's family regarding the responsibilities of dual credit enrollment, including academic rigor, time commitments, and behavioral expectations associated with taking college courses and the importance of satisfactorily completing the college credits attempted in order for dual credit to be awarded and lottery scholarship eligibility to be maintained;
9. inform students of course requirement information which includes course content, grading policy, attendance requirements, course completion requirements, performance standards, and other related course information;
10. notify the POSTSECONDARY INSTITUTION if the student's official schedule of classes is in conflict with the school endorsed registration;
11. provide appropriate accommodations and services for special education students while the students are enrolled in dual credit classes, including academic adjustments and auxiliary aids and services for eligible students across educational activities and settings (e.g. equipping school computers with screen-reading, voice recognition or other adaptive hardware or software and providing note-takers, recording devices, or sign language interpreters, or other adaptation as required by law);
12. inform students in need of accommodations or other arrangements of the need to speak directly with the disabilities coordinator at the POSTSECONDARY INSTITUTION;
13. work collaboratively with the POSTSECONDARY INSTITUTION to submit a student's request for change in registration according to POSTSECONDARY INSTITUTION policies and within officially published deadlines (e.g. add, drop, withdrawal); and
14. make it clear to students that if they fail or withdraw from dual credit classes that they were intending to use to substitute for a high school requirement that they will have to make up those credits in order to graduate. The dual credit course grade will appear on the student high school transcript.

## **2. Responsibility for Funding Dual Credit**

*The LEA shall:*

Pay the cost of the required textbooks and other course supplies for the postsecondary course the dual credit student is enrolled in through purchase arrangements with the bookstore at the POSTSECONDARY INSTITUTION or other cost-efficient methods.

## **3. Dual Credit Courses Offered at High School**

Upon the agreement of the LEA and the POSTSECONDARY INSTITUTION, courses may be offered at high school sites. In these instances, courses shall follow established LEA site time blocks.

## **4. Reporting of Student Records**

*The LEA shall:*

1. furnish an official high school transcript to the POSTSECONDARY INSTITUTION if required by the POSTSECONDARY INSTITUTION;
2. record, unchanged, the grade given to the dual credit student by the POSTSECONDARY INSTITUTION on each student high school transcript;
3. retain educational records in accordance with New Mexico and Federal statutes and record retention regulations as per 1.20.2 NMAC or 25 CFR, Part 43, as applicable; and
4. comply with data collection and reporting provisions in 6.30.7.12 NMAC.



2. Participation in dual credit courses requires STUDENT and, if applicable, PARENT/GUARDIAN signatures on the Form for compliance with FERPA regulations.

**5. Secondary School and Postsecondary Institution Calendars**

STUDENTS earning dual credits shall abide by the regular operating calendars, schedules and associated requirements of the LEA and POSTSECONDARY INSTITUTION. In instances in which the calendars are incongruent, the dual credit STUDENT is required to independently satisfy both calendar requirements and may consult with LEA counselors for assistance.

**PART 3 – TERM AND FILING OF AGREEMENT**

**A. TERMS AND CONDITIONS**

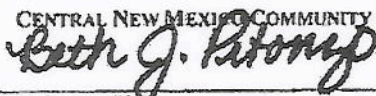
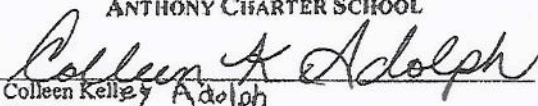
The initial term of this Agreement shall be from July 1, 2011 to June 30, 2013. With the exception of the appendix, this Agreement may not be altered or modified by either party. This Agreement shall automatically renew for additional fiscal years unless either party notifies the other party of their intent not to renew 60 days before the end of the fiscal year. The LEA in collaboration with the POSTSECONDARY INSTITUTION, may modify the list of dual credit courses in the Appendix of the Agreement. Modifications to the Appendix must be submitted to NMHED and PED by the end of each semester.


The LEA and POSTSECONDARY INSTITUTION providing dual credit programs shall complete the Agreement and the LEA shall submit the completed Agreement to PED.

A completed Agreement shall contain signatures from all parties and includes an Appendix developed collaboratively by the LEA and POSTSECONDARY INSTITUTION that specifies eligible dual credit courses.

**B. FILING**

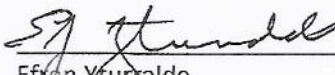
A fully executed copy of this Agreement shall be submitted by the LEA to PED within 10 days of approval.

APPROVED	
<b>CENTRAL NEW MEXICO COMMUNITY COLLEGE</b>  Beth Pitonzo, PhD Vice President for Academic Affairs Date: 11/8/11	<b>ANTHONY CHARTER SCHOOL</b>  Colleen Kelley Adolph Director Date: 12/9/11

**ANTHONY CHARTER SCHOOL  
GOVERNANCE COUNCIL**  
  
Patrick Banegas  
President

Date: December 13, 2011

Gadsden Independent School District

  
Efrén Yturralde  
Superintendent

Date: December 9, 2011





**STATEWIDE DUAL CREDIT MASTER AGREEMENT**  
*June 30, 2008*

**NEW MEXICO SECONDARY AND POSTSECONDARY DUAL CREDIT PROGRAM**

**MEMORANDUM OF AGREEMENT**  
**Between Dofia Ana Community College**  
**And Anthony Charter School**

*Note*

SB 943 (Laws 2007, Chapter 227) creates a dual credit program in state statute. The master agreement goes into effect beginning the 2008-2009 school year. Affected parties must refer to 6.30.7 New Mexico Administrative Code (NMAC) or 5.55.4 NMAC for rules regarding dual credit program implementation.

**TERMS OF AGREEMENT**

**PART 1 – GENERAL PROVISIONS OF AGREEMENT**

**A. SCOPE**

Dual credit shall be provided in accordance with the terms and conditions of this uniform Master Agreement (*hereafter* Agreement), which supersedes all previous agreements, versions and addenda. This Agreement applies to all public school districts, including a charter school or charter school district, a state-supported educational institution and a state-chartered school (*hereafter* District, as defined in the dual credit rule), high school students who attend district schools and public postsecondary institutions (*hereafter* Postsecondary Institution) in New Mexico. Districts and postsecondary institutions are required to implement rules no later than the beginning of the 2008-2009 school year. Districts may complete agreements with multiple postsecondary institutions. Refer to 6.30.7 NMAC and 5.55.4 NMAC for definitions.

**B. DEFINITION OF DUAL CREDIT PROGRAM**

“Dual credit program” means a program that allows high school students to enroll in college-level courses offered by a POSTSECONDARY INSTITUTION that may be academic or career technical but not remedial or developmental, and simultaneously to earn credit toward high school graduation and a postsecondary degree or certificate.

**C. AUTHORIZATION**

Dual Credit Programs are authorized by Laws 2007, Chapter 227 and Laws 2008, Chapter 14 (SB943 and SB31), state rules 6.30.7 NMAC and 5.55.4 NMAC, and statutes Section 22-2-1, 22-2-2, 9-24-8, 9-25-8, 21-1-1.2 NMSA 1978.

**D. PURPOSES**

The primary purposes of a dual credit program are to increase the educational options and opportunities for high school students and increase the overall quality of instruction and learning available through secondary schools. Fundamentally, dual credit programs allow students to earn credit at the secondary and postsecondary levels simultaneously, and they provide students an early glimpse of college life. The programs may also encourage more students to consider higher education, especially students from underrepresented groups. Research indicates that dual credit programs can lead to better completion rates for both high school and college; reduce the need for remediation; shorten time to a diploma or degree completion; reduce the cost of higher



education; reinforce the concept of life-long learning through an educational continuum; provide an alternative for students tempted to leave high school to enter the workforce; and, especially when offered through distance learning, provide equal access to higher education opportunities to students, whether rural or urban.

In New Mexico, dual credit opportunities have existed for years. Until now, there has been no statewide consistency in the arrangements, meaning that some students have had better or more economical access to dual credit courses than others. There has also been no reliable system of collecting or disseminating data on enrollment in dual credit classes or on the effect that these classes have on student achievement or degree completion.

As a result, the 2007 Legislature passed and the Governor signed legislation (Laws 2007, Chapter 227) to provide a statutory framework for a dual credit program. This framework:

- specifies the program and the kinds of courses the program may include;
- defines student eligibility;
- requires uniform administrative procedures; and
- provides a uniform funding mechanism that requires a contribution from each party involved: the district, the postsecondary institution, and the student and student's family.

This legislation also corresponds to other initiatives enacted during the 2007 session: the Cyber Academy Act, which will facilitate distance education as a means of offering courses for dual credit; and the high school redesign legislation, which requires secondary schools to offer options for course delivery, including dual credit and distance education. In 2008, the Legislature revised the dual credit program by extending eligibility to students at state-supported schools; in addition, all eligible students may take dual credit courses during the summer if they meet minimum requirements.

Finally, the statutory provisions establish the basis for this agreement and for rules promulgated by the New Mexico Higher Education Department (NMHED) and Public Education Department (PED). Together with the statute, these documents will offer New Mexico high school students equitable opportunities to enrich their high school experiences and to begin their postsecondary education.

## **E. ELIGIBILITY AND APPROVAL**

The following general eligibility and approval requirements shall apply to all Agreements. The Agreement specifies the means by which the state will provide equal opportunities to all high school students who wish to participate in the dual credit program. The Agreement: 1) specifies eligible courses, academic quality of dual credit courses, student eligibility, course approval, course requirements, required content of the form, state reporting, liabilities of parties, and student appeals; and 2) states the roles, responsibilities, and liabilities of the district, the postsecondary institution, student, and the student's family.

### **1. Eligible Courses**

College courses that are academic or career technical but not remedial or developmental and that simultaneously earn credit toward high school graduation and a postsecondary degree or certificate shall be eligible for dual credit.

Dual credit courses may be taken as elective high school credits. Dual credit courses may satisfy the requirements of high school core courses when the PED standards and benchmarks are met and curriculum is aligned to meet postsecondary requirements.

Dual credit courses may substitute for high school core courses when the Dual Credit Council (hereafter Council) determines there are exigent circumstances. For example, there is limited high school capacity, staff, space, or scheduling and the NMHED and PED cabinet secretaries approve the



Council recommendation.

The DISTRICT in collaboration with the POSTSECONDARY INSTITUTION shall determine a list of academic and career technical courses eligible for dual credit for inclusion into the appendix. The appendix shall contain the higher education common course number, if applicable, course subject and number, course title, and location of course delivery. The DISTRICT shall annually submit the appendix to NMHED and PED (Subsection B of 5.55.4.9 NMAC still applies). NMHED and PED shall post the appendix on their respective websites and update the appendix as needed.

Dual credit courses may be offered at DISTRICTS, POSTSECONDARY INSTITUTIONS, and off-campus centers as determined by the DISTRICT in collaboration with the POSTSECONDARY INSTITUTION offering the courses. Dual credit courses may be delivered during or outside of DISTRICT hours.

The POSTSECONDARY INSTITUTION may offer dual credit courses via distance learning (ITV, online, hybrid, correspondence) in accordance with 6.30.7.8 NMAC and 5.55.4 NMAC as this option becomes available and cost-effective. All dual credit course rules apply. The DISTRICT and POSTSECONDARY INSTITUTION participating in the Cyber Academy shall be subject to applicable rules pertaining to it.

The DISTRICT and POSTSECONDARY INSTITUTION shall be allowed to continue current practices regarding core courses offered for dual credit until the Council issues its recommendations or no later than the beginning of the 2009-2010 school year, the time that dual credit courses become a high school graduation requirement.

## **2. Academic Quality of Dual Credit Courses**

College courses eligible for dual credit shall meet the rigor for POSTSECONDARY INSTITUTION credit and be congruent with the POSTSECONDARY INSTITUTION's normal offerings. Classes offered in DISTRICT settings shall conform to the POSTSECONDARY INSTITUTION's academic standards. Faculty for all dual credit courses shall be approved by the POSTSECONDARY INSTITUTION.

## **3. Student Eligibility**

The DISTRICT and POSTSECONDARY INSTITUTION shall qualify and advise candidates for dual credit from the pool of eligible high school students. A candidate for dual credit is eligible for consideration for fall, winter and summer semesters if he or she:

1. is enrolled during the fall and winter in a DISTRICT in one-half or more of the minimum course requirements approved by PED for public school students;
2. obtains permission from the DISTRICT representative (in consultation with the student's individualized education program team, as needed), the student's parent or guardian, and POSTSECONDARY INSTITUTION representative prior to enrolling in a dual credit course; and
3. meets POSTSECONDARY INSTITUTION requirements to enroll as a dual credit student.

## **4. Course Approval**

Approval for dual credit shall be by the DISTRICT and POSTSECONDARY INSTITUTION representatives on a course-by-course basis each semester based on the student's prior coursework, career pathway, and/or academic readiness. There is no state limit to the number of credits a student may earn through dual credit in an academic term; however, the student must meet eligibility requirements.



## **5. Course Requirements**

The course requirements for high school students enrolled in dual credit courses shall be equal to those of regular college students. Course requirement information shall include the course prerequisites, course content, grading policy, attendance requirements, course completion requirements, performance standards, and other related course information.

## **6. Eligible Semesters**

Eligible students may enroll in dual credit courses year-round.

## **7. Course Transcribing Ratios**

Unless otherwise approved by the secretaries of NMHED and PED, one SECONDARY SCHOOL credit shall be awarded for the successful completion of three credit hours of POSTSECONDARY INSTITUTION instruction for elective courses not comparable to existing DISTRICT elective courses. If the DISTRICT and POSTSECONDARY INSTITUTION determine that a different ratio is warranted for a particular dual credit course comparable to DISTRICT core courses in order to meet PED standards and benchmarks, they may appeal to the Council, which may recommend a different ratio to the secretaries of PED and NMHED. The joint decision of the NMHED and PED cabinet secretaries will be final.

## **8. Required Content of Dual Credit Request Form**

Each semester, the Dual Credit Request Form (hereafter Form) shall be used to document each student request for enrollment in dual credit courses and the review and approval process within the DISTRICT and POSTSECONDARY INSTITUTION. DISTRICTS and POSTSECONDARY INSTITUTIONS shall provide the form to eligible students and appropriate DISTRICT staff online and in hard copy. The form appears at the end of this Agreement. 6.30.7.12 NMAC and 5.55.4.12 NMAC specify Form content.

## **9. State Reporting**

The DISTRICT and POSTSECONDARY INSTITUTION shall retain educational records in accordance with New Mexico statutes and record retention regulations as per 1.20.2 NMAC and 1.20.3 NMAC. NMHED and PED shall verify and reconcile the respective dual credit reports at the end of each academic year. Students enrolled in dual credit courses shall be classified as such and reported to NMHED and PED as per 6.30.7.12 NMAC and 5.55.4.12 NMAC.

## **10. Liabilities of Parties**

Dual credit status shall neither enhance nor diminish on-campus liabilities for the DISTRICT or POSTSECONDARY INSTITUTION. Management of risk and liabilities shall be in accordance with the DISTRICT and POSTSECONDARY INSTITUTION policies and codes of conduct.

Personal liabilities for the student shall be equal to those of POSTSECONDARY INSTITUTION students.

## **11. Appeals**

Each STUDENT, DISTRICT, and POSTSECONDARY INSTITUTION has the right to appeal decisions concerning the dual credit program.

The DISTRICT and POSTSECONDARY INSTITUTION shall have a student appeals process pertaining to student enrollment in dual credit programs. DISTRICT and POSTSECONDARY INSTITUTION decisions are final.

The Dual Credit Council (Council) shall administer an appeals process for DISTRICT and POSTSECONDARY INSTITUTION representatives to address issues outside the scope of the Agreement, including the determination of alignment of course content to determine the appropriate



credit ratio. The Council is an advisory group consisting of NMHED and PED staff that issues recommendations to the NMHED and PED Cabinet Secretaries. The NMHED and PED secretaries shall act jointly upon Council recommendations; their joint decisions shall be final.

## **PART 2 – SPECIFIC PROVISIONS OF AGREEMENT**

The following provisions outline the specific responsibilities and duties that apply to the POSTSECONDARY INSTITUTION, SECONDARY SCHOOL, and STUDENTS participating in the dual credit program to ensure adequate participation by each party.

### **A. RESPONSIBILITIES AND DUTIES OF THE POSTSECONDARY INSTITUTION**

#### **1. Admission and Enrollment of Students**

*The POSTSECONDARY INSTITUTION shall:*

1. designate a representative to review and sign the completed Form with the understanding that only a form endorsed by all parties shall constitute a dual credit approval request;
2. determine, in collaboration with the DISTRICT, the required academic standing of each student eligible to participate in the dual credit program.
3. collaborate with the DISTRICT to reach agreement on admission and registration of eligible dual credit students for the stated semester;
4. employ a method of qualifying the student for dual credit that demonstrates that the student has the appropriate skills and maturity to benefit from the instruction requested;
5. provide advisement to review the appropriateness of each student's enrollment in a course prior to registration in terms of academic readiness, age requirements, and programmatic issues;
6. provide the Form to eligible students and appropriate DISTRICT staff online and in hard copy;
7. approve the Form each semester based on each student's prior coursework, career pathway, and/or academic readiness;
8. provide a copy of each approved Form to the appropriate DISTRICT representative;
9. provide course placement evaluation services and consider a high school college readiness assessment to verify a student's academic skill level and to ensure compliance with course prerequisites;
10. provide information and orientation, in collaboration with the DISTRICT, to the student and parent or guardian regarding the responsibilities of dual credit enrollment including academic rigor, time commitments, and behavioral expectations associated with taking POSTSECONDARY INSTITUTION courses and the importance of satisfactorily completing the POSTSECONDARY INSTITUTION credits attempted in order for dual credit to be awarded;
11. inform students of course requirement information which includes course content, grading policy, attendance requirements, course completion requirements, performance standards, and other related course information; and
12. advise parents of federal Family Educational Rights and Privacy Act (FERPA) rules.

#### **2. Responsibility for Funding Dual Credit**

*The POSTSECONDARY INSTITUTION shall:*

1. waive all general fees for dual credit courses;
2. waive tuition for high school students taking dual credit courses; and
3. make every effort to adopt textbooks for at least three years.



### **3. Reporting of Student Records**

*The POSTSECONDARY INSTITUTION shall:*

1. provide the DISTRICT, within the first thirty days of the academic term, access to each student's official schedule of classes as verification of registration. The DISTRICT shall notify the POSTSECONDARY INSTITUTION if the report is in conflict with the school endorsed registration;
2. track progress of dual credit enrolled students on the issue of academic performance and provide reports, as needed, to the DISTRICT;
3. retain the official transcript or grade report of the dual credit student that records the term of enrollment, courses/credits attempted, courses/credits completed, grades and grade point average earned;
4. release, at the request of the student, official POSTSECONDARY INSTITUTION transcripts in accordance with the POSTSECONDARY INSTITUTION transcript request practices; and
5. provide final grades to the DISTRICT for each dual credit student;
6. deliver final grades for all dual credit students to the DISTRICT with sufficient time to be included with final grades; this schedule shall be defined by the parties in the agreement and shall address the time frame appropriate for determining student graduation from high school; and
7. comply with data collection and reporting provisions in 5.55.4.12 NMAC.

### **B. RESPONSIBILITIES AND DUTIES OF THE DISTRICT**

#### **1. Admission and Enrollment of Students**

*The DISTRICT shall:*

1. designate a representative to collaborate with the POSTSECONDARY INSTITUTION to reach agreement on admission and registration of eligible dual credit students for the stated semester;
2. determine, in collaboration with the POSTSECONDARY INSTITUTION, the required academic standing for students eligible to participate in the dual credit program;
3. collaborate with the POSTSECONDARY INSTITUTION to reach agreement on admission and registration of eligible dual credit students for the stated semester;
4. employ a method of qualifying the student for dual credit based on factors which may include academic performance review, use of Next Step Plan, assessments, advisement and career guidance, and therefore recommend enrollment at the POSTSECONDARY INSTITUTION with evidence that the student has the appropriate skills and maturity to benefit from the instruction requested;
5. provide information and orientation to students about opportunities to participate in dual credit programs during student advisement, academic support, and formulation of annual Next Step Plans;
6. provide the Form to eligible STUDENTS and appropriate DISTRICT staff online and in hard copy;
7. approve the Form each semester based on each student's prior coursework, career pathway, and/or academic readiness;
8. provide information and orientation, in collaboration with the POSTSECONDARY INSTITUTION, to the STUDENT and STUDENT's family regarding the responsibilities of dual credit enrollment, including academic rigor, time commitments, and behavioral expectations associated with taking college courses and the importance of satisfactorily completing the college credits attempted in order for dual credit to be awarded;



9. inform students of course requirement information which includes course content, grading policy, attendance requirements, course completion requirements, performance standards, and other related course information;
10. notify the POSTSECONDARY INSTITUTION if the student's official schedule of classes is in conflict with the school endorsed registration;
11. provide appropriate accommodations and services for special education students while the students are enrolled in dual credit classes, including academic adjustments and auxiliary aids and services for eligible students across educational activities and settings (e.g. equipping school computers with screen-reading, voice recognition or other adaptive hardware or software and providing note-takers, recording devices, or sign language interpreters, or other adaptation as required by law);
12. inform students in need of accommodations or other arrangements of the need to speak directly with the disabilities coordinator at the POSTSECONDARY INSTITUTION;
13. work collaboratively with the POSTSECONDARY INSTITUTION to submit a student's request for change in registration according to POSTSECONDARY INSTITUTION policies and within officially published deadlines (e.g. add, drop, withdrawal); and
14. make it clear to students that if they fail or withdraw from dual credit classes that they were intending to use to substitute for a high school requirement that they will have to make up those credits in order to graduate. The dual credit course grade will appear on the student high school transcript;

## **2. Responsibility for Funding Dual Credit**

*The DISTRICT shall:*

Pay the cost of the required textbooks and other course supplies for the postsecondary course the dual credit student is enrolled in through purchase arrangements with the bookstore at the POSTSECONDARY INSTITUTION or other cost-efficient methods.

## **3. Dual Credit Courses Offered at High School**

Upon the agreement of the DISTRICT and the POSTSECONDARY INSTITUTION, courses may be offered at high school sites. In these instances, courses shall follow established DISTRICT site time blocks.

## **4. Reporting of Student Records**

*The DISTRICT shall:*

1. furnish an official high school transcript to the POSTSECONDARY INSTITUTION if required by the POSTSECONDARY INSTITUTION;
2. record, unchanged, the grade given to the dual credit student by the POSTSECONDARY INSTITUTION on each student high school transcript;
3. retain educational records in accordance with New Mexico statutes and record retention regulations as per 1.20.2 NMAC; and
4. comply with data collection and reporting provisions in 6.30.7.12 NMAC.

# **C. RESPONSIBILITIES AND DUTIES OF STUDENTS AND PARENTS**

## **1. Admission and Enrollment of Students**

*For a student to be accepted and enrolled into a dual credit program, the STUDENT shall:*

1. discuss potential dual credit courses with the appropriate DISTRICT and POSTSECONDARY INSTITUTION staff, including POSTSECONDARY INSTITUTION admission and registration requirements, course requirements, credits to be attempted, credits



- to be awarded, scheduling under dual credit, and implications for failure to successfully complete the course;
2. obtain course requirements for each course, including course prerequisites, course content, grading policy, attendance requirements, course completion requirements, performance standards, and other related course information;
  3. meet the prerequisites and requirements of the course(s) to be taken;
  4. complete the Form available online or in hard copy from the DISTRICT or POSTSECONDARY INSTITUTION;
  5. obtain approval for enrolling in the dual credit program each semester by acquiring all necessary signatures on the Form;
  6. register for courses during the POSTSECONDARY INSTITUTION standard registration periods (*Note: enrollments shall not be permitted after the close of posted late registration*);
  7. discuss any request for a change in registration (add, drop, withdrawal) and complete all necessary forms and procedures with appropriate DISTRICT and POSTSECONDARY INSTITUTION staff; and
  8. comply with the POSTSECONDARY INSTITUTION and DISTRICT student code of conduct and other institutional policies.

## **2. Rights and Privileges of Student**

*The right and privileges of STUDENTS participating in Dual Credit include:*

1. the rights and privileges equal to those extended to DISTRICT and POSTSECONDARY INSTITUTION students, unless otherwise excluded by any section of this Agreement;
2. the use of the POSTSECONDARY INSTITUTION library, course-related labs and other instructional facilities, use of the POSTSECONDARY INSTITUTION programs and services such as counseling, tutoring, advising, and special services for the students with disabilities, and access to POSTSECONDARY INSTITUTION personnel and resources as required; and
3. the right to appeal, in writing to the DISTRICT or POSTSECONDARY INSTITUTION, as applicable, any decision pertaining to enrollment in the dual credit program.

## **3. Financial Responsibility for Funding Dual Credit**

*The STUDENT shall:*

1. return the textbooks and unused course supplies to the DISTRICT when the student completes the course or withdraws from the course (subject to provisions in Subsection B of Section 22-15-10 NMSA 1978 regarding lost or damaged instructional material);
2. arrange transportation to the site of the dual credit course. Depending upon the time and course location, the student may have access to transportation through the DISTRICT if the dual credit course is offered during the school day; and
3. be responsible for course-specific (e.g. lab, computer) fees.

## **4. Confidentiality of Student Records**

1. Student educational records created as a result of this Agreement shall be retained and disseminated in accordance with Family Educational Rights and Privacy Act (FERPA) requirements.
2. Participation in dual credit courses requires STUDENT and, if applicable, PARENT/GUARDIAN signatures on the Form for compliance with FERPA regulations.

## **5. Secondary School and Postsecondary Institution Calendars**

STUDENTS earning dual credits shall abide by the regular operating calendars, schedules and associated requirements of the DISTRICT and POSTSECONDARY INSTITUTION. In instances in



which the calendars are incongruent, the dual credit STUDENT is required to independently satisfy both calendar requirements and may consult with DISTRICT counselors for assistance.

### PART 3 – TERM AND FILING OF AGREEMENT

#### A. TERMS AND CONDITIONS

The initial term of this Agreement shall be from July 1, 2009 to June 30, 20  . With the exception of the appendix, this Agreement may not be altered or modified by either party. This Agreement shall automatically renew for additional fiscal years unless either party notifies the other party of their intent not to renew 60 days before the end of the fiscal year. The DISTRICT, in collaboration with the POSTSECONDARY INSTITUTION, may modify the list of dual credit courses in the Appendix of the Agreement. Modifications to the Appendix must be submitted to NMHED and PED by the end of each semester.

The DISTRICT and POSTSECONDARY INSTITUTION providing dual credit programs shall complete the Agreement and the DISTRICT shall submit the completed Agreement to PED.

A completed Agreement shall contain signatures from all parties and includes an Appendix developed collaboratively by the DISTRICT and POSTSECONDARY INSTITUTION that specifies eligible dual credit courses.

#### B. FILING

A fully executed copy of this Agreement shall be submitted by the DISTRICT to PED within 10 days of approval.

POSTSECONDARY INSTITUTION	DISTRICT
DOÑA ANA COMMUNITY COLLEGE	ANTHONY CHARTER SCHOOL
Postsecondary Name	District Name
DR. MARGIE HUERTA	COLLEEN ADOLPH
Postsecondary Representative Name	District Representative Name
PRESIDENT	PRINCIPAL
Postsecondary Representative Title	District Representative Title
<i>President</i>	<i>Colleen K Adolph</i>
Postsecondary Representative Signature	District Representative Signature
<i>M Huerta</i>	<i>Oct 28, 2009</i>
Date	Date
<i>12-1-09</i>	



## GISD Authorized Dual Credit Courses

Course Subject #	Course Title	Location	Semester(s) Offered
ACCT 251	MANAGEMENT ACCOUNTING	DAGC	F
AERT 121	INDRODUCTION TO THE AEROPSACE WORKPLACE	GHS	F
ART 101G	ORIENTATION IN ART	DAGC, DASP	F/S/SU
AUTO 112	BASIC GASOLINE ENGINE	DAGC, DASP, CHS	F/S
AUTO 115	BASIC GASOLINE ENGINES LABORATORY	DAGC, DASP, CHS	F/S
AUTO 117	ELECTRONIC ANALYSIS TUNE-UP OF GAS ENGINE	DAGC, DASP, CHS	F/S
AUTO 120	ELECTRICAL SYSTEMS	DAGC, DASP, CHS	F/S
AUTO 139	AUTO COMPUTER CONTROLS	DAGC, DASP, CHS	F/S
AUTO 295	SPECIAL TOPICS: PROFESSIONAL DEVELOPMENT	DAGC, DASP, CHS	F/S
BCT 101	INTRODUCTION TO CONSTRUCTION I	DAGC, DASP, CHS	F/S
BCT 102	INTRODUCTION TO CONSTRUCTION II	DAGC, DASP, CHS	F/S
BCT 103	INTRO TO CONSTRUCTION LABORATORY	CHS	F
BCT 112	BASIC MASONRY LABORATORY	DAGC, DASP, CHS	F/S
BCT 114	BASIC CARPENTRY	DAGC, DASP, CHS	F/S
BCT 115	CARPENTRY LEVEL I	CHS	S
BCT 116	BASIC CARPENTRY LAB	CHS	S
BCT 217	BUILDING AND THE ENVIRINMENT	CHS	S
BCT 255	SPECIAL TOPICS: WORK EXPERIENCE	DAGC, DASP, CHS	F/S
BMGT 110	INTRODUCTION TO BUSINESS	DASP	F
BMGT 175	INTRODUTCTION TO BUSINESS FINANCE	DAGC, DASP	F/S
BMGT 231	LEGAL ISSUES IN BUSINESS	DAGC	S
BUSA 111	BUSINESS IN A GLOBAL SOCIETY	DAGC	F/S
C EP 110G	HUMAN GROWTH/BEHAVIOR	DAGC, DASP	F/S
C EP 210	EDUCATIONAL PSYCHOLOGY	DAGC, DASP	F/S
C J 101	INTRO TO CRIMINAL JUSTICE	DAGC, DASP	F/S
C J 205	CRIMINAL LAW I	DAGC, DASP	F/S
C J 210	AMERICAN LAW ENFORCEMT SYTEM	DAGC, DASP	F/S
C J 221	FUNDAMENTALS-CRIMINAL INVESTIGATION	DAGC, DASP	F/S
CJ 230	INTRODUCTION TO CORRECTIONS	DAGC, DASP	F/S
C J 250	COURTS/CRIMINAL JUSTICE SYSTEM	DAGC, DASP	F/S
CHEM 110G	PRINCIPALS & APPLIATIONS OF CHEMISTRY	DAGC, DASP	F/S
CHSS 100	INTRO TO HEALTH & SOCIAL SERVICES	DAGC, DASP, GHS	F/S
CHSS 101	HEALTH AND COMMUNITY SERVICES	DAGC, DASP, GHS	F/S
CMT 110	INTRODUCTION TO WEB DESIGN	DAGC	F/S



HIST 201G	INTRODUCTION TO EARLY AMER HISTORY	DAGC, DASP	F/S
HIST 202	INTRODUCTIO TO RECENT AMERICAN HISTORY	DAGC	F/S
H LS 100	INTRO TO HEALTH SCIENCE	DAGC, DASP	F/ S
HVAC 100	EPA CLEAN AIR ACT	DASP	S
HVAC 101	FUNDAMENTALS OF REFRIGERATION	DASP	S
HVAC 102	FUNDAMENTALS OF ELECTRICITY	DASP	S
LAW 233	PRACTICAL APPROACH TO TERRORISM	DAGC	F
LSC 111	INTRO TO INFORMATION LITERACY IN THE ELECTRONIC ENVIRONMENT	DAGC	F/S
MATH 120	INTERMEDIATE ALEGBRA	DAGC, DASP	F/S
MATH 121	COLLEGE ALGEBRA	DAGC	S
MAT 105	INTRO TO MANUFACTURING	DAGC, DASP	F/S
MAT 106	APPLIED MANUFACTURING PROCESSES	DAGC, DASP	F/S
MAT 108	METROLOGY, SAFETY & QUALITY CONTROL FOR MANUFACTURING	DAGC, DASP	F/S
MAT 110	MACHINE OPERATION AND SAFETY	DAGC, DASP	F/S
MAT 115	PRINT READING INDUSTRY	DAGC,DASP	F/S
MAT 265	SPECIAL TOPICS	DAGC,DASP	F/S
MATH 120	INTERMEDIATE ALGEBRA	DAGC, DASP	F/S/ SU
MATH 121G	COLLEGE ALGEBRA	DAGC, DASP	F/S/ SU
MATH 210G	MATHEMATICS APPRECIATION	DAGC, DASP	F/S
MGT 201	INTRODUTION TO MANAGEMENT	DAGC, DASP	F/S
MKTG 203	INTRODUCTION TO MARKETING	DAGC,	S
MUS 101G	AN INTRODUCTION TO MUSIC	DAGC, DASP	F/S/ SU
MUS 201	HISTORY OF JAZZ IN POPULAR MUSIC: A BLENDING OF CULTURES	DAGC	F/S/SU
NA 104	CERTIFIED NURSING ASSISTANT FUNDAMENTALS	DAGC, DASP, GHS	F/S
NA 105	CERTIFIED NURSING ASSISTANT CLINICALS	DAGS, DASP, GHS	F/S
NA 110	ELECTROCARDIOGRAM TECHNICIAN BASIC	DAGC, DASP, GHS	F/S
OEBU 155	SP TOPICS: PERSONAL FINANCE	DAGC, DASP	F/S
OECS 105	INTRODUCTION TO MICROCOMPUTER TECHNOLOGY	DAGC	F/S
OEDG 108	DRAFTING/DESIGN GEOMETRY	DAGC, DASP, CHS	F/S
OEDG 109	COMPUTER DRAFTING FUND	DAGC, DASP, CHS	F/S
OEEM 115	FIRST RESPONDER PRE-HOSPITAL PROFESSIONAL	DAGC,DASP	F/S
OEHO 101	COMMUNICATION HEALTH CARE	GHS	S
OEHO 116	MATH HEALTH OCCUPATIONS	DAGC, GHS	S
OEHO 120	MEDICAL TERMINOLOGY	DAGC, DASP, GHS	F/S
OEHO 140	ESSENTIALS OF ANATOMY AND PHYSIOLOGY	DAGC, DASP, GHS	F/S



July 2012

**FALL 2012 ADDENDUM**

To APPENDIX Statewide Dual Credit Master Agreement (September 2010) Between  
Dona Ana Community College  
And  
Anthony Charter School

**\*\*Courses APPROVED for dual credit on an individualized basis**

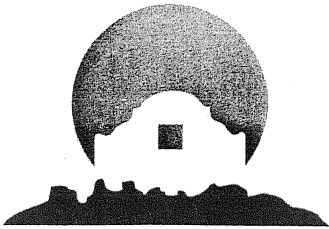
COURSE	DESCRIPTION	LOCATION(S) OF COURSE DELIVERY	SEMESTERS OFFERED
BMGT 175	Introduction to Business Finance	DAEM, DAGC	Fall
DRFT 151	Construction Principles/Print Reading	DAEM	Fall
GEOL 111G	Survey of Geology	DAEM	Fall
MUS 101G	Introduction to Music	DAEM, Online	Fall







## LETTER of intent to Support from Tierra Del Sol Housing Authority



### Tierra Del Sol Housing Corporation

HomeOwnership Center



September 26, 2012

Honorable Governor Susanna Martinez  
State of New Mexico  
490 Old Santa Fe Trail  
State Capital Room 400  
Santa Fe, New Mexico 87501

RE: Support Anthony Charter School – Gadsden School District

Dear Governor Martinez:

I urge you to support the alternative educational opportunities for students in the Gadsden Independent School and oppose reductions to the Small School Size funding that affects the Anthony Charter School.

I am the Executive Director of Tierra del Sol Housing Corporation and through our direct affordable housing services, I am very familiar with the educational programs and needs that exist in the Gadsden School District. Many of our housing clients are the younger and often the second and third generation of our clients who are residents of Anthony and surrounding school service area.

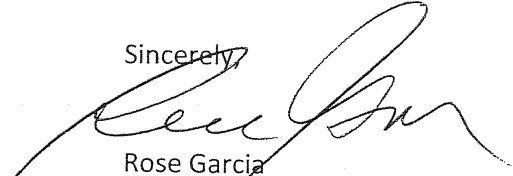
The Anthony Charter School is a most important community asset that addresses the educational needs and provides the educational support services to elementary through high school grade level students. In the brief tenure of its existence, the Anthony Charter School under its exemplary leadership has worked to enhance alternative educational opportunities of children of many housing clients that Tierra del Sol serves. I am particularly concerned that any loss of resources will jeopardize the significant progress and beneficial results to these students. In these times of economic choices I can testify that the Anthony Charter School is serving a compelling population of students that lacking choice would be probably discontinue attending school.

I have committed through Tierra del Sol to collaborate with the Anthony Charter School to enhance services such as board representation, technical assistance, computer lab training and pursue paid service learning opportunities, e.g., with a Youth Build Program offered through US Department of Labor to provide training for youth in construction and renewable energy technology. We have in prior years administered successful programs with youth and unemployed residents in the Anthony area that resulted in effective employable individuals. This type of effort is one of the few ways we can begin to collaborate and partner closely with the

As an area resident and as Governor, you are aware of the vast need to improve the educational performance of students that is particularly evident in border corridor of southern New Mexico. Please know that we also strongly support the current Anthony Charter School principal, faculty, board of directors and local families of their students. Without your support and assurance that resources will remain available to small schools such as the Anthony Charter School, the educational attainment will not be achieved. Many of our students will lack educational choice and will continue to be at risk.

I sincerely appreciate your favorable consideration of our request. Please do not hesitate to contact me directly if I can of further assistance at 575/541-0477.

Sincerely,

A handwritten signature in black ink, appearing to read 'Rose Garcia', with a large, stylized flourish extending from the end of the signature.

Rose Garcia  
Executive Director



## **Part B—The Charter Renewal**

Name of State-Chartered School: Anthony Charter School

Date submitted: 10/01/2012 Contact Name: Colleen Adolph E-mail: director@anthonycharterschool.k12.nm.us

Current Charter Application Section and Page	Current Charter Statement(s)	Proposed Revision/Amendment Statement(s)	Rationale for Revision/Amendment	Date of Governing Body Approval
A. Mission Statement p. 17	<p><b>A. Mission Statement</b></p> <p>Anthony Charter School (ACS) will provide flexible and personalized programs for anyone in Anthony seeking a high school diploma that would benefit from services and educational programs offered during non-traditional school hours: evenings, weekends and summer time or those using non-traditional methods.</p> <p>Our mission is to work with students and families to identify the strengths, needs and issues impacting student success. Based on this identification, we will develop or locate programs, processes and class schedules for the individual student that are most likely to produce educational success. Graduation from High School or transition into an alternative graduation or career path will be our primary measure of success.</p>	<p><b>Mission Statement</b></p> <p>The mission of Anthony Charter School is to assist each and every student realize his or her full potential, obtain a deep understanding, learn advanced skills to be college and career ready and become a culturally competent and productive citizen who is able to use technology effectively and transform the multicultural society in which we live as we prepare for the challenges of a global community.</p> <p>Anthony Charter School (ACS) will provide flexible and personalized programs for anyone in southern Dona Ana County seeking a high school diploma that would benefit from services and a multifaceted educational program.</p> <p>Our focus is to work with students and families to identify the strengths, needs and issues impacting student success and establishing a nurturing educational environment which fosters shared responsibility, respects diversity, facilitates continuous learning, and prepares all students for success. Based on this identification, we will develop or locate programs, processes and class</p>	<p>The recommended amendments to the charter are needed to provide coherence, structure, and a sound research based education plan. Compliance with federal and state mandates require correcting information stated in the original charter.</p> <p>The spirit of the charter remains as well as the mission of the school. The mission is articulated in terms of measurable student achievement.</p> <p>ACS has provided services and educational programs and methods including flexible scheduling to students wanting a high school diploma.</p>	



<p><b>A. Goals and Objectives and student performance standards.</b></p> <p>p. 20-22</p>	<p><b>Goals and Objectives and student performance standards.</b></p> <p>ACS is created with the understanding that there is a part of the GISD student population whose needs are not being met. It is with the understanding the New Mexico seeks to achieve higher standards of learning and educating, that ACS creates a curriculum that seeks to implement 21<sup>st</sup> century skills that allow for meaningful educational exchanges with other learners and community members. Real world critical-thinking, problem-solving and technological opportunities offer authentic learning skills that have direct application to student lives.</p> <p><b>1. How do goals, objectives, and student performance standards comply with state content standards, benchmarks, performance standards and plan for facilities Statewide Adequacy Standards? Are they measurable &amp; student-</b></p>	<p>schedules for the individual student that are most likely to produce educational success and assist them to establish career options leading to obtaining a high school diploma.</p> <p><b>Student Performance Goals</b></p> <p><b>School Performance Goals</b></p> <p><b>1. Student academic performance</b></p> <p>All ACS students will meet or exceed proficiency in English Language Arts and mathematics by meeting yearly School Growth Targets in Reading and Math as demonstrated by performance on the New Mexico Standards Based Assessment.</p> <p><b>2. Student academic growth</b></p> <p>All ACS students will demonstrate annual growth in English Language Arts and mathematics based on yearly School Growth Targets as measured by the New Mexico Standards Based Assessment. School Growth Targets, Growth Expectations</p> <p><b>3. Achievement gaps in both proficiency and growth between student subgroups</b></p> <p>All ACS student subgroups will narrow</p>	<p>ACS has offered distance learning and online learning opportunities that can be accessed 24 hours, 7 days a week, 365 days. Students can recover credits and/or acquire credits to accelerate graduation.</p> <p>ACS is poised to best meet the needs of individual students. In its first year ACS was able to accelerate graduation or allowed students to recover credits for on-time graduation through dual credit, distance learning and online learning opportunities. These opportunities have been available to all students. Credit recovery has been the primary goal for many high school students entering ACS. ACS students have 24/7 access to e2020 curriculum as well as IDEAL NM online courses, CNM online courses, and Dona Ana Community College (DACC) and New Mexico State University (NMSU).</p> <p>Given the demographics</p>	
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	<p style="text-align: center;"><b>centered?</b></p> <p>ACS is committed to the student and their success. As such, the following goals and objectives are centered on the success of the student and their ability to leave ACS with the skills to live and work as partners in the community. As accreditation is the Educational Plan for student success, ACS will modify instruction to help students be successful in achieving satisfactory results on the standardized tests as outlined in the following goals and objectives.</p> <p>Research from the University of Phoenix Online Campus shows that their online learning process has been so successful because of their curriculum is based on the practical application of skill sets. Allowing students to apply high level thinking skills and learn technology are standards that exceed those of the NMPED.</p> <p>Goal 1: Our first goal is to identify and recruit those students who have not previously found success through a traditional classroom environment. With the help of the GISD and community leaders, ACS will identify those students who might benefit from this alternative educational process.</p> <p>Goal 2: We will create and maintain an educational culture that encourages success and that makes each student's fullest personal development possible.</p> <p><u>Objectives</u></p> <p>a) Encourage and teach individual responsibility for learning and planning as measured by credit</p>	<p>the achievement gap by 2 or more scaled score points per year within 3-4 years as indicated by School Growth Targets and measured by the New Mexico Standards Based Assessment.</p> <p><b>4. Attendance</b></p> <p>All ACS students will maintain an annual attendance rate of 92% or more during the charter term as reported in STARS.</p> <p><b>5. Recurrent enrollment</b></p> <p>By the beginning of each school year ACS will maintain a 95% or high enrollment rate for continuing students as demonstrated in registration rates and STARS data.</p> <p><b>6. High school college-readiness</b></p> <p>All ACS students will participate in either a college entrance assessment, pass a college level course, or participate in activities that will prepare students for an industry recognized certification by their graduation date.</p> <p><b>7. Graduation rate</b></p> <p>The percentage of ACS students graduating will increase yearly based on the High School graduation School Growth Targets.</p> <p><b>8. Growth of the lowest scoring twenty-fifth percentile of students in the public school in reading and mathematics.</b></p>	<p>of Anthony and surrounding communities, the majority of students entering ACS have wanted to continue with the traditional school day in order to pursue a high school diploma by recovering credits and accelerating graduation through a multi-faceted educational setting. A flexible setting is available to any student desiring a flexible educational environment.</p> <p>Goals and Objectives and student performance standards in the original charter are not SMART goals and difficult to measure.</p> <p>ACS is poised to assist those students who are struggling and require immediate intervention before having the need for an alternative high school. By providing a flexible approach and setting before an alternative school is needed, ACS will have better results in ensuring these students will graduate from high</p>	
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	<p>acquisition; measurable by grade achievements and graduation.</p> <p>b) Carefully assess student abilities and prior life experiences as strengths and assets to be built upon, as measured by survey instruments. As each student receives and Individual Educational Plan, their educational goal setting is considered a dynamic document and will be monitored continuously.</p> <p>c) Integrate academic content of coursework at ACS 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.</p> <p>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 student attending post secondary</p>	<p>ACS students in the lowest scoring 25tile will narrow the achievement gap in English Language Arts and Math by 4 points per year as measured on the New Mexico Standards Based Assessment.</p>	<p>school.</p> <p>ACS is providing web-based learning through the use of New Mexico PED approved and recommended programs.</p> <p>ACS has used The Student Learning/Next Step Plan based on the NM PED Next Step Planning mandate. The Student Learning Plan in the original charter consists of developing and Individualized Education Program that is only available to students who are eligible for special education services based on disability and educational benefit for such services.</p> <p>Based on federal and state legislation ACS develops Individual Education Programs (IEPs) are developed for students who are eligible to receive and can educationally benefit from Special Education services.</p>	
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	<p>schools after graduating from ACS. This is easily tracked through the department of education.</p> <p>e) Offer opportunities for service learning, vocational education and experiential learning as an integral part of the academic program at ACS, as measured by degree of student participation. Student access to technology is a part of the NM PED's standards for success. ACS will pursue internships, mentorships and apprenticeships with the community's businesses and organizations to establish additional learning opportunities for students.</p> <p>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 post-secondary learning.</p> <p>g) Provide on-going assessment that aligns with NM content, benchmark and performance standards by utilizing curriculum mapping and pacing</p>		<p>The spirit of developing Student Learning Plans remains and has been re-written to follow the NMPED Next Step Plan mandate.</p>	
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	<p>to inform and modify scope and sequence of instruction. This assessment will occur on a quarterly basis by the ACS staff to determine those curriculum items that require adjustment or changes in sequence.</p> <p>h) ACS' Report Card will reflect student success relevant to performance standards and standardized aligned to state performance standards 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.</p> <p>i) Individualized instruction, frequent parent/student/teacher contact and a strong system of supports for student needs will impact subgroups, closing the achievement gap for the district's most at-risk population, as measurable by retention percentage and graduation rate.</p> <p>Goal 3: We will afford our students the infrastructure and services they need to transition from student life to the adult</p>			
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	<p>career options for which they experience genuine enthusiasm.</p> <p><u>Objectives</u></p> <ul style="list-style-type: none"><li>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.</li><li>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.</li><li>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 assessment of their own skills.</li><li>d) Maintain class size small enough to permit individual attention from teachers. This is</li></ul>			
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	<p>measurable my maintaining less than 15 students in each classroom.</p> <p>e) Involve students, their parents, and the community at large in the realization of the ACS vision to promote student educational success. This is measurable by the number of community leaders involved in the success of ACS students.</p> <p>f) Provide ACS 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.</p> <p>g) Prepare all students in meeting performance standards as specified in New Mexico PED documents in accordance with 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 skills sets.</p>			
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<p>Description of education plan. p.27-30</p>	<p>(See Page 15-24, number 9 of this document for a complete description of the ACS curriculum)</p> <p><b>Curriculum</b></p> <p>p. 27-30</p> <p><b>2. A specific, detailed description of all curriculum (whether in one or two languages) including scope and sequence and student performance standards.</b></p> <p><b>Educational Program:</b></p> <p><i>Anthony Charter School will comply with State Department of Public Education's Standards for</i></p>	<p><b>Curriculum</b></p> <p><b>Philosophy</b></p> <p>Anthony Charter School's education philosophy of educational rigor and positive youth development provides a pathway to progressive continuous learning that produces deep understanding, higher-level thinking skills and leads to positive career and character development.</p>		
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	<p><i>excellence regulation which requires the development, implementation and evaluation of our own specific Educational Plan for Student Success (EPPS). Due to the data driven nature of the EPSS self-assessment process, ACS will begin self-assessment in Year 2 with action planning and state evaluation in subsequent year.</i></p> <ul style="list-style-type: none"> <li>Curriculum development will be an on-going process during the planning year and the first year of operation. Curriculum will be aligned and presented to PED and GISD prior to opening. Details of the curriculum are included in the Appendices to this proposal. ACS recognizes students need to demonstrate proficiency in the performance standards. As such, we offer a detailed example of how mathematics meets the NM standards via Appendix N.</li> <li>ACS will offer a web-based curriculum, proven effective through research studies, which will allow for students moving at an accelerated rate to work independently. 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</li> </ul>	<p><b>Common Core Curriculum:</b></p> <p>Anthony Charter School believes that curriculum is fluid and an on-going process and that it is developed based on the NM Common Core StateStandards and NM Standards and Benchmarks and the needs of students as indicated on student performance assessment results. Anthony Charter School began to develop a curriculum based on the NM Common Core StateStandards and the NM Standards and Benchmarks with a timeline of what was to be taught during each Quarter of the school year. Anthony Charter School has taken information and guidance primarily from the curriculum approaches provided in the next paragraph as well as the NM PED Framework: Benchmarks of Successful Curriculum and Instructional Alignment. The Benchmarks of Successful Curriculum and Instructional Alignment suggests that district/schools develop an articulated curriculum and instructional sequence plan with pacing guides for core subjects, and district-wide measurable goals with timelines adhered to in each classroom and school.</p> <p>In preparation for 21<sup>st</sup> century success, New Mexico will move to full implementation of the NM Common Core State Standards (NMCCSS) in English Language Arts/Literacy and mathematics by establishing a sure path to college and career readiness, ensuring the alignment of high-quality instructional methods/materials, fostering cultural competence and language proficiency by promoting the spirit of diversity and building leadership capacity to sustain</p>		
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	<p>standards as defined by PED. All students in need of additional academic support will be assigned online tutoring which can be worked on before and after school or at home. ACS will develop and utilize curriculum mapping and pacing to modify instruction in math, science and social studies. We offer a fully integrated, experience-grounded education to our student body that includes exposure to the following subject area:</p> <ul style="list-style-type: none"> <li>◆ All academic core and elective subjects</li> <li>◆ Art, Music or Dance</li> <li>◆ Speech and language</li> <li>◆ Technology training focusing on basic computer and keyboard skills.</li> <li>◆ Experiential Recreational Program</li> <li>◆ Community-based life skills training useful in transitioning from student to adult status: <ul style="list-style-type: none"> <li>✓ How to open and manage a bank account</li> <li>✓ How to use and live within a budget</li> <li>✓ How to shop effectively</li> <li>✓ How to complete a job application and</li> </ul> </li> </ul>	<p>efforts and continue momentum. Full implementation of the NM CCSS considers the several key shifts in learning evident in the new standards. Beginning in the spring of 2012 districts and schools are expected to incorporate English Language Arts shifts in instruction, reading and writing framework shifts and capacities of the Literate Individual. Similarly, teaching and learning will consist of mathematics shifts in instruction and mathematical practices.</p> <p>The curriculum at Anthony Charter School emphasizes breadth of understanding and integration across subject lines; determining what learning is essential and demonstrating multiple ways of knowing and learning are essential to developing curriculum. ACS has aligned the NM Content Standards and Benchmarks with this philosophy. ACS is in the process of aligning the NM Common Core State Standards in the development of curriculum. Characteristic of small schools are instructional strategies based on team teaching, curriculum integration, cooperative learning and performance-based assessments. The abovementioned are essential to Anthony Charter School.</p> <p>Equally important to the recommendations by the NM PED, Anthony Charter School has developed a curriculum that is informed by grounded theory and research. The works of Wiggins and McTighe (<i>Understanding by Design</i>), Carol Ann Tomlison (<i>The Differentiated Classroom</i>), Robert Marzano (<i>Classroom Instruction that Works, Classroom</i></p>		
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do an interview

**a. Description  
of Education  
Program**

ACS is committed to small class sizes, flexible scheduling and maintaining a low student to teacher ration. The curriculum is included as an Appendix to 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. If changes in the program are advised by either the Gadsden Board of Education of the State Public Education Department, these will be made prior to ACS starting actual instruction in August of 2006.

**b. Student  
Learning  
Plans**

- Central to our educational program at ACS is the Student Learning Plan (SLP). The purpose of the SLP is to provide a tool to aid in the academic success of each student.
- The initial Special Education screening and evaluation 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 an ACS Student Assistance Team (SAT) consisting of administrators, general and special

*Instruction that Works for English Language Learners, and Building Academic Vocabulary), Cultural Competence and Responsivity ( as presented by CES, NCCREST, CREDE, etc); and Echeverria and Short (Sheltered Instruction Observation Protocol) have informed the curriculum development process as well as the educational philosophy and instructional process of Anthony Charter School.*

The core components articulated in developing Anthony Charter School's common core curriculum guides are:

- NM Common Core State Standards in English Language Arts and Mathematics
- NM Content Standards and Benchmarks and Performance Standards
- Essential Questions
- Essential Knowledge and Essential Skills
- Performance Assessments
- Core Curriculum Resources (as recommended by the NM PED based on Tier 1 of Response to Intervention Early Intervening Services)
- Supplemental Curriculum Resources (as recommended by the NM PED based on Tier 2 of Response to Intervention Early Intervening Services)
- Timeline

It is suggested that Curriculum maps or unit maps developed



	<p>education teachers and a social worker when available. 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, assessments of ELL, attendance records and/or other student reports. Parental input is seen as an essential part of the SLP process.</p> <ul style="list-style-type: none"> <li>Individualized Student Learning Plans may include a Special Education Individual Educational Program (IEP) or other comparable individualized learning plan as a tool to aid in the academic and personal success of each student. An SLP 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 ADE Multidisciplinary Support Team to</li> </ul>	<p>based on the curriculum guides follow the above elements with guidance from <i>Understanding by Design</i>. The development of curriculum maps and/or units can be based on the concept of Backward Planning, the end in mind first. These methodologies are integral to continuous school improvement and are based on empirical evidence.</p> <p>ACS has developed a curriculum which are attached to the appendix.</p>		
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	<p>best meet the needs of each student.</p> <ul style="list-style-type: none"> <li>• The components of the SLP include: <ul style="list-style-type: none"> <li>◆ Learning appraisal;</li> <li>◆ Staff/Multidisciplinary Support Team audit;</li> <li>◆ Determination educational program;</li> <li>◆ Review – ongoing monitoring of performance; and</li> <li>◆ Evaluations, including Princeton Review, Home Language Survey, Ell</li> </ul> </li> <li>• The Multidisciplinary Support 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: <ul style="list-style-type: none"> <li>◆ 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;</li> <li>◆ Monitoring and evaluating the appropriateness of the student learning plan;</li> <li>◆ Changing instructional strategies for the student, as needed;</li> </ul> </li> </ul>			
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	<ul style="list-style-type: none"> <li>◆ Establishing parental involvement, where appropriate;</li> <li>◆ Initiating a behavior management system for the student;</li> <li>◆ Conducting a documented observation of the learning environment and the individual student's behavior by someone other than the student's teacher;</li> <li>◆ Initiating weekly and/or daily progress reports, where appropriate;</li> <li>◆ Providing school counseling and/or advisory services;</li> <li>◆ Providing substance abuse intervention and/or support;</li> <li>◆ Referring to community agencies and/or private practitioner; and</li> <li>◆ Investigating an alternative educational setting.</li> </ul> <p>We look for and 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 ACS is to incorporate multi-cultural acceptance and acknowledgement into all our programs and activities.</p> <ul style="list-style-type: none"> <li>• Students and parents can request a</li> </ul>			
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	<p>modification of the SLP at any time. A faculty member, support staff member, the student, his or her parents and other required participants review the SLP on at least an annual basis.</p> <ul style="list-style-type: none"><li>•</li><li>• 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.</li><li>• 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.</li></ul> <p style="text-align: center;"><b>c. Students and teachers</b></p> <ul style="list-style-type: none"><li>• Our students and our teachers will develop close relationships through collaborating in an interactive learning process. ACS holds communication between individuals and among groups as essential. Students are expected to assume responsibility for their own learning, to work cooperatively, to</li></ul>			<p>(b.)Student Learning Plans) Need to align all curriculum and assessment procedures with federal and state regulations.</p> <p>The NM Career and Technical Education Standards and Benchmarks, the Next Step Plan, mandated by NM state regulations are required tools to aid in the academic success of</p>
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	<p>use each other's expertise and to hold each other accountable. Students are empowered to create and improve the quality of the school. Students will be encouraged to :</p> <ol style="list-style-type: none"> <li>Participate in establishing and maintaining school rules and regulations including codes of conduct and creating a safe learning environment;</li> <li>Assume stewardship responsibility for the school and its grounds; and</li> <li>ACS will advertise public meetings to solicit input from parents and community members.</li> <li>Participate in the school's governance, as individuals and through representative governance, such as Student Council and the ACS Governing Council.</li> <li><b>Community Service/Involvement and Civic Responsibility</b> <ul style="list-style-type: none"> <li>As a contributing member of the community, ACS shall develop and</li> </ul> </li> </ol>		<p>each student. It is the Next Step Plan that becomes the student learning plan.</p> <p>The state mandated process of Response to Intervention (RtI) is the process used to identify students in need of academic and behavior intervention. This process includes the Student Assistance Team (SAT). An intervention plan is developed for those students not meeting the benchmarks for their grade level and/or who may be displaying behavior difficulties.</p> <p>The Student Learning Plan is for all students including students who may have and IEP.</p> <p>The process of identifying English Language Learners is determined by federal and state regulations including Federal regulations. The process includes the Home Language Survey, and language proficiency testing to identify whether a student has limited English proficiency.</p>	
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	<p>in corporate 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.</p> <ul style="list-style-type: none"><li>• ACS is committed to work closely with our community – to broaden involvement in and increase awareness of our goals and mission.</li><li>• 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 warehouse of local experts in areas ranging from Parks &amp; Recreation to the hospitality industry, pulling community members into the school as leaders for seminars, lectures, advanced learning and mentoring.</li><li>• ACS students will be encouraged to volunteer in the community and participate in other community or civil service projects as a means to give back to their community and remedy any past offenses they may have perpetrated on that same</li></ul>			
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	<p>community. Students will be asked to develop initiatives that address community needs. Students will be supervised by ACS staff utilizing a highly qualified education assistant specifically committed to service learning.</p> <p><b>f. Student Performance Standards</b></p> <p>The ACS will use the New Mexico Content Standards and Benchmarks as currently adopted for all subject areas.</p> <p><b>g. Description of standards and goals for students and program standards and goals for the staff and school</b></p> <p>Student enrollment, class schedules, staff assignments will be entered into the State's Accountability Data System (STARS0. In addition, other student data to be documented will include test scores, attendance, disciplinary action, graduation rate, immunization records, and the like.</p>			
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<p><b>B. Educational program, student performance standards and curriculum</b></p> <p><b>1.Documentation, research or rationale that supports all curricular approaches (distinguish between philosophy and curriculum).</b></p> <p>p. 24-25</p>	<p>The Educational Plan for Student Success (EPSS) will be developed in the third year of operation in accordance with the PED timeline for charter schools.</p> <p><b>Research</b></p> <p>The Stanford report concludes, “As a successful virtual school and k-12 online learning leader in Pennsylvania, PA Cyber’s online programs possess all the critical features for online learning to succeed.”</p> <hr/> <p><sup>1</sup> Pre publication edition of Evaluation of PA Cyber School’s Online Programs, Wuping Lu, M, Stanford University School of Education, Stanford CA 94305 (full test is attached)</p> <p><b>Evaluation Results</b></p> <p>The annual Pennsylvania System of School Assessment (PSSA) is a standards-based criterion-referenced assessment, used to measure a student’s attainment of the academic standards while also determining</p>	<p><b>Research/Data</b></p> <p><b>Research-based Instruction</b> is based on the premise that instruction is guided by sound research based best practices with the goal of enhancing student achievement. As part of the NCLB and the NM PED efforts to align curriculum, instruction, and assessment educators are expected to demonstrate that all instruction is effective and based on research. Examples of research based instruction is evident in the efforts of Robert Marzano in his extensive meta-analysis and direction provided in <i>What Works in Schools: Translating Research</i></p>		
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	<p>the degree to which school programs enable students to attain proficiency of the standards. PSSA proficiency levels of PA Cyber students, <b>who had been enrolled for at least one year</b>, increased 30% in reading, 20% in writing and 14% in math between 2003 - 2005. Also, of the 15 public school districts in Beaver County, PA Cyber has the highest average SAT Verbal score and the second highest average SAT Math score according to the Pennsylvania Department of Education in 2005.</p> <p>For SAT scores, except that PA Cyber's math score is higher than the state average, but slightly lower than the national average, PA Cyber's critical reading, writing, and total scores are all higher than national and state average.</p> <p>In addition, as a result of PA Cyber's partnership with 14 community colleges and 5 universities throughout Pennsylvania, 308 juniors and seniors are already earning college credits and within this group are several National Merit Finalists.</p> <p><b>Conclusions</b></p> <p>Research shows that, on average, students perform equally well or better academically in online learning when compared with traditional classroom learning...</p> <p>Research also shows that, for a specific online program to be successful, it should</p>	<p><i>into Action</i>, and Marzano and colleagues in <i>Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement</i>.</p> <p><b>Small Learning Communities</b></p> <p>Anthony Charter School believes in the importance on the learner and learning, and in particular, the active and collaborative nature of teachers' and students' emphasize the importance of the small schools movement. Research on small learning environments, according to the Coalition of Essential Schools (CES), including factors of student attitudes, attendance, graduation rates, extracurricular participation, attachment to school, and disciplinary incidents indicate that students in small schools do better. Evidence includes that students in small schools improve academically on a variety of measures.</p> <p>Curriculum in CES schools emphasizes breadth of understanding and integration across subject lines. Determining what learning is essential and demonstrating multiple ways of knowing and learning are essential to developing curriculum. Anthony Charter School has aligned the NM Common Core State Standards, the NM Content Standards and Benchmarks, and the NM Career and Technical Education Standards with this philosophy. Instructional strategies based on team teaching, curriculum integration, cooperative learning and performance-based assessments are used more often by small schools.</p>		
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	<p>be well designed and implemented in a pedagogical sound way, which accommodate the online learning environment with all support services available and teachers being qualified to teach the content online as well as by wisely harnessing the technology.</p> <p>The Pennsylvania Cyber Charter School's online program is such a program possessing all the critical features identified for a successful online learning program and therefore shows promise to be successful.. This point is substantiated by its students' academic performance, which is represented by available accountability data that support comparisons of performance to national, state, and regional norms. 2205-06 school year SAT and PSSA test scores shows that PA Cyber students, on average, performed at least equally well or better academically than traditional bricks-and-mortar students (national, state, and regional) did and outperformed the students from other virtual schools/online programs in Pennsylvania. This may explain the fact that PA Cyber's enrollment far exceeds the total enrollments of all other virtual schools/online programs together in Pennsylvania. (Serim, Ferdi, 2006)</p>	<p>In a CES school educators are able to implement flexible teaching practices: teaching teams, multi-grade grouping, cooperative learning, alternative assessments, and an experiential learning focus. Classes are small, and activities are based on individual strengths and needs.</p> <p>Other findings that are evident in small schools than in large schools are academic and self-concept and interpersonal relationships among students, teachers, and administrators.</p> <p>Research on student achievement in small schools conducted by Kathleen Cotton and reported by CES, indicates that academic achievement and student attitudes in relation to school subjects improve in small schools. Also noted as more positive is student social behavior. A sense of belonging is important to students attending small schools and this is evident in their high level of participation in extra-curricular activities. Frequent comments by ACS students include, "... We belong here, ... This isn't like other schools, ... We care about each other at ACS". Students tend to participate more in and enjoy more extracurricular activities and for students from a low socio-economic status and minority groups this is considered to be significant.</p> <p>Cotton's research also found that student attendance is better in small schools than in large ones, especially with minority or low-SES students. A smaller percentage of</p>		
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		<p>students drop out of small schools than large ones.</p> <p>Other factors that have been substantiated by Cotton's research and Anthony Charter School's Positive Youth Development Survey is that students and adults in the school know and care about one another and there is a higher percentage of parent involvement. <i>(From Kathleen Cotton, "School Size, School Climate, and Student Performance," Close-Up Number 20, 1996. Portland, Oregon: Northwest Regional Educational Laboratory. Tel: 503-275-9618; Web site <a href="http://www.nwrel.org">http://www.nwrel.org</a>).</i></p> <p>A goal of Anthony Charter School is to provide a safe environment and promote relationships among students, teachers, parents, and community. Findings from the Positive Youth Development Survey indicate that student's are engaged and willing to work on academic goals. Students believe that teachers connect with and understand their families, culture, and life outside school. Research by presented by CES supports that these factors students achieving at higher levels.</p> <p>Achievement levels are not only higher when there is personalization but also based on levels of student participation. When students are actively involved and</p>		
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		<p>expectations are high as reflected in a challenging, high quality academic content students view themselves positively and are more willing to achieve at higher levels.</p> <p><b>Cultural Competence and Linguistic Diversity:</b> Cultural competency and linguistic diversity creates equitable opportunities for all. Cultural competency is the ability to work effectively across cultures. For individuals it is an approach to learning, communicating and working respectfully with people different from themselves. According to the Hispanic Education Status Report for School Year 2010-2011 culture can refer to an individual's race, class, gender, sexual orientation, religion, immigration status and age among other factors. ACS staff and students will learn from, understand, and relate respectfully to their own culture and the cultures of others. By cultivating respect and honor all stakeholders can acquire the ability to work effectively and express themselves and work effectively in all cultural contexts. Culturally - responsive teaching is especially important in order to engage all students, bridge the achievement gap, increase graduation rates, and improve college attendance.</p>		
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<p><b>C. Educational program, student performance standards and curriculum</b></p> <p><b>1.Documentation, research or rationale that supports all curricular approaches (distinguish between philosophy and curriculum).</b></p> <p>p. 24-25</p>	<p><b>D. Educational program, student performance standards and curriculum</b></p> <p><b>3. Documentation, research or rationale that supports all curricular approaches (distinguish between philosophy and curriculum).</b></p> <p>The web-based curriculum platform currently under review is a widely approved and researched product that provides a complete computer-based high school curriculum, which will be available to all of our students for self-paced,</p>	<p><b>Curriculum Description and Research</b></p> <p><b>NM Common Core State Standards:</b> The NM Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy. The NM Common Core</p>		
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	<p>teacher-monitored instruction. The curriculum provided under addendum, includes all areas of study. In this document, we all outline (pages 18-23) all course electives and core study areas. When completely implemented, there will be several lays of oversight and involvement including regular educators as well as trained teachers to verify student on-line activity and recommend additional tutoring. In addition to teachers, instructional supervisors will be highly qualified individuals. Although some students may receive a majority of instruction on-line and others none at all, we anticipate that fully 50% of our instruction will be self-paced and computer based, with an emphasis on credit acquisition. The remainder 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.</p> <p>The following is research that has been conducted by Ferdi Serim, National Network of Digital Schools, Southwest Region Director, shows the effectiveness of the curriculum.</p> <p>Research on Lincoln Interactive Curriculum Effectiveness1</p> <p><b>Background</b></p> <p>The Pennsylvania Cyber Charter School (thereafter PA Cyber opened in August 2000 with the mission of creating a school that was dedicated to the success of</p>	<p>State Standards is a different approach to teaching, learning and testing that focuses on giving students a deep understanding of the most important concepts in the subjects that they are studying, so that they can apply that knowledge, understanding, and skills to other subjects and in the real world.</p> <p><b>Understanding by Design (UbD)</b></p> <p>provides an approach to curriculum and instruction designed so that students can develop understanding rather than coverage of material/subject matter, focus on important ideas, and learn essential knowledge and skills. In curriculum design UbD guides teachers to prioritize and think first about what the end in mind. Its purpose is to engage students in exploring and deepening their understanding of important ideas.</p> <p>Anthony Charter School has adopted recommended State adopted materials and resources and educational technology resources. Additionally, Anthony Charter School has adopted research based materials, resources, and educational technology resources that have demonstrated to be effective in facilitating learning, foster enduring understandings, creativity, and academic excellence.</p> <p>In preparation for 21<sup>st</sup> century success, New Mexico will move to full implementation of the NMCommon Core State Standards (NM CCSS) in English Language Arts/Literacy and mathematics by establishing a sure path to college and career readiness, ensuring the alignment of</p>		
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	<p>students who have not had their needs met in a traditional educational setting. Its re-application for a charter has been approved by the Pennsylvania Department of Education effective July 1, 2005 to June 30, 2010. The school operates K to grade 12 programs for students statewide in Pennsylvania. During its first year of operation in SY 2000-01, 527 students in grades K-12 were enrolled in this cyber school. During the SY 2004-05, 3048 students were enrolled. This number was increased to over 4,000 in 2005-06 school year.</p> <p>PA Cyber’s Lincoln Interactive curriculum is provided in a variety of methods and delivery modes including synchronous as well as asynchronous classes. The implementation of its programs can be illustrated by the following graph.</p> <p>The Stanford report concludes, “As a successful virtual school and k-12 online learning leader in Pennsylvania, PA Cyber’s online programs possess all the critical features for online learning to succeed.”</p> <hr/> <p><sup>1</sup> Pre publication edition of Evaluation of PA Cyber School’s Online Programs, Wuping Lu, M, Stanford University School of Education, Stanford CA 94305 (full test is attached)</p> <p><b>Evaluation Results</b></p> <p>The annual Pennsylvania System of School Assessment (PSSA) is a standards-based criterion-referenced assessment, used to measure a student’s attainment of the academic standards while also determining the degree to which school programs enable students to attain proficiency of the standards. PSSA proficiency levels of PA Cyber students, <b>who had been enrolled for</b></p>	<p>high-quality instructional methods/materials, fostering cultural competence and language proficiency by promoting the spirit of diversity and building leadership capacity to sustain efforts and continue momentum. Full implementation of the NMCCSS considers the several key shifts in learning evident in the new standards. Beginning in the spring of 2012 districts and schools are expected to incorporate English Language Arts shifts in instruction, reading and writing framework shifts and capacities of the Literate Individual. Similarly, teaching and learning will consist of mathematics shifts in instruction and mathematical practices.</p> <p>The curriculum at Anthony Charter School emphasizes breadth of understanding and integration across subject lines; determining what learning is essential and demonstrating multiple ways of knowing and learning are essential to developing curriculum. ACS has aligned the NM Content Standards and Benchmarks with this philosophy. ACS is in the process of aligning the NM Common Core State Standards in the development of curriculum. Characteristic of small schools are instructional strategies based on team teaching, curriculum integration, cooperative learning and performance-based assessments. The abovementioned are essential to Anthony Charter School.</p> <p>With this said, the NM PED has developed an Instructional Materials Work Plan. This plan began in January 2012 with an alignment study/gap analysis that will lead districts/schools to assess their capacity to</p>		
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	<p><b>at least one year</b>, increased 30% in reading, 20% in writing and 14% in math between 2003 - 2005. Also, of the 15 public school districts in Beaver County, PA Cyber has the highest average SAT Verbal score and the second highest average SAT Math score according to the Pennsylvania Department of Education in 2005.</p> <p>For SAT scores, except that PA Cyber's math score is higher than the state average, but slightly lower than the national average, PA Cyber's critical reading, writing, and total scores are all higher than national and state average.</p> <p>In addition, as a result of PA Cyber's partnership with 14 community colleges and 5 universities throughout Pennsylvania, 308 juniors and seniors are already earning college credits and within this group are several National Merit Finalists.</p> <p><b>Conclusions</b></p> <p>Research shows that, on average, students perform equally well or better academically in online learning when compared with traditional classroom learning...</p> <p>Research also shows that, for a specific online program to be successful, it should be well designed and implemented in a pedagogical sound way, which accommodate the online learning environment with all support services</p>	<p>implement instructional practices and utilize resources and instructional materials aligned to the NMCCSS. The NM PED will provide districts/schools with support in building partnerships and gather resources to support the development and implementation of instructional units, curriculum mapping and formative assessment tasks.</p> <p><b>Curriculum Overview and Development</b></p> <p>The core components articulated in developing Anthony Charter School's Common Core curriculum guides are:</p> <ul style="list-style-type: none"> <li>• NM Common Core State Standards in English Language Arts and Mathematics</li> <li>• NM Content Standards and Benchmarks and Performance Standards</li> <li>• Essential Questions</li> <li>• Essential Knowledge and Essential Skills</li> <li>• Performance Assessments</li> <li>• Core Curriculum Resources (as recommended by the NM PED based on Tier 1 of Response to Intervention Early Intervening Services)</li> <li>• Supplemental Curriculum Resources (as recommended by the NM PED based on Tier 2 of Response to Intervention Early</li> </ul>		
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	<p>available and teachers being qualified to teach the content online as well as by wisely harnessing the technology.</p> <p>The Pennsylvania Cyber Charter School's online program is such a program possessing all the critical features identified for a successful online learning program and therefore shows promise to be successful.. This point is substantiated by its students' academic performance, which is represented by available accountability data that support comparisons of performance to national, state, and regional norms. 2205-06 school year SAT and PSSA test scores shows that PA Cyber students, on average, performed at least equally well or better academically than traditional bricks-and-mortar students (national, state, and regional) did and outperformed the students from other virtual schools/online programs in Pennsylvania. This may explain the fact that PA Cyber's enrollment far exceeds the total enrollments of all other virtual schools/online programs together in Pennsylvania. (Serim, Ferdi, 2006)</p> <p><u>How curriculum will meet student needs and standards</u></p> <p>Each student will be thoroughly assessed upon enrollment to determine academic ability and standing. Princeton Review assessments software is currently being considered and would be administered upon entry and on a regular quarterly basis. ACS will measure its</p>	<p>Intervening Services)</p> <ul style="list-style-type: none"> <li>• Timeline</li> </ul> <p>Curriculum maps or unit maps developed are based on the curriculum guides and follow the above elements with guidance from <i>Understanding by Design</i>. The development of curriculum maps and/or units can be based on the concept of Backward Planning, the end in mind first. These methodologies are integral to continuous school improvement and are based on empirical evidence.</p> <p>Revisions of the curriculum will be completed by the 2013-2014 timeline established by the NM Common Core State Standards Timeline.</p>		
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<p>1. A specific, detailed description of all curriculum (whether in one or two languages) including scope and sequence and student performance standards.</p> <p>c. Curriculum outline</p> <p>p.30-35</p>	<p>instructional effectiveness through annual pre and post testing of each student. Based on the results of this assessment, an individualized learning plan will be developed for each student, to include an appraisal of credit status, need for remediation or enrichment. The curriculum standards and benchmarks of the New Mexico Board of Education for high school students will serve as the foundation and guide for all curriculum delivered. Students will meet performance standards as documented by New Mexico PED.</p> <p><b>Graduation Requirements</b></p> <p><b>h. Curriculum</b></p> <p><b>Outline</b></p> <p>The following curriculum guide presents a complete overview of the curriculum content knowledge and standards (curriculum details are included in Appendix C. 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</p>	<p><b>Graduation Requirements</b></p> <p><b>New Mexico High School Redesign</b></p> <p>The New Mexico Public Education Department as part of its high school reform has designated three initiatives that aim at providing students relevancy through the NM High School Redesign, Next Step Planning, and Career Clusters Initiative. In order to meet the requirements of these initiatives Anthony Charter School will provide all students</p>		
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	<p>records requested and reviewed to provide program continuity and appropriate placement for the student at a current level of academic progress.</p> <p>For some skill areas/courses, such as basic language arts/reading, written language, or General/Applied math, pre- and post-testing will be conducted throughout the year, as deem appropriate.</p> <p><b>ACS Graduation Requirement</b></p> <p>Required credits: Elective credits required: Total credits required:</p> <p><b>i. Profile of the Anthony Charter School Graduate</b></p> <ul style="list-style-type: none"> <li>The Profile of the graduate provides focus for teachers at every level and in every classroom. It identifies the knowledge, skills, and characteristics graduates need to function as individuals and as responsible, contributing members of families, communities, and society. ACS graduates will demonstrate competence of performance standards as defined</li> </ul>	<p>with an educational plan that will ensure they meet all graduation requirements with a focus on post-secondary preparation and readiness for a career in the workplace.</p> <p>The High School Redesign law targets gaps between middle school, high school, college and career, and raises expectations for New Mexico students. The legislation, effective for students entering high school in 2009-2010, requires 24 units to include:</p> <ul style="list-style-type: none"> <li>4 units English</li> <li>4 units math (one unit = or &gt; than algebra 2)</li> <li>3 units science (2 w/lab)</li> <li>3.5 units social science, including United States history and geography, world history and geography, and government and economics, and .5 unit New Mexico history</li> <li>1 unit physical education</li> <li>1 unit career cluster, workplace readiness or language other than English</li> <li>7.5 units electives</li> </ul> <p><i>One of the above units must be honors, Advanced Placement, dual credit, or distance learning.</i></p> <p>To graduate, a student must meet the cut score for high school graduation assessment on 11th grade SBA or use a portfolio alternate demonstration of competency.</p> <p>Other offerings required include:</p> <ul style="list-style-type: none"> <li>At least one Honors or similar academically rigorous class each in Mathematics and Language Arts**</li> <li>A program of courses for Dual Credit, in cooperation with an institution of higher education</li> <li>A program of distance learning courses*</li> </ul>		
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	<p>by New Mexico PED documents.</p> <p>In addition, students will demonstrate mastery of competence developed in alignment with New Mexico standards and benchmarks.</p> <p><b>ACADEMICS</b></p> <p><b><i>(1) Proficiency in the English Language</i></b></p> <p>The graduate integrates and demonstrates proficiency in all areas of knowledge through readings, writing, speaking, listening, and other means of communication.</p> <p><b><i>(2) Cultural Understanding</i></b></p> <p>The graduate demonstrates an understanding of other cultures and exhibits knowledge and skills in at least one language in addition to English.</p> <p><b><i>(3) Knowledge in Core Content Areas</i></b></p> <p>The graduate exhibits knowledge and skills in language arts, health education, mathematics, physical and life sciences, physical education, social studies, employability, and fine arts.</p>	<ul style="list-style-type: none"> <li>• At least 2 years of a language other than English*</li> </ul> <p>Classes that may be offered as elective classes beginning with 9<sup>th</sup> grade students entering in 2010-2011:</p> <ul style="list-style-type: none"> <li>• Pre-Apprenticeship Programs</li> <li>• Media Literacy* (STARS 0805)</li> </ul> <p>For 9<sup>th</sup> grade students entering in 2011-2012 classes that may be offered as Mathematics requirements are:</p> <ul style="list-style-type: none"> <li>• Financial Literacy as a high school mathematics requirement (STARS 2097) <ul style="list-style-type: none"> <li>o Financial Literacy may also be taken as a social studies class (STARS 2797)</li> <li>o Financial Literacy may also be taken as a Family and Consumer Science class (STARS 0517)</li> </ul> </li> </ul> <p>Additionally Health Education is a requirement for graduation for students entering 8<sup>th</sup> grade in 2012-2013.</p> <ul style="list-style-type: none"> <li>• Health Education may be required in either middle school or high school, as determined by the school district.</li> <li>• Each school district shall submit to the department by the beginning of the 2011–2012 school year a Health Education implementation plan for the 2012–2013 and subsequent school years; and, include in which grade Health Education will be required and how the course aligns with department content and performance standards.</li> </ul> <p>For 9<sup>th</sup> graders entering high school during the 2013-2014 school year.</p> <p>24.5 or 25 units to include:</p> <ul style="list-style-type: none"> <li>• 4 units English</li> </ul>		
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	<p style="text-align: center;"><b>(4)</b></p> <p><b><i>Application of Knowledge and Skills</i></b></p> <p>The graduate identifies accesses, evaluates, and utilizes information in a variety of ways including the use of technology and other media.</p> <p>The graduate applies the principles of financial, time, and personal management.</p> <p><b>EMPLOYABILITY</b></p> <p style="text-align: center;"><b>(1)</b></p> <p><b><i>Communication</i></b></p> <p>The graduate conveys ideas, information, and questions clearly and accurately in speaking and writing.</p> <p>The graduate contributes to group process and goals.</p> <p>The graduate applies listening skills and uses appropriate language in all interactions.</p> <p style="text-align: center;"><b>(2) Work</b></p> <p><b><i>Ethics</i></b></p> <p>The graduate practices productive work habits.</p> <p>The graduate works independently as part of a cooperative team.</p> <p>The graduate maintains a sense of responsibility and accountability.</p>	<ul style="list-style-type: none"> <li>• 4 units math (one unit = or &gt; than algebra 2)</li> <li>• 3 units science (2 w/lab)</li> <li>• 3.5 units social science, including United States history and geography, world history and geography and government and economics, and .5 unit New Mexico history</li> <li>• 1 unit physical education</li> <li>• 1 unit career cluster, workplace readiness, or language other than English</li> <li>• .5 or 1 unit of health education* (may be taken in middle school)</li> <li>• 7.5 units electives</li> </ul> <p><i>One of the above units must be honors, Advanced Placement, dual credit, or distance learning.</i></p> <p>To graduate, a student must meet the cut score for high school graduation assessment on 11th grade SBA or use a portfolio alternate demonstration of competency. <b>* Note for future classes: For students entering the eighth grade in the 2012–13 school year, a course in health education is required.</b></p> <p>Anthony Charter School will require all students to take an advisory, tutorial/literacy development course known as <i>Consejos</i>. The course will consist of advising students as they develop their Student Learning Plan/Next Step Plan. Additionally, students will receive tutoring, especially for those students at the 1<sup>st</sup> Quartile based on the NM Standards Based Assessment. Students will also have the opportunity to enhance their language arts understanding through the reading of multicultural literature. The law also pushes the legal drop-out age to 18.</p>		
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	<p>The graduate strives to improve abilities and learn new skills.</p> <p>The graduate remains flexible and adaptable in changing work situations.</p> <p style="text-align: center;"><b>(3)</b></p> <p><b><i>Application of Knowledge and Skills</i></b></p> <p>The graduate transfers acquired academic and technical knowledge and skills to various work situations.</p> <p>The graduate creates and carries out projects from design to finished product.</p> <p>The graduate uses organizational, planning, and problem-solving skills.</p> <p><b>HUMAN RELATIONS</b></p> <p style="text-align: center;"><b><i>(1) Interpersonal Skills</i></b></p> <p>The graduate uses interpersonal techniques that foster collaboration with individuals and groups.</p> <p>The graduate participates and facilitates working cooperatively in diverse groups.</p> <p>The graduate applies problem-solving techniques by identifying and selecting alternatives to resolve</p>	<p>The High School Redesign law also requires the Public Education Department to establish an assessment system that commenced during the 2008-2009 school year, mandated the assessment of a student's readiness for success in college or career including high school readiness assessments in the 9th grade, college readiness assessments in the 10th grade, and a workplace readiness assessment in the 11th grade.</p> <p>Beginning with the 2013-2014 assessments include the current New Mexico Standards Based Assessment (SBA) and adds the 2013 SBA Bridge Assessment dually aligned to the NMCCSS and the NM State Standards for students in grades 3-8, 10 &amp; 11. During the 2014-2015 school year the Partnership for Assessment of Readiness for College and Careers (PARCC) on-line assessment will be provided to all students in grades 3-11. The College and Career Ready Standards will be assessed through PARCC required for graduation.</p> <p>The High School Exam remains in effect.</p> <p>Anthony Charter School is poised to make adjustments to the Graduation Requirements based on the NM PED making adjustments to these requirements.</p> <p>Career Cluster/Pathway Initiative:</p> <p>The career cluster initiative focuses on career and technical education. The goal of this initiative is to prepare learners and schools for the information age, colleges,</p>		
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	<p>issues.</p> <p>The graduate exercises individual freedoms while demonstrating respect for property and the rights of others.</p> <p style="text-align: center;"><b>(2) Social Responsibility</b></p> <p>The graduate exercises individual freedoms while exhibiting social responsibility to family, community, and society.</p> <p>The graduate demonstrates citizenship by contributing to the community.</p> <p>The graduate exercises rights and responsibilities guaranteed by the Constitution and law.</p> <p>The graduate acknowledges and respects individual and group differences.</p> <p><b>PERSONAL EFFECTIVENESS</b></p> <p style="text-align: center;"><b>(1) Knowledge of Self</b></p> <p>The graduate exhibits a positive self-concept.</p> <p>The graduate identifies and builds upon personal strengths and qualities.</p>	<p>and employers as they work for excellence in communication and the science and math fields. The career clusters provide a link between academic learning and skills for excellence.</p> <p>The career cluster and pathways very much are congruent with ACS's goals and educational program. There are opportunities for 9<sup>th</sup> through 12<sup>th</sup> grade students to take new courses, connect learning across courses, distance learning, and obtain dual credits by taking classes at Dona Community College (DACC) and/or New Mexico State University, The Central New Mexico Community College (CNM) online courses and IDEAL NM distance learning. At DACC students also have the opportunity to complete a one year postsecondary education program, and/or skill certificate. The role of the educator is multifaceted. Teachers serve as career and educational advisors as they assist students in developing Student Learning Plan/Next Step Plans, working on career development goals. Students in grades 9<sup>th</sup> through 12<sup>th</sup> grade may have a flexible schedule which will allow them to be off campus to attend classes at DACC or New Mexico State University.</p>		
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	<p>The graduate practices self-discipline.</p> <p>The graduate maintains a positive attitude.</p> <p><b>(2) Health Enhancing Behaviors</b></p> <p>The graduate exhibits the ability to cope effectively with personal challenges, frustrations, and stress.</p> <p>The graduate makes choices to promote good health.</p> <p><b>(3) Self-Motivation</b></p> <p>The graduate displays perseverance.</p> <p>The graduate sets high standards.</p> <p>The graduate accepts new or changed responsibilities.</p> <p><b>(4) Character Development</b></p> <p>The graduate develops a personal values system.</p> <p>The graduate accepts responsibility for his/her actions.</p> <p>The graduate chooses ethical courses of action.</p> <p><b>THINKING SKILLS</b></p> <p><b>(1) Conceptual</b></p>			
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***Thinking***

The graduate uses techniques to see connections between situations that are not obviously related.

The graduate identifies key issues in complex situations.

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

***(2) Analytical***

***Thinking***

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

***(3) Information Gathering and Application***

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

The graduate analyzes, evaluates, and selects



	<p>information relevant to academic, workplace, and life problems.</p> <p><b>(4) Independent Thinking</b></p> <p>The graduate applies techniques to a given situation and the graduate exhibits flexibility.</p> <p><b>(5) Required High School Core Curriculum</b></p> <p><b>Language Arts</b> 4 credits •</p> <p><b>Math</b> 3 credits •</p> <p><b>Science</b> 3 credits •</p> <p><b>Comm Skills</b> 1 credit •</p> <p><b>Foreign Languages</b> 2 credits •</p> <p><b>Social Studies</b> 4 credits •</p> <p>•</p> <p>•</p> <p>•</p> <p>•</p>			
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	<p><b>Physical Ed</b> 1 credit</p> <p><b>Study &amp; Life Skills/Career Readiness-</b> 1 credit</p> <p><b>Health</b> 1 credit</p> <p><b>Fine Arts</b> 1 credit</p> <p><b>Practical Arts/Work Study</b> 2 credits</p> <p><b>Electives</b> 5 credits</p> <p><b>High School Electives</b></p> <p>Electives will be offered on a cycle basis, unless otherwise indicated.</p> <p><b>4. A timeline for alignment of the curriculum with the Pubic Education Department’s content standards, benchmarks and performance standards.</b></p>	<ul style="list-style-type: none"> <li>• US History</li> <li>• 3 of 6 Fitness-oriented activities/life sports- running, climbing, spelunking, hiking, ropes courses, softball – activities focused around community center and area resources</li> <li>• <b>STUDY SKILLS (1 semester)</b> – Introductory course to time management; thinking and reasoning; textbook study strategy; note-taking and outlining; vocabulary improvement tips; learning how to learn; writing a research paper; process of writing; plagiarism; technology (computer, Internet links for study skills)</li> <li>• <b>LIFE SKILLS (1 semester)</b> – Introductory course to consumer economics (savings, investment, and simple and compound interest; buying and renting); single living (small repairs for the home; cooking); relationships (self-regulation, teaming, civility, getting along with others); careers/life work</li> </ul> <p>• VOCATIONAL/OCCUPATIONAL EDUCATION</p>		
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	<p>The curriculum will be aligned with the PED’s content standards and benchmarks prior to approval of this Charter. Performance standards will be evaluated after the second year of operation and changed if necessary after evaluating the school’s measures of success.</p> <p><b>5. 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.</b></p> <p>The ACS educational program is designed to meet individual student needs through Student Learning Plans. ACS focuses 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. ACS strives for environmental equilibrium in a multi-aged, 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.</p>			
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	<p>ACS assures that achievement of performance standards for all population groups identified under NCLB groups will be addressed.</p> <p>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.</p> <p>ACS is also designed to meet the health and mental health needs of students through access to nursing and social work services. ACS is committed to the development of a ancillary staff within the operational budge. 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 ACS 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.</p> <p>ACS 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 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. Princeton Review software will be utilized for initial and regular progress assessment. The data will be critical in modification of goals and</p>			
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	<p>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.</p> <p>In addition to academic needs, the student learning plan will examine social/economic issues including house, substance abuse, parenting and special education issues. Needs will be assessed and resources within the community identified.</p> <p>The Lincoln School curriculum, as an additional method of instruction will be a key instrument in meeting the Statewide Adequacy Standards. The ACS 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. This curriculum is currently being used in the state of New Mexico and meets or exceeds statewide standards.</p> <p>a) Student Learning Plans (SLPs)</p> <p>Individualized Student 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 SLP identifies academic and career goals, as well as obstacles to success. The SLP identifies strategies and resources to help the student overcome those obstacles. The SLP also contains and</p>			
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<p><b>Strategies and methods to be used in delivering</b></p>	<p>ELL assessment and recommended modifications. Regular review of the SLP, 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 SLP may include a 504 Accommodation Plan and/or a Treatment Plan that addresses specific behavioral issues related to cognitive development. ACS Operational Budget, IDEA-B, private Medical insurance and Medicaid funds will be utilized as appropriate. The plans enable the ACS staff to best meet student needs.</p> <p>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. Web-based assessment software is currently under reviewed.</p> <p>ACS 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 and encourage every student's hidden talent and provide ample opportunities for them to make choices that affect their learning.</p>			
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<p>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.</p> <p>P36</p>	<p><b>Instruction</b></p> <p>p.36</p> <p>Individualized Student 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 ACS will be present at all IEP's. An SLP identifies academic and career goals, as well as obstacles to success. The SLP identifies strategies and resources to help the student overcome those obstacles. The SLP also contains an ELL assessment and recommended modifications. Regular review of the SLP, 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 SLP may include a 504 Accommodation Plan and/or a Treatment Plan that addresses specific behavioral issues related to cognitive development. ACS Operational Budget, IDEA-B, private Medical insurance and Medicaid funds will be utilized as appropriate. The plans enable the ACS staff to best meet student needs.</p> <p>Continual assessment through regularly scheduled conferences with students, parents and other teachers will</p>	<p><b>Instruction</b></p> <p><b>Instructional Strategies and Differentiated Instruction</b></p> <p><b>Research-based Instruction</b> is based on the premise that instruction is guided by sound research based best practices with the goal of enhancing student achievement. As part of the NCLB and the NM PED efforts to align curriculum, instruction, and assessment educators are expected to demonstrate that all instruction is effective and based on research. Examples of research based instruction is evident in the efforts of Robert Marzano in his extensive meta-analysis and direction provided in <i>What Works in Schools: Translating Research into Action</i>, and Marzano and colleagues in <i>Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement</i>.</p> <p><b>Differentiated Instruction:</b> Differentiated Instruction is based on the premise that students learning differently, classrooms are active and engaging, and that learning big ideas is more important than covering content. The principles of differentiation</p>		
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	<p>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. Web-based assessment software is currently under reviewed.</p> <p>ACS 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 and encourage every student's hidden talent and provide ample opportunities for them to make choices that affect their learning.</p> <p>ACS 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 an Appendix for details). The ACS Student Learning Plan process includes the annual review of existing Individualized Education Plans (IEPs). ACS' multidisciplinary Support 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 1997. We will comply with the IEP process established by the Gadsden district to ensure that all students are properly identified, assessed and services delivered. This process will assure:</p>	<p>include: respectful tasks, clear learning goals, flexible grouping, appropriate degrees of challenge, and ongoing assessment and adjustment. In planning for differentiated instruction Educators consider: the content planning for multiple options for taking in information; the process which provides options for making sense of the ideas; and the product which allows learners options to demonstrate their understanding and knowledge.</p> <p><b>Cultural Competence and Linguistic Diversity:</b> Cultural competency and linguistic diversity creates equitable opportunities for all. Cultural competency is the ability to work effectively across cultures. For individuals it is an approach to learning, communicating and working respectfully with people different from themselves. According to the Hispanic Education Status Report for School Year 2010-2011 culture can refer to an individual's race, class, gender, sexual orientation, religion, immigration status and age among other factors. ACS staff and students will learn from, understand, and relate respectfully to their own culture and the cultures of others. By cultivating respect and honor all stakeholders can acquire the ability to work effectively and express themselves and work effectively in all cultural contexts. Culturally - responsive teaching is especially important in order to engage all students, bridge the achievement gap, increase graduation rates, and improve college attendance.</p>		
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	<ul style="list-style-type: none"> <li>◆ Equal access to all ACS students;</li> <li>◆ Individualized Education Plan;</li> <li>◆ Free Appropriate Public Education (FAPE)</li> <li>◆ Least Restricted Environment (LRE)</li> <li>◆ Due process and parental involvement; and</li> <li>◆ Non-discriminatory evaluation.</li> <li>◆ Identification of all subgroups under No Child Left Behind</li> </ul> <p>We will provide any related services to students according to their IEP, including transportation, and nursing services.</p> <p>The primary service delivery model at ACS will be inclusion, whereby special education teachers team with general education teachers in the general education classroom to 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.</p> <p>The Student Learning Plan process will enable ACS to meet the needs of "at risk" students. The entire SLP process (screening and on-going evaluation) will help identify students not performing to level, academically, socially or emotionally, and through staff and parental</p>	<p><b>Sheltered Instruction for English Language Learners:</b></p> <p>Sheltered English instruction is an instructional approach that engages English Language Learners above the beginner level in developing grade-level content-area knowledge, academic skills, and increased English proficiency. In sheltered English classes, teachers use clear, direct, simple English and a wide range of scaffolding strategies to communicate meaningful input in the content area to students. Learning activities that connect new content to students' prior knowledge, that require collaboration among students, and that spiral through curriculum material, offer ELLs the grade-level content instruction of their English-speaking peers, while adapting lesson delivery to suit their English proficiency level.</p> <p>According to <i>Double the Work</i>, by Short &amp; Fitzsimmons, ESL students are required not only to learn content, but to learn a second language simultaneously. This is twice the amount of work required of native speakers. "Adolescent ELLs are a diverse group of students whose needs overall have not been well served by the country's educational system. Most adolescent ELLs are moving towards the path of academic literacy, some move more slowly than others, because of certain factors such as, their native language literacy skills and educational backgrounds."</p> <p>Anthony Charter School acknowledges the</p>		
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	<p>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 SLP 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 and lessens the impact of risk factors. It is the intent of ACS to employ a full time social worker the first year and contract for additional counseling and other ancillary staff to include but not be limited to SLP and nurse using operational, Medicaid and IDEA funds when appropriate. ACS 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.</p>	<p>challenges facing ELLs to learn both the English language while at the same time master content. Our school philosophy is geared toward and classroom environments acknowledge and support each student’s learning and real-life challenges.</p> <p>The five keys for school success that Anthony Charter School has adopted are based on the work produced by the Center for Research on Education, Diversity and Excellence (CREDE). These five standards for Effective Teaching and Learning express the principles of effective teaching/learning for all students. For the fluent English speaker, the standards describe the ideal; for ELLs the standards are vital.</p> <ol style="list-style-type: none"> <li>1. Teachers and Students Producing together (Joint productive activity, modeling language)</li> <li>2. Developing Language across the curriculum (Language development, Academic Language Development)</li> <li>3. Making Meaning : Connecting Schools to Student’s lives (Contextualization)</li> <li>4. Teaching Complex Thinking (Cognitive Challenge)</li> <li>5. Teaching through Interactive Discussions (Instructional Conversation, Project-based learning)</li> </ol> <p>Other research that supports and grounds our educational philosophy and approach can be found in numerous articles such as <u><i>The Effects of Sheltered Instruction on the Achievement of Limited English Proficient Students and Scaffolding and</i></u></p>		
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*Differentiating Instruction in Mixed Ability ESL Classes Using a Round Robin Activity.*

The following elements will provide the framework around which the curriculum will be developed; each has proven effective in English Language Acquisition (ELA) classes across the country:

- Previewing and building on prior knowledge;
- Interactive work, not lengthy lecturing;
- Demonstrations;
- Graphic organizers and other visually-oriented aids that provide a non-linguistic structure for understanding key information;
- Continual modeling by teachers of what kind of work is expected and how to create it;
- An emphasis on relating students' culture to content, which engages students, maintains their interest, and keeps students' heritage part of their lives.
- Extensive group work that offers the opportunity to engage students in talking, interacting, problem solving, and improving social skills.

The only scientifically research based instructional approach is the Sheltered Instruction Observation Protocol. The SIOP Model, an approach for integrating language development with content teaching, provides teachers with guidance for planning and delivering effective lessons. It was developed through a federally funded research project. Subsequently, it has been validated as a model of instruction that improves the

		<p>achievement of students whose teachers use the model (Echevarría, Richards-Tutor, Chinn, &amp; Ratleff, 2011; Echevarría, Short, &amp; Powers, 2006; Short, Fidelman, &amp; Louguit, in press). It has been tested in multiple content areas and across all grade levels.</p> <p>The SIOP Model is made up of eight components, each of which is supported by empirical studies, and the model itself has a growing research base (Short, Echevarría, &amp; Richards-Tutor, 2011). The SIOP Model's 8 components and 30 features provide the framework for planning integrated language and content lessons, and the model can be used as a valid observation instrument as well (Echevarría, Vogt, &amp; Short, 2008, 2010; Guarino et al., 2001). The eight components are</p> <ol style="list-style-type: none"> <li>1. Lesson Preparation</li> <li>2. Building Background</li> <li>3. Comprehensible Input</li> <li>4. Strategies</li> <li>5. Interaction</li> <li>6. Practice &amp; Application</li> <li>7. Lesson Delivery</li> <li>8. Review &amp; Assessment</li> </ol> <p>Anthony Charter School will provide English Language Development based on Title III of No Child Left Behind Act. All ACS teachers have or will obtain a TESOL endorsement.</p> <p><b>Positive Youth Development/40 Developmental Assets</b></p>		
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### **Student Learning Plan**

The Student Learning Plan/Next Step Plan is based on NM PED mandates including NM High School ReDesign, Next Step Plan and Career Clusters and Career Pathways along with the NM Career and Technical Education Standards and Benchmarks:

The New Mexico Public Education Department as part of its high school reform has designated three initiatives that aim at providing students relevancy through the NM High School Redesign, Next Step Planning, and Career Clusters Initiative. In order to meet the requirements of these initiatives ACS will provide all students with an educational plan that will ensure they meet all graduation requirements with a focus on post-secondary preparation and readiness for a career in the workplace.

The career cluster and pathways very much are congruent with ACS's goals and educational program. ACS's educational program integrates academic and occupational learning. There are opportunities for 11<sup>th</sup> and 12<sup>th</sup> grade students to take new courses, connect learning across courses by obtain dual credits by taking classes at Dona Ana Community College (DACC), distance learning and online learning. Students also have the opportunity to complete a one

		<p>year postsecondary education program, and/or skill certificate. The role of the educator is multifaceted. Teachers serve as career and educational advisors as they assist students in developing Student Learning Plan/Next Step Plans, working on career development goals. Teachers create activities for their advisory class that provides a career focus. Presently, 10<sup>th</sup> through 12<sup>th</sup> grade students have a modified class schedule which allows them to be off campus to attend classes at DACC. ACS is poised to address all seven career clusters through the career pathways model addressed in the Student Learning Plan/Next Step Plan, the NM Career and Technical Standards and Benchmarks and its advisory, <i>Consejos</i>.</p> <p>Anthony Charter School will require all students to take an advisory, tutorial/literacy development course known as <i>Consejos</i>. The course will consist of advising students as they develop their Student Learning Plan/Next Step Plan. Additionally, students will receive tutoring, especially for those students at the 1<sup>st</sup> Quartile based on the NM Standards Based Assessment. Students will also have the opportunity to enhance their language arts understanding through the reading of multicultural literature.</p> <p>Counseling services for educational</p>		
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<p><b>Meeting individual student's needs</b> p. 41-56</p>	<p><b>Special Populations</b> p. 41-56</p> <p><b>14. Specific remediation plan for students not achieving standards, including a timeline and process for parent notification and for implementation of the remediation plan.</b></p> <p>We are adopting the Positive</p>	<p>purposes, e.g. preparation for post-secondary education and career readiness will be provided by Anthony Charter School administrative and educational staff, specifically the <i>Consejos</i> educator in developing the Next Step Plan and working in conjunction with university representatives and community workforce agency representatives, the student and parents/guardians. Mental health services for students not receiving special education services are provided by community mental health services. ACS students and/or families can request assistance in obtaining mental health services or can be referred based on the RtI process.</p> <p><b>Special Populations</b></p> <p>Anthony Charter School has taken the guidance of the NM PED RtI/SAT procedures and adopted these procedures and developed SAT forms that address the cultural, linguistic, academic, and</p>		
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	<p>Behavior System guidelines to modify behaviors for ACS’ “at risk” student population. We believe that a student’s management of behavior in a positive and productive 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 SLP 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.</p> <ul style="list-style-type: none"> <li>• 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. ACS recognizes that students typically master content and integrate their skills as scholars at different rates. Respect for individual student 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</li> </ul>	<p>behavioral needs of its students. When dealing with referrals for gifted the SAT will gather data relevant to giftedness. Anthony Charter School will utilize The SAT and will meet regularly to assist students who may be considered as needing interventions. The permanent SAT team consists of a chairperson, administrator, and teachers. The referring teacher and the student’s <i>Consejos</i> teacher, the student, and the parents are also part of the SAT. Given the importance of the <i>Consejos</i> and the <i>Consejos</i> teacher, the student and parents are able to communicate frequently and follow-up on issues brought forth during the SAT meeting(s).</p> <p>Anthony Charter School will use the Student Assistance Team (SAT) process as outlined by the NMPED Student Assistance Team manual and the NMPED Response to Intervention: A Systemic Process to Increase Learning outcomes for All Students guidance document as a way of documenting student progress and identifying students who may be in need of SPED, ELL or ancillary services. This process is a three tier process that includes documenting a student’s response to interventions or learning strategies that are implemented and monitored by general education and the school’s SAT team.</p> <p>Tier I includes all students in the regular education program. The regular classroom teacher will implement classroom interventions with fidelity. A student who is performing in the bottom 25%, or if there is a school or parental concern concerning academics or social–emotional</p>		
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	<p>and work habits that will help them to become life-long learners.</p> <ul style="list-style-type: none"><li>• ACS 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. ACS 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.</li><li>• This process of learning allows students to achieve success in a “continuous improvement process”. Based upon standards set forth by the NM PED for 21<sup>st</sup> 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)</li><li>• Pursuant to Special</li></ul>	<p>needs that may be impacting student learning, the student will receive Tier I interventions and monitoring for a specified period of time. If the student does not improve, the process moves to a SAT referral.</p> <p>Tier II Regular Education with supplemental support will be implemented at this point. Parents are notified and involved in the SAT process. A new intervention plan is developed, changed, revised and monitored. If the student does not respond to this sustained intense level 3 of intervention, a new plan may be developed, revised and monitored. If this intense level 4 of intervention is not effective the student is then referred to SPED through the SAT team process. All psycho-educational evaluations will be conducted by the appropriately licensed diagnosticians. The student may then be eligible for services and an IEP placement. If the student does not qualify the interventions and monitoring continue.</p> <p>Anthony Charter School will provide access to counseling and health services. Anthony Charter School has access to nursing staff to maintain cumulative student health records for each student.</p> <p>Anthony Charter School utilizes the NM PED RtI/SAT process to determine services students needed based on their health, academic, social, and emotional needs. Services may be provided by staff, or referrals to community agencies/resources are made. If a student is not able to access referred</p>		
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	<p>Education Regulations, the following special procedures shall be followed at ACS:</p> <p><u>Change of placement for disciplinary removals</u></p> <p>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. 141 (k))</p> <p>(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</p>	<p>agencies/resources, Anthony Charter School will take steps to ensure that these services will be provided, including contracting with appropriate individuals or agencies.</p> <p>For students receiving special education services and who are in need of health and counseling services these services are provided through the IEP. Anthony Charter School also contracts with related service providers to ensure that all services delineated in the IEP are provided to the student.</p> <p>Counseling services for educational purposes, e.g. preparation for post-secondary education and career readiness will be provided by Anthony Charter School administrative and educational staff, specifically the <i>Consejos</i> educator in developing the Next Step Plan and working in conjunction with university representatives and community workforce agency representatives, the student and parents/guardians. Mental health services for students not receiving special education services are provided by community mental health services. ACS students and/or families can request assistance in obtaining mental health services or can be referred based on the RtI process.</p> <p style="text-align: right;"><b>Special Education:</b></p> <p>In accordance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEA) and the New Mexico Title 6 Primary and Secondary Education,</p>		
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	<p>under §300.519 (b)).</p> <p>(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</p> <p>(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 –</p> <p>(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</p> <p>(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.</p>	<p>Chapter 31 Special Education, Part 2 Children with Disabilities/Gifted Children Educational Standards, 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, 20 W.S.C. section 794 et seq., the Americans with Disabilities Act (ADA) and the Family Educational Rights and Privacy Act (FERPA), 20 W.S.C. section 1232 et seq., and the NM PED Technical Evaluation Assessment Manual, and the NM PED Response-to-Intervention Manual and Student Assistance Team Anthony Charter School ensures that all students with disabilities and in need of special education services have a right to a free appropriate public education. All qualified special education staff comply with special education policies and procedures including: providing a free appropriate public education; the development of the Individualized Education Program (IEP) providing students with an assurance of educational benefit in the least restrictive environment and related services as needed.</p> <p><b>Individualized Education Program</b></p> <p>Individualized Education Program (IEPs) will be developed by the multidisciplinary team for those students who qualify for special education as having a disability and can benefit from special education services. Parents and students will be included in the development of the IEP. ACS will follow the IEP process established by IDEA and state law and</p>		
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	<p>(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 –</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>If subsequently, a child with a disability who has a behavioral intervention plan and who has been removed from the</p>	<p>regulations to insure that all students, are properly placed, that the placement meets LRE and FAPE and is reviewed annually. Individualized Education Program (IEPs) will comply with the requirements of 34 CFR 300.320 and be developed to assure that student receives an appropriate education including any related services required by the student and stated in the student’s IEP. ACS will develop a continuum of student service that includes monitoring and collaborative planning between regular education teachers, special education teachers, and ancillary staff. ACS will establish discipline protocols in compliance with the IDEA and in conjunction with state policies, and will establish appropriate parent dispute procedures following all Federal and State regulations.</p> <ol style="list-style-type: none"> <li>1. This continuum will provide:</li> <li>2. Equal access to the educational programs and services offered at the school</li> <li>3. Individualized Education Program</li> <li>4. Free Appropriate Public Education (FAPE)</li> <li>5. Least Restrictive Environment (LRE)</li> <li>6. Due process and parental involvement</li> <li>7. For those students who do not meet eligibility requirements to receive special education services under IDEA, a</li> </ol>		
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	<p>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.</p> <p>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.</p> <p>a) <u>Authority of hearing officer</u></p> <p>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 ACS for not more than 45 days if the hearing officer, in an expedited due process hearing –</p> <p>(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;</p> <p>(b) Considers the appropriateness of the child's current placement;</p> <p>(c) Considers whether the public agency has made reasonable efforts</p>	<p>referral is made for review under Section 504 of the Rehabilitation Act and/or the Student Assistance Team. The SAT initiates the problem solving process to ensure that students who do not have a disability, are not eligible for special education services or Sec. 504 accommodations are provided with scientifically research based interventions in the regular education setting.</p> <p><b>Graduation of students receiving special education services</b></p> <p>Anthony Charter School students receiving special education services are provided with options for students to earn a regular high school diploma based on the NMPED special education legislation. These graduation options, or pathways, enable the IEP team to develop a program of study that is most conducive to preparing a student to achieve his or her post-school goals while maintaining the integrity of the high school diploma. The graduation options for students receiving special education supports and services were established in State Rules in November of 1998. The intent was to</p>		
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	<p>to minimize the risk of harm in the child's current placement, including the use of supplementary aids and services; and</p> <p>(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).</p> <p>(e) As used in this section, the term <b>substantial evidence</b> means beyond a preponderance of the evidence.</p> <p><u>Determination of setting</u></p> <p>(a) The interim alternative educational setting referred to in §300.520(1)(2) must be determined by the IEP team.</p> <p>(b) Any interim alternative educational setting in which a child is placed under §§300.520(a)(2) or 300.521 must -</p> <p>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</p> <p>(1) Include services and modifications to address the</p>	<p>create consistency in graduation practices in all 89 districts and reduce the drop out rate. Prior to the development of these options districts graduation practices were inconsistent and discriminatory towards students receiving special education supports and services. The NMPED established a Task Force to study graduation practices after a complaint was filed with the U.S. Department of Education's Office for Civil Rights. The three graduation options are described in detail below. For the purpose of accountability and reporting to the U.S. Office of Special Education Programs, New Mexico reports only those students who graduate on the Standard Pathway or regular diploma.</p> <p>The Standard Pathway or regular diploma is a program of study based upon meeting or surpassing all requirements for graduation as identified in the New Mexico Standards of Excellence, with or without reasonable modification of delivery and assessment methods. The IEP team selects required courses and electives based on the student's post-school goals, interests, and needs. If the IEP team chooses a pathway other than the Standard Pathway, the team must provide documentation to support its selection of the Career Readiness or Ability Pathway. Students graduating under the standard graduation option must meet the following requirements.</p> <p>The Career Readiness Pathway is a program of study based upon meeting the State Board of Education's Career</p>		
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	<p>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))</p> <p>b) <u>Manifestation determination review</u></p> <p>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:</p> <ol style="list-style-type: none"> <li>(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</li> <li>(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.</li> </ol>	<p>Readiness Standards with Benchmarks as defined in the IEP, with or without reasonable modification of delivery and assessment methods. The Career Readiness Pathway takes into account the individual student's interest, career preference, and needs and allows for the substitution of classes as appropriate. The IEP team bases the goals and objectives on the student's needs and New Mexico's Career Readiness Standards with Benchmarks. The IEP team uses the IEP to document mastery of those standards and benchmarks.</p> <p>The Ability Pathway is a program of study based upon meeting or surpassing IEP goals and objectives, with or without reasonable modification of delivery and assessment methods, referencing skill attainment at a student's ability level, which may lead to meaningful employment. The IEP team designs the Ability Pathway to meet the student's needs, with IEP goals, objectives, and benchmarks developed to provide the most appropriate program for the student. Typically, IEP teams develop the Ability Pathway for students with severe cognitive and/or physical disabilities or students with severe mental health challenges. The Ability Pathway varies from the standard high school graduation requirements. The IEP team must individualize the Ability Pathway to meet each student's needs.</p> <p>Subparagraph (J)(9) 6.30.2.10 of the NMA requires districts to document changes from the Standard Pathway on the prior written notice (PWN). IEP teams must identify the reasons for changing the student's pathway.</p>		
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	<p>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:</p> <p>First consider, in terms of the behavior subject to disciplinary action, all relevant information, including:</p> <ul style="list-style-type: none"> <li>(i) Evaluation and diagnostic results, including the results or other relevant information supplied by the parents of the child;</li> <li>(ii) Observations of the child; and</li> <li>(iii) The child's IEP and placement; and</li> </ul> <p>(2) Then determine that:</p> <ul style="list-style-type: none"> <li>(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;</li> <li>(ii) The child's disability did not impair the ability of the child to understand the impact and consequences of the behavior</li> </ul>	<p>provide parents with clear and concise definitions of the Career Readiness or Ability Pathway, and notify parents and students of the potential consequences that may limit the student's post-secondary options. In addition, districts are required to maintain an accurate accounting of graduation pathways for students with disabilities. Beginning with students entering tenth grade in the 2005-2006 school year, districts must ensure that 80-100 percent of graduating seniors are on the Standard Pathway, no more than 10 percent of the students shall graduate on the Career Readiness Pathway, and no more than 1-3 percent of the students shall graduate on the Ability Pathway. Districts exceeding the above maximum percentages must submit a request for a waiver to NMPED Special Education Bureau for review and approval. Once the waiver is submitted, the SEB reviews each case and determines whether or not the waiver will be approved.</p> <p><b>Students with Section 504 Plans</b></p> <p>Section 504 is a federal civil rights law under the Rehabilitation Act of 1973. It provides protection against discrimination for individuals with disabilities. Students in school settings fall under the protection of Section 504 as this law prohibits discrimination on the basis of disability from all school programs and activities in both public and private schools that receive direct or indirect federal funding.</p> <p>For ACS students who do not meet eligibility requirements to receive special education services under IDEA, a referral</p>		
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	<p>subject to disciplinary action; and</p> <p>(iii) The child's disability did not impair the ability of the child to control the behavior subject to disciplinary action.</p> <p><u>Decision</u></p> <p>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.</p> <p>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.</p> <p><u>Determination that behavior was not manifestation of disability</u></p> <p>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).</p> <p>If ACS 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</p>	<p>is made for review under Section 504 of the Rehabilitation Act and/or the Student Assistance Team. The SAT initiates the problem solving process to ensure that students who do not have a disability, are not eligible for special education services or Sec. 504 accommodations are provided with scientifically research based interventions in the regular education setting.</p> <p>A student is eligible and entitled to a Section 504 Accommodation Plan if an evaluation shows that he or she has a mental or physical impairment that substantially limits one or more major life activities and significantly affects the student's access to education. Students with special health care needs are often identified for Section 504 accommodations. However, some students have learning, behavioral, or other mental or physical impairments that meet the criteria to be served through Section 504.</p> <p>In New Mexico, the Student Assistance Team (SAT) is the starting point to consider whether or not a student needs to be evaluated for a Section 504 Plan. Therefore, a student needing consideration for a Section 504 evaluation and plan should be referred to the school's SAT. Students who are exited from special education or ones who are evaluated and do not qualify for special education services are also referred to the SAT for consideration under Section 504.</p> <p>Responsibility for considering a Section 504 evaluation, completing an identification process, and developing an</p>		
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	<p>consideration by the persons making the final determination regarding the disciplinary action.</p> <p>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.</p> <p><u>Parent appeal</u></p> <p>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.</p> <p><u>Review of decision</u></p> <p>(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).</p> <p>(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.</p> <p>c) <u>Placement during appeals</u></p>	<p>accommodation plan lies with a core group of individuals that includes the principal or administrator, the referring and/or classroom teacher, the school counselor, and the parent— virtually the same as the core members of the SAT. ACS’s SAT serves as the Section 504 team, as necessary.</p> <p><b>English Language Learner (ELL) Students</b></p> <p><b>English Language Learners, Identifying ELL students, Services, Differentiated Instruction</b></p> <p>Based on the following legislative mandates: Title VI of the Civil Rights Act of 1964 prohibits discrimination based on race, color, or national origin; Title III of the No Child Left Behind Act of 2001 (NCLB); The Title 6 Primary and Secondary Education, Chapter 32 Educational Standards; Bilingual Multicultural Education, Part 2, Guidelines for Implementing Bilingual Multicultural Education Programs; and Article 23 Bilingual Multicultural Education Act Anthony Charter School is poised to ensure the civil rights of English Language Learners and provide an educational program the ensures their participation in the educational process.</p> <p>As recommended Anthony Charter School follows a standardized curriculum that is aligned with the state academic content standards, benchmarks and performance</p>		
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	<p>If a parent requests a hearing or an appeal regarding a disciplinary action described in §300.520(a)(2) or 300.21 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.</p> <p>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).</p> <p><u>Expedited hearing</u></p> <p>(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.</p> <p>(2) In determining whether the child may be placed in the alternative educational setting or in another</p>	<p>standards and the NM English Language Development Standards (ELDS), the 2012 WIDA standards which provides instruction in the history and cultures of New Mexico; equitable and culturally relevant learning environments, educational opportunities; and culturally relevant instructional materials for all students participating in the program. Cognitive academic language and affective development of the students is encouraged by: using the cultural and linguistic backgrounds of the students; providing students with opportunities to expand their conceptual and linguistic abilities and potentials in a successful and positive manner; and teaching students to appreciate the value and beauty of different languages and cultures.</p> <p>Educators include modifications of instruction in the English language arts that address the developmental, linguistic and academic needs of students and in fine arts instruction that utilizes the student's language, history, culture, and the arts traditions of his/her community.</p> <p>Professional development opportunities for Educators may be in the areas of:</p> <p>(1) All educators have or are working towards a TESOL endorsement to their teaching license.</p> <p>(2) research-based bilingual multicultural education programs and implications for instruction;</p> <p>(3) best practices of English as a second language, English language development and bilingual multicultural education programs; and</p> <p>(4) classroom assessments that support</p>		
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	<p>appropriate placement ordered by the hearing officer, the hearing officer shall apply the standards in §300.521.</p> <p>(3) A placement ordered pursuant to paragraph (c)(2) of this section may not be longer than 45 days.</p> <p>(4) The procedure in paragraph (c) of this section may be repeated, as necessary.</p> <p>d) <u>Protections for children not yet eligible for special education and related services</u></p> <p>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.</p> <p><u>Basis of knowledge</u></p> <p>An LEA is deemed to have knowledge that a child is a child with a disability if:</p> <p>(1) The parent of the child has expressed concern in writing (or</p>	<p>academic and language development</p> <p>Identification of English Language Learners will be based on the following:</p> <ol style="list-style-type: none"> <li>1) Identification of a language other than English on the Home Language Survey or Student Language Survey</li> <li>2) A language survey may be used after enrollment if a student is not succeeding academically</li> <li>3) Assess Level of English language proficiency and based on scores obtained on the WIDA-ACCESS proficiency exam and a home language survey conducted to determine level of proficiency in home language</li> <li>4) If English language proficiency is considered to be not Fluent language needs will be identified</li> <li>5) Provide a research based sheltered instruction program</li> <li>6) Notify parents of students program</li> <li>7) Annual assessment of English language proficiency using the WIDA ACCESS test</li> <li>8) Once student has achieved Fluent English Language Proficiency (FEP) the student can exit the specialized English language services program.</li> <li>9) The FEP student will be monitored for 2 years regarding academic performance after he/she exits the specialized English language services program.</li> </ol> <p>Based on Title III guidelines, Anthony Charter School is adopting a stand-alone English Language Acquisition program.</p>		
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	<p>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;</p> <p>(2) The behavior of performance of the child demonstrates the need for these services, in accordance with §300.7;</p> <p>(3) The parent of the child has requested an evaluation of the child pursuant to §§300.530-300.536; or</p> <p>(4) The teacher of the child, or other personnel of the local educational agency, has expressed concern about the behavior of 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.</p> <p>A public agency would <b>not</b> 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.</p> <p><u>Conditions that apply if there is no basis of knowledge</u></p>	<p>Therefore, Anthony Charter School will provide English language support through an evidence-based and sheltered instruction approach using the research-based Sheltered Instruction Observation Protocol and Marzano's High Yield Strategies for English Language Learners as methodology to implement the approach. Students may also receive native language support through translations or tutoring. The program may be modified and continuously refined to ensure students are succeeding.</p>		
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	<p>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.</p> <p><u>Limitations</u></p> <p>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)(a)(A) of the Act.</p> <p>e. <u>Expedited due process hearings</u></p> <p>Expedited due process hearings under must meet the requirements of §300.509, except that a Sate may provide that the time periods identified in §§300.509(a)(3) and §300.509(b) for</p>			
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	<p>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.</p> <p>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.</p> <p>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.</p> <p><u>Referral to law enforcement and judicial authorities</u></p> <p>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</p>			
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	<p>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.</p> <p><b>Individual Crisis Management Plan (ICMP):</b> 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 of 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.</p> <p><b>Life Space Interview (LSI):</b> 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.</p> <p><b>Physical Escort:</b> 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.</p>			
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	<p><b>Time-Away:</b> A behavior management technique requiring students to go to a quiet area when they are upset and being stimulated by others.</p> <p>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 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.</p> <p><b>Time-Out Room:</b> 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.</p>			
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<p>p.47-51</p> <p><b>Evaluation of student performance</b></p>	<p>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.</p> <p>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 meal time. The Time-Away intervention must be monitored by the staff.</p> <p>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.</p>			
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<p><b>Specific remediation plan for students not achieving standards, including a timeline and process for parent notification and for implementation of the remediation plan.</b></p>	<p><b>Assessment and Accountability</b> p.47-51</p> <p><b>E. Evaluation of student performance</b></p> <p><b>15. Specific remediation plan for students not achieving standards, including a timeline and process for parent notification and for implementation of the remediation plan.</b></p> <p>We are adopting the Positive Behavior System guidelines to modify behaviors for ACS’ “at risk” student population. We believe that a student’s management of behavior in a positive and productive 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 SLP 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.</p>	<p><b>Assessment and Accountability</b></p> <p><b>Measuring Academic Goals</b> Anthony Charter School will continue to use a triangulated approach, reflected in the Student Competency Assessment protocol to be developed. Student Performance Based Assessments to include performance based products, essential question presentations, exhibitions, student performances, process portfolios, and the Positive Youth Development Survey.</p> <ol style="list-style-type: none"> <li>1. State Required Assessments to include: NM SBA, NMCCSS assessments in math, reading, language arts, and science for grade 11, the High School Exit Exam and in 2015 the PARCCC assessments meeting college and career ready standards:</li> <li>2. Formative Assessments/Short cycle assessments: <ol style="list-style-type: none"> <li>a. Grade 9: locally administered short-cycle diagnostic assessment in reading, language arts, and math (3x/yr)</li> <li>Grade 10: locally administered short-cycle diagnostic assessment in</li> </ol> </li> </ol>		
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	<ul style="list-style-type: none"> <li>• 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. ACS recognizes that students typically master content and integrate their skills as scholars at different rates. Respect for individual student 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.</li> <li>• ACS 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. ACS 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.</li> <li>• This process of learning allows students to achieve success in a “continuous improvement process”. Based upon standards set forth by the NM PED</li> </ul>	<p>reading, language arts, and math as early indicator of college readiness (3x/yr) Grade 11: fall – college placement assessment, workforce readiness assessment or alternative demonstration of competency using standards-based indicators; NM Standards Based Assessment as High School Exit Exam</p> <p>b. The Next Step Plan based on reports of college and workplace readiness assessments as well as being in place by the time student completes eighth grade. This process will begin in seventh grade to continue through 12<sup>th</sup> grade in the development and implementation of a Student Learning Plan/Next Step Plan.</p> <p>c. His school students should be reasonably informed about honors, advanced placement, dual credit, or distance learning courses as well as career clusters or remediation programs deemed appropriate from readiness assessments; as well as informed about curricular and course options, opportunities that lead to different post-high school options, and</p>		
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	<p>for 21<sup>st</sup> 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)</p> <ul style="list-style-type: none"> <li>Pursuant to Special Education Regulations, the following special procedures shall be followed at ACS:</li> </ul> <p><u>Change of placement for disciplinary removals</u></p> <p>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. 141 (k))</p>	<p>alternative opportunities available if student does not finish planned curriculum.</p> <p>The process for utilizing strategies for using assessment and performance data is not considered to be linear rather the process is cyclical. The strategies for using assessment and performance data are:</p> <ol style="list-style-type: none"> <li>Disaggregate data based on student performance on NM Standards, Benchmarks, and Performance Standards, particularly using the NM Assessment Frameworks and short cycle assessments.</li> <li>Identify instructional priorities based on performance standards using the NM Assessment Frameworks students demonstrate below proficient or advanced levels</li> <li>Plan instruction based on those priorities and student needs and monitor progress using curriculum based formative assessments</li> <li>Evaluate instructional program to include, but not limited to: alignment of instruction with curriculum; use of research based instructional strategies; meeting the needs of culturally and linguistically diverse learners; addressing student learning styles and modalities; assessment procedures</li> <li>Simultaneously, Utilize RtI/SAT process if student fails to make academic progress and develop school based plans and programs</li> </ol>		
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	<p>(7) 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)).</p> <p>(8) 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</p> <p>(9) 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 –</p>	<p>to assist students to include developing an after school plan and program to provide students assistance in addition to class instruction</p> <ol style="list-style-type: none"> <li>6. Administer summative assessments to determine academic performance.</li> <li>7. Develop Standards based curriculum and instructional programs.</li> </ol> <p><b>Use of Assessments</b></p> <p>Anthony Charter School provides instructional interventions to assist students not achieving at standards based proficient levels. Anthony Charter School has a holistic approach to assisting students having academic and behavior difficulties. Research indicates that there are many factors that impact student achievement. Anthony Charter School considers all factors when evaluating lack of student achievement. The process Anthony Charter School proposes to use is:</p> <ol style="list-style-type: none"> <li>1. Examine Performance based assessment process and procedures</li> <li>2. Disaggregate student academic achievement data</li> <li>3. Identify levels of performance based on NM Standards, Benchmarks, and Performance Standards</li> <li>4. Evaluate instruction in content areas students are not achieving standards to determine if</li> </ol>		
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	<p>(10) The child carries a weapon to school or to a school function under the jurisdiction of a State or a local educational agency; or</p> <p>(11) 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.</p> <p>(12) 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 –</p> <p>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.</p> <p>If the child already has a behavioral intervention plan, the IEP team shall meet</p>	<p>instruction is based on: NM Standards, Benchmarks, and Performance Standards and the NM Assessment Frameworks and the use of scientifically research based instructional strategies.</p> <ol style="list-style-type: none"> <li>5. Develop an evidence-based instructional program based on curriculum guides based on NMCCSS and NM Standards, Benchmarks, and Performance Standards, and NM Standards Assessment Frameworks</li> <li>6. Ensure that instruction focuses on student performance based on the NM Common Core State Standards and NM Standards, Benchmarks, and Performance Standards and evidenced based, best practices</li> <li>7. Utilize RtI/SAT process to determine that needs identified are not due to failure to address cultural and linguistic needs in instruction and failure to use research based practices effective for culturally and linguistically diverse learners; recommend significantly different evidence based instructional interventions; and assess family and medical history.</li> <li>8. Based on SAT outcomes SAT will: <ol style="list-style-type: none"> <li>a. initiate new intervention plan;</li> <li>b. refer for a multidisciplinary evaluation to determine if there is a disability;</li> <li>c. if there is a disability, determine if there is an educational need for special education services through</li> </ol> </li> </ol>		
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	<p>to review the plan and its implementation, and modify the plan and its implementation as necessary, to address the behavior.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>e) <u>Authority of hearing officer</u></p> <p>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 ACS for not more than 45</p>	<p>the IEP process;</p> <ul style="list-style-type: none"> <li>d. if no educational need for special education services, refer to SAT for Sec. 504 determination.</li> <li>e. If Sec. 504 committee determines that regular education accommodations not needed;</li> <li>f. then re-evaluate instruction and</li> <li>g. develop and provide appropriate, standards-based, scientifically research based instructional services.</li> </ul> <p>Anthony Charter School will follow the NM PED RtI/SAT procedures, not limited to those listed below:</p> <ul style="list-style-type: none"> <li>1) Identification of students reading and mathematics performance at the 1<sup>st</sup> Quartile</li> <li>2) Evidence that academic difficulties are not due to cultural and linguistic factors, to be obtained through SAT process</li> <li>3) Provide evidence that the curriculum and instructional program are meeting the needs of all learners including culturally and linguistically diverse learners</li> <li>4) Outcomes of individual student SAT intervention plan</li> <li>5) Assessment of effectiveness of instructional services</li> <li>6) If a referral is made, provide outcome of multidisciplinary evaluation and determination for additional services, e.g. special</li> </ul>		
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