

## **The Indigo Hill Charter School Application (\* indicates required)**

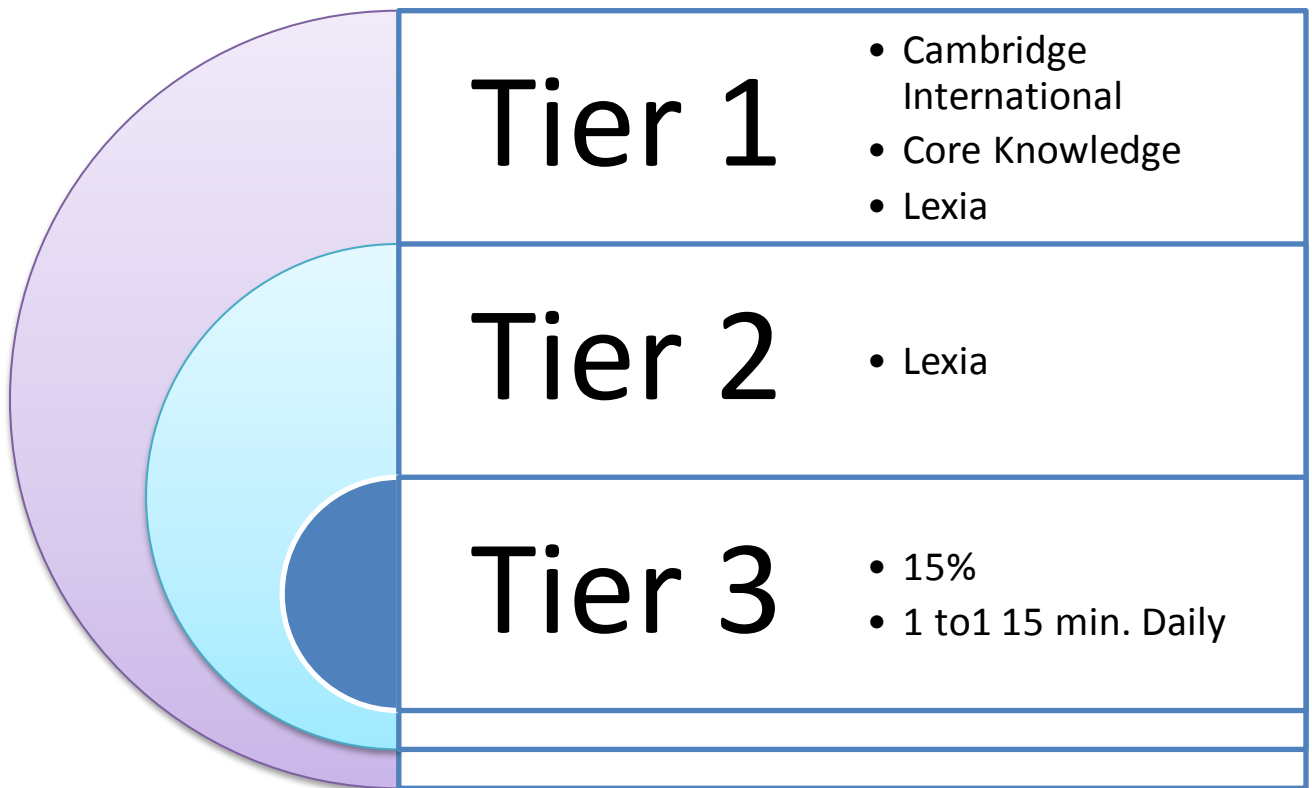
A	*Course Scope and Sequence
B	Governance Documents
C	*Head Administrator Job Description
D	Job Descriptions
E	Governing Body Personnel Policies
F	*Student Discipline Policy
G	*Conflict of Interest Policy/Disclosure Statement
H	Proposed contract or agreement with partner or contractor
I	*PSFA-approved projected facility plan documentation
J	*910B5 SEG Computation Revenue Estimate
	Too large to insert, see attachment
K	*5 Year budget plan
L	*Proposed Salary Schedule for License Staff
M	Autism Information
N	Reggio Emilia and Cambridge Information
O	HIS Letter of Intent
P	PSFA Facilities
Q	Professional References

# English Language Arts Scope and Sequence

Scope and Sequence of the  
Cambridge International Primary  
Curriculum Framework; Core  
Knowledge Scope and Sequence;  
to the Common Core Standards  
for English Language Arts



# English Language Arts Response to Intervention



# Common Core Standards Scope and Sequence Index

The IHS has expanded the required Reading Scope and Sequence for our charter application, as the new Common Core Standards intended Reading to be an integrated part of the Language Arts Scope and Sequence. The IHS has also expanded the grades to eighth grade to encompass our students who are academically advanced beyond the sixth grade.

Oral language learning for IHS students will be a priority, as this is a foundation for children's reading-comprehension and fluency.

## K-5

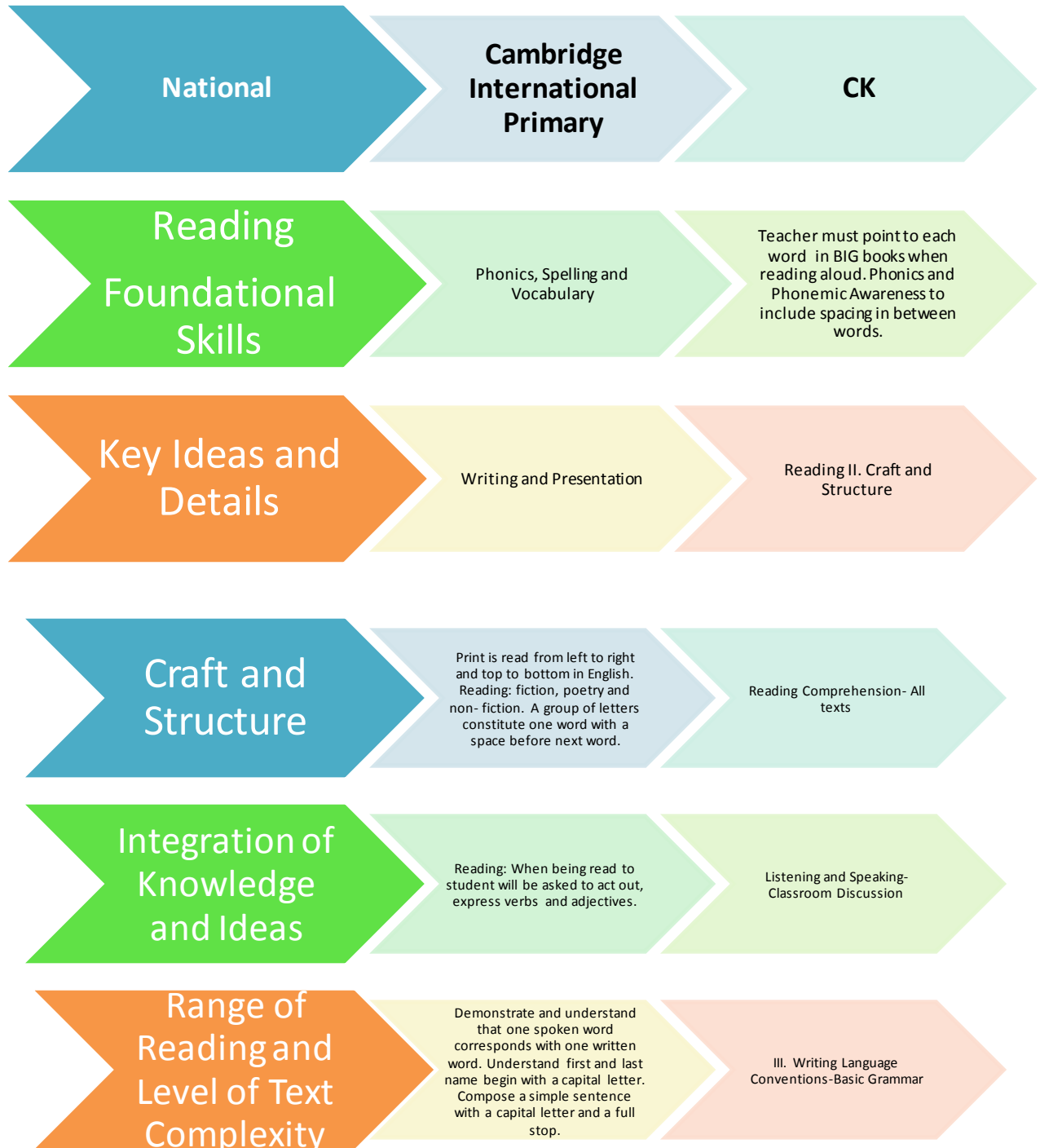
- Reading
- Writing
- Speaking and Listening
- Language

## 6-8

- Reading
- Writing
- Speaking and Listening
- Language

# Kindergarten Common Core Standards (CCS) English Language Arts (ELA): Reading for Literature and Informational Text

CCR Sequence: Associate long vowels sounds with spelling.(RF.K.3b)\* Read emergent-reader texts with purpose and understanding. (RF.K.4)



# Kindergarten Common Core Standards for English Language Arts: Writing Page 1 of 2

**CCS Sequence:** Use a combination of drawing, dictating, and writing to compose an opinion piece, an informational piece, and a narrative piece.(W.K.1)

Common Core  
Standards

Cambridge  
International  
Primary

CK

Text Type and  
Purposes

Hear, read and write initial  
letter sounds. Recognize  
sounds of letters in alphabet.  
To read and write single  
syllable words.

Use a combination of drawing,  
dictating and writing.

Production and  
Distribution of  
Writing

Write; Develop a comfortable  
and efficient pencil grip. Form  
letters. correctly and legibly.  
Write a simple story book  
with sentences to caption  
pictures.

Print, handwriting, spelling  
and grammar, bold, underline,  
capitalization and punctuation

Research to  
Build and  
Present  
Knowledge

Engage in imaginative play and  
acting simple characters for  
situations.

Know, understand, write with  
supportive pictures of family.

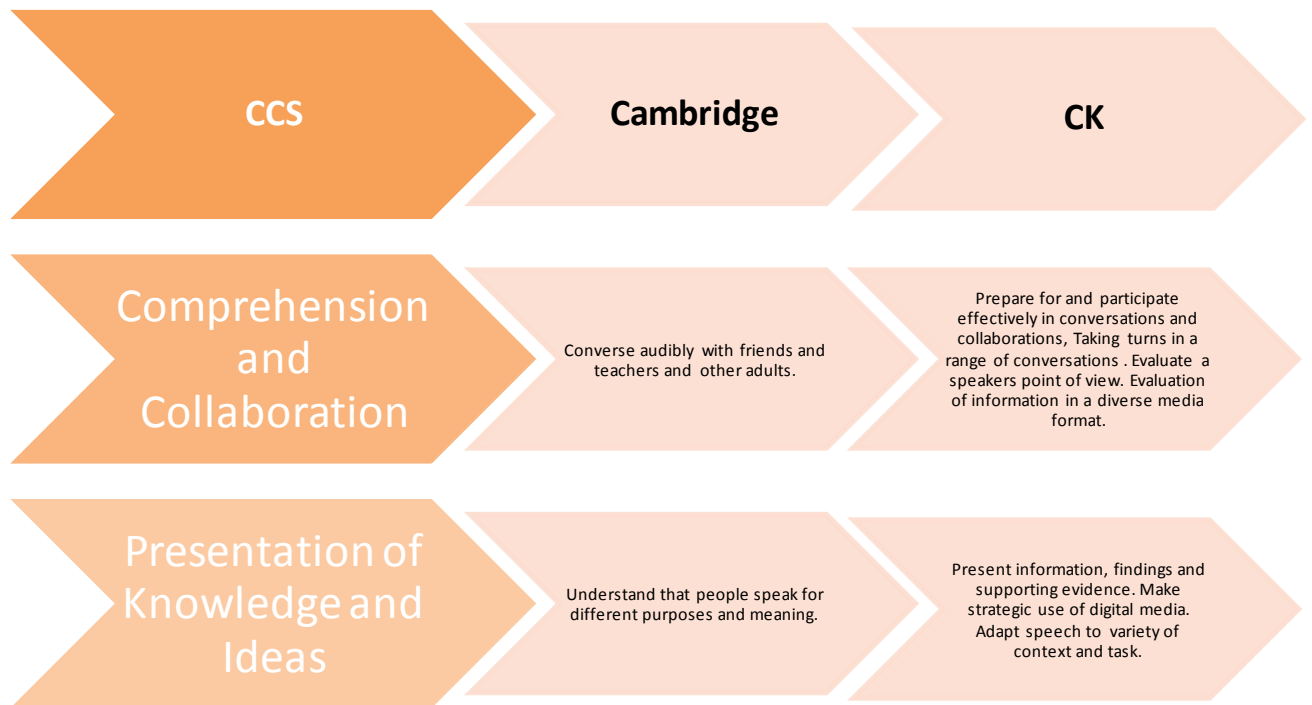
Range of  
Writing

Write for a purpose, using some  
basic features of basic text type.  
Apply knowledge of phonemes and  
spelling patterns in writing  
independently. Writing for a  
purpose over an extended period of  
time for example; daily journaling.

Writing to reflect audience, purpose  
and task through picture and words  
to describe pictures at an age  
appropriate level.

# Kindergarten Common Core Standards for English Language Arts: Speaking and Listening

**CCS Sequence:** Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (SL.K.3)



# Kindergarten Common Core Standards for English Language Arts: Language

**CCS Sequence:** Explore word relationships and meaning. Demonstrate understanding of frequently occurring verbs and adjectives. Distinguish shades of meaning of verbs by acting them out.

## Conventions of Standard English

ID a sentence, beginning and end.

Language Conventions: Handwriting, spelling, parts of speech and sentence structure. Capitalization and punctuation.

## Knowledge of Language

Use knowledge of sounds to write simple common words.

Meaning, Semantics and Pragmatics, Decoding and Encoding. Root words, and word endings,. Prefixes and suffixes.

## Vocabulary Acquisition and Use

Use rhyme and relate to spelling patterns.

Learning the letters of the alphabet, vocabulary, and spelling

# First Grade Common Core Standards

## English Language Arts: Reading for Literature and Informational Text

### Page 1 of 2

**CCS Sequence:** With prompting and support, read prose and poetry of appropriate complexity. (RL.1.10)\*

- Use the illustrations and details in a text to describe its key ideas. (RI.1.7)

National

International  
Primary

CK

Key Ideas  
and Details

Use phonic knowledge to read decodable words and to attempt to sound out some elements of unfamiliar words.

Sequencing events of four to six pictures from a text. Retell key ideas and ask questions to clarify information.

Foundational  
Skills

Recognize difference between fiction, non-fiction and poetry

Phonics and Phonemic Awareness

Writing  
Standards

Writing: Fiction, Non-Fiction and Presentation

Reading II. Craft and Structure

# First Grade Common Core Standards for English Language Arts Page 2 of 2 Reading Stage 1

Reading Standards  
for Informational  
Text

Fiction, Non-Fiction and  
Poetry. Read aloud  
from simple books  
independently.

Integrating Information  
and Evaluating Evidence

Speaking  
and  
Listening

Speaking and Listening:  
Show awareness of an  
listener through non-  
verbal communication.

Listening and Speaking

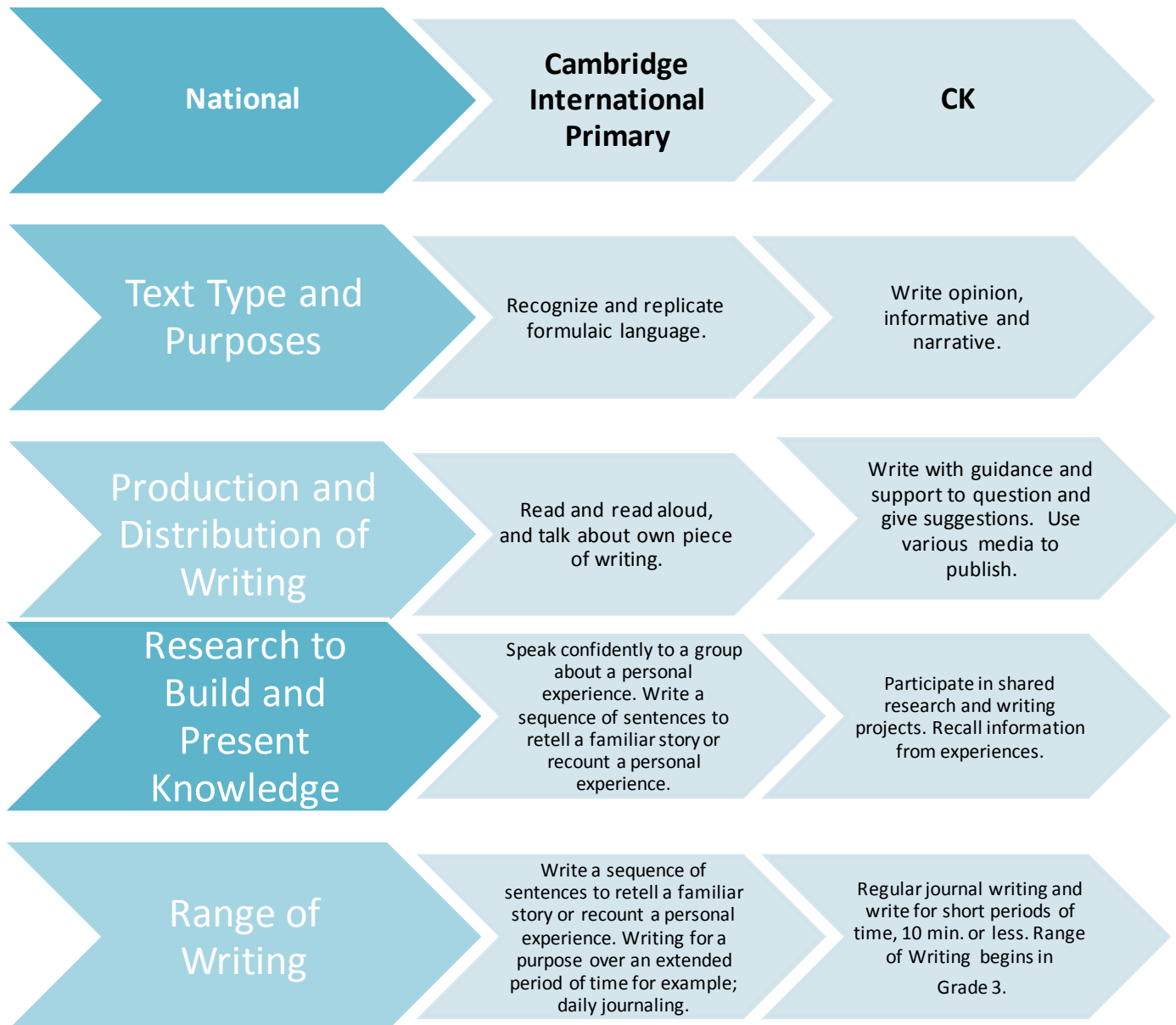
Language  
Standards

Understands basic  
Grammar:  
Capitalization, use of  
periods, question marks  
and exclamation marks.

Language Convention  
(Basic Grammar)

# First Grade Common Core Standards (CCS) For English Language Arts: Writing Page 1 of 2

**Standard Sequence:** Write an opinion piece that introduces a topic or book, state an opinion, supply a reason for the opinion, and provide some sense of closure. (W.1.1) With guidance and support from adults and collaboration with peers, use a variety of digital tools to produce and publish writing.(W.1.6)



# First Grade Common Core Standards (CCS) for English Language Arts: Speaking and Listening

**Standard Sequence:** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (SL.1.5)  
Use common, proper, and possessive nouns.  
(L.1.1b)

**National**

**Cambridge  
International  
Primary**

**Core Knowledge**

**Comprehension  
and  
Collaboration**

Answer questions and explain further when asked. Listen to others, and take turns when speaking.

Listen to and understand a variety of texts when read aloud to.

**Presentation of  
Knowledge and  
Ideas**

Read and read aloud, and talk about own piece of writing.

Retell key ideas and describe illustrations.

# First Grade Common Core Standards For English Language Arts: Language

**Standard Sequence:** Use common, proper, and possessive nouns. (L.1.1b) Use frequently occurring affixes as clue to the meaning of a word. (L.1.4b) Identify frequently occurring root words (look) in their inflectional forms, e.g., looks, looked, looking. (L.1.4c)

## Conventions of Standard English

Compose and write  
a simple and  
compound sentence  
with simple  
conjunctions.

Apply basic spelling  
conventions. Use  
basic capitalization  
and punctuation.

## Knowledge of Language

Begin to use some  
formulaic language.

Recognize, identify  
and use subject,  
common and proper  
nouns, and regular  
verbs.

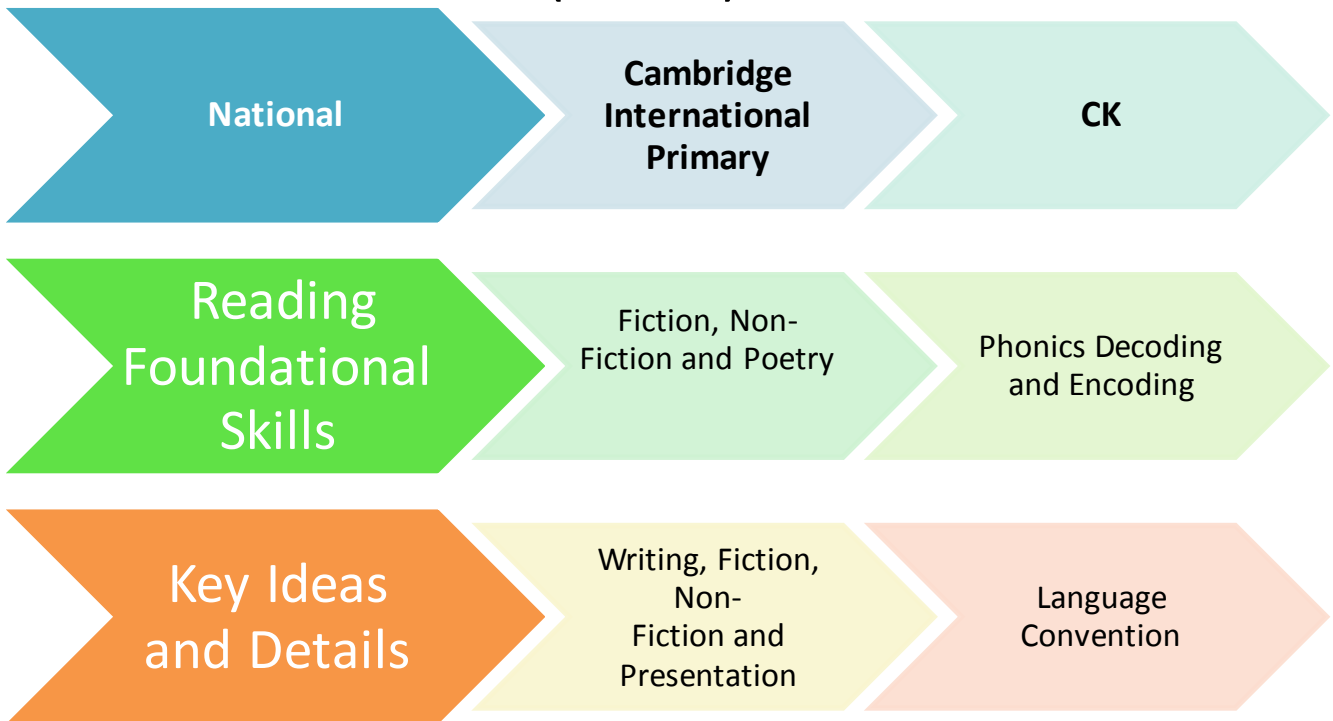
## Vocabulary Acquisition and Use

Use relevant  
vocabulary.  
Vocabulary  
acquisition to grade  
level or above.

Know words to  
identify and  
describe family,  
neighborhood and  
school.

# Second Grade Common Core Standards for English Language Arts: Reading Page 1 of 2

**Standard Sequence:** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. (RL.2.2)\* Describe how characters in a story respond to major events and challenges. (RL.2.3)



# Second Grade Common Core Standards Reading

## Page 2 of 2

Craft and  
Structure

Fiction, Non-Fiction  
and Poetry

Reading  
Comprehension – All  
Texts

Integration of  
Knowledge and  
Key Ideas

Speaking and  
Listening

Reading  
Comprehension  
Grasping specific  
details and key ideas

Range of  
Reading and  
Level of Text  
Complexity

Writing Grammar

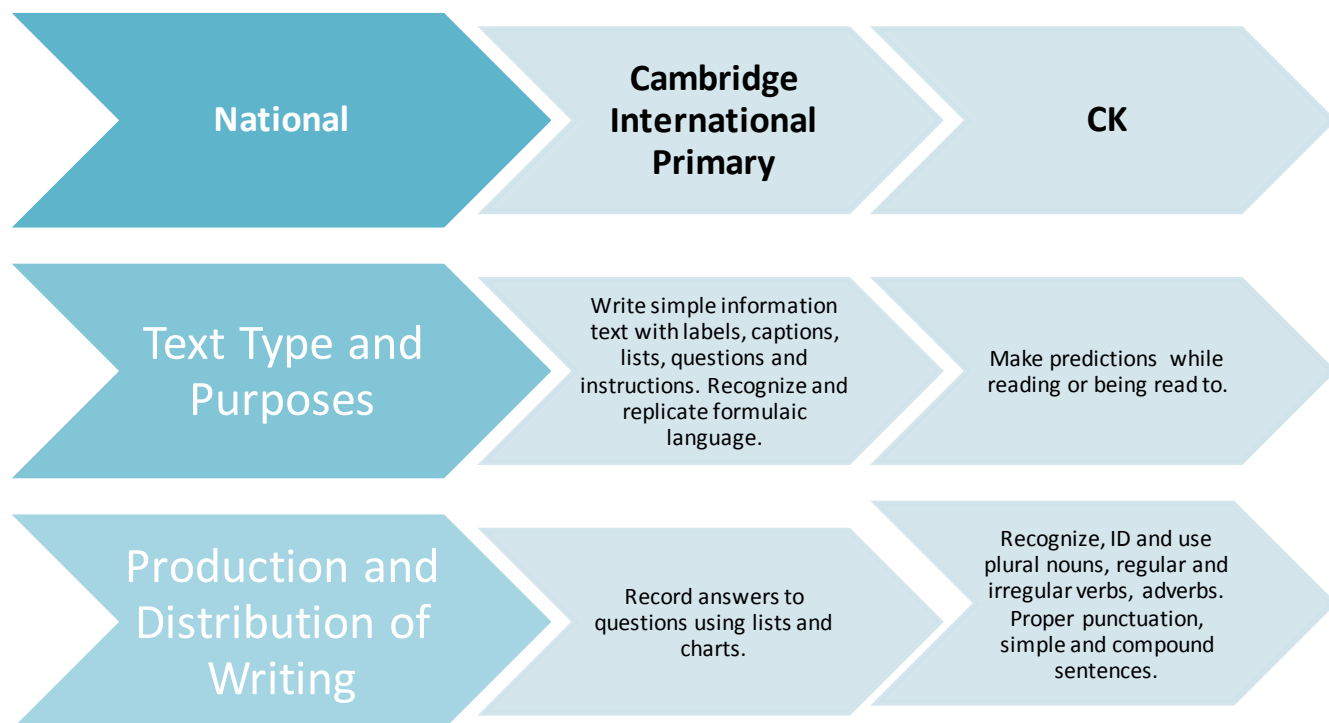
Language  
Conventions

# Second Grade Common Core Standards (CCS) for English Language Arts: Writing

## Page 1 of 2

**Write opinion pieces that introduce the topic or book, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. (W.2.1)**

**With guidance and support from adults and in collaboration with peers, use a variety of digital tools to produce and publish writing. (W.2.6)**



# Second Grade Common Core Standards (CCS) Writing Page 2 of 2

Research to  
Build and  
Present  
Knowledge

Draw caption with labels  
to support student written  
story.

Knowledge of American  
Folk heroes and tall tales.

Range of Writing

Write a sequence of  
sentences to retell a story.  
Writing for a purpose over  
an extended period of  
time for example daily  
journaling.

Proper Capitalization,  
abbreviated words, use of  
commas, apostrophes and  
quotation marks.

# Second Grade Common Core Standards (CCS) for English Language Arts: Speaking and Listening

**Standard Sequence:** Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). (SL.2.1a) Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. (SL.2.5)

National

Cambridge

CK

Comprehension  
and  
Collaboration

Answer questions  
with supporting  
details.

Fiction, Drama,  
Poetry and  
Informational  
Text.

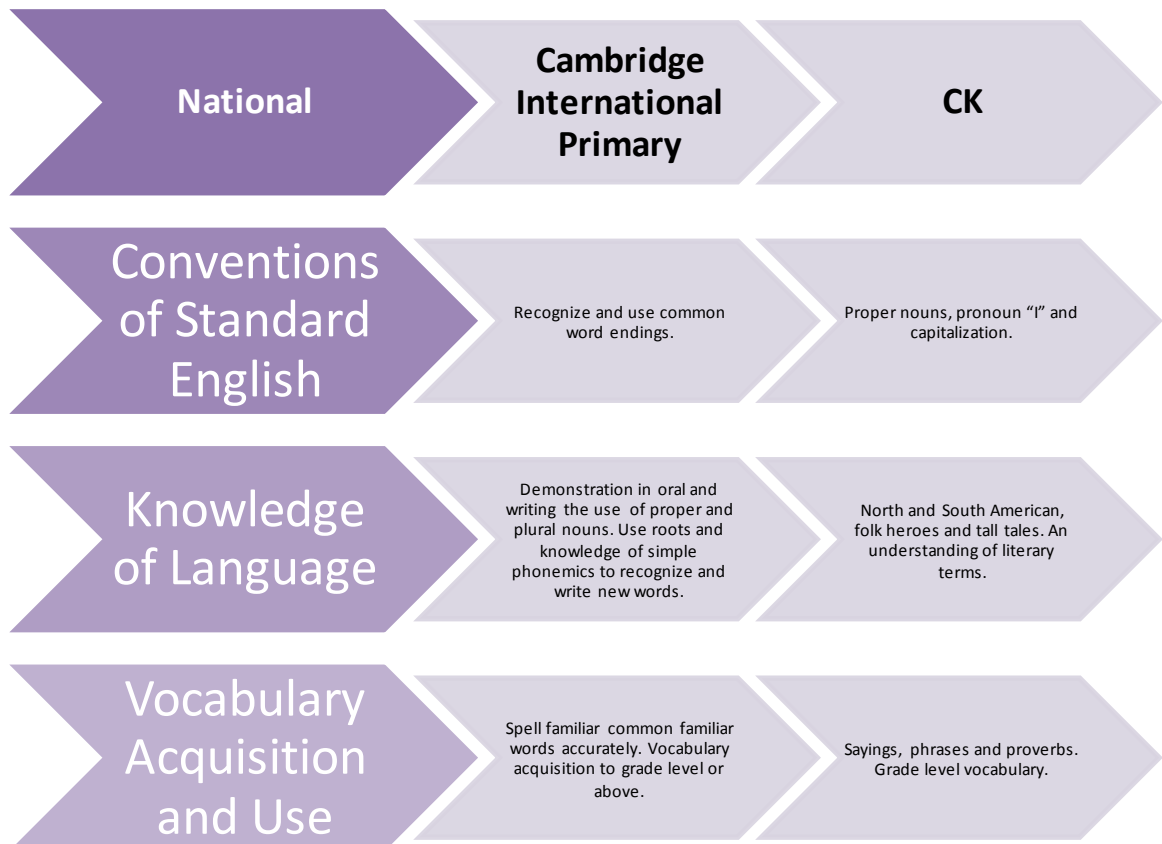
Presentation of  
Knowledge and  
Ideas

Oral grade level  
book report with  
a supporting  
illustration.

Encapsulation of  
story in writing.

# Second Grade Language Common Core Standards for English Language Arts: Language

**Standards Sequence:** Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). (L.2.1b) Capitalize holidays, product names, and geographic names. (L.2.2a) Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). (L.2.4C.)



# Third Grade Reading Common Core Standards, ELA: Reading for Literature and Informational Text

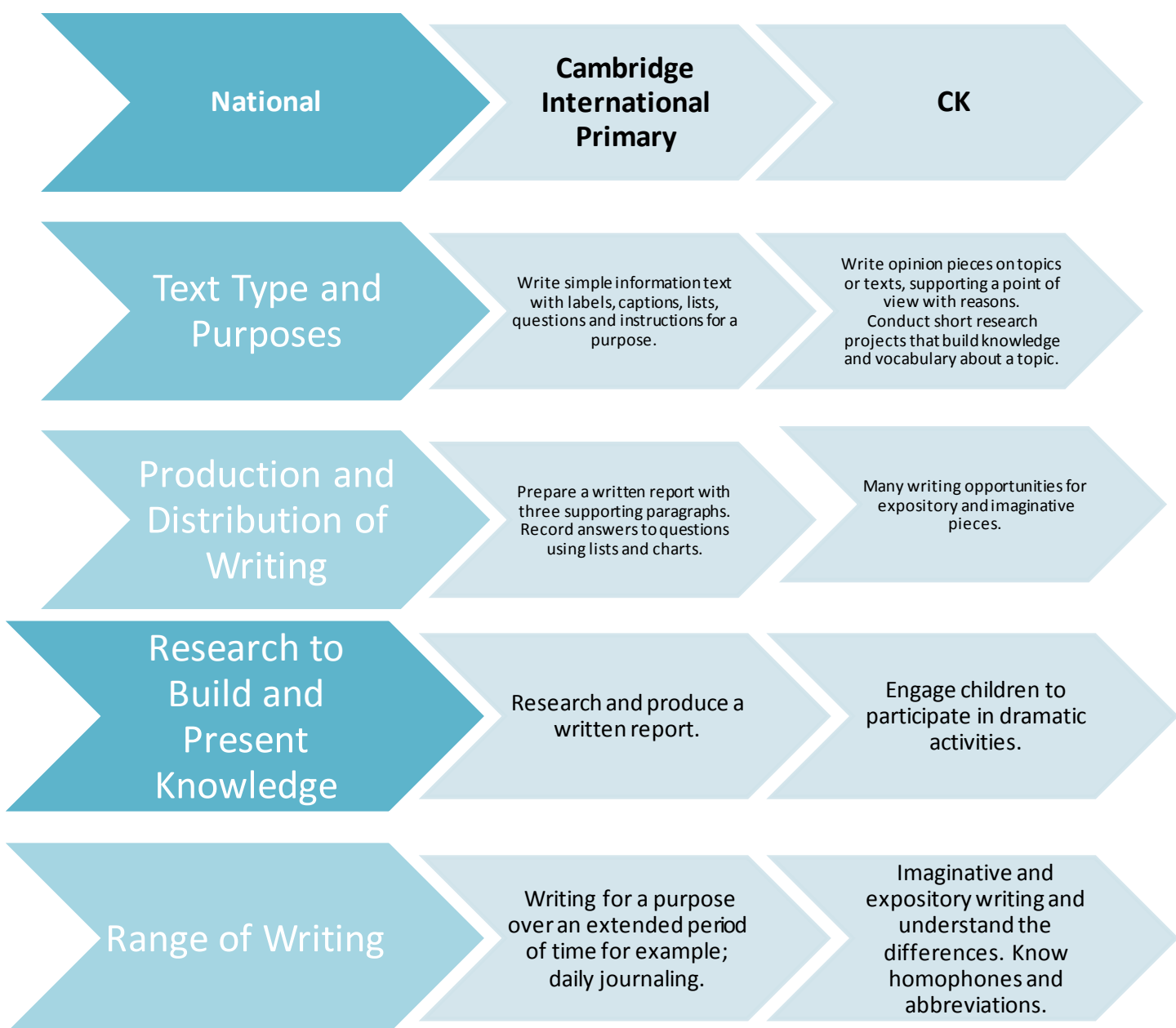
**Standard Sequence: Distinguish student's own point of view from that of the narrator or character(s). (RL.3.6)\***



# Third Grade Common Core Standards (CCS) Third Grade Reading Common Core Standards, ELA: Writing

**Standard Sequence:** Write opinion pieces on topics or texts, supporting a point of view with reasons.

(W.3.1) Conduct short research projects that build knowledge about a topic. (W.3.7)



# Third Grade Reading Common Core Standards for ELA: Speaking and Listening

**Standard Sequence:** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (SL.3.1a)

National

Cambridge  
International  
Primary

CK

Comprehension  
and  
Collaboration

Speak confidently to  
group sharing Non-  
fiction based  
research .

Orally summarize  
main points from  
fiction and non-  
fiction.

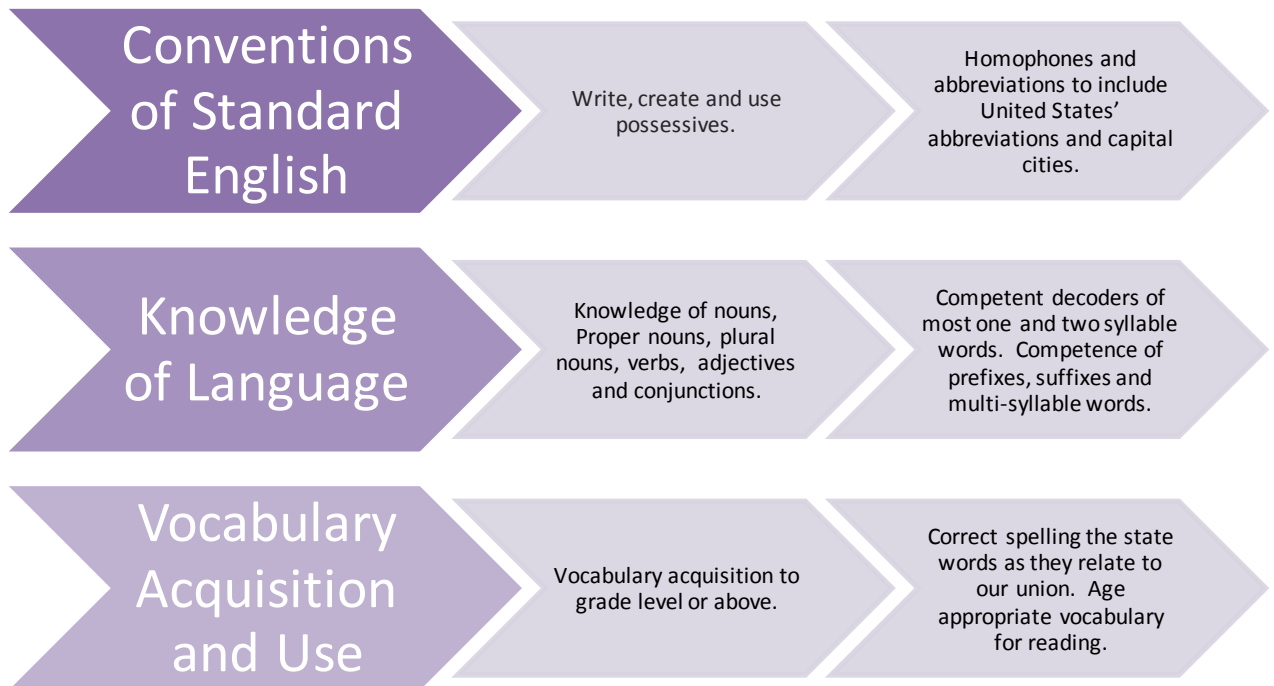
Presentation of  
Knowledge and  
Ideas

Know that people  
speak in different  
styles for different  
purposes.

Strike a balance  
between creativity  
and the correct use  
of conventions.

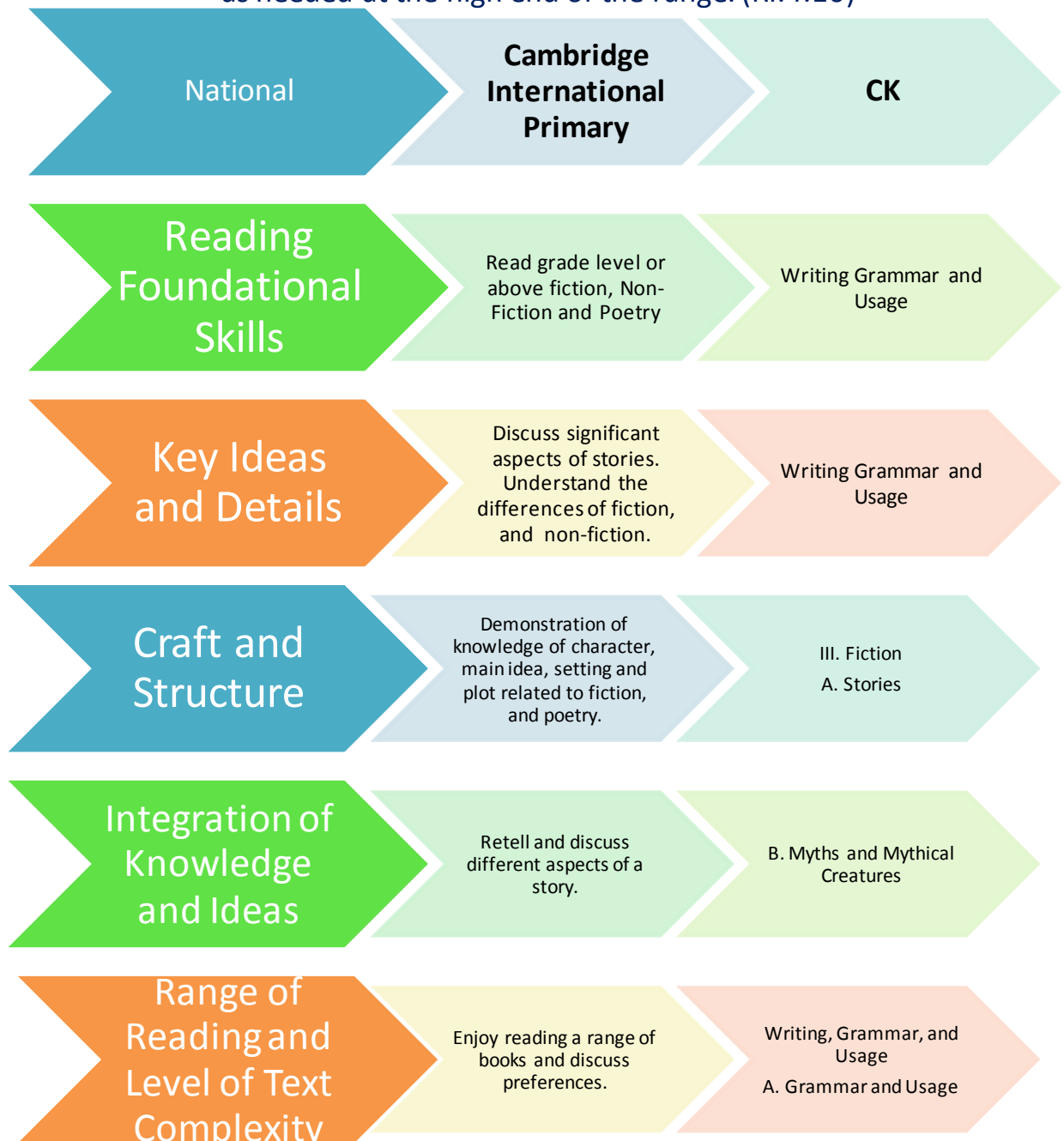
# Third Grade Common Core Standards for ELA: Language Standards

**Standard Sequence:** Write opinion pieces on topics or texts, supporting a point of view with reasons.(W.3.1)Conduct short research projects that build knowledge about a topic. (W.3.7) Form and use possessives. (L.3.2d)



# Fourth Grade Common Core Standards For English Language Arts: Reading for Literature and Informational Text

**Standard Sequence:** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). (RL.4.3)\* By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts. Read and comprehend proficiently in the grades 4–5 text complexity band, with scaffolding as needed at the high end of the range. (RI.4.10)



# Fourth Grade Common Core Standards For English Language Arts: Writing

**Standard Sequence:** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

(W.4.1) Use precise language and domain-specific vocabulary to inform or explain the topic.(W.4.2d)

**National**

**Cambridge  
International  
Primary**

**CK**

**Text Type and  
Purposes**

Record answers to questions using lists and charts. Prepare a written report with three to four supporting paragraphs. using discipline related vocabulary. Write an opinion with thoughtful supporting details.

Demonstration of written summaries, book reports and descriptive essays.

**Production and  
Distribution of  
Writing**

Prepare a written report using discipline related vocabulary.

Understand how to find a book in a library including alphabetical order. Identify basic publication information to include, author, title and date of publication.

**Research to  
Build and  
Present  
Knowledge**

Present a research paper using multi-media PowerPoint.

Read and understand concepts for research to include; index, glossary and appendix.

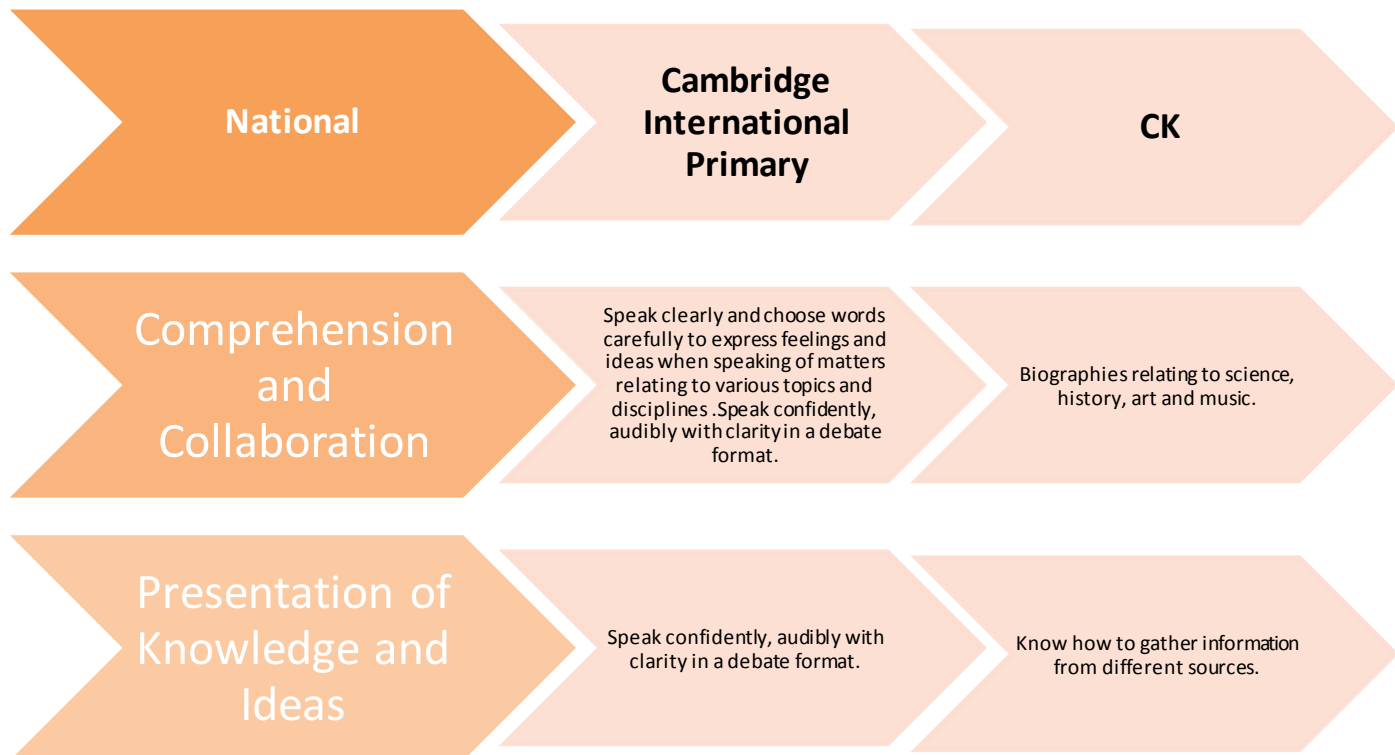
**Range of  
Writing**

Ability to write fiction, non-fiction and poetry when prompted to do so. Emerging note taking ability from oral, visual or written materials.

Progressive responsibility for editing and organization of writing.

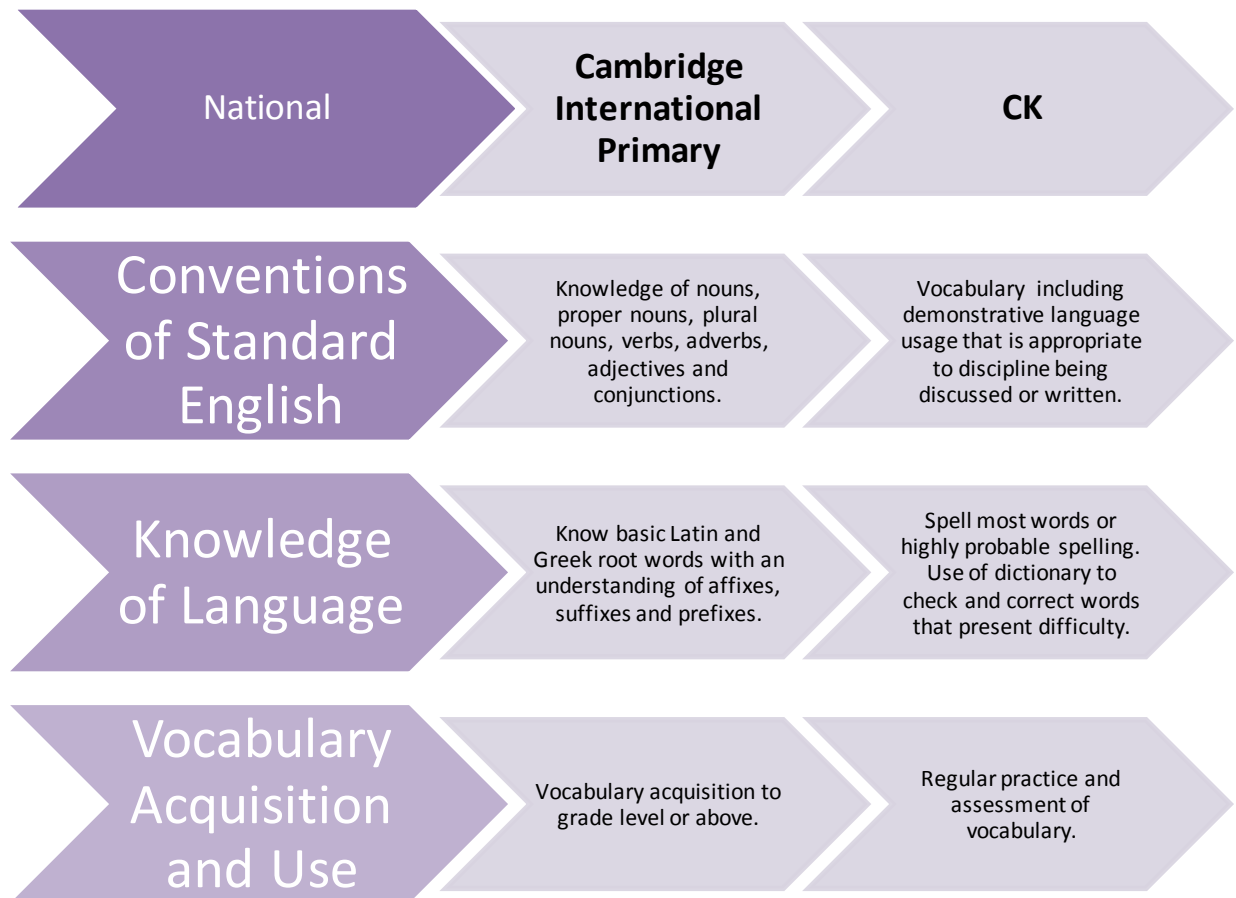
# Fourth Grade Common Core Standards For English Language Arts: Speaking and Listening

**Standard Sequence:** Engage effectively in a variety of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. (SL.4.1) Identify the reasons and evidence a speaker provides to support particular points. (SL.4.3)



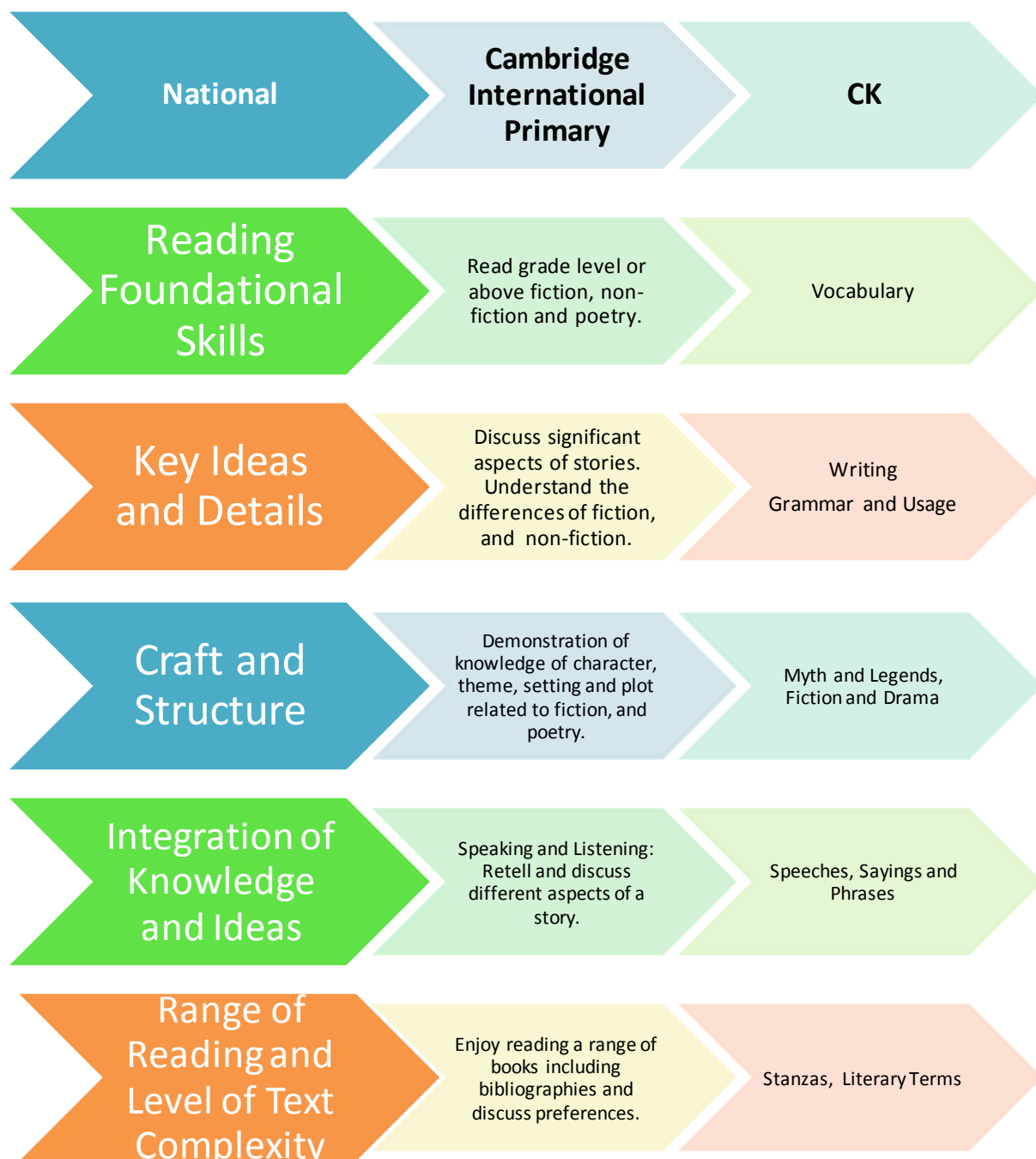
# Fourth Grade Common Core Standards For English Language Arts: Language

**Standards Sequence:** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (L.4.6)



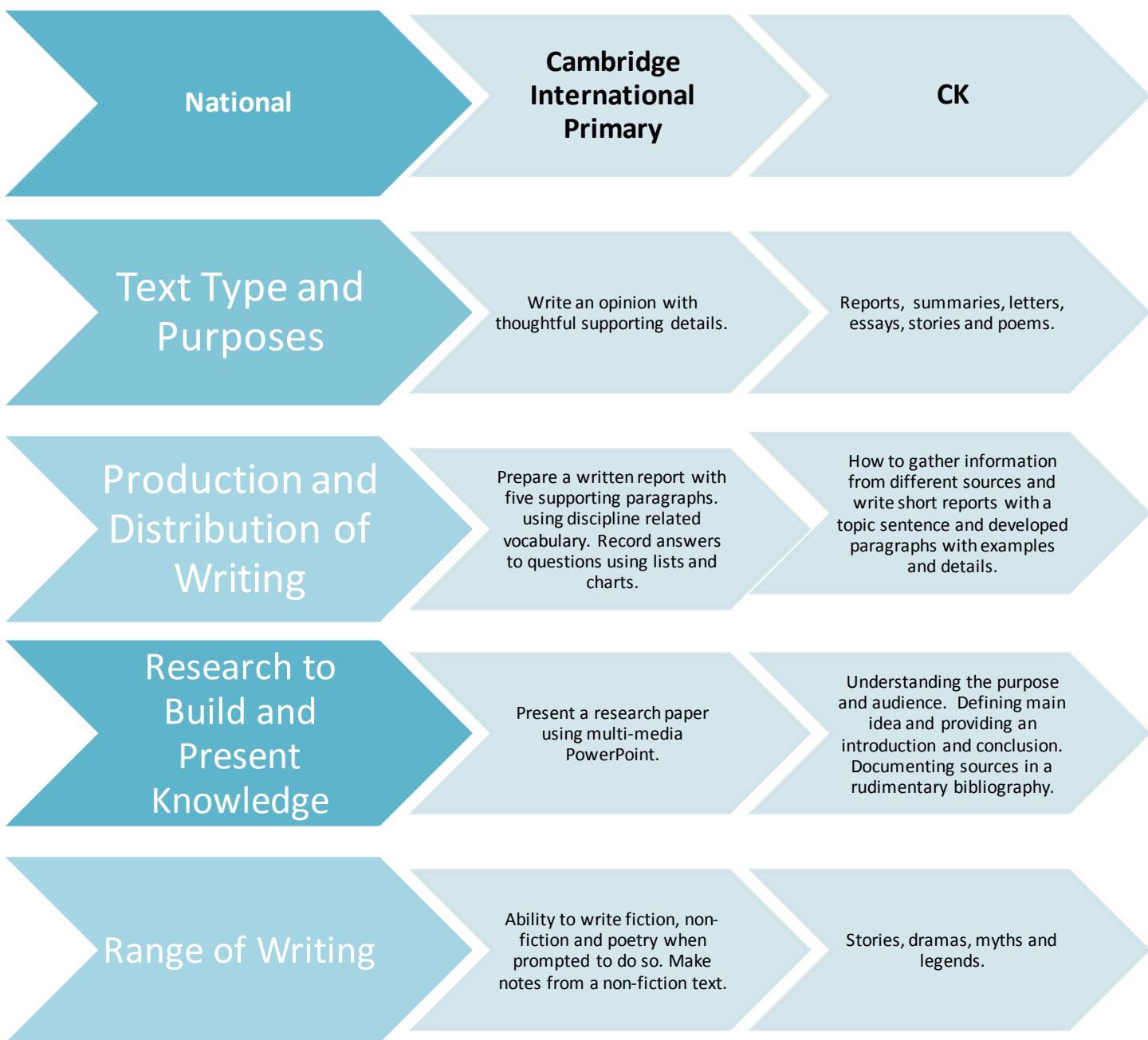
# Fifth Grade Common Core Standards for English Language Arts: Reading for Literature and Informational Text

**Standard Sequence:** Determine a theme of a drama from details in the text, including how characters in a drama respond to challenges; summarize the text. (RL.5.2)



# Fifth Grade Common Core Standards For English Language Arts: Writing

**Standard Sequence:** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (W.5.7)



# Fifth Grade Common Core Standards For English Language Arts: Speaking and Listening

Standard Sequence: Summarize the points a speaker makes and explain how each claim is supported by reason and evidence. (SL.5.3)

**National**

**Cambridge  
International  
Primary**

**CK**

**Comprehension  
and  
Collaboration**

Speak clearly and choose words carefully to express feelings and ideas when speaking of matters relating to various topics and disciplines.

Basic oral speeches with note cards.

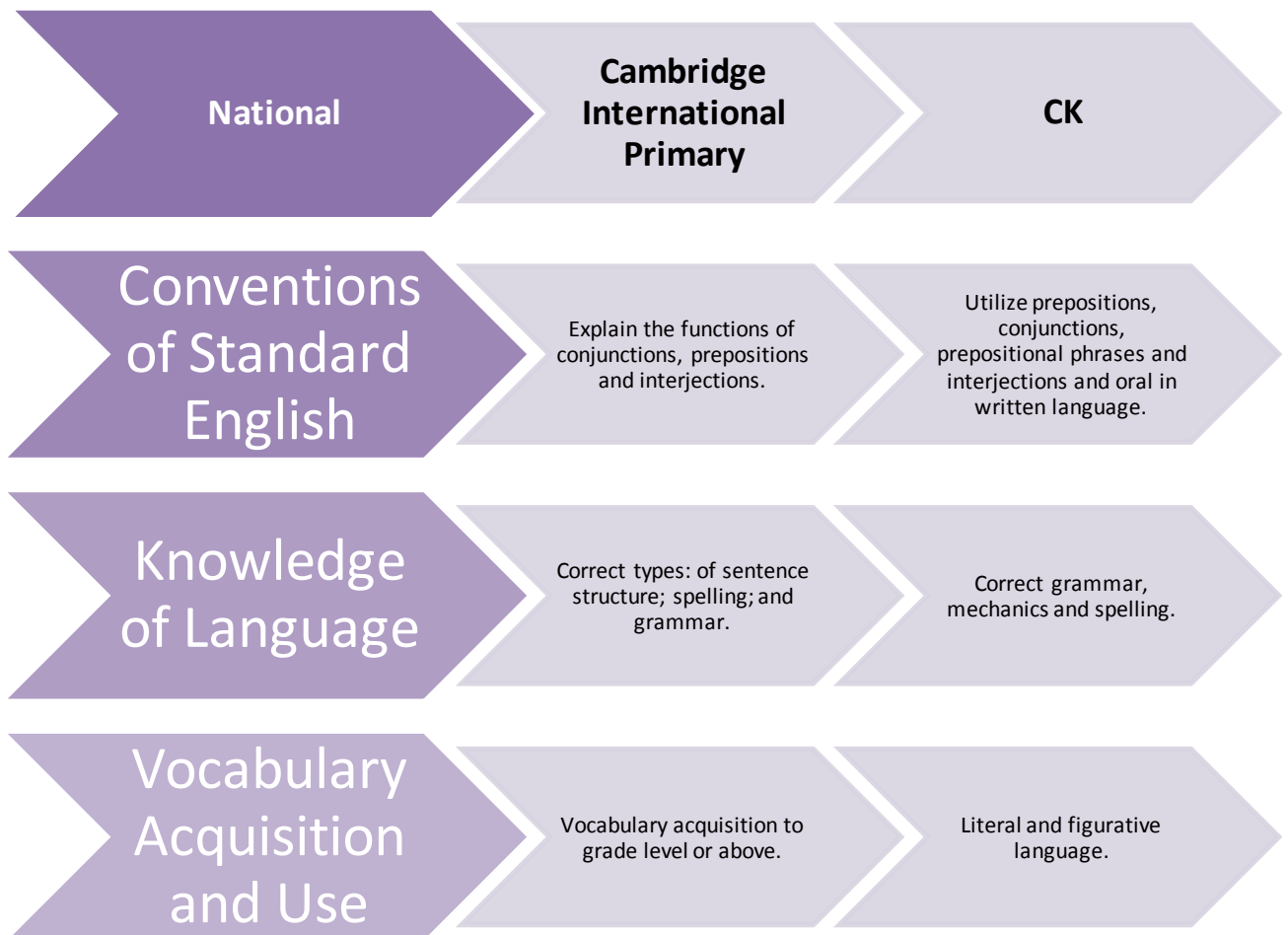
**Presentation of  
Knowledge and  
Ideas**

Speak confidently, audibly with clarity in a debate format and in addition a presentation in a charismatic format relating to a topic of personal interest.

To speak clearly and to understand who your audience is.

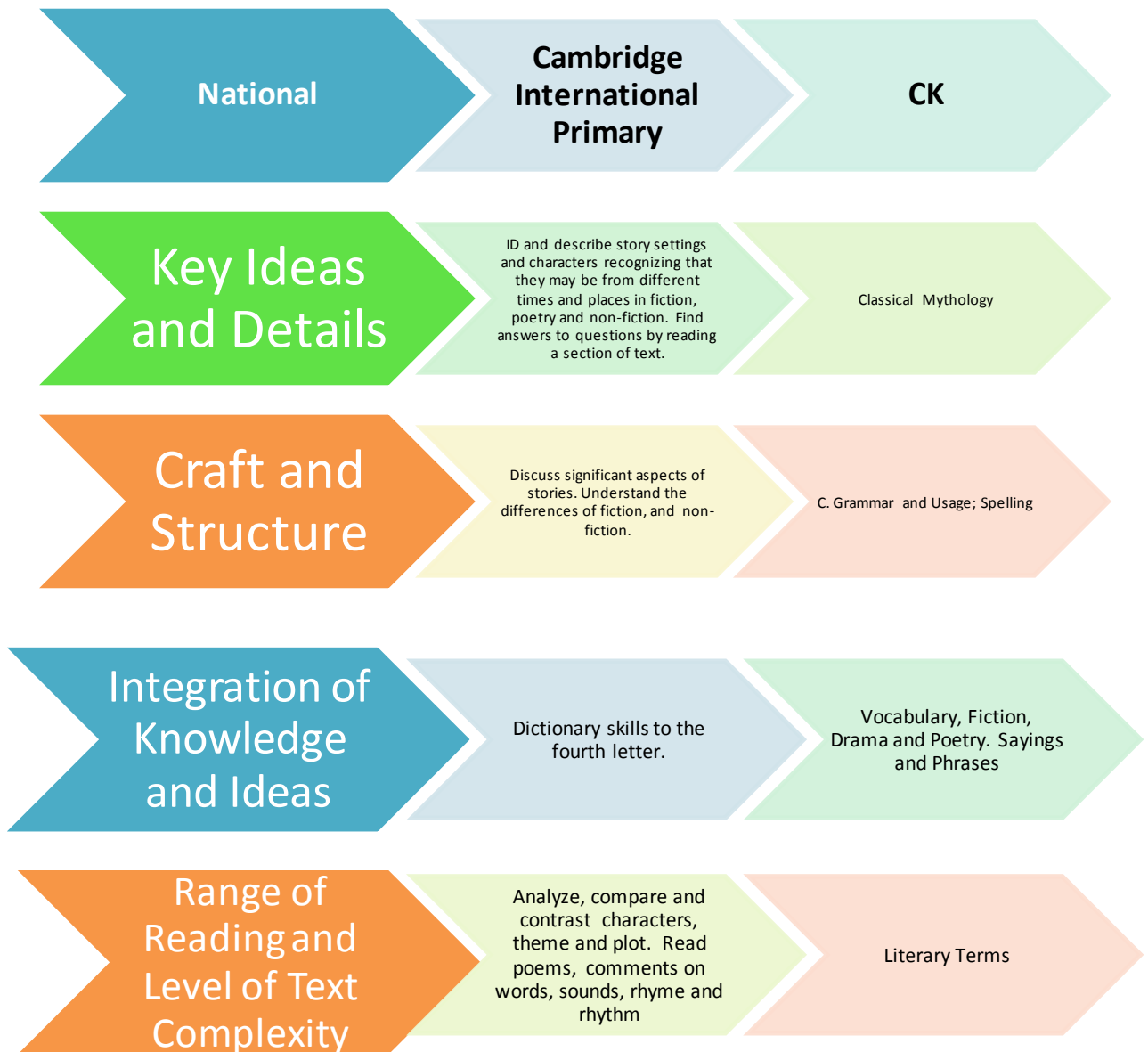
# Fifth Grade Common Core Standards For English Language Arts: Language

**Standards Sequence:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.5.1) • Explain the functions of conjunctions, prepositions, and interjections in general and their function in particular sentences. (L.5.1a)



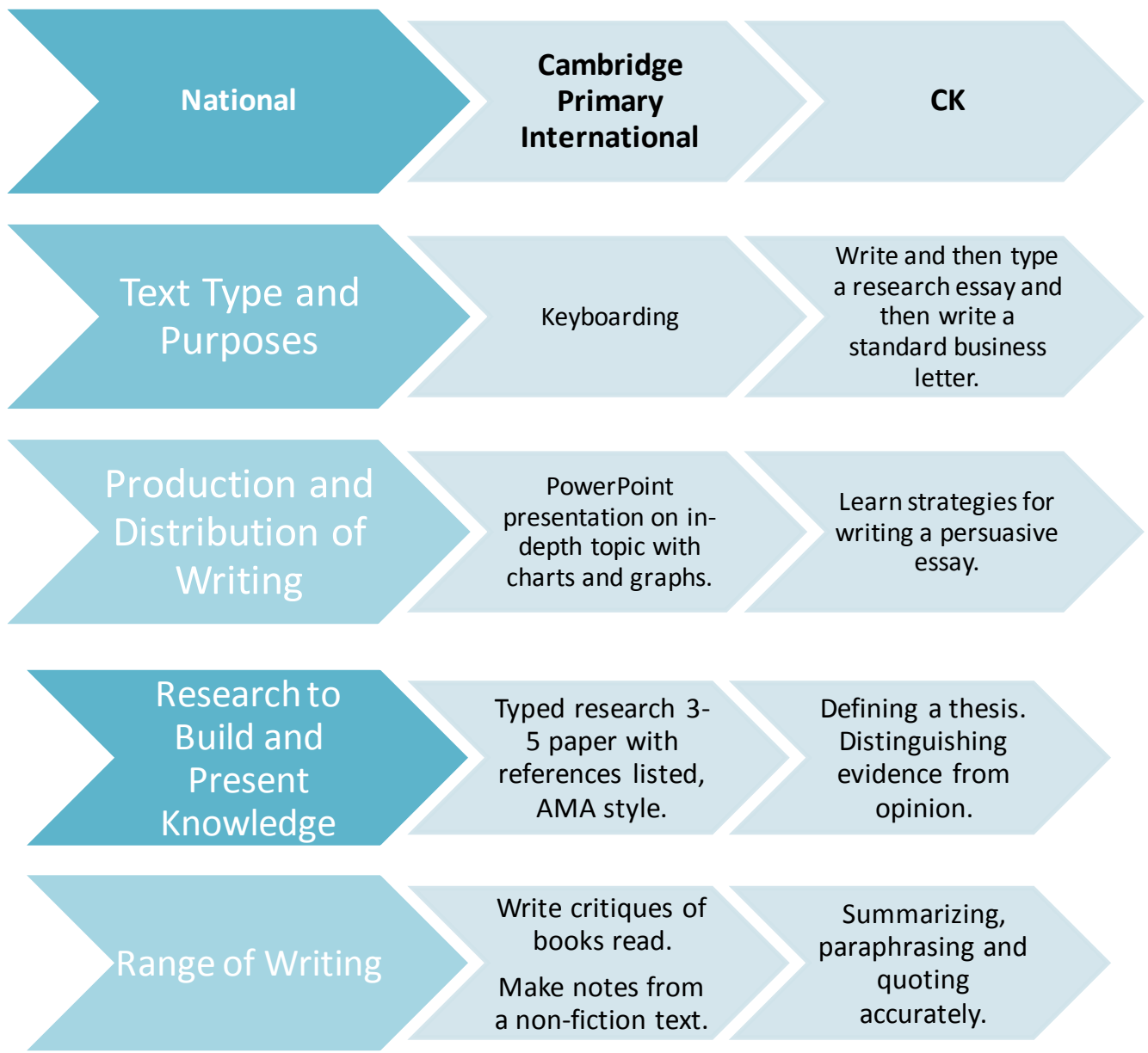
# Sixth Grade CCS for English Language Arts: Reading for Informational Text and Literature

**Standard Sequence:** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. (RL.6.5)\*



# Sixth Grade CCS for English Language Arts: Writing

**Standards Sequence:** Engage and orient the reader by establishing a context and introducing a narrator and/or characters. (W.6.3a) Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. (W.6.6)



# Sixth Grade CCS for English Language Arts: Speaking and Listening

**Standard Sequence:** Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. (SL.6.3)

National

Cambridge  
International  
Primary

CK

Comprehension  
and  
Collaboration

Debate and Explain  
plans and ideas,  
extending them in the  
light of discussion  
(sharing).

Participate civilly and  
productively in a group  
discussions.

Presentation of  
Knowledge and  
Ideas

Present on career  
exploration and  
requirements and steps  
to meet the threshold of  
the profession or  
occupation.

Short speech to class  
that is well organized  
and supported.

# Sixth Grade CCS for English Language Arts: Language

**Standard Sequence:** Use the relationship between particular words(e.g. cause/effect, part/whole, item/category) to better understand each of the words.(L.6.5b)

## Conventions of Standard English

Spell words with common prefixes and suffixes. Demonstrate to define synonyms, antonyms, and homophones.

Subject, predicate, independent, dependent clauses to be able to correct fragments and runon sentences.

## Knowledge of Language

Build and use collections of interesting and significant words.

Verb tenses- Recognize verbs in active and passive voice.

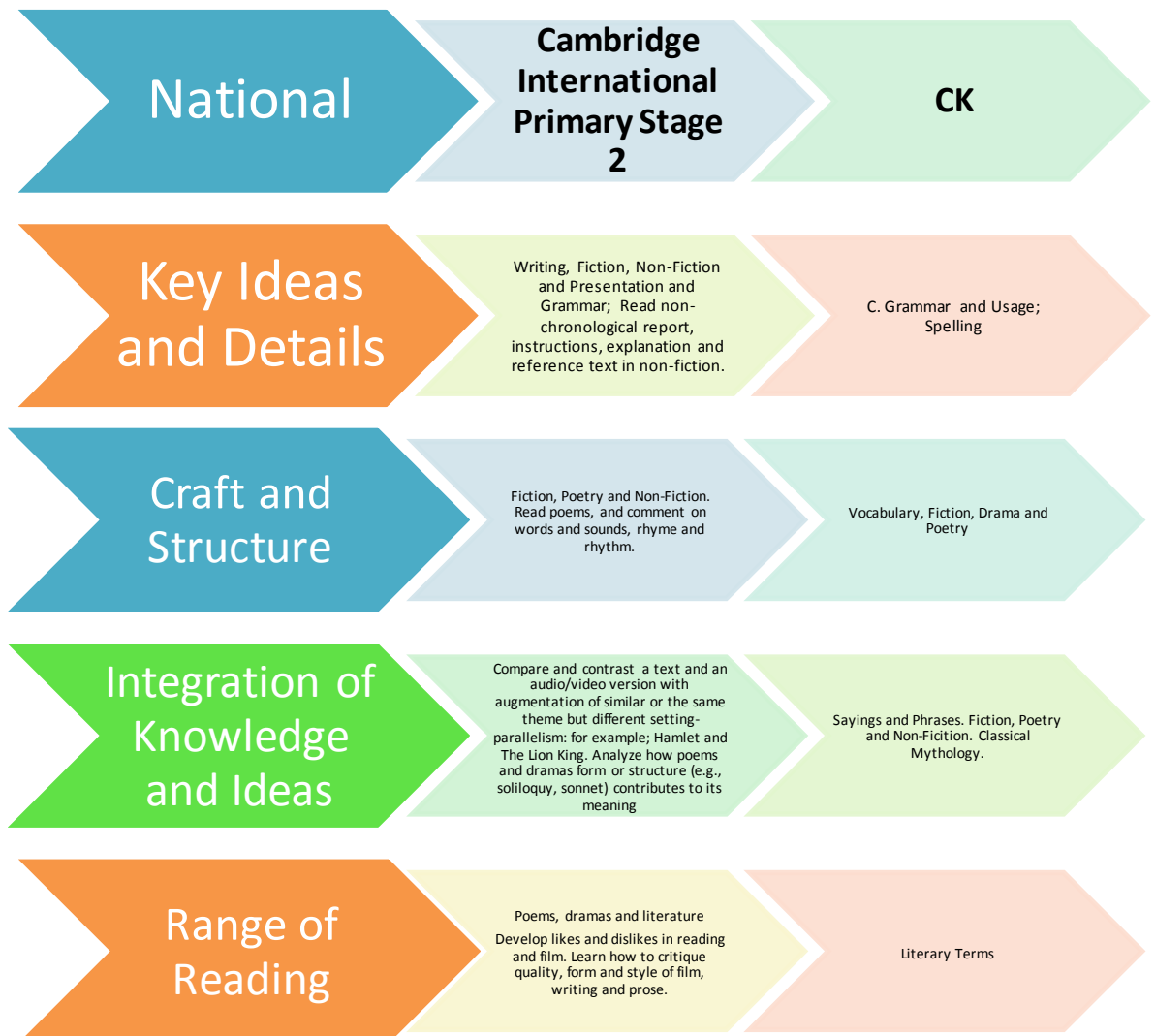
## Vocabulary and Acquisition and Use

Vocabulary acquisition to grade level or above. Discuss the meaning of unfamiliar words encountered in reading.

Continue to build and understand grade level or above vocabulary.

# Seventh Grade Common Core Standards for English Language Arts: Reading for Literature and Informational Text Page 1 of 2

Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. (RL.7.5)\* Compare and contrast a written story, drama or poem to its audio, filmed, staged, or multi-media version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color or camera focus or angles in a film). (RL.7.7)



# Seventh Grade Common Core Standards (CCS) for English Language Arts: Writing Page 1 of 2

**Standards Sequence:** Write arguments to support claims with clear reasons and relevant evidence. (W.7.1)

National

Cambridge  
International  
Primary

CK

Text Type and  
Purposes

Write with different sentence types, write evaluations of books read.

Reading and listening for Comprehension and an understanding of people, societies and self.

Production and  
Distribution of  
Writing

Use non-fiction text as a model for writing. Begin to use dialogue in stories.

Writing, grammar and usage. Poetry; meter, rhyme, haiku, couplet, and alliteration.

Research to  
Build and  
Present  
Knowledge

Use of Scientific Model in a research paper of five pages or more.

Review aspects of plot setting theme, point of view, conflict, climax and resolution.

Range of Writing

Make notes from a non-fiction text. Use the structures of familiar poems and stories in developing one's own writing.

Comprehension and demonstration of irony, hyperbole and antagonist.

# Seventh Grade Common Core Standards (CCS) for English Language Arts: Speaking and Listening

## **Standard Sequence:** Speaking and Listening

☐ Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how the ideas clarify a topic, text, or issue under study. (SL.7.2)

National

Cambridge

CK

Comprehension  
and  
Collaboration

Show awareness of  
different way of  
speaking and  
practice different  
ways of speaking.

Foreign phrases  
commonly used in  
English and special  
attention to French  
phrases.

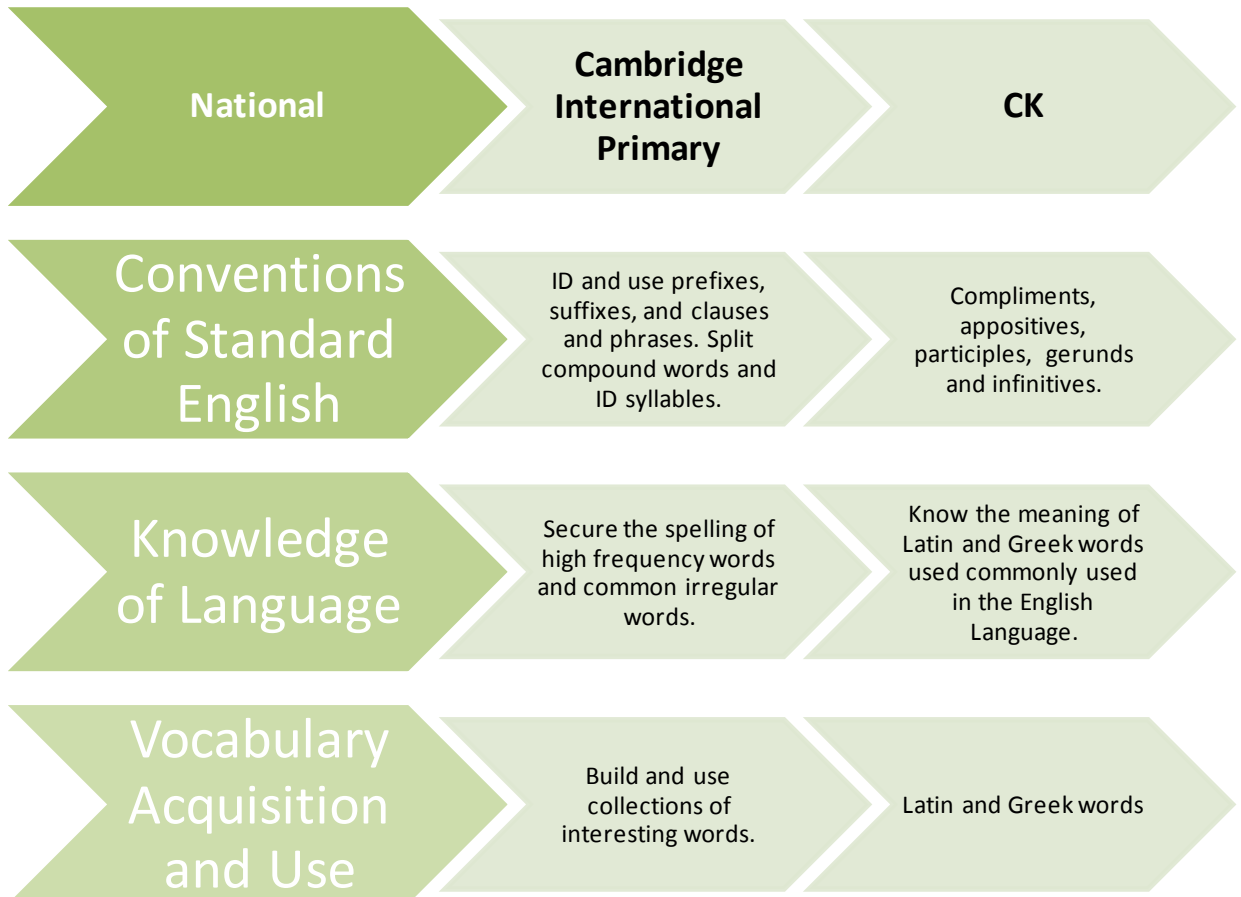
Presentation of  
Knowledge and  
Ideas

Write and perform a  
small skit with  
dialogue.

Writing and  
speaking for  
expression of  
knowledge.

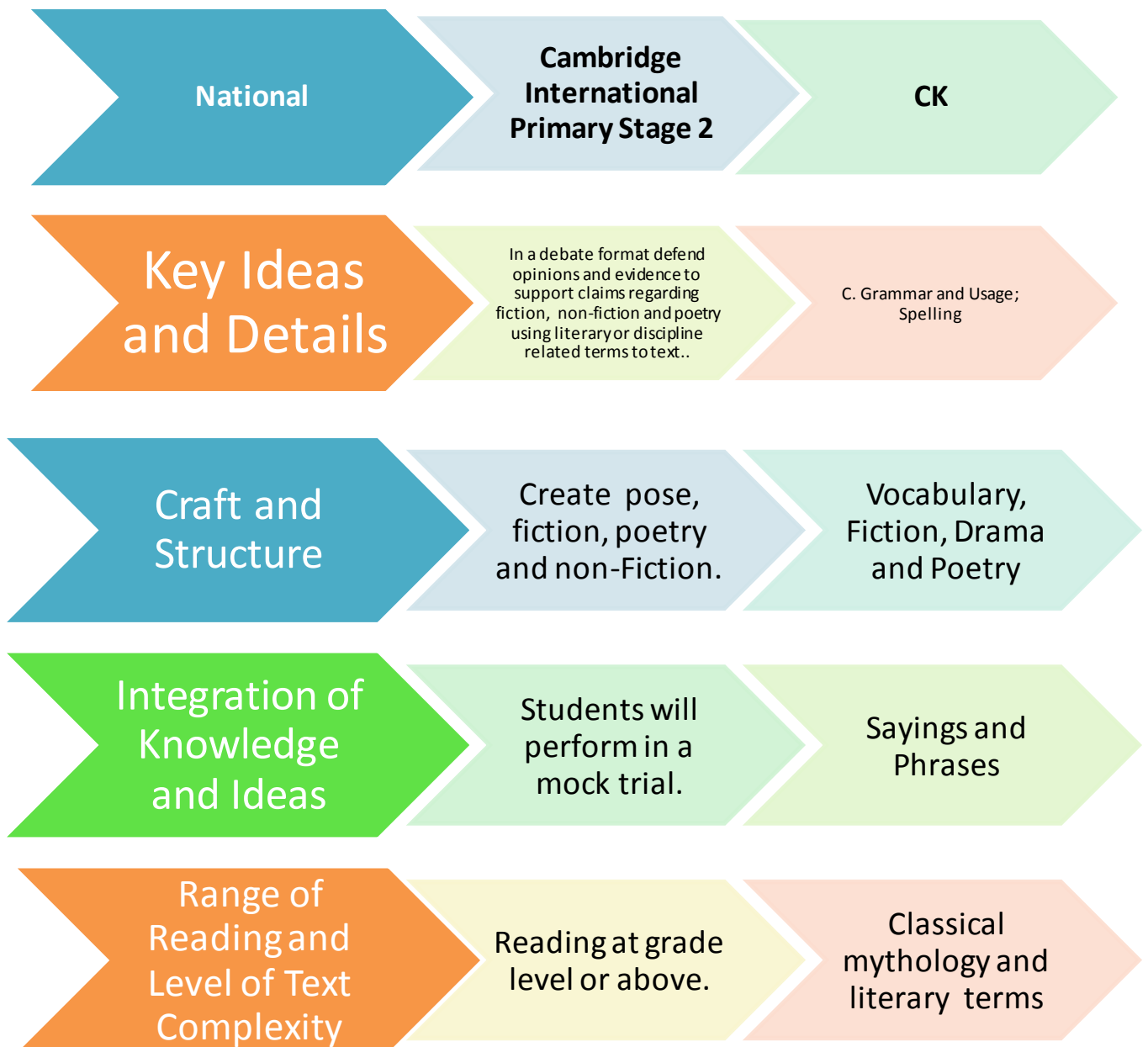
# Seventh Grade Common Core Standards (CCS) for English Language Arts: Language

**Specific Standards:** Explain the function of phrases and clauses in general and their function in specific sentences.  
(L.7.1a)



# Eighth Grade CCS for English Language Arts: Reading for Informational Text and Literature

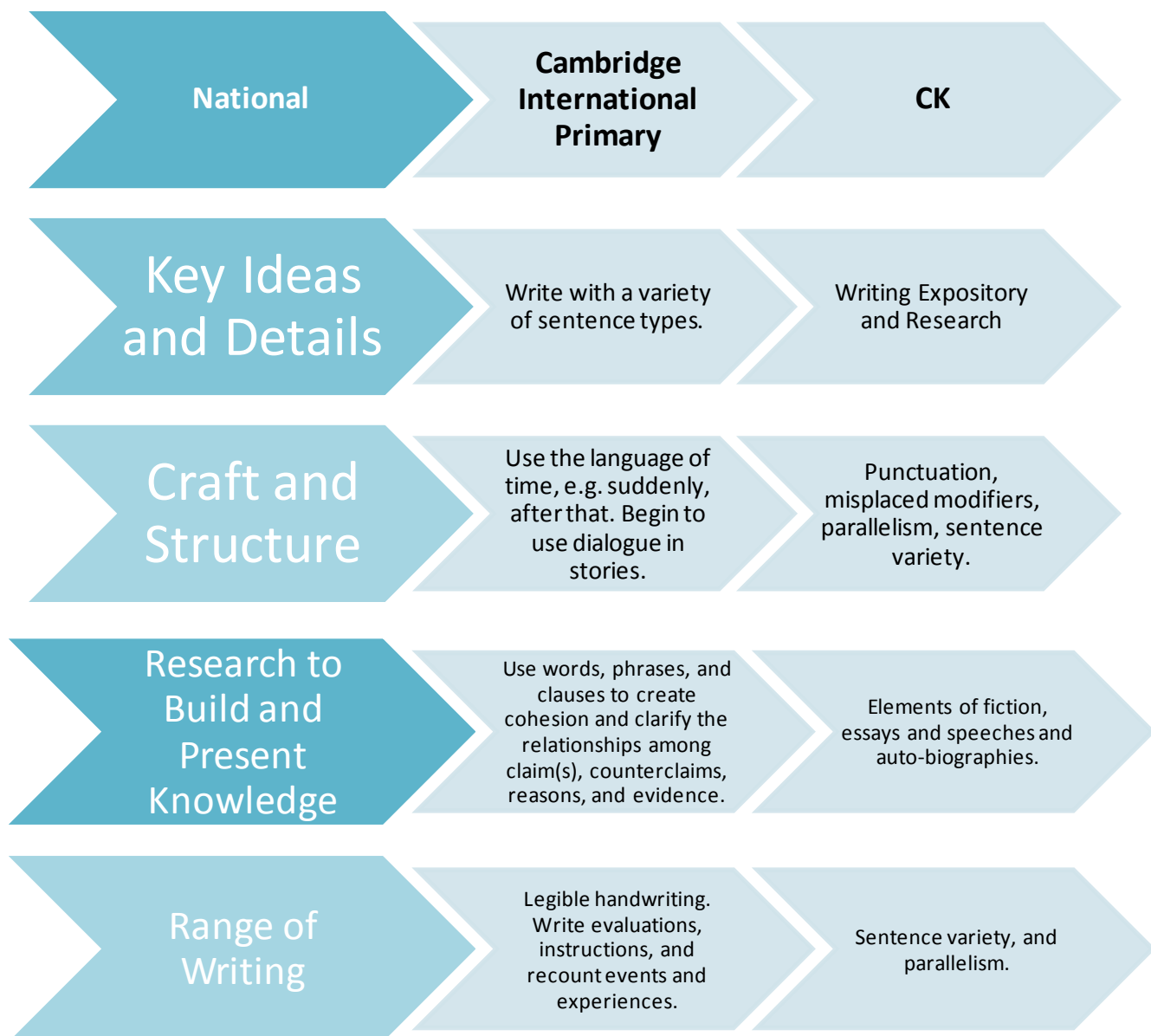
**Standard Sequence:** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. (W.8.1b) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. (W.8.1c)



# Eighth Grade CCS for English Language Arts: Writing Page 1 of 2 Stage 1

**Standard Sequence:** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. (W.8.1b)

Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. (W.8.1c)



# Eighth Grade Common Core Standards ELA: Speaking and Listening

**Standard Sequence:** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and

sufficiency of the evidence and identifying when irrelevant evidence is introduced. (SL.8.3)

Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (SL.8.5)

**National**

**Cambridge  
International  
Primary**

**CK**

**Comprehension  
and  
Collaboration**

In a small group students will research evidence and compare product with other groups. Critique self, group and other groups relating to quality of research and product.

Collaborative discussion and analysis of text and theme.

**Presentation of  
Knowledge and  
Ideas**

Present up to 15 slides in a powerpoint that utilizes multi-media, insertions, graphs, charts and plotage.

Present an autobiography in time and context with visuals supports.

# Eighth Grade CCS for English Language Arts: Language

**Specific Standards:** Explain the function of verb (gerunds, participles, infinitives) in general and their function in particular sentences. (L.8.1a) Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. (L.8.1c)

National

Cambridge  
International  
Primary

CK

Conventions  
of Standard  
English

Dialogue that represents  
a wide range of drama.

Write a skit or a play.

Knowledge  
of Language

Literary terms for form,  
expression and tone,  
such as; interrogatory,  
exclamatory,  
declarative, and  
imperative.

French words and  
phrases.

Vocabulary  
Acquisition  
and Use

Understand , spell  
correctly, and  
appreciate roots and  
history of words and  
phrases.

Know the meaning of  
Latin and Greek words  
used commonly used in  
the English Language  
related to medicine,  
law, math and sciences.

# Frog Street Pre-K Head Start Correlation





Head Start Elements	Frog Street Pre-K Teacher Guides and page numbers for lessons
<b>Physical Development &amp; Health</b>	
<p><i>Physical Health Status</i> The maintenance of healthy and age appropriate physical well being</p>	<ul style="list-style-type: none"> <li>• Possesses good overall health, including oral, visual, and auditory health, and is free from communicable or preventable diseases.</li> <li>• Participates in prevention and management of chronic health conditions and avoids toxins, such as lead.</li> <li>• Maintains physical growth within the Centers for Disease Control and Prevention (CDC) recommended ranges for weight by height by age.</li> <li>• Gets sufficient rest and exercise to support healthy development.</li> </ul>
<p><i>Health Knowledge &amp; Practice</i> The understanding of healthy and safe habits and practicing healthy habits</p>	<p><b>Teacher Guide 1:</b> 26, 27, 28, 40, 45, 63, 81, 82, 86, 87, 99, 102, 110, 111  <b>Teacher Guide 2:</b> 33, 82, 111, 130, 131, 132, 133, 135, 136, 137, 141, 149, 154, 155  <b>Teacher Guide 3:</b> 84, 85, 114  <b>Teacher Guide 4:</b> 24, 34, 35, 36, 39, 48, 49, 51, 60, 61, 64, 69, 71, 72, 75, 76, 77, 78, 81, 83, 84, 85, 94, 95, 96, 97, 100, 101, 102, 105, 112, 113, 114, 115, 117, 118, 119, 120, 123, 137, 141, 146, 147  <b>Teacher Guide 5:</b> 28, 30, 32, 33, 51, 75, 105, 120, 147  <b>Teacher Guide 6:</b> 37, 45, 63, 65  <b>Teacher Guide 7:</b> 33, 39, 51, 95, 96, 99  <b>Teacher Guide 8:</b> 39, 63, 99, 105, 111, 159  <b>Teacher Guide 9:</b> 63, 135</p>
<p><i>Gross Motor Skills</i> The control of large muscles for movement, navigation, and balance</p>	<p><b>Teacher Guide 1:</b> 34, 38, 45, 46, 64, 72, 73, 78, 79, 82, 87, 104, 112, 121, 135, 158  <b>Teacher Guide 2:</b> 22, 44, 48, 50, 51, 63, 69, 79, 100, 101, 111, 112, 117, 135, 141, 150, 151, 152, 153.  <b>Teacher Guide 3:</b> 130, 133, 134, 135, 136, 142, 147, 148, 152, 153  <b>Teacher Guide 4:</b> 32, 33, 58, 94, 95, 96, 97, 102, 103, 105, 123, 131, 136, 150, 151, 152, 154  <b>Teacher Guide 5:</b> 22, 39, 45, 94, 100, 148, 157, 159  <b>Teacher Guide 6:</b> 28, 33, 40, 49, 51, 63, 64, 67, 70, 76, 100, 123, 130, 132, 133, 135, 140, 148  <b>Teacher Guide 7:</b> 22, 23, 26, 28, 29, 33, 34, 35, 39, 40, 41, 42, 43, 49, 59, 61, 62, 63, 69, 70, 76, 77, 78, 79, 81, 82, 83, 86, 87, 100, 105, 106, 108, 112, 117, 118, 130, 134, 135, 140, 141, 142, 151, 154, 157, 159</p>

	<b>Teacher Guide 8:</b> 31, 38, 39, 40, 45, 46, 50, 51, 58, 64, 69, 70, 76, 85, 87, 94, 96, 100, 111, 130, 133, 136, 137, 141, 142, 143, 148, 150, 152, 154 <b>Teacher Guide 9:</b> 22, 40, 44, 58, 60, 65, 68, 70, 82, 84, 85, 86, 94, 95, 112, 118, 123, 135, 140, 142, 143, 155 <b>Resources:</b> <i>Continuum of Physical Development</i> Resource Guide
<b><i>Fine Motor Skills</i></b> The control of small muscles for such purposes as using utensils, self-care, building, and exploring	<b>Teacher Guide 1:</b> 25, 27, 37, 39, 50, 51, 67, 68, 69, 75, 79, 81, 87, 105, 115, 117, 121, 135, 155, 156, 157, 159 <b>Teacher Guide 2:</b> 39, 45, 51, 73, 74, 81, 83, 85, 86, 101, 103, 105, 115, 123, 133, 145 <b>Teacher Guide 3:</b> 25, 27, 87, 103, 139 <b>Teacher Guide 4:</b> 27, 31, 33, 34, 67, 69, 73, 74, 75, 99, 123, 135 <b>Teacher Guide 5:</b> 27, 33, 39, 45, 111, 139, 153, 157 <b>Teacher Guide 6:</b> 27, 31, 38, 39, 50, 51, 61, 62, 73, 75, 82, 99, 103, 105, 108, 109, 111, 141, 143, 144, 145, 153 <b>Teacher Guide 7:</b> 23, 27, 31, 34, 35, 39, 43, 67, 79, 97, 99, 103, 111, 115, 135, 139, 140, 141, 145 <b>Teacher Guide 8:</b> 49, 51, 61, 67, 100, 102, 133, 135, 139, 142, 145 <b>Teacher Guide 9:</b> 37, 40, 43, 45, 49, 61, 81, 96, 97, 103, 104, 105, 111, 117, 118, 121, 136 <b>Resources:</b> <i>Continuum of Physical Development</i> Resource Guide
<b>Social &amp; Emotional Development</b>	
<b><i>Social Relationships</i></b> The healthy relationships and interactions with adults and peers	<b>Teacher Guide 1:</b> 46, 76, 87, 94, 130, 142, 147, 148, 154 <b>Teacher Guide 2:</b> 22, 28, 29, 34, 40, 46, 47, 58, 64, 70, 76, 94, 95, 96, 100, 101, 102, 103, 106, 107, 112, 113, 118, 119, 120, 123, 142, 148, 154 <b>Teacher Guide 3:</b> 34, 58, 64, 70, 71, 76, 136, 142 <b>Teacher Guide 4:</b> 23, 29, 30, 40, 41, 45, 48, 70, 76, 106, 111, 136, 148, 156 <b>Teacher Guide 5:</b> 22, 34, 40, 46, 58, 70, 76, 80, 83, 94, 101, 112, 142, 148 <b>Teacher Guide 6:</b> 22, 28, 58, 64, 70, 83, 84, 94, 100, 106, 112, 118, 120, 122, 130, 154 <b>Teacher Guide 7:</b> 14, 22, 35, 40, 45, 46, 58, 64, 70, 76, 100, 106, 111, 112, 118, 130, 136, 142, 148 <b>Teacher Guide 8:</b> 28, 34, 40, 46, 58, 63, 64, 70, 82, 94, 95, 100, 106, 112, 113, 118, 130, 136, 137, 141, 142, 148, 154 <b>Teacher Guide 9:</b> 22, 28, 34, 40, 46, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142,

	143, 144, 145, 147, 148, 154, 159. <b>Resources:</b> Frog Street Café (Social/Emotional) box; Daily Greeting Circle.
<i>Self-Concept &amp; Self-Efficacy</i> The perception that one is capable of successfully making decisions, accomplishing tasks, and meeting goals	<b>Teacher Guide 1:</b> 61, 75, 79, 130, 133, 138, 154 <b>Teacher Guide 2:</b> 22, 28, 34, 40, 46, 47, 63, 79, 118 <b>Teacher Guide 3:</b> 33, 119, 123, 135, 141, 155 <b>Teacher Guide 4:</b> 28, 31, 46, 47, 51 <b>Teacher Guide 5:</b> 28, 61, 100 <b>Teacher Guide 6:</b> 39, 109, 110, 132, 139, 141 <b>Teacher Guide 7:</b> 27, 31, 39, 75, 99 <b>Teacher Guide 8:</b> 100, 118, 157 <b>Teacher Guide 9:</b> 22, 24, 47, 58, 123, 131, 132, 133, 137, 138, 149, 150. <b>Resources:</b> Frog Street Café (Social/Emotional) box; Daily Greeting Circle and Closing Circle
<i>Self-Regulation</i> The ability to recognize and regulate emotions, attention, impulses, and behavior	<b>Teacher Guide 1:</b> 24, 25, 26, 27, 28, 31, 33, 41, 45, 49, 51, 79, 99, 154 <b>Teacher Guide 2:</b> 22, 25, 28, 34, 37, 40, 43, 46, 49, 61, 64, 94, 153 <b>Teacher Guide 3:</b> 103, 105, 106, 112, 118, 141 <b>Teacher Guide 4:</b> 30, 34, 42, 43, 48, 51, 107, 108, 156 <b>Teacher Guide 5:</b> 14, 28, 58, 85, 100, 121 <b>Teacher Guide 6:</b> 28, 31, 34, 37, 45, 48, 60 <b>Teacher Guide 7:</b> 28, 61, 73, 79, 85, 94, 100, 111, 118, 142, 154; <b>Teacher Guide 8:</b> 40, 63, 64, 100, 106, 112, 141, 145, 148, 151, 157 <b>Teacher Guide 9:</b> 28, 46, 131, 137, 141, 144, 145, 159. <b>Resources:</b> Frog Street Café (Social/Emotional) box, Strategy Card —Calming Strategies; Daily Greeting Circle and Closing Circle
<i>Emotional &amp; Behavioral Health</i> A healthy range of emotional expression and learning positive alternatives to aggressive or isolating behaviors	<b>Teacher Guide 1:</b> 71, 94, 95, 100, 106, 112, 118, 130, 131, 136, 142, 150, 151 <b>Teacher Guide 2:</b> 22, 28, 30, 40, 46, 58, 94, 100, 106, 113, 136 <b>Teacher Guide 3:</b> 28, 64, 112, 136, 142 <b>Teacher Guide 4:</b> 22, 28, 29, 76, 101, 112, 118 <b>Teacher Guide 5:</b> 22, 28, 34, 58, 82, 112, 154 <b>Teacher Guide 6:</b> 28, 40, 46, 64, 100, 112, 118, 130, 136, 142 <b>Teacher Guide 7:</b> 28, 46, 64, 82, 94, 112, 130, 136, 154 <b>Teacher Guide 8:</b> 58, 70, 82, 94, 100, 112, 154

	<b>Teacher Guide 9:</b> 28, 34, 45, 64, 70, 76, 82, 94, 112, 118, 130, 136, 142, 143, 144, 145, 148, 154
<b>Approaches to Learning</b>	
<i>Initiative &amp; Curiosity</i> An interest in varied topics and activities, desire to learn, creativeness, and independence in learning	<b>Teacher Guide 1:</b> 24, 27, 37, 49, 68, 77, 79, 94, 97, 100, 106, 123, 131, 132, 133, 142, 156, 157 <b>Teacher Guide 2:</b> 26, 28, 31, 34, 46, 62, 99, 100, 105, 113, 116, 120, 123, 144 <b>Teacher Guide 3:</b> 71, 76, 82, 106, 107, 111, 112, 115, 117, 118, 121, 122, 123, 137, 153 <b>Teacher Guide 4:</b> 22, 24, 25, 26, 28, 31, 37, 40, 41, 43, 47, 48, 49, 66, 70, 109, 111, 115, 132, 133, 136, 137, 138, 139, 144, 145, 154, 156, 157, 159 <b>Teacher Guide 5:</b> 22, 34, 40, 41, 46, 48, 51, 60, 61, 64, 65, 73, 74, 106, 109, 116, 118 <b>Teacher Guide 6:</b> 22, 28, 29, 39, 63, 64, 69, 70, 73, 76, 79, 80, 81, 82, 85, 94, 99, 102, 103, 104, 105, 106, 107, 108, 109, 110, 119, 121, 123, 132, 136, 142, 147, 148 <b>Teacher Guide 7:</b> 25, 31, 34, 37, 39, 46, 63, 64, 70, 71, 75, 81, 82, 84, 100, 106, 112, 118, 120, 147, 148, 151, 154, 159 <b>Teacher Guide 8:</b> 22, 27, 45, 46, 63, 64, 69, 70, 75, 80, 82, 130, 133, 137, 148, 151, 153, 154, 159 <b>Teacher Guide 9:</b> 28, 33, 34, 37, 40, 45, 64, 81, 85, 100, 103, 108, 110, 114, 115, 117, 120, 121, 130, 136, 142, 148, 151, 153, 156. <b>Character Education Traits:</b> Theme 8 (curiosity); Theme 7 (self-reliance, independence); Literacy and Math Practice Centers, Weekly Learning Centers
<i>Persistence &amp; Attentiveness</i> The ability to begin and finish activities with persistence and attention	<b>Teacher Guide 1:</b> 24, 25, 26, 27, 31, 32, 33, 42, 94, 105, 117 <b>Teacher Guide 2:</b> 35, 37, 49, 58, 61, 62, 64, 67 <b>Teacher Guide 3:</b> 80, 86, 87, 97, 99, 104 <b>Teacher Guide 4:</b> 32, 64, 75, 141, 148, 149, 150, 157 <b>Teacher Guide 5:</b> 61, 85, 111, 121, 144, 145, 156 <b>Teacher Guide 6:</b> 22, 31, 37, 58, 60, 99, 140 <b>Teacher Guide 7:</b> 66, 84, 94, 100, 118, 142, 15 <b>Teacher Guide 8:</b> 22, 64, 94, 112, 133, 142, 145, 151, 157 <b>Teacher Guide 9:</b> 26, 67, 71, 73, 143, 145, 149.
<i>Cooperation</i> An interest and engagement in	<b>Teacher Guide 1:</b> 24, 27, 28, 37, 42, 46, 48, 49, 63, 68, 69, 70, 77, 79, 94, 97, 136, 142 <b>Teacher Guide 2:</b> 28, 34, 46, 99, 101, 102, 105, 120, 123

group experiences	<b>Teacher Guide 3:</b> 28, 34, 40, 64, 71, 76, 82, 94, 112, 115, 118, 121, 122, 123, 137, 154 <b>Teacher Guide 4:</b> 22, 25, 31, 37, 40, 43, 45, 49, 66, 70, 106, 109, 115, 154, 157 <b>Teacher Guide 5:</b> 34, 40, 41, 46, 60, 61, 64, 82, 94, 106, 118, 138, 142 <b>Teacher Guide 6:</b> 22, 24, 28, 34, 40, 63, 64, 70, 76, 94, 99, 106, 110, 118, 121, 123, 132, 136, 142, 148 <b>Teacher Guide 7:</b> 34, 37, 39, 46, 63, 64, 70, 75, 81, 82, 94, 100, 106, 112, 118, 148, 154, 159 <b>Teacher Guide 8:</b> 22, 45, 46, 64, 69, 70, 76, 82, 106, 112, 130, 133, 137, 142, 148, 151, 154, 159 <b>Teacher Guide 9:</b> 28, 33, 34, 37, 40, 64, 100, 130, 136, 142, 143, 148, 152, 153, 156. <b>Resources:</b> Frog Street Café (Social/Emotional) box; Daily Greeting Circle and Closing Circle
<b>Logic &amp; Reasoning</b>	
<i>Reasoning &amp; Problem Solving</i> The ability to recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions to a problem	<b>Teacher Guide 1:</b> 27, 31, 49, 100, 106, 123, 131, 132, 133, 136, 137, 142, 156, 157 <b>Teacher Guide 2:</b> 26, 31, 38, 62, 63, 69, 85, 87, 99, 100, 105, 111, 113, 116, 144 <b>Teacher Guide 3:</b> 71, 106, 107, 111, 117, 136, 153, 159 <b>Teacher Guide 4:</b> 22, 24, 25, 26, 27, 28, 30, 31, 41, 46, 47, 48, 67, 69, 109, 110, 111, 132, 133, 136, 137, 138, 139, 141, 142, 144, 145, 154, 156, 157, 159 <b>Teacher Guide 5:</b> 22, 48, 51, 60, 61, 65, 73, 74, 76, 83, 84, 109, 116, 130 <b>Teacher Guide 6:</b> 29, 39, 41, 69, 73, 79, 80, 81, 82, 85, 101, 102, 103, 104, 105, 107, 108, 109, 119, 123, 132, 133, 135, 147 <b>Teacher Guide 7:</b> 25, 31, 37, 71, 75, 81, 84, 111, 120, 145, 146, 147, 151, 159; <b>Teacher Guide 8:</b> 27, 63, 75, 80, 149, 151, 153, 157 <b>Teacher Guide 9:</b> 28, 41, 45, 81, 85, 103, 108, 110, 114, 115, 117, 119, 120, 121, 123, 151. <b>Resources:</b> Strategy Card T—Questioning Strategies
<i>Symbolic Representation</i> The use of symbols or objects to represent something else	<b>Teacher Guide 1:</b> 43, 46, 49, 69, 73, 75, 77, 83, 106, 111, 112 <b>Teacher Guide 2:</b> 25, 45, 81, 117, 138 <b>Teacher Guide 3:</b> 41, 62, 111, 112, 115, 121, 122, 123, 137, 153, 159 <b>Teacher Guide 4:</b> 30, 31, 37, 43, 49, 66, 69, 79, 109, 113, 115, 121, 133, 157 <b>Teacher Guide 5:</b> 29, 34, 41, 46, 50, 60, 61, 64, 84, 85, 87, 102, 104, 111, 141 <b>Teacher Guide 6:</b> 59, 64, 76, 103, 131, 136, 148 <b>Teacher Guide 7:</b> 24, 43, 85, 87, 94, 102, 106, 111, 113, 121, 130, 132, 153, 156, 157, 158, 159

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<b>Language Development</b>	
<p><i>Receptive Language</i> The ability to comprehend or understand language</p>	<p><b>Teacher Guide 1:</b> pp.22, 23, 24, 25, 26, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 48, 49, 50, 59, 60, 61, 62, 63, 64, 65, 66, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 82, 83, 84, 85, 86, 87, 94, 95, 96, 97, 98, 99, 102, 103, 104, 105, 106, 107, 108, 109, 111, 112, 113, 114, 116, 118, 120, 121, 122, 130, 132, 137, 138, 41, 143, 144, 146, 149, 150, 152, 155, 156, 158, 159</p> <p><b>Teacher Guide 2:</b> pp.22, 23, 24, 25, 28, 30, 31, 34, 36, 37, 38, 40, 41, 42, 43, 45, 46, 47, 49, 50, 58, 60, 66, 68, 70, 72, 73, 74, 76, 77, 78, 80, 83, 84, 85, 86, 87, 94, 98, 101, 102, 104, 107, 108, 109, 110, 113, 114, 115, 116, 119, 120, 122, 130, 131, 133, 134, 135, 136, 137, 138, 140, 141, 143, 144, 146, 149, 150, 152, 155, 157, 158</p> <p><b>Teacher Guide 3:</b> pp.22, 23, 24, 28, 29, 30, 33, 34, 36, 37, 38, 39, 44, 49, 60, 62, 65, 68, 70, 71, 72, 73, 77, 80, 87, 99, 104, 108, 109, 110, 111, 115, 116, 118, 119, 120, 122, 130, 131, 134, 137, 138, 139, 141, 142, 143, 144, 148, 149, 155, 157, 158, 159</p> <p><b>Teacher Guide 4:</b> pp.22, 24, 25, 26, 29, 30, 31, 32, 35, 39, 41, 42, 44, 46, 48, 50, 60, 62, 64, 65, 66, 68, 69, 72, 74, 81, 82, 85, 94, 95, 96, 98, 101, 103, 107, 108, 111, 119, 123, 130, 131, 138, 141, 142, 149, 150, 154, 156, 157, 158</p> <p><b>Teacher Guide 5:</b> pp.23, 24, 25, 27, 33, 34, 35, 36, 37, 39, 41, 42, 44, 45, 46, 47, 48, 59, 63, 64, 65, 66, 67, 68, 71, 74, 75, 80, 83, 84, 96, 97, 99, 108, 109, 112, 113, 114, 115, 116, 117, 118, 121, 131, 132, 133, 136, 137, 140, 141, 144, 145, 146, 148, 149, 150, 153, 154, 155, 157, 158</p> <p><b>Teacher Guide 6:</b> pp.22, 25, 26, 30, 31, 32, 33, 34, 39, 42, 44, 46, 48, 50, 58, 60, 62, 66, 63, 68, 69, 72, 74, 78, 80, 82, 84, 85, 86, 94, 96, 96, 98, 99, 100, 101, 102, 104, 107, 108, 110, 112, 114, 117, 121, 122, 123, 130, 133, 134, 135, 137, 138, 140, 141, 144, 146, 149, 150, 152, 153, 154</p> <p><b>Teacher Guide 7:</b> pp.23, 25, 26, 30, 32, 33, 35, 36, 38, 44, 46, 47, 50, 51, 59, 60, 61, 62, 63, 64, 66, 67, 68, 69, 71, 72, 73, 74, 75, 78, 79, 80, 81, 83, 84, 85, 86, 87, 94, 95, 97, 98, 101,</p>

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<p><i>Expressive Language</i> The ability to use language</p>	<p><b>Teacher Guide 1:</b> 23, 24, 27, 29, 30, 32, 35, 36, 37, 38, 39, 41, 42, 43, 44, 45, 48, 49, 50, 51, 58, 59, 60, 61, 62, 63, 65, 66, 67, 68, 69, 71, 74, 75, 77, 78, 80, 81, 82, 85, 87, 95, 96, 97, 98, 99, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 113, 114, 115, 116, 117, 119, 120, 121, 122, 123, 129, 131, 132, 134, 135, 137, 138, 143, 144, 145, 146, 149, 150, 152, 155, 159</p> <p><b>Teacher Guide 2:</b> 22, 23, 24, 25, 27, 28, 29, 30, 34, 35, 40, 41, 42, 44, 45, 46, 47, 57, 58, 59, 62, 63, 65, 66, 71, 72, 77, 83, 84, 86, 95, 99, 101, 102, 107, 108, 113, 114, 117, 119, 123, 130, 131, 132, 133, 134, 138, 142, 143, 148, 149, 155</p> <p><b>Teacher Guide 3:</b> 23, 24, 25, 27, 30, 33, 34, 35, 36, 37, 41, 43, 47, 51, 58, 59, 60, 63, 65, 66, 68, 71, 76, 77, 79, 83, 84, 87, 93, 95, 96, 101, 102, 107, 113, 114, 119, 120, 129, 131, 135, 137, 141, 143, 144, 149</p> <p><b>Teacher Guide 4:</b> 24, 29, 35, 41, 45, 48, 58, 60, 61, 66, 68, 69, 71, 74, 77, 80, 83, 86, 94, 97, 102, 107, 109, 111, 114, 149</p> <p><b>Teacher Guide 5:</b> 23, 26, 29, 33, 37, 41, 42, 47, 48, 63, 65, 71, 72, 75, 77, 86, 87, 93, 95, 96, 99, 101, 105, 110, 113, 120, 122, 130, 131, 132, 143, 144, 145, 155, 158;</p> <p><b>Teacher Guide 6:</b> 22, 23, 26, 27, 29, 30, 32, 33, 35, 36, 37, 38, 40, 41, 44, 47, 59, 60, 62, 63, 64, 65, 66, 69, 71, 72, 74, 75, 76, 77, 78, 79, 84, 93, 94, 95, 96, 101, 102, 105, 107, 108, 113, 114, 117, 119, 120, 121, 122, 130, 131, 137, 138, 143, 145, 149, 150, 151, 153, 155</p> <p><b>Teacher Guide 7:</b> 22, 23, 26, 29, 30, 35, 36, 41, 47, 48, 49, 59, 60, 61, 63, 65, 69, 71, 76, 77, 78, 79, 80, 81, 82, 83, 85, 93, 95, 99, 101, 102, 104, 113, 114, 119, 123, 131, 135, 136, 138,</p>

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<b>Literacy Knowledge and Skills</b>	
<p><i>Book Appreciation and Knowledge.</i></p> <p>The interest in books and their characteristics, and the ability to understand and get meaning from stories and information from books and other texts</p>	<p><b>Teacher Guide 1:</b> 23, 26, 27, 29, 35, 37, 41, 42, 43, 47, 49, 59, 65, 71, 75, 77, 79, 83, 85, 93, 95, 101, 107, 111, 113, 143, 149, 157</p> <p><b>Teacher Guide 2:</b> 23, 29, 31, 35, 59, 61, 65, 67, 72, 73, 93, 137</p> <p><b>Teacher Guide 3:</b> 57, 59, 67, 83, 95, 107, 118, 131, 151, 155, 157</p> <p><b>Teacher Guide 4:</b> 25, 31, 37, 43, 79, 93, 103, 121, 129, 139, 157</p> <p><b>Teacher Guide 5:</b> 41, 57, 58, 59, 71, 73, 93, 96, 109, 115, 121, 133, 143, 150, 155</p> <p><b>Teacher Guide 6:</b> 29, 35, 43, 67, 72, 73, 77, 93, 101, 111, 114, 115, 117, 133, 155, 157, 159</p> <p><b>Teacher Guide 7:</b> 23, 25, 43, 57, 73, 75, 139</p> <p><b>Teacher Guide 8:</b> 37, 61, 73, 83, 85, 93, 97, 101, 103, 115, 119, 139, 145, 157</p> <p><b>Teacher Guide 9:</b> 25, 29, 31, 37, 43, 49, 73, 79, 93, 103, 121, 139, 149, 151, 157</p>
<p><i>Phonological Awareness</i></p> <p>An awareness that language can be broken into words, syllables, and smaller pieces of sound</p>	<p><b>Teacher Guide 1:</b> 24, 34, 40, 45, 59, 72, 73, 102, 104, 111, 137, 155</p> <p><b>Teacher Guide 2:</b> 44, 45, 46, 50, 51, 58, 59, 60, 64, 66, 101, 111, 132, 133, 137, 138, 139, 144, 149, 150, 151</p> <p><b>Teacher Guide 3:</b> 21, 22, 28, 34, 40, 41, 42, 46, 47, 48, 58, 59, 64, 66, 70, 76, 82, 94, 100, 105, 106, 108, 109, 112, 114, 115, 118, 130, 132, 133, 136, 137, 142, 144, 149, 150, 151, 154</p> <p><b>Teacher Guide 4:</b> 21, 24, 36, 42, 71, 72, 73, 74, 76, 78, 82, 83, 84, 137</p> <p><b>Teacher Guide 5:</b> 22, 23, 24, 25, 28, 30, 31, 34, 35, 36, 38, 40, 42, 43, 46, 47, 48, 57, 58, 60, 64, 70, 76, 82, 84, 94, 96, 97, 100, 106, 107, 112, 118, 130, 132, 136, 138, 139, 142, 143, 144, 145, 148, 154</p> <p><b>Teacher Guide 6:</b> 22, 28, 34, 40, 46, 57, 58, 60, 64, 66, 67, 70, 76, 77, 78, 82, 83, 84, 94, 96,</p>

	<p>100, 106, 108, 113, 130, 136, 138, 142, 148, 149, 150, 151, 153, 154; <b>Teacher Guide 7:</b> 29, 36, 46, 47, 48, 60, 83, 96, 102, 130, 149, 159</p> <p><b>Teacher Guide 8:</b> 30, 36, 37, 42, 45, 47, 51, 66, 67, 69, 72, 81, 83, 96, 107, 108, 113, 114, 119, 120, 121, 123, 132, 138, 144, 154</p> <p><b>Teacher Guide 9:</b> 21, 48, 51, 59, 60, 66, 67, 73, 83, 84, 138, 139, 147, 149, 153</p> <p><b>Resources:</b> Strategy Cards—A - Segment Sentences , B - Compound Words, C - Syllables , D - Rhyming , E – Alliteration, F - Onset and Rime, G - Blend Phonemes; Compound Word Cards, Pocket Photos (alliteration), <i>Frog Street Pre-K Interactive Software</i></p> <p><b>Alliteration:</b></p> <p><b>Teacher Guide 2:</b> 45, 111, 137</p> <p><b>Teacher Guide 3:</b> 58, 59, 76, 105, 106, 112, 118, 132, 133, 136, 137, 142, 144, 150, 151</p> <p><b>Teacher Guide 4:</b> 21, 24, 36, 42, 72, 73, 76, 78, 84</p> <p><b>Teacher Guide 5:</b> 36</p> <p><b>Teacher Guide 6:</b> 22, 28, 34, 40, 46, 57, 58, 60, 64, 70, 76, 78, 82, 94, 100, 106, 130, 136, 142, 148, 149, 150, 151, 153, 154</p> <p><b>Teacher Guide 7:</b> 48</p> <p><b>Teacher Guide 8:</b> 37, 123</p> <p><b>Teacher Guide 9:</b> 21</p> <p><b>Awareness of beginning and ending sounds of words:</b></p> <p><b>Teacher Guide 2:</b> 45, 111, 137</p> <p><b>Teacher Guide 3:</b> 58, 59, 76, 105, 106, 112, 118, 132, 133, 136, 137, 142, 144, 150, 151</p> <p><b>Teacher Guide 4:</b> 21, 24, 36, 42, 72, 73, 76, 78, 84</p> <p><b>Teacher Guide 5:</b> 36</p> <p><b>Teacher Guide 6:</b> 22, 28, 34, 40, 46, 57, 58, 60, 64, 70, 76, 78, 82, 94, 100, 106, 130, 136, 142, 148, 149, 150, 151, 153, 154</p> <p><b>Teacher Guide 7:</b> 48</p> <p><b>Teacher Guide 8:</b> 37, 123</p> <p><b>Teacher Guide 9:</b> 21</p> <p><b>Rhyming:</b></p>
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	<p><b>Teacher Guide 1:</b> 72, 73, 102, 155</p> <p><b>Teacher Guide 2:</b> 46, 51, 64, 66, 101, 132, 133, 138, 139, 144, 149, 150, 151</p> <p><b>Teacher Guide 3:</b> 41, 47, 70, 94, 108, 109</p> <p><b>Teacher Guide 4:</b> 24, 36, 71, 83, 84, 137</p> <p><b>Teacher Guide 5:</b> 22, 23, 24, 25, 28, 30, 31, 34, 35, 40, 42, 43, 46, 47, 48, 57, 58, 64, 70, 76, 82, 84, 94, 96, 97, 100, 106, 112, 118, 130, 132, 136, 138, 139, 142, 144, 145, 148, 154</p> <p><b>Teacher Guide 6:</b> 108, 113, 149, 150, 151</p> <p><b>Teacher Guide 7:</b> 29, 36, 83, 96</p> <p><b>Teacher Guide 8:</b> 30, 36, 37, 42, 45, 81, 83, 120, 121, 144</p> <p><b>Teacher Guide 9:</b> 21, 48, 51, 59, 60, 138, 139, 153</p> <p><b>Resources:</b> <i>Rhyming Cards</i> on Patterns CD-ROM</p> <p><b>Syllables:</b></p> <p><b>Teacher Guide 1:</b> 34, 40</p> <p><b>Teacher Guide 2:</b> 60</p> <p><b>Teacher Guide 3:</b> 21, 22, 28, 34, 40, 42, 46, 48, 64, 66, 70, 82, 100, 130, 154</p> <p><b>Teacher Guide 4:</b> 143</p> <p><b>Teacher Guide 5:</b> 40, 96, 100</p> <p><b>Teacher Guide 6:</b> 66, 67, 77, 83, 84, 96, 138</p> <p><b>Teacher Guide 7:</b> 46, 47, 48, 49, 102, 130, 149, 159</p> <p><b>Teacher Guide 8:</b> 47, 51, 66, 96, 107, 108, 113, 114, 119, 132, 138</p> <p><b>Teacher Guide 9:</b> 21, 66, 67, 73, 83, 84</p> <p><b>Resources:</b> <i>Frog Street Pre-K Interactive Software</i></p>
<p><i>Alphabet Knowledge</i> The names and sounds associated with letters</p>	<p><b>Teacher Guide 1:</b> 25, 30, 31, 34, 35, 36, 37, 39, 42, 48, 50, 51, 57, 60, 61, 66, 67, 84, 86, 96, 97, 102, 114, 121, 130, 132, 133, 136, 138, 139, 142, 148, 150, 154, 155</p> <p><b>Teacher Guide 2:</b> 22, 24, 25, 28, 34, 36, 37, 40, 41, 42, 45, 46, 47, 48, 49, 59, 60, 61, 64, 67, 70, 72, 73, 76, 77, 78, 82, 94, 96, 97, 100, 102, 103, 106, 108, 109, 112, 114, 115, 116, 118, 119, 120, 121, 129, 130, 133, 136, 138, 139, 142, 143, 144, 145, 148, 149, 150, 154</p> <p><b>Teacher Guide 3:</b> 21, 24, 28, 30, 34, 40, 42, 43, 46, 48, 49, 57, 60, 64, 66, 67, 72, 76, 82, 84, 94, 97, 100, 102, 103, 105, 108, 109, 112, 115, 118, 120, 121, 130, 132, 133, 136, 138, 145, 148, 150, 151, 154</p> <p><b>Teacher Guide 4:</b> 22, 24, 25, 28, 29, 33, 34, 39, 40, 42, 46, 57, 58, 60, 64, 67, 70, 71, 76, 77,</p>

	<p>78, 79, 82, 84, 93, 94, 96, 100, 101, 102, 106, 107, 108, 112, 114, 115, 118, 120, 129, 130, 132, 136, 139, 142, 150, 151, 154, 156</p> <p><b>Teacher Guide 5:</b> 21, 22, 24, 25, 28, 29, 30, 34, 36, 37, 40, 43, 46, 48, 49, 50, 58, 61, 64, 66, 67, 70, 76, 78, 79, 82, 84, 94, 97, 99, 100, 103, 106, 109, 112, 118, 129, 130, 133, 136, 139, 142, 145, 148, 149, 151, 154</p> <p><b>Teacher Guide 6:</b> 22, 24, 25, 28, 29, 31, 33, 34, 35, 37, 40, 46, 47, 49, 58, 60, 64, 66, 70, 76, 78, 79, 82, 94, 97, 100, 106, 116, 117, 118, 120, 121, 130, 132, 136, 142, 145, 148, 150, 154, 155</p> <p><b>Teacher Guide 7:</b> 21, 22, 24, 27, 28, 30, 34, 36, 40, 42, 46, 47, 49, 58, 61, 64, 67, 70, 71, 75, 76, 79, 82, 94, 96, 97, 100, 101, 106, 107, 109, 112, 113, 118, 129, 130, 132, 138, 148, 149, 150, 151, 155</p> <p><b>Teacher Guide 8:</b> 21, 22, 23, 24, 25, 28, 29, 30, 31, 34, 35, 36, 40, 41, 42, 43, 46, 47, 60, 61, 64, 66, 67, 70, 72, 73, 78, 79, 82, 94, 96, 97, 101, 102, 106, 108, 109, 112, 114, 118, 130, 131, 133, 136, 139, 142, 143, 145, 148, 149, 150, 151, 154, 155</p> <p><b>Teacher Guide 9:</b> 22, 24, 25, 28, 31, 34, 40, 46, 48, 49, 57, 58, 59, 60, 61, 70, 76, 82, 94, 96, 100, 106, 112, 118, 119, 130, 136, 138, 142, 148, 154</p> <p><b>Resources:</b> Strategy Card L – Alphabet, Strategy Card M – Letter Knowledge, <i>Going Down Frog Street A to Z</i> Book, <i>ABECELOCO</i> Book, Magnetic Letters (uppercase and lowercase), Letter Cards, English Alphabet Wall Cards, Spanish Alphabet Wall Cards, <i>Frog Street Pre-K Interactive Software</i></p>
<p><i>Print Concepts and Conventions</i> The concepts about print and early decoding (identifying letter-sound relationships)</p>	<p><b>Teacher Guide 1:</b> 23, 29, 35, 41, 47, 59, 65, 71, 77, 83, 95, 101, 107, 113, 119, 131, 137, 143, 149, 155</p> <p><b>Teacher Guide 2:</b> 22, 23, 28, 29, 34, 35, 40, 41, 46, 47, 58, 59, 64, 65, 70, 71, 76, 77, 82, 83, 94, 95, 100, 101, 106, 107, 112, 113, 118, 119, 130, 131, 136, 137, 142, 143, 148, 149, 154, 155</p> <p><b>Teacher Guide 3:</b> 22, 23, 28, 29, 34, 35, 40, 41, 46, 47, 58, 59, 64, 65, 70, 71, 76, 77, 82, 83, 94, 95, 100, 101, 106, 107, 112, 113, 118, 119, 130, 131, 136, 137, 142, 143, 148, 149, 154, 155</p> <p><b>Teacher Guide 4:</b> 22, 23, 28, 29, 34, 35, 40, 41, 46, 47, 58, 59, 64, 65, 70, 71, 76, 77, 82, 83, 94, 95, 100, 101, 106, 107, 112, 113, 118, 119, 130, 131, 136, 137, 142, 143, 148, 149, 154, 155</p>

	<p><b>Teacher Guide 5:</b> 22, 23, 28, 29, 34, 35, 40, 41, 46, 47, 58, 59, 64, 65, 70, 71, 76, 77, 82, 83, 94, 95, 100, 101, 106, 107, 112, 113, 118, 119, 130, 131, 136, 137, 142, 143, 148, 149, 154, 155</p> <p><b>Teacher Guide 6:</b> 22, 23, 28, 29, 34, 35, 40, 41, 46, 47, 58, 59, 64, 65, 70, 71, 76, 77, 82, 83, 94, 95, 100, 101, 106, 107, 112, 113, 118, 119, 130, 131, 136, 137, 142, 143, 148, 149, 154, 155</p> <p><b>Teacher Guide 7:</b> 22, 23, 28, 29, 34, 35, 40, 41, 46, 47, 58, 59, 64, 65, 70, 71, 76, 77, 82, 83, 94, 95, 100, 101, 106, 107, 112, 113, 118, 119, 130, 131, 136, 137, 142, 143, 148, 149, 154, 155</p> <p><b>Teacher Guide 8:</b> 22, 23, 28, 29, 34, 35, 40, 41, 46, 47, 58, 59, 64, 65, 70, 71, 76, 77, 82, 83, 94, 95, 100, 101, 106, 107, 112, 113, 118, 119, 130, 131, 136, 137, 142, 143, 148, 149, 154, 155</p> <p><b>Teacher Guide 9:</b> 22, 23, 28, 29, 34, 35, 40, 41, 46, 47, 58, 59, 64, 65, 70, 71, 76, 77, 82, 83, 94, 95, 100, 101, 106, 107, 112, 113, 118, 119, 130, 131, 136, 137, 142, 143, 148, 149, 154, 155</p> <p><b>Resources:</b> Daily Read-Aloud Times, Library and Listening Center</p>
<p><i>Early Writing</i> The familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters</p>	<p><b>Teacher Guide 1:</b> 31, 32, 35, 40, 42, 43, 49, 58, 61, 64, 82, 85, 94, 98, 100, 106, 109, 112, 115, 117, 118, 119, 120, 123, 130, 136, 137, 139, 142, 143, 145, 147, 148, 150, 151, 153, 154, 155, 156</p> <p><b>Teacher Guide 2:</b> 22, 23, 24, 25, 28, 29, 30, 31, 33, 34, 35, 36, 37, 40, 42, 43, 44, 46, 49, 59, 60, 65, 67, 71, 72, 79, 81, 83, 84, 85, 93, 96, 97, 100, 102, 103, 107, 109, 112, 114, 115, 119, 130, 142, 154, 156, 157</p> <p><b>Teacher Guide 3:</b> 24, 25, 29, 30, 31, 35, 36, 41, 42, 43, 49, 59, 61, 67, 73, 75, 85, 86, 93, 96, 97, 100, 105, 114, 121, 123, 138, 139, 143, 145, 152, 156, 157;</p> <p><b>Teacher Guide 4:</b> 25, 49, 57, 58, 61, 67, 69, 70, 73, 79, 81, 95, 94, 97, 100, 103, 109, 117, 142, 148, 153, 154, 159</p> <p><b>Teacher Guide 5:</b> 29, 30, 31, 38, 43, 46, 49, 58, 59, 64, 67, 70, 75, 79, 82, 85, 94, 100, 101, 106, 109, 115, 116, 118, 130, 131, 132, 133, 134, 135, 136, 139, 142, 144, 146, 148, 151, 152, 153, 154, 156, 157</p> <p><b>Teacher Guide 6:</b> 22, 23, 28, 34, 35, 37, 40, 45, 46, 57, 61, 67, 74, 97, 98, 112, 113, 114, 115, 117, 119, 120, 121, 132, 133, 139, 141, 144, 145, 152, 153, 155, 156, 157</p>

	<p><b>Teacher Guide 7:</b> 24, 25, 30, 31, 36, 37, 49, 50, 51, 73, 75, 77, 78, 79, 80, 85, 97, 103, 109, 115, 121, 129, 130, 132, 145, 148, 151, 154, 155</p> <p><b>Teacher Guide 8:</b> 22, 24, 25, 26, 29, 30, 31, 33, 34, 37, 35, 36, 40, 41, 42, 43, 46, 48, 57, 58, 60, 61, 64, 66, 67, 70, 72, 73, 78, 82, 84, 85, 93, 94, 97, 99, 100, 103, 106, 109, 112, 113, 115, 118, 120, 121, 130, 133, 135, 136, 139, 142, 145, 148, 154, 157</p> <p><b>Teacher Guide 9:</b> 22, 23, 28, 29, 30, 31, 34, 37, 39, 40, 42, 43, 46, 48, 49, 57, 58, 60, 61, 64, 65, 66, 67, 70, 73, 76, 77, 79, 82, 85, 94, 98, 100, 102, 103, 106, 109, 112, 115, 116, 117, 118, 119, 123, 130, 131, 136, 137, 142, 145, 148, 154, 155</p> <p><b>Resources:</b> Strategy Cards N - Multisensory Letter Writing, O - Show What You Know, Q - Morning Message, R - Journal Writing, Wordless Books (<i>The Button Story Book</i>, <i>Animal Friends Book</i>), <i>Frog Street Pre-K Interactive Software</i></p>
<b>Mathematics Knowledge and Skills</b>	
<p><i>Number Concepts &amp; Quantities</i> The understanding that numbers represent quantities and have ordinal properties (number words represent a rank order, particular size, or position in a list)</p>	<p><b>Teacher Guide 1:</b> 63, 116, 117, 153</p> <p><b>Teacher Guide 2:</b> 26, 27, 38, 39, 46, 47, 50, 51, 68, 104, 105, 108, 13, 135</p> <p><b>Teacher Guide 3:</b> 32, 44, 98, 99, 104, 105, 110, 111, 116, 117, 122, 123, 152, 153, 158, 159</p> <p><b>Teacher Guide 4:</b> 32, 50, 51, 98, 110, 111, 116, 117, 134, 135, 140, 141, 146, 147, 152, 153, 158, 159</p> <p><b>Teacher Guide 5:</b> 44, 68, 81, 86, 87, 97, 98, 99, 110, 111, 122, 123, 134, 135, 140, 141, 146, 152, 158, 159</p> <p><b>Teacher Guide 6:</b> 62, 68, 69, 80, 81, 86, 112, 132, 134, 135, 140, 141, 146, 147, 152, 153, 158, 159</p> <p><b>Teacher Guide 7:</b> 32, 38, 39, 41, 44, 45, 50, 51, 62, 68, 69, 74, 80, 81, 116, 134, 135, 140, 141, 153, 158</p> <p><b>Teacher Guide 8:</b> 26, 27, 32, 33, 38, 39, 44, 45, 62, 63, 68, 69, 74, 75, 80, 81, 86, 87, 98, 99, 104, 105, 111, 116, 117, 119, 122, 123, 133, 134, 135, 140, 141, 146, 147, 152, 153, 158, 159</p> <p><b>Teacher Guide 9:</b> 27, 98, 99, 104, 105, 109, 110, 111, 116, 117, 129, 134, 135, 140, 141, 146, 147, 153</p> <p><b>Resources:</b> <i>Building Math Skills and Concepts</i> Resource Guide, City Bank box (math library, math manipulatives, math CDs in English and Spanish), <i>Frog Street Pre-K Interactive Software</i></p>

<p><i>Number Relationships and Operations</i> The use of numbers to describe relationships and solve problems</p>	<p><b>Teacher Guide 1:</b> 63, 116, 117, 153  <b>Teacher Guide 2:</b> 26, 27, 38, 39, 46, 47, 50, 51, 68, 104, 105, 108, 13, 135  <b>Teacher Guide 3:</b> 32, 44, 98, 99, 104, 105, 110, 111, 116, 117, 122, 123, 152, 153, 158, 159  <b>Teacher Guide 4:</b> 32, 50, 51, 98, 110, 111, 116, 117, 134, 135, 140, 141, 146, 147, 152, 153, 158, 159  <b>Teacher Guide 5:</b> 44, 68, 81, 86, 87, 97, 98, 99, 110, 111, 122, 123, 134, 135, 140, 141, 146, 152, 158, 159  <b>Teacher Guide 6:</b> 62, 68, 69, 80, 81, 86, 112, 132, 134, 135, 140, 141, 146, 147, 152, 153, 158, 159  <b>Teacher Guide 7:</b> 32, 38, 39, 41, 44, 45, 50, 51, 62, 68, 69, 74, 80, 81, 116, 134, 135, 140, 141, 153, 158  <b>Teacher Guide 8:</b> 26, 27, 32, 33, 38, 39, 44, 45, 62, 63, 68, 69, 74, 75, 80, 81, 86, 87, 98, 99, 104, 105, 111, 116, 117, 119, 122, 123, 133, 134, 135, 140, 141, 146, 147, 152, 153, 158, 159  <b>Teacher Guide 9:</b> 27, 98, 99, 104, 105, 109, 110, 111, 116, 117, 129, 134, 135, 140, 141, 146, 147, 153  <b>Resources:</b> <i>Building Math Skills and Concepts</i> Resource Guide, City Bank box (math library, math manipulatives, math CDs in English and Spanish), <i>Frog Street Pre-K Interactive Software</i></p>
<p><i>Geometry &amp; Spatial Sense</i> The understanding of shapes, their properties, and how objects are related to one another</p>	<p><b>Teacher Guide 1:</b> 32, 33, 34, 35, 36, 38, 39, 44, 45, 50, 51, 58, 62, 63, 67, 68, 69, 74, 75, 76, 77, 80, 81, 109, 110, 111, 114, 115, 116, 122, 123, 134, 135, 140, 141, 145, 146, 147, 159  <b>Teacher Guide 2:</b> 21, 44, 51, 59, 63, 67, 71, 74, 86, 87, 97, 98, 99, 103, 104, 105, 108, 110, 111, 116, 117, 122, 129, 134, 135, 137, 139, 140, 141, 146, 147, 151, 152, 153, 156, 158, 159  <b>Teacher Guide 3:</b> 22, 24, 25, 26, 27, 29, 31, 32, 33, 35, 38, 39, 44, 74, 75, 86, 87, 99, 102, 103, 109, 110, 111, 123, 134, 146  <b>Teacher Guide 4:</b> 27, 38, 39, 44, 61, 62, 68, 69, 74, 75, 77, 80, 81, 83, 104, 110, 111, 115, 117, 134, 135, 139, 151, 153  <b>Teacher Guide 5:</b> 22, 24, 25, 26, 27, 29, 30, 31, 32, 36, 37, 42, 45, 48, 49, 51, 62, 65, 68, 69, 74, 75, 80, 101, 103, 105, 114, 116, 117, 120, 134, 135, 140, 141, 146, 147, 152, 153, 159  <b>Teacher Guide 6:</b> 26, 31, 32, 33, 37, 38, 39, 4, 44, 45, 46, 47, 48, 49, 50, 51, 59, 60, 61, 69, 73, 74, 75, 98, 99, 104, 105, 108, 110, 116, 117, 122, 123, 145, 146, 147, 152, 154</p>

	<p><b>Teacher Guide 7:</b> 26, 32, 34, 35, 36, 39, 44, 45, 50, 58, 60, 61, 62, 63, 68, 69, 74, 75, 80, 81, 86, 87, 97, 98, 99, 104, 105, 109, 110, 111, 114, 116, 122, 123, 134, 135, 140, 141, 146, 147, 151, 152, 158, 159</p> <p><b>Teacher Guide 8:</b> 27, 33, 44, 63, 71, 96, 102, 103, 105, 110, 111, 117, 134, 139, 147, 153</p> <p><b>Teacher Guide 9:</b> 26, 27, 31, 32, 33, 38, 39, 44, 45, 49, 50, 51, 72, 73, 87, 97, 99, 102, 103, 105, 108, 109, 110, 114, 122, 123, 151, 159</p> <p><b>Resources:</b> <i>Building Math Skills and Concepts</i> Resource Guide, City Bank box (math library, math manipulatives, math CDs in English and Spanish), <i>Frog Street Pre-K Interactive Software</i></p>
<p><i>Patterns</i> The recognition of patterns, sequencing, and critical thinking skills necessary to predict and classify objects in a pattern</p>	<p><b>Teacher Guide 1:</b> 122</p> <p><b>Teacher Guide 2:</b> 50, 51</p> <p><b>Teacher Guide 3:</b> 45, 46, 50, 51, 99, 129, 134, 135, 140, 141, 146, 147, 152, 153, 158, 159</p> <p><b>Teacher Guide 4:</b> 21, 26, 27, 32, 33, 38, 39, 44, 45, 50, 81, 98, 99, 100, 142, 158, 159</p> <p><b>Teacher Guide 5:</b> 86, 87, 122, 123</p> <p><b>Teacher Guide 6:</b> 45, 99, 111</p> <p><b>Teacher Guide 7:</b> 26, 27, 32, 33, 38, 39, 42, 43, 44, 50, 51, 68, 111</p> <p><b>Teacher Guide 8:</b> 50, 51, 134, 135, 159</p> <p><b>Teacher Guide 9:</b> 62, 63, 68, 69, 74, 75, 80, 81, 86, 87, 110, 134, 135, 141</p> <p><b>Resources:</b> <i>Building Math Skills and Concepts</i> Resource Guide, City Bank box (math library, math manipulatives, math CDs in English and Spanish), <i>Frog Street Pre-K Interactive Software</i></p>
<p><i>Measurement &amp; Comparison</i> The understanding of attributes and relative properties of objects as related to size, capacity, and area</p>	<p><b>Teacher Guide 1:</b> 39, 79, 116, 134, 135, 140, 141, 146, 147, 152, 153</p> <p><b>Teacher Guide 2:</b> 39, 43, 63, 75, 111</p> <p><b>Teacher Guide 3:</b> 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 35, 37, 38, 39, 42, 43, 44, 45, 47, 48, 65, 69, 78, 79, 80, 81, 87, 99, 103, 110, 111, 112, 116, 117, 135, 144, 147</p> <p><b>Teacher Guide 4:</b> 33, 73, 86, 87, 104, 115, 138, 144, 145, 159</p> <p><b>Teacher Guide 5:</b> 26, 32, 33, 62, 63, 69, 74, 75, 78, 81, 122, 129, 145, 153, 158, 159</p> <p><b>Teacher Guide 6:</b> 38, 62, 63, 68, 69, 80, 81, 86, 87, 110</p> <p><b>Teacher Guide 7:</b> 93, 153, 157, 159</p> <p><b>Teacher Guide 8:</b> 39, 45, 49, 57, 71, 74, 78, 79, 85, 105, 114, 134, 140, 141, 155, 158</p> <p><b>Teacher Guide 9:</b> 44, 49, 87, 98, 117, 133, 134, 135, 140, 141, 147</p>

	<b>Resources:</b> <i>Building Math Skills and Concepts</i> Resource Guide, City Bank box (math library, math manipulatives, math CDs in English and Spanish), <i>Frog Street Pre-K Interactive Software</i>
<b>Science Knowledge &amp; Skills</b>	
<b>Scientific Skills &amp; Method</b> The skills to observe and collect information and use it to ask questions, predict, explain, and draw conclusions	<b>Teacher Guide 1:</b> 32, 33, 36, 38, 39, 42, 45, 50, 51, 61, 62, 63, 67, 68, 69, 74, 75, 80, 81, 96, 97, 98, 99, 103, 104, 105, 107, 109, 110, 111, 114, 116, 117, 120, 121, 122, 123, 132, 133, 134, 135, 140, 141, 152, 153, 156, 157, 158, 159 <b>Teacher Guide 2:</b> 31, 39, 59, 62, 63, 75, 87, 98, 99, 103, 110, 111, 116, 117, 119, 122, 123, 134, 135, 140, 141, 151, 152, 153, 158, 159 <b>Teacher Guide 3:</b> 24, 25, 32, 40, 60, 61, 62, 63, 68, 69, 73, 74, 75, 78, 79, 80, 81, 103, 104, 114, 115, 117, 122, 134, 135, 141, 152, 153 <b>Teacher Guide 4:</b> 33, 44, 45, 59, 63, 86, 87, 105, 133, 137, 138, 139, 141, 147, 153 <b>Teacher Guide 5:</b> 25, 27, 32, 39, 44, 45, 62, 63, 67, 68, 69, 79, 81, 87, 117, 123, 153, 159 <b>Teacher Guide 6:</b> 27, 29, 33, 36, 39, 50, 51, 60, 61, 62, 63, 65, 69, 70, 71, 72, 73, 74, 75, 80, 81, 85, 86, 87, 102, 104, 108, 109, 111, 123, 137, 147 <b>Teacher Guide 7:</b> 26, 45, 46, 47, 62, 68, 69, 86, 87, 101, 103, 104, 105, 115, 117, 133, 134, 135, 136, 139, 140, 141, 142, 143, 144, 145, 146, 147, 152, 157, 159 <b>Teacher Guide 8:</b> 31, 32, 38, 39, 45, 59, 73, 75, 147, 153 <b>Teacher Guide 9:</b> 22, 26, 27, 31, 39, 42, 43, 63, 69, 73, 85, 87, 99, 117, 122, 123, 139, 140. <b>Resources:</b> Science Museum box of materials, including Steve Spangler science equipment and science library
<b>Conceptual Knowledge of the Natural &amp; Physical World</b> The acquisition of concepts and facts related to the natural and physical world and the understanding of naturally-occurring relationships	<b>Teacher Guide 1:</b> 30, 31, 32, 33, 35, 36, 38, 39, 44, 45, 58, 60, 61, 63, 64, 66, 67, 68, 79, 81, 82, 86, 87, 95, 96, 99, 102, 105, 109, 110, 111, 113, 114, 115, 116, 119, 120, 121, 122, 123, 135, 137, 140, 141, 145, 146, 147, 158, 159 <b>Teacher Guide 2:</b> 23, 41, 42, 44, 45, 51, 59, 63, 67, 71, 74, 87, 97, 98, 99, 103, 104, 105, 107, 108, 110, 111, 116, 122, 129, 134, 135, 136, 140, 141, 143, 146, 147, 151, 152, 153, 156, 158, 159 <b>Teacher Guide 3:</b> 22, 24, 25, 26, 27, 29, 31, 32, 33, 35, 36, 37, 39, 44, 45, 48, 50, 51, 59, 60, 61, 62, 63, 64, 65, 66, 68, 69, 71, 72, 73, 74, 75, 77, 78, 79, 80, 81, 86, 87, 109, 118, 123, 135, 143, 147, 149, 151, 158 <b>Teacher Guide 4:</b> 27, 44, 59, 60, 61, 62, 66, 67, 68, 77, 80, 81, 82, 83, 86, 87, 98, 99, 104,

	<p>105, 110, 111, 114, 115, 116, 117, 120, 121, 122, 133, 134, 135, 139, 147, 151, 153, 157</p> <p><b>Teacher Guide 5:</b> 22, 24, 25, 26, 27, 29, 30, 31, 32, 36, 37, 42, 45, 48, 49, 51, 65, 68, 69, 74, 75, 77, 99, 101, 103, 105, 114, 120, 135, 141, 143, 149, 150, 158, 159</p> <p><b>Teacher Guide 6:</b> 26, 32, 33, 37, 42, 45, 50, 59, 60, 61, 69, 71, 73, 74, 75, 77, 80, 81, 98, 99, 104, 108, 110, 116, 117, 122, 123, 145, 147, 152</p> <p><b>Teacher Guide 7:</b> 23, 24, 25, 26, 27, 30, 39, 42, 44, 45, 50, 61, 76, 77, 78, 79, 81, 83, 99, 104, 105, 110, 111, 114, 115, 116, 122, 123, 137, 139, 141, 146, 147, 151, 156, 157</p> <p><b>Teacher Guide 8:</b> 24, 25, 27, 29, 30, 33, 35, 36, 37, 41, 42, 44, 47, 48, 49, 51, 58, 59, 60, 61, 63, 65, 66, 70, 71, 72, 73, 75, 76, 77, 78, 79, 81, 82, 83, 95, 96, 97, 99, 100, 101, 102, 105, 106, 107, 108, 109, 112, 113, 114, 115, 118, 119, 120, 123, 130, 131, 132, 133, 137, 138, 139, 144, 145, 146, 147, 150, 151, 153, 157, 159</p> <p><b>Teacher Guide 9:</b> 24, 31, 32, 33, 39, 42, 48, 49, 50, 51, 60, 61, 62, 66, 67, 72, 73, 74, 75, 78, 79, 87, 95, 96, 97, 99, 101, 102, 103, 105, 108, 109, 110, 111, 114, 115, 117, 123, 132, 133, 137, 139, 146, 151, 152, 153, 158, 159</p> <p><b>Resources:</b> Teacher Guide 3—<i>Giants • Los gigantes, Teacher Guide 4 Choices • Decisiones, Teacher Guide 6—I Build! I Create! • ¡Puedo construir! ¡Puedo crear!, Teacher Guide 7—Things that Move • Cosas que se mueven, Teacher Guide 8—Animals • Los animales, Teacher Guide 9—Changes • Cambios</i></p>
<b>Creative Arts Expression</b>	
<p><i>Music</i></p> <p>The use of voice and instruments to create sounds</p>	<p><b>Teacher Guide 1:</b> 22, 26, 28, 34, 36, 39, 40, 44, 46, 47, 58, 62, 64, 70, 76, 82, 86, 97, 98, 100, 103, 112, 118, 134, 136, 138, 142, 146, 148, 152, 154, 158</p> <p><b>Teacher Guide 2:</b> 22, 26, 28, 34, 40, 42, 46, 51, 58, 64, 70, 76, 78, 81, 82, 94, 98, 99, 100, 106, 110, 112, 114, 118, 130, 135, 136, 142, 148, 154</p> <p><b>Teacher Guide 3:</b> 22, 28, 34, 40, 46, 58, 60, 63, 64, 70, 76, 78, 106, 112, 117, 118, 130, 141, 142, 148, 154</p> <p><b>Teacher Guide 4:</b> 22, 28, 31, 39, 40, 51, 58, 64, 70, 76, 77, 78, 80, 81, 82, 94, 98, 106, 112, 118, 122, 123, 130, 135, 136, 140, 142, 148, 150, 152, 154, 158</p> <p><b>Teacher Guide 5:</b> 28, 34, 39, 40, 46, 64, 70, 76, 82, 94, 100, 110, 112, 118, 130, 136, 138, 142, 144, 146, 148, 152</p> <p><b>Teacher Guide 6:</b> 28, 32, 34, 36, 38, 40, 46, 47, 51, 58, 62, 63, 64, 66, 68, 70, 74, 76, 78, 82, 94, 98, 100, 106, 112, 118, 122, 130, 136, 140, 142, 146, 148, 150, 154</p>

	<p><b>Teacher Guide 7:</b> 22, 26, 28, 30, 32, 34, 37, 40, 46, 48, 58, 59, 60, 62, 64, 68, 70, 73, 75, 76, 78, 80, 82, 83, 87, 94, 98, 100, 102, 106, 110, 112, 114, 116, 118, 120, 130, 136, 142, 148, 149, 154, 155, 158</p> <p><b>Teacher Guide 8:</b> 22, 23, 24, 25, 26, 27, 28, 32, 34, 40, 44, 46, 47, 48, 49, 58, 60, 62, 64, 68, 70, 74, 75, 76, 82, 84, 86, 94, 96, 98, 101, 102, 103, 106, 109, 110, 116, 118, 119, 120, 121, 122, 136, 137, 138, 139, 142, 145, 146, 148, 150, 151, 152, 154, 155, 156</p> <p><b>Teacher Guide 9:</b> 22, 25, 28, 30, 34, 36, 40, 44, 46, 51, 58, 60, 65, 66, 68, 75, 76, 82, 94, 96, 98, 100, 104, 106, 110, 112, 116, 118, 120, 130, 136, 138, 142, 146, 148, 154, 156</p> <p><b>Resources:</b>  <b>15 Music CDs</b> - <i>Leaping Literacy</i> CD, <i>Moving to Math</i> CD, <i>Camino a las matemáticas</i> CD, <i>Dr. Jean on Frog Street</i> CD, <i>Canciones de ti y mí • Songs of You and Me</i> Bilingual CD, <i>Canciones de los animalitos • Songs of Little Creatures</i> Bilingual CD, <i>Canciones para aprender con diversión • Songs of Learning Fun</i> Bilingual CD, <i>Canciones de nuestra tierra • Songs of Our Earth</i> Bilingual CD, <i>Frog Street Friends</i> CD, <i>Feelin' Froggy</i> CD, <i>Cantarín</i> CD, <i>Spanish Listening</i> CD, <i>English Listening</i> CD, <i>Nursery Rhyme</i> CD, <i>It Starts in the Heart</i> CD</p>
<p><b>Creative Movement &amp; Dance</b>  The use of the body to move to music and express oneself</p>	<p><b>Teacher Guide 1:</b> 28, 39, 40, 47, 58, 64, 103, 118, 136, 142, 148</p> <p><b>Teacher Guide 2:</b> 47, 51, 117, 118, 142, 148</p> <p><b>Teacher Guide 3:</b> 40, 49, 51, 58, 64, 76, 82, 94, 106, 118, 142, 148, 154</p> <p><b>Teacher Guide 4:</b> 22, 82, 123, 130, 135, 142</p> <p><b>Teacher Guide 5:</b> 22, 34, 37, 46, 82, 130, 136, 139, 142, 147</p> <p><b>Teacher Guide 6:</b> 22, 34, 40, 46, 64, 94, 100, 106, 130, 133, 135, 136, 142</p> <p><b>Teacher Guide 7:</b> 40, 42, 46, 48, 49, 61, 70, 76, 82, 94, 100, 118, 136, 142, 148, 154</p> <p><b>Teacher Guide 8:</b> 28, 40, 46, 94, 100, 112, 148</p> <p><b>Teacher Guide 9:</b> 34, 70, 76, 82, 94, 112, 118, 142, 148, 154.</p>
<p><b>Art</b>  The use of a range of media and materials to create drawings, pictures, or other objects</p>	<p><b>Teacher Guide 1:</b> 25, 27, 31, 37, 43, 45, 51, 61, 67, 69, 79, 85, 87, 103, 105, 109, 115, 117, 121, 133, 139, 143, 145, 147, 151, 153, 159</p> <p><b>Teacher Guide 2:</b> 25, 27, 37, 43, 61, 63, 67, 69, 71, 73, 75, 81, 85, 87, 95, 97, 103, 109, 121, 133, 139, 147, 151, 157, 159</p> <p><b>Teacher Guide 3:</b> 27, 37, 39, 45, 49, 61, 67, 77, 79, 83, 85, 97, 103, 105, 145, 151, 153, 157;</p> <p><b>Teacher Guide 4:</b> 31, 33, 45, 49, 61, 63, 73, 74, 75, 85, 87, 97, 103, 109, 153, 157</p> <p><b>Teacher Guide 5:</b> 39, 43, 51, 63, 67, 69, 73, 79, 81, 85, 111, 115, 121, 133, 147, 151, 157</p>

	<p><b>Teacher Guide 6:</b> 25, 27, 43, 49, 51, 57, 67, 93, 99, 103, 109, 115, 133, 135, 137, 138, 139, 141, 143, 144, 145, 147, 157, 159</p> <p><b>Teacher Guide 7:</b> 25, 31, 37, 39, 49, 51, 63, 81, 85, 97, 99, 109, 111, 115, 117, 121, 123, 133, 135, 139, 151, 153</p> <p><b>Teacher Guide 8:</b> 27, 37, 45, 49, 59, 61, 68, 71, 79, 81, 99, 115, 133, 151, 157</p> <p><b>Teacher Guide 9:</b> 27, 37, 39, 61, 67, 68, 69, 73, 79, 81, 85, 95, 97, 103, 109, 110, 115, 117, 121, 129, 133, 135, 137, 139, 141, 145, 151, 157, 159</p> <p><b>Resources:</b> Creativity Station</p>
<p><i>Drama</i> The portrayal of events, characters, or stories through acting and using props and language</p>	<p><b>Teacher Guide 1:</b> 43, 46, 49, 69, 73, 75, 77, 83, 106, 111, 112</p> <p><b>Teacher Guide 2:</b> 25, 45, 81, 117, 138</p> <p><b>Teacher Guide 3:</b> 41, 62, 111, 112, 115, 121, 122, 123, 137, 153, 159</p> <p><b>Teacher Guide 4:</b> 30, 31, 37, 43, 49, 66, 69, 79, 109, 113, 115, 121, 133, 157</p> <p><b>Teacher Guide 5:</b> 29, 34, 41, 46, 50, 60, 61, 64, 84, 85, 87, 102, 104, 111, 141</p> <p><b>Teacher Guide 6:</b> 59, 64, 76, 103, 131, 136, 148</p> <p><b>Teacher Guide 7:</b> 24, 43, 85, 87, 94, 102, 106, 111, 113, 121, 130, 132, 153, 156, 157, 158, 159</p> <p><b>Teacher Guide 8:</b> 25, 28, 30, 31, 32, 33, 34, 40, 62, 64, 65, 66, 67, 69, 70, 76, 80, 94, 101, 103, 110, 116, 118, 133, 136, 137, 151, 156</p> <p><b>Teacher Guide 9:</b> 22, 28, 31, 34, 48, 51, 58, 65, 77, 83, 85, 95, 104, 121, 157</p> <p><b>Resources:</b> Strategy Card U - Dramatic Expression, large Fanny Frog puppet for each teacher, Pretend and Learn Center; Library and Listening Center</p>
<b>Social Studies Knowledge &amp; Skills</b>	
<p><i>Self, Family, &amp; Community</i> The understanding of one's relationship to the family and community, roles in the family and community, and respect for diversity</p>	<p><b>Teacher Guide 1:</b> 23, 28, 35, 38, 39, 42, 43, 44, 45, 47, 48, 49, 51, 58, 61, 64, 68, 82, 101, 107, 108, 109, 110, 114, 115, 121, 143.</p> <p><b>Teacher Guide 2:</b> 23, 24, 26, 27, 29, 30, 32, 33, 35, 37, 38, 41, 42, 44, 47, 48, 60, 61, 65, 76, 77, 83, 84, 85, 87, 96, 98, 99, 101, 104, 106, 107, 130, 131, 132, 133, 134, 135, 137, 138, 143, 144, 146, 147, 149, 153, 155, 156, 157, 158, 159</p> <p><b>Teacher Guide 3:</b> 23, 28, 35, 47, 61, 77, 83, 95, 115, 117, 118, 119, 120</p> <p><b>Teacher Guide 4:</b> 23, 24, 27, 30, 35, 40, 41, 59, 71, 75, 77, 78, 80, 101, 102, 103, 104, 108, 109, 113, 114, 115, 116, 123</p> <p><b>Teacher Guide 5:</b> 39, 42, 47, 51, 63, 72, 75, 103, 113, 119, 120, 121, 123, 157</p>

	<b>Teacher Guide 6:</b> 31, 38, 44, 61, 65, 66, 67, 82, 84, 85, 86, 97, 105, 137, 139 <b>Teacher Guide 7:</b> 27, 45, 67, 71, 73, 79, 95, 107, 121, 131, 133, 137, 149, 150, 152 <b>Teacher Guide 8:</b> 25, 26, 27, 33, 60, 87, 107, 108, 109, 119, 121, 122, 135, 157 <b>Teacher Guide 9:</b> 25, 27, 33, 59, 65, 66, 68, 72, 73, 80, 95, 96, 97, 102, 107, 108, 139, 147, 151, 156
<i>People &amp; the Environment</i> The understanding of the relationship between people and the environment in which they live	<b>Teacher Guide 2:</b> 147 <b>Teacher Guide 3:</b> 20 <b>Teacher Guide 7:</b> 137, 138, 13 <b>Teacher Guide 9:</b> 102, 106, 107, 108, 111, 112, 113, 114, 115, 117, 118, 119, 123, 131, 132, 133 <b>Resources:</b> Theme Books (English and Spanish)
<i>History &amp; Events</i> The understanding that events happened in the past and how these events relate to one's self, family, and community	<b>Teacher Guide 1:</b> 30, 31, 33, 86, 87, 141, 158, 159 <b>Teacher Guide 2:</b> 23 <b>Teacher Guide 3:</b> 50, 51, 86, 87, 158 <b>Teacher Guide 4:</b> 44, 60, 61, 66, 67, 80, 87, 98, 99, 104, 105, 110, 111, 114, 115, 116, 117, 120, 121, 122, 133, 151, 157 <b>Teacher Guide 5:</b> 158 <b>Teacher Guide 6:</b> 61, 123 <b>Teacher Guide 7:</b> 115, 146, 147, 157 <b>Teacher Guide 8:</b> 131, 132, 133 <b>Teacher Guide 9:</b> 24, 33, 42, 48, 49, 50, 51, 60, 61, 62, 64, 66, 67, 72, 74, 75, 78, 79, 111, 115, 132, 133, 137, 139, 146, 152, 153, 158, 159 Precursor skill: This includes learning opportunities for children to describe concepts associated with the passage of time
<b>English Language Development</b>	
<i>Receptive English Language Skills</i> The ability to comprehend or understand the English language	<b>Teacher Guide 1:</b> 24, 26, 30, 32, 37, 38, 42, 44, 50, 60, 62, 67, 74, 78, 80, 83, 84, 96, 98, 109, 110, 114, 116, 120, 122, 132, 134, 138, 144, 146, 150, 156, 158 <b>Teacher Guide 2:</b> 24, 30, 31, 32, 38, 42, 43, 47, 49, 50, 60, 62, 66, 68, 72, 74, 78, 80, 84, 85, 86, 98, 102, 104, 108, 110, 113, 114, 116, 119, 120, 122, 133, 134, 138, 140, 146, 152, 157, 158 <b>Teacher Guide 3:</b> 24, 30, 36, 38, 60, 62, 72, 80, 104, 110, 116, 120, 122, 134, 139, 157, 158;

	<p><b>Teacher Guide 4:</b> 25, 26, 30, 32, 44, 48, 50, 60, 62, 64, 68, 72, 74, 80, 96, 98, 103, 110, 114, 138, 156, 158</p> <p><b>Teacher Guide 5:</b> 25, 42, 50, 66, 68, 74, 84, 116, 122, 132, 144, 146, 157, 158</p> <p><b>Teacher Guide 6:</b> 26, 32, 37, 44, 48, 50, 60, 62, 66, 68, 72, 74, 78, 79, 80, 84, 85, 86, 96, 98, 102, 104, 108, 110, 114, 121, 122, 133, 138, 140, 144, 146, 150, 152, 157, 158</p> <p><b>Teacher Guide 7:</b> 26, 30, 32, 38, 44, 50, 62, 66, 68, 72, 74, 78, 79, 80, 85, 86, 98, 104, 116, 122, 134, 151, 158</p> <p><b>Teacher Guide 8:</b> 24, 26, 60, 72, 74, 78, 79, 80, 84, 85, 86, 98, 104, 108, 110, 115, 116, 121, 133, 138, 140, 145, 146, 151, 156, 158</p> <p><b>Teacher Guide 9:</b> 24, 26, 30, 31, 36, 42, 44, 49, 67, 85, 115, 116, 134, 145</p> <p><b>Resources:</b> <i>Strategies for English Language Learners</i> Resource Guide</p>
<p><i>Expressive English Language Skills</i> The ability to speak or use English</p>	<p><b>Teacher Guide 1:</b> 24, 42, 44, 50, 60, 62, 74, 78, 80, 83, 84, 87, 96, 114, 116, 120, 132, 134</p> <p><b>Teacher Guide 2:</b> 24, 26, 30, 31, 38, 42, 43, 49, 50, 67, 74, 78, 79, 86, 108, 109, 114, 120;</p> <p><b>Teacher Guide 3:</b> 24, 30, 66, 96, 133, 139, 157</p> <p><b>Teacher Guide 4:</b> 25, 30, 37, 44, 60, 61, 66, 80, 85, 86, 97, 98, 103, 109, 114, 120, 132, 133, 134, 138</p> <p><b>Teacher Guide 5:</b> 31, 32, 42, 50, 73, 84, 96, 98, 108, 116, 132, 138, 157</p> <p><b>Teacher Guide 6:</b> 26, 37, 60, 66, 72, 74, 78, 79, 96, 97, 110, 114, 121, 133, 138, 157;</p> <p><b>Teacher Guide 7:</b> 32, 66, 72, 78, 79, 85, 86, 144, 146</p> <p><b>Teacher Guide 8:</b> 24, 60, 67, 73, 85, 97, 104, 108, 115, 116, 121, 133, 138, 145, 151, 156</p> <p><b>Teacher Guide 9:</b> 24, 30, 31, 42, 43, 48, 49, 67, 73, 79, 85, 102, 103, 115, 133, 138, 139, 145, 151, 157</p> <p><b>Resources:</b> <i>Strategies for English Language Learners</i> Resource Guide</p>
<p><i>Engagement in English Literacy Activities</i> Understanding and responding to books, storytelling, and songs presented in English</p>	<p><b>Teacher Guide 1:</b> 22, 23, 28, 29, 34, 35, 40, 41, 46, 47, 59, 59, 64, 65, 70, 71, 76, 77, 82, 83, 94, 95, 100, 101, 106, 107, 112, 113, 118, 119, 130, 131, 136, 137, 142, 143, 148, 149, 154, 155</p> <p><b>Teacher Guide 2:</b> 22, 23, 28, 29, 34, 35, 40, 41, 46, 47, 59, 59, 64, 65, 70, 71, 76, 77, 82, 83, 94, 95, 100, 101, 106, 107, 112, 113, 118, 119, 130, 131, 136, 137, 142, 143, 148, 149, 154, 155</p> <p><b>Teacher Guide 3:</b> 22, 23, 28, 29, 34, 35, 40, 41, 46, 47, 59, 59, 64, 65, 70, 71, 76, 77, 82, 83, 94, 95, 100, 101, 106, 107, 112, 113, 118, 119, 130, 131, 136, 137, 142, 143, 148, 149, 154,</p>

155	<b>Teacher Guide 4:</b> 22, 23, 28, 29, 34, 35, 40, 41, 46, 47, 59, 59, 64, 65, 70, 71, 76, 77, 82, 83, 94, 95, 100, 101, 106, 107, 112, 113, 118, 119, 130, 131, 136, 137, 142, 143, 148, 149, 154,
155	<b>Teacher Guide 5:</b> 22, 23, 28, 29, 34, 35, 40, 41, 46, 47, 59, 59, 64, 65, 70, 71, 76, 77, 82, 83, 94, 95, 100, 101, 106, 107, 112, 113, 118, 119, 130, 131, 136, 137, 142, 143, 148, 149, 154,
155	<b>Teacher Guide 6:</b> 22, 23, 28, 29, 34, 35, 40, 41, 46, 47, 59, 59, 64, 65, 70, 71, 76, 77, 82, 83, 94, 95, 100, 101, 106, 107, 112, 113, 118, 119, 130, 131, 136, 137, 142, 143, 148, 149, 154,
155	<b>Teacher Guide 7/22:</b> 23, 28, 29, 34, 35, 40, 41, 46, 47, 59, 59, 64, 65, 70, 71, 76, 77, 82, 83, 94, 95, 100, 101, 106, 107, 112, 113, 118, 119, 130, 131, 136, 137, 142, 143, 148, 149, 154,
155	<b>Teacher Guide 8:</b> 22, 23, 28, 29, 34, 35, 40, 41, 46, 47, 59, 59, 64, 65, 70, 71, 76, 77, 82, 83, 94, 95, 100, 101, 106, 107, 112, 113, 118, 119, 130, 131, 136, 137, 142, 143, 148, 149, 154,
155	<b>Teacher Guide 9:</b> 22, 23, 28, 29, 34, 35, 40, 41, 46, 47, 59, 59, 64, 65, 70, 71, 76, 77, 82, 83, 94, 95, 100, 101, 106, 107, 112, 113, 118, 119, 130, 131, 136, 137, 142, 143, 148, 149, 154,

**FROG STREET PRE-K**  
**MATH WEEKLY**  
**SCOPE AND SEQUENCE**





# Frog Street Pre-K Math

*Frog Street Pre-K* draws upon an impressive body of research that outlines how young children as early as three years of age are capable of engaging and exploring fundamental yet surprisingly complex mathematical ideas. This program provides purposeful, engaging mathematical investigations and activities that build upon children's informal understandings of patterns, number, measurement, and shape. The following overview summarizes the knowledge and skills that children will learn in relation to critical content domains specified and recommended by the National Council of Teachers of Mathematics (NCTM) :

## Number and Operations

*Understanding quantity and numerical relationships*

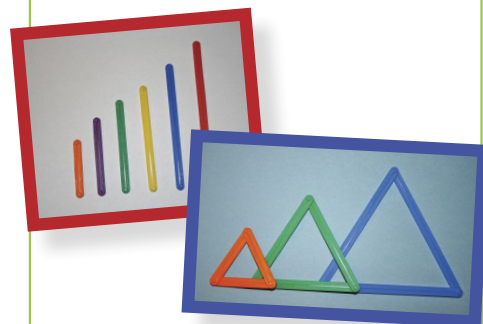
Children learn to correspond the verbal sequence of numbers (1,2,3,4,5,6,7,8,9...) in a one-to-one relationship with sets of concrete, pictorial, and auditory collections and understand that the last counting word in the sequence tells how many there are all together. They engage in meaningful activities that lead to understanding and applying patterns; counting as sense-making strategies for naming, combining, separating; and comparing quantities and quantifying data.



## Geometry and Spatial Awareness

*Understanding shape, location, and spatial transformations*

Children learn to recognize and describe the attributes of two- and three-dimensional shapes and understand how shapes are alike and different. They also learn to describe an object's location in relation to other objects and how a shape's orientation changes when it moves by sliding, flipping, or turning in space. Children participate in activities in which they use concrete materials to compare, build, and take apart shapes, as well as move objects to make various visual and spatial transformations.



## Measurement

*Quantifying and comparing space length, weight, area, and volume*

Children directly compare measurable attributes, including length, weight, area, and volume using such language as *longer, shorter, heavier, wider, and fuller*. They begin to compare, measure, and order various objects using nonstandard units (for example, cubes, string) as well as formal tools, such as a balance scale.



## Data Collection and Analysis

Children build the foundations of data collection and analysis as they describe, sort, and compare physical and mathematical characteristics such as size, quantity, or shape.

## Classification and Patterning

*Sorting, grouping, and repeating a core of objects*

Children enjoy rummaging through collections of materials, such as buttons, feathers, and rocks, and making groups with these items based on noticeable similarities. This informal activity is a foundation to classification—a form of logic and reasoning that mathematicians and scientists use to represent and explain relationships and establish categories.

Children learn to identify, extend, and create repeating patterns. By breaking a pattern a part in order to see its repeating core, children develop an appreciation for concepts related to structure, relationships, and change, which are fundamental to the study of mathematics and algebraic reasoning.

# Frog Street Pre-K

## Math Weekly Scope and Sequence

## Theme 1: My School and Me

### Mi escuela y yo

Week	Domain & Concept	Big Idea & Enduring Understanding	Learning Outcome	Knowledge & Skills Practice
Week 1	Free Exploration of Materials	Mathematicians use objects and words to describe number, space, and data.	Children will develop dispositions for exploring, describing, and quantifying mathematical phenomenon and relationships.	<ul style="list-style-type: none"> <li>Exploring materials</li> <li>Describing attributes</li> <li>Storing and taking care of materials.</li> </ul>
Spiraling & Numerical Fluency →				<ul style="list-style-type: none"> <li>Participating in classroom routines and identifying the daily schedule (sequencing events).</li> </ul>
Week 2	Geometry & Spatial Relationships	Weight, capacity, and time can be described through direct comparison.	Children will identify and describe the relative location of objects in space using mathematical language.	<ul style="list-style-type: none"> <li>Identifying and describing positions, such as above, below, between, in front of, in back of, and on top</li> <li>Identifying and exploring locations inside of quadrants—e.g., <i>above, below, left and right</i>.</li> </ul>
Spiraling & Numerical Fluency →				<ul style="list-style-type: none"> <li>Counting objects in one-to-one correspondence in any order from left to right or right to left.</li> </ul>
Week 3	Data Analysis	Words and numbers are used to describe and quantify data.	Children will use language to describe the attributes and properties of concrete objects (data).	<ul style="list-style-type: none"> <li>Identifying and differentiating among attributes related to shape, number, and size.</li> <li>Sorting by two categories</li> <li>Organizing data.</li> <li>Rote counting from 1 to 10.</li> <li>Numeral recognition 0-5</li> <li>Identifying and copying repeating patterns</li> </ul>
Spiraling & Numerical Fluency →				
Week 4	Measurement	Objects and time intervals can be identified, described, and compared by their measureable attributes.	Children will identify and describe objects and time intervals through direct comparison of measurable attributes, including length, height, weight, and capacity.	<ul style="list-style-type: none"> <li>Identifying and differentiating among measurable attributes related to length and height—e.g., <i>tall, short and long</i>.</li> <li>Identifying and differentiating among measurable attributes related to weight—e.g., <i>heavy and light</i>.</li> <li>Identifying and differentiating among measurable attributes related to capacity—e.g., <i>full and empty</i>.</li> <li>Identifying and differentiating among various dimensions on 3-dimensional objects—e.g., <i>standing up vertically, laying down horizontally</i>—in order to directly compare objects by size and capacity.</li> <li>Directly comparing intervals of time by duration—e.g., <i>longer than and shorter than</i>.</li> <li>Enumerating concrete objects in one-to-one correspondence.</li> </ul>
Spiraling & Numerical Fluency →				

# Frog Street Pre-K

## Math Weekly Scope and Sequence

## Theme 2: My Family and Friends

### Mi familia y mis amigos

Week	Domain & Concept	Big Idea & Enduring Understanding	Learning Outcome	Knowledge & Skills Practice
Week 5	Number & Operations	Mathematicians use a variety of strategies to quantify and compare the relative sizes of discrete sets.	Children will explore and practice a variety of strategies—e.g., <i>counting, one-to-one matching, subitizing (instantaneous recognition)</i> —in order to determine the cardinal value (how many) of a set of discrete objects.	<ul style="list-style-type: none"> <li>Rote counting to 10</li> <li>Matching sets of objects in a one-to-one correspondence.</li> <li>Instantaneous recognition of quantities to 4.</li> <li>Representing quantities with discrete objects.</li> <li>Counting objects in one-to-one correspondence in any order from left to right, right to left, top to bottom, and bottom to top.</li> <li>Developing strategies—e.g., <i>moving items from one location to another</i>—for keeping track of a count.</li> <li>Recognizing and identifying numerals 0-9.</li> <li>Identifying repeating patterns</li> <li>Comparing likenesses and differences</li> </ul>
Spiraling & Numerical Fluency →				
Week 6	Geometry & Spatial Sense	Objects can be described and identified by their 2- and 3-dimensional attributes.	Children will learn formal geometric vocabulary to identify and describe 2- and 3-dimensional attributes on a variety of real-life and plane figures.	<ul style="list-style-type: none"> <li>Describing and identifying 3-dimensional objects using formal mathematical vocabulary, such as sphere, prism, pyramid, and cube.</li> <li>Describing and identifying the 2-dimensional attributes of triangles, quadrilaterals, and circles.</li> <li>Composing 2-dimensional shapes—e.g., <i>triangles, squares, and circles</i>—using concrete materials.</li> <li>Naming and describing small quantities to 4</li> <li>Directly comparing measurable attributes—e.g., <i>wide, skinny, narrow, etc.</i></li> </ul>
Spiraling & Numerical Fluency →				
Week 7	Geometry & Spatial Sense	Spatial transformations and relationships among 2-dimensional figures and can be described through direct comparison of likenesses and differences.	Children will learn formal geometric vocabulary describing 2-dimensional attributes in order to directly compare likenesses, differences, and transformations among straight-sided figures (polygons).	<ul style="list-style-type: none"> <li>Comparing and contrasting 2-dimensional attributes on a variety of triangles, quadrilaterals, and other straight-sided figures.</li> <li>Describing and comparing transformations (e.g., <i>slides, reflections, and rotations</i>) applied to 2-dimensional figures.</li> </ul>
Spiraling & Numerical Fluency →				<ul style="list-style-type: none"> <li>Counting out sets of objects to 5</li> </ul>
Week 8	Classification (Geometry & Data Analysis)	2-dimensional figures and everyday objects can be classified into hierarchal systems and categorical relationships.	Children will classify a small collection of objects by multiple attributes using a variety of strategies—e.g., <i>analyzing likenesses and differences</i> —and representational systems—e.g. <i>Venn diagrams</i> .	<ul style="list-style-type: none"> <li>Identifying and describing likenesses and differences among a collection of objects using a Venn diagram.</li> <li>Sorting concrete objects by multiple attributes.</li> <li>Representing and organizing data.</li> </ul>
Spiraling & Numerical Fluency →				<ul style="list-style-type: none"> <li>Counting to 10 in one-to-one correspondence</li> <li>Identifying numerals to 12</li> <li>Counting, comparing, and identifying quantities to 5.</li> </ul>

# Frog Street Pre-K

## Math Weekly Scope and Sequence

# Theme 3: Giants

## Los gigantes

Week	Domain & Concept	Big Idea & Enduring Understanding	Learning Outcome	Knowledge & Skills Practice
Week 9	Measurement	The relative size of objects and the duration of time intervals can be determined through direct comparison to a non-standard, referent unit.	Children will begin to understand that comparisons and approximations of size (e.g., height, length, area, and capacity) and time are relative based on a referent unit of measurement.	<ul style="list-style-type: none"> <li>Sorting and directly comparing concrete objects by length, height, capacity, and area.</li> <li>Informally comparing time intervals lasting longer than/ shorter than one minute.</li> <li>Exploring tools used to measure size (e.g., rulers), and time (e.g., clocks).</li> <li>Informally exploring the concept of relativity.</li> <li>Counting and comparing sets of objects to 5.</li> <li>Filling 2-dimensional outlines and composing shapes out of smaller size units.</li> <li>Identifying and copying simple repeating patterns</li> </ul>
		Spiraling & Numerical Fluency →		
Week 10	Measurement	Weight, capacity, and time can be described through direct comparison.	Children will use direct comparison as a strategy to order events in time as well as to measure and determine the weight and capacity of concrete objects.	<ul style="list-style-type: none"> <li>Making weight comparisons (e.g., <i>heavier/ lighter than</i>) using a balance scale.</li> <li>Using direct comparison to describe and determine capacity (e.g., <i>holds more/less</i>).</li> <li>Ordering events by before and after.</li> <li>Describing and comparing geometrical attributes of 3-dimensional objects.</li> <li>Describing the relative position of objects.</li> <li>Sorting a collection of objects into 2 groups.</li> <li>Counting sets of objects to 5</li> </ul>
		Spiraling & Numerical Fluency →		
Week 11	Number & Operations	Numbers are used to describe ordinal and cardinal values.	Children will count sets of objects to 10 in vertical and horizontal arrangements and describe each object's relative location to the other using ordinal values (e.g., <i>first, second, third, fourth, and last</i> ).	<ul style="list-style-type: none"> <li>Counting sets of objects (up to 10) using one-to-one correspondence.</li> <li>Understanding that the last count tells how many objects are in a set and that the order in which those items are counted does not change the set's cardinal value.</li> <li>Identifying and describing ordinal values—e.g. <i>first, second, third, fourth, and fifth</i>.</li> <li>Identifying and ordering numerals (0-10).</li> <li>Comparing and describing weight.</li> </ul>
		Spiraling & Numerical Fluency →		
Week 12	Patterns & Algebra	Patterns can be used to identify and describe structure as well as to make sense of change by estimating or determining predictable outcomes.	Children will describe the order of a series of objects, movements, or sounds within an arrangement so as to identify a predictable structure for determining what comes next in a pattern.	<ul style="list-style-type: none"> <li>Copying and identifying repeating patterns.</li> <li>Determining what comes next in a series of movements, sounds, and objects arranged in a pattern.</li> <li>Describing and identifying an objects position—e.g., <i>above/ below, on top/ bottom</i>.</li> <li>Describing first, second, and last in a series.</li> <li>Sorting objects into two groups.</li> <li>Representing and organizing data on graphs.</li> <li>Counting sets of objects to</li> <li>Naming and identifying numerals (1-12).</li> </ul>
		Spiraling & Numerical Fluency →		

# Frog Street Pre-K

## Math Weekly Scope and Sequence

## Theme 4: Choices Decisiones

Week	Domain & Concept	Big Idea & Enduring Understanding	Learning Outcome	Knowledge & Skills Practice
Week 13	Patterns & Algebra	Patterns are composed of variables that change in a consistent and coherent structure as explained by a core rule (e.g., function).	Children will identify and describe a sequence of events/ actions or an arrangement of objects that repeat in a consistent and coherent structure so as to determine what comes next or to describe how quantities change.	<ul style="list-style-type: none"> <li>Copying and extending simple patterns (AB and ABB and ABC).</li> <li>Describing and identifying a pattern core—e.g., the AB unit within an ABABAB pattern.</li> <li>Describing the order and sequence of events and objects.</li> </ul>
		Spiraling & Numerical Fluency →		<ul style="list-style-type: none"> <li>Identifying and naming numerals 1-12.</li> <li>Counting forward and backward 1 to 5 and 5 to 1.</li> <li>Representing and organizing data on graphs.</li> </ul>
Week 14	Geometry & Spatial Sense	3-dimensional figures can be described by their 2-dimensional attributes.	Children will decompose (break apart) 2- and 3-dimensional figures in order to identify and describe 2-dimensional features—e.g., circles, rectangles, and triangles.	<ul style="list-style-type: none"> <li>Identifying and describing 3-dimensional solids—spheres, rectangular prisms, and ovoids—and 2-dimensional plane figures—circles, ovals, triangles, and rectangles—using informal and formal language.</li> <li>Decomposing wholes into halves along vertical and horizontal lines of symmetry.</li> <li>Recreating images from spatial memory using concrete objects.</li> </ul>
		Spiraling & Numerical Fluency →		<ul style="list-style-type: none"> <li>Representing and organizing data on graphs.</li> <li>Describing the sequence of events.</li> <li>Counting and telling how many.</li> </ul>
Week 15	Measurement (Time)	Time is described by its duration in relation to other events and is measured by a hierarchy of units—minutes, hours, days, months, and years.	Children will describe intervals of time as lasting longer/ shorter than various events and order them in relation to days of the week, months of the year, and when they occur—e.g., before and after.	<ul style="list-style-type: none"> <li>Identifying and ordering the days of the week and months of the year.</li> <li>Describing and ordering events as taking place before or after other events.</li> <li>Sequencing and ordering events by night and day and on a daily schedule.</li> </ul>
		Spiraling & Numerical Fluency →		<ul style="list-style-type: none"> <li>Identifying and ordering numerals (0-10).</li> <li>Counting sets of objects to 12 using one-to-one correspondence.</li> <li>Identifying and representing repeating patterns.</li> </ul>
Week 16	Number & Operations	Establishing equivalency among sets of discrete objects involves a variety of strategies and operations that involve comparison—e.g. finding differences.	Children will use a variety of strategies—e.g., matching sets of objects in a one-to-one relationship, equal distribution (sharing), counting—and language such as more than/ less than/ same number as in order to compare two quantities.	<ul style="list-style-type: none"> <li>Matching sets of objects in one-to-one relationships in order to describe how many more or less or to determine equivalency.</li> <li>Making equal sets by distributing objects one-by-one.</li> <li>Counting two sets in order to determine which has more/less or the same amount.</li> </ul>
		Spiraling & Numerical Fluency →		<ul style="list-style-type: none"> <li>Matching equivalent sets to 5.</li> <li>Rote counting to 20.</li> <li>Using a number line to identify and label numerals.</li> <li>Composing shapes using smaller shapes.</li> <li>Organizing and graphing data on charts.</li> <li>Identifying and representing repeating patterns.</li> </ul>

Week	Domain & Concept	Big Idea & Enduring Understanding	Learning Outcome	Knowledge & Skills Practice
<b>Week 17</b>	<b>Number &amp; Operations</b>	A whole (whether in the form of a continuous quantity or a set of discrete objects) can be represented by the sum of its parts.	Children will compose and decompose continuous and discrete quantities into parts in relation to a whole.	<ul style="list-style-type: none"> <li>Breaking larger quantities into smaller units and understanding how this process determines/ affects the number of counts—e.g., <i>the smaller the size of the unit, the larger the number of counts.</i></li> <li>Quantifying a whole by the sum of its parts.</li> <li>Composing and identifying a whole by its various combinations of parts—e.g., <i>5 is 4 and 1, 3 and 2, etc.</i></li> <li>Keeping track of an accumulation of counts.</li> <li>Identifying and creating repeating patterns.</li> <li>Filling a 2-dimensional outline with discrete objects.</li> <li>Matching identical pairs.</li> </ul>
Spiraling & Numerical Fluency →				
<b>Week 18</b>	<b>Measurement</b>	Objects and quantities can be measured, described and ordered by size through indirect comparison (transitivity).	Children will use indirect comparison to order 3 or more objects and quantities by size relationships—e.g., tallest to shortest, fewest to greatest.	<ul style="list-style-type: none"> <li>Describing transitive relationships using comparative language such as largest, smallest, etc.</li> <li>Ordering objects by size—e.g., from tallest to shortest, smallest to largest, etc.</li> <li>Ordering sets of objects by size—e.g., fewest to greatest.</li> <li>Counting sets of objects to 5.</li> <li>Organizing, representing, and comparing data on graphs.</li> </ul>
Spiraling & Numerical Fluency →				
<b>Week 19</b>	<b>Number &amp; Operations</b>	Quantities change (e.g., increase or decrease) as a result of combining and separating actions.	Children will combine, separate and compare sets objects and tell how many for sums up to 10.	<ul style="list-style-type: none"> <li>Comparing two quantities using one-to-one correspondence in order to identify equivalent sets or to determine how many more/ less.</li> <li>Exploring and describing the changes to quantities and related patterns as a result of doubling.</li> <li>Combining and separating and telling how many.</li> <li>Beginning to count one-to-one to 20.</li> <li>Ordering 3 quantities from fewest to most.</li> <li>Exploring and describing transformations to 3-dimensional images due to reflections.</li> </ul>
Spiraling & Numerical Fluency →				
<b>Week 20</b>	<b>Number &amp; Operations, Measurement, and Spatial Relationships</b>	Numbers (expressed as ordinal values) are used to describe and order position, location, and a sequence of events.	Children will use a numerals, positional vocabulary (e.g., <i>before, after, in between</i> ), and ordinal values (e.g., <i>first, second, third, fourth, fifth</i> ) in order to describe the location of a series of objects or events.	<ul style="list-style-type: none"> <li>Arranging objects and events vertical and horizontal representations and describing relative position using words such as first, second, third, fourth, fifth, before, after, and in between.</li> <li>Using numerals to locate and name an object's or an event's position within a series.</li> <li>Measuring distances between two end points using continuous material (e.g., string) and ordering each length from shortest to longest.</li> <li>Describing and comparing an object's capacity by how much it can hold.</li> <li>Sorting data by two categories.</li> <li>Identifying numerals 0-9.</li> </ul>
Spiraling & Numerical Fluency →				

# Frog Street Pre-K

## Math Weekly Scope and Sequence

## Theme 6: 1 Build! 1 Create!

### ¡Puedo construir! ¡Puedo crear!

Week	Domain & Concept	Big Idea & Enduring Understanding	Learning Outcome	Knowledge & Skills Practice
Week 21	Geometry & Spatial Sense	2-dimensional figures can be composed or decomposed to make other 2-dimensional shapes as determined by various geometrical attributes—e.g. shape and number of sides, degree of angles, etc.	Children will compose and decompose 2-dimensional figures to make other 2-dimensional figures using a variety of concrete materials.	<ul style="list-style-type: none"> <li>Creating outlines of various shapes—circles and polygons—using concrete materials.</li> <li>Identifying shapes in the environment.</li> <li>Composing and taking apart 2-dimensional figures in order to describe their representative parts and geometrical attributes.</li> <li>Comparing and describing geometrical attributes of multi-sided polygons, including regular hexagons and octagons.</li> <li>Representing objects in the environment using any combination of two or more 2-dimensional shapes.</li> <li>Counting and comparing quantities in order to determine how many.</li> <li>Sorting 2-dimensional figures by multiple attributes.</li> </ul>
		Spiraling & Numerical Fluency →		
Week 22	Measurement	Measurements are relative according to the size of the unit used to calculate the measurement.	Children will compare and discuss the outcomes of various measurements taken by different size units.	<ul style="list-style-type: none"> <li>Determining the magnitude of two distances, weights, and capacities through direct comparison.</li> <li>Describing differences among different size units.</li> <li>Iterating and counting units in order to calculate measurements.</li> <li>Counting sets of objects to 10.</li> <li>Describing and identifying geometrical attributes.</li> <li>Organizing, representing, and comparing data on graphs.</li> </ul>
		Spiraling & Numerical Fluency →		
Week 23	Data Analysis (Classification) and Geometry & Spatial Sense,	Data (including 2- and 3-dimensional figures) can be classified and represented in multiple formats (charts, categories, etc.) in order to compare and describe corresponding attributes by likenesses and differences.	Children will classify a collection of objects in order to compare the representative data set by its geometrical (stack/ does not stack), quantitative (more/ less), and/ or qualitative (e.g., old and new) attributes.	<ul style="list-style-type: none"> <li>Describing and classifying 3-dimensional objects by their 2-dimensional features.</li> <li>Turning, flipping, and sliding 3-dimensional figures in order to describe and compare them.</li> <li>Sorting and comparing quantities by cardinal values.</li> <li>Sorting and comparing data by multiple attributes.</li> <li>Representing and comparing data on charts.</li> <li>Counting sets of objects to 10.</li> <li>Understanding that a quantity conserves its cardinal value regardless of how it is arranged or rearranged.</li> <li>Describing the relative position of objects</li> <li>Creating simple patterns.</li> </ul>
		Spiraling & Numerical Fluency →		
Week 24	Number & Operations,	Numbers are used to name and describe cardinal values and quantitative relationships.	Children will describe, label, and create sets of discrete objects (to 10) using strategies, such as counting, one-to-one matching, and reading numerals.	<ul style="list-style-type: none"> <li>Creating sets of objects to 10 using strategies, including counting, one-to-one correspondence, mental imaging of small quantities (subitizing), and reading numerals that label referent sets.</li> <li>Describing 1 attributes of 2-dimensional figures.</li> <li>Understanding that a quantity conserves its cardinal value regardless of how it is arranged or rearranged.</li> <li>Identifying numerals 0-9.</li> </ul>
		Spiraling & Numerical Fluency →		

# Frog Street Pre-K

## Math Weekly Scope and Sequence

## Theme 7: Things that Move

### Gosas que se mueven

<b>Week 25</b>	<b>Patterns &amp; Algebra</b>	<p>The base-ten number system operates within and can be expressed/ understood as a structure of patterns and numerical relationships.</p>	<p>Children will begin to create patterns by identifying and extending a simple pattern core-AB—and then connect this emerging understanding to how repeating patterns are expressed in the base ten number system, such as in skip counting and odd and even.</p>	<ul style="list-style-type: none"> <li>Representing movement and environmental patterns using concrete objects and symbols—<i>e.g.</i>, <i>colors</i>.</li> <li>Extending patterns to determining what comes next.</li> <li>Representing repeating patterns on a number line.</li> <li>Building patterns from a pattern core (unit).</li> <li>Decomposing patterns into their pattern core (unit).</li> <li>Transitioning between decades—<i>e.g.</i>, <i>29 to 30</i>.</li> <li>Exploring odd and even and two-to-one correspondence.</li> <li>Rote counting to 12 in patterned sequences of numbers, such as in groups of 2s, 3s, and 4s.</li> <li>Making sets to 10 using quantification strategies—<i>e.g.</i>, <i>counting or one-to-one matching</i>.</li> <li>Recognizing and naming numerals (0-12).</li> <li>Describing geometrical attributes related to orientation—<i>horizontal/ vertical—and symmetry</i>.</li> </ul>
<b>Spiraling &amp; Numerical Fluency</b> ➔				
<b>Week 26</b>	<b>Geometry &amp; Spatial Sense</b>	<p>Numbers and relative position can be described and represented as coordinates on a 2-dimensional grid.</p>	<p>Children will describe and identify locations and numerals represented on 2-by-2 quadrants, 3-by-3 coordinate grids, and horizontal and vertical number lines.</p>	<ul style="list-style-type: none"> <li>Identifying and describing locations within a 2 by 2 quadrant—top/bottom, right/left.</li> <li>Identifying numerals (1-10) ordered on vertical and horizontal number lines.</li> <li>Identifying and describing up/ down, left/ right, and diagonal movements.</li> <li>Moving from left to right and bottom to top on a 3 by 3 grid.</li> <li>Counting, comparing, and describing quantities to 4.</li> <li>Patterned rote counting to 10.</li> </ul>
<b>Spiraling &amp; Numerical Fluency</b> ➔				
<b>Week 27</b>	<b>Data Analysis</b>	<p>Data can be represented and organized in various formats in order to answer different types of qualitative and quantitative questions.</p>	<p>Children will collect, organize, and interpret quantitative (how many) and qualitative (what does this mean) data represented on Venn diagrams and bar-type and pictorial graphs.</p>	<ul style="list-style-type: none"> <li>Collecting, representing, and interpreting data on bar-type graphs, picture graphs, and Venn diagrams.</li> <li>Forming categories and sorting data into groups.</li> <li>Counting and comparing quantitative data on graphs.</li> <li>Describing and identifying positions—<i>e.g.</i>, <i>top/ bottom/ parallel</i>.</li> <li>Describing and identifying 2-dimensional attributes on 3-dimensional solids.</li> <li>Identifying and describing repeating patterns.</li> </ul>
<b>Spiraling &amp; Numerical Fluency</b> ➔				
<b>Week 28</b>	<b>Geometry &amp; Spatial Sense</b>	<p>Numbers and relative position can be described and represented as coordinates on a 2-dimensional grid.</p>	<p>Children will describe locations and direction in relation to top/ bottom and right/ left orientations on grids.</p>	<ul style="list-style-type: none"> <li>Identifying and describing relative location using a 2-by-2 or a 3-by-3 grid.</li> <li>Describing how an object's shape affects its motion.</li> <li>Describing motion related to transformations—<i>e.g.</i>, <i>turning</i>.</li> <li>Exploring maps.</li> <li>Counting and describing quantities to 10 in terms of parts and wholes.</li> </ul>
<b>Spiraling &amp; Numerical Fluency</b> ➔				

# Frog Street Pre-K

## Math Weekly Scope and Sequence

## Theme 8: Animals

### Los animales

<b>Week 29</b>	<b>Number &amp; Operations</b>	Cardinal values vary in relation to part-to-whole compositions and change as a result of joining and separating actions (operations) performed on respective quantities.	Children will use a variety of strategies—e.g., <i>1-to-1 matching, counting all (direct modeling, counting on, etc.)</i> —to combine quantities (with sums to 5) and describe part-part-whole compositions (no greater than 5) in order to determine how many.	<ul style="list-style-type: none"> <li>Combining two quantities and describing how many using a variety of counting strategies—e.g., <i>counting all (direct modeling) or counting on from any number.</i></li> <li>Describing and quantifying parts in relation to a whole (combinations of 5) using a variety of counting strategies—e.g., <i>see above.</i></li> <li>Using pictorial and symbolic expressions (e.g., <i>tally marks</i>) to represent quantities.</li> <li>Instantaneous recognition of small quantities to 5.</li> <li>Representing repeating patterns on a number line.</li> <li>Using 1-to-1 correspondence to compare two sets.</li> <li>Rote counting to 30.</li> </ul>
<b>Spiraling &amp; Numerical Fluency</b> ➔				
<b>Week 30</b>	<b>Number &amp; Operations</b>	Cardinal values vary in relation to part-to-whole compositions and change as a result of joining and separating actions (operations) performed on respective quantities.	Children will use a variety of strategies—e.g., <i>1-to-1 matching, counting all (direct modeling), counting on or backwards, recognizing 1 more/ one less patterns etc.</i> —to combine and separate and describe how many in sums up to 5.	<ul style="list-style-type: none"> <li>Combining two quantities and describing how many using a variety of counting strategies</li> <li>Separating a smaller quantity from a larger set and describing how many using a variety of strategies.</li> <li>Describing the result of a one-more/ one-less pattern performed on quantities (with sums to 5).</li> <li>Identifying numerals that come before or after a benchmark numeral on a number line.</li> <li>Counting forward to/ backward from 5.</li> <li>Creating and describing repeating patterns.</li> <li>Identifying numerals (0-9).</li> </ul>
<b>Spiraling &amp; Numerical Fluency</b> ➔				
<b>Week 31</b>	<b>Number &amp; Operations</b>	Cardinal values change as a result of joining, separating, and equalizing actions (operations) performed on respective quantities.	Children will describe changes to quantities due to joining, separating, or sharing actions and represent that information informally through dramatization, direct modeling, and pictorial or symbolic drawings.	<ul style="list-style-type: none"> <li>Describing and comparing changes in quantities as a result of combining or separating actions.</li> <li>Making pictorial representations of quantities that change due to combining or separating actions.</li> <li>Using numerals to describe cardinal (how many) and ordinal (first, second, third, etc.) values.</li> <li>Dividing (sharing) up to 10 items into 2 equal groups.</li> <li>Combining shapes to make new shapes.</li> <li>Ordering objects by size—from smallest to largest.</li> <li>Changing directions—e.g., from left to right.</li> </ul>
<b>Spiraling &amp; Numerical Fluency</b> ➔				
<b>Week 32</b>	<b>Number &amp; Operations and Measurement</b>	Quantities grow or decrease predictably due to functions (e.g., <i>'one more'/'one less' patterns, doubling, halving</i> ) or in less predictable ways as a result of uneven joining or separating actions.	Children will use direct modeling to describe and compare changes performed on quantities as a result of various numerical patterns (e.g., <i>adding one more/ taking away one less, doubling, halving</i> ) or actions (e.g., <i>joining or separating</i> ).	<ul style="list-style-type: none"> <li>Describing and comparing changes in quantities as a result of combining or separating actions, one-more/ one-less patterns, and adding/subtracting 0.</li> <li>Understanding that 0 represents an empty set.</li> <li>Making estimates using benchmarks or referent sets.</li> <li>Using symmetry to identify half of a discrete set.</li> <li>Rote counting to 20.</li> <li>Iterating non-standard units (cubes) along a length.</li> <li>Identifying numerals (1-10) on a number line.</li> <li>Creating simple repeating patterns.</li> </ul>
<b>Spiraling &amp; Numerical Fluency</b> ➔				

# Frog Street Pre-K

## Math Weekly Scope and Sequence

## Theme 9: Changes Cambios

<b>Week 33</b> <b>Geometry &amp; Spatial Sense</b>	Transformations ( <i>e.g., turns, flips, slides</i> ) applied to any 2-dimensional plane figure create changes in its orientation but not its overall structure and geometrical components— <i>e.g., number of sides, corners, etc.</i>	Children will perform slides, turns, and flips on 2-dimensional figures and describe and compare the resulting changes in the respective shapes' orientations and appearances as a result of those transformations.	<ul style="list-style-type: none"> <li>Combining shapes to make new shapes.</li> <li>Decomposing shapes into smaller constituent parts in order to visualize part-to-whole composition.</li> <li>Describing and visualizing transformations applied to 2-and 3-dimensional figures as a result of a shape's reorientation in space or decomposition into parts.</li> <li>Instantaneous recognition of small quantities to 5.</li> <li>Understanding that a quantity conserves its cardinal value regardless of how it is arranged or rearranged.</li> <li>Describing and identifying relative position.</li> <li>Describing similarities and differences by comparing geometrical attributes on 2-dimensional figures.</li> <li>Filling in outlines (area) with different size units.</li> </ul>
<b>Spiraling &amp; Numerical Fluency</b> ➔			
<b>Week 34</b> <b>Patterns &amp; Algebra</b>	The structure of certain quantifiable phenomenon can be expressed mathematically and symbolically as a function whereby identified variables correlate, operate, or change in a predictable manner.	Children will compose and decompose more complex patterns ( <i>e.g., ABCD</i> ) in order to represent changes in the environment (night and day, cycles of the 4 seasons) and describe the underlying structure of such phenomenon.	<ul style="list-style-type: none"> <li>Identifying, extending, and creating more complex patterns—ABC and ABCD.</li> <li>Decomposing complex patterns into their cores in order to identify the rule (repeating structure).</li> <li>Describing an object's relative position (<i>above/below</i>) or orientation (<i>horizontal/ vertical</i>).</li> <li>Counting and describing sets to 10.</li> <li>Describing dimensional geometric attributes (<i>e.g., round</i>) and direction (<i>e.g., going around</i>).</li> <li>Describing the predictable cycle and passage of time in terms of day and night and the months of the year.</li> </ul>
<b>Spiraling &amp; Numerical Fluency</b> ➔			
<b>Week 35</b> <b>Data Analysis and Number &amp; Operations</b>	Data can be represented and organized in various formats in order to answer different types of qualitative and quantitative questions or to solve problems.	Children will count, compare, and describe data presented in a variety of contexts ( <i>e.g., word problems</i> ) and representational formats ( <i>e.g. graphs</i> ) in order to answer questions and solve problems.	<ul style="list-style-type: none"> <li>Counting and comparing data on graphs in order to determine which category has more/less.</li> <li>Representing data presented in word problems through dramatization, direct modeling, and pictures.</li> <li>Making tally marks in order to represent how many.</li> <li>Identifying and writing numerals (0-9).</li> <li>Comparing two quantities using various strategies</li> <li>Dividing (sharing) up to 10 items into 2 equal groups.</li> <li>Making equal halves.</li> <li>Describing an object's relative position.</li> </ul>
<b>Spiraling &amp; Numerical Fluency</b> ➔			
<b>Week 36</b> <b>Measurement and Number &amp; Operations</b>	Numbers and counting are useful for making measurements and describing changes and growth over time.	Children will measure and compare time intervals, size, capacity, and weight using a variety of strategies ( <i>e.g., direct and indirect comparison, ordering, counting and iterating non-standard units</i> ).	<ul style="list-style-type: none"> <li>Describing predictable changes in size and structure in order to determine growth patterns.</li> <li>Estimating and describing size comparisons related to capacity, weight, and dimension.</li> <li>Transitioning decades while counting to 100.</li> <li>Iterating/ counting units to measure length or height.</li> <li>Using a balance scale to compare weight.</li> <li>Reciting the months of the year.</li> <li>Comparing and counting data on graphs.</li> </ul>

Remember the



JOY  
of Childhood

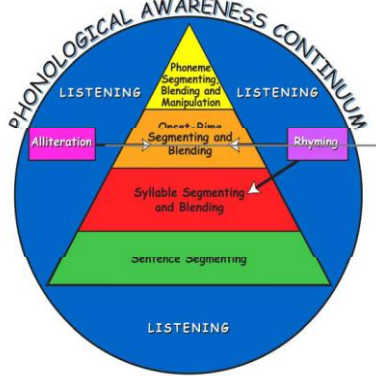
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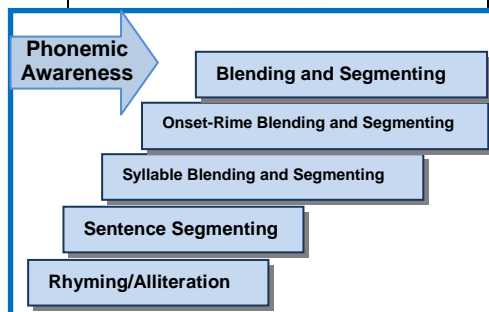
EXH1067

# Frog Street Pre-K

## Strategic Approach for the Five Components of Reading

Frog Street Pre-K integrates **daily sequential** and **rigorous** instruction in the five areas of reading defined by the National Reading Panel (NRP) 2001.

Reading Component	Sequence of Rigorous Instruction	Materials to Support Instruction	Daily Instructional Components
<b>Phonemic Awareness</b>  <i>Based on English and Spanish Phonological Awareness Continuum, Texas Pre-K Guidelines, p 69</i>  	<b>Themes 1 and 2</b> <ul style="list-style-type: none"> <li>Sentence segmenting</li> <li>Rhyme awareness</li> <li>Play with compound words</li> <li>Clap syllables in names</li> </ul> <b>Theme 3</b> <ul style="list-style-type: none"> <li>Blend syllables into words</li> <li>Delete a syllable from a word</li> <li>Recognize alliteration</li> </ul> <b>Theme 4</b> <ul style="list-style-type: none"> <li>Begin to produce alliteration</li> <li>Review of previous skills</li> </ul> <b>Theme 5</b> <ul style="list-style-type: none"> <li>Recognize rhyming words</li> <li>Produce rhyming words</li> <li>Review of previous skills</li> </ul> <b>Theme 6</b> <ul style="list-style-type: none"> <li>Produce alliteration</li> <li>Review of previous skills</li> </ul> <b>Theme 7</b> <ul style="list-style-type: none"> <li>Identify onset and rime</li> <li>Review of previous skills</li> </ul> <b>Themes 8 and 9</b> <ul style="list-style-type: none"> <li>Blend phonemes</li> <li>Review of previous skills</li> </ul>	<ul style="list-style-type: none"> <li>Pocket Photos</li> <li>Compound Word cards</li> <li>Interactive Software for Literacy</li> <li><i>Strategy Cards</i> for each area on the phonological awareness continuum</li> <li>Wide variety of Literature supporting phonological awareness</li> <li><i>Cultural Rhymes • Rimas culturales</i> flip book</li> <li><i>Nursery Rhyme • Cuentos infantiles</i> flip chart</li> <li><i>Spanish Literacy Strategies for Young Learners</i></li> <li><i>Strategies for English Language Learners</i></li> <li>Music CDs in English and Spanish</li> </ul>	<ul style="list-style-type: none"> <li>Morning Message (see Scope and Sequence)</li> <li>Moving and Learning</li> <li>Read Aloud Time</li> <li>Literacy Lesson (Small Group)</li> <li><i>Purposeful, Planned Cognitive Transitions</i></li> <li>Learning Center Practice Activities</li> <li>Closing Circle</li> </ul>



Reading Component	Sequence of Rigorous Instruction	Materials to Support Instruction	Daily Instructional Components
<p style="text-align: center;"><b>Phonics</b></p> <p><i>Based on Paschler's research - 2006</i></p>	<p><b>Theme 1</b></p> <ul style="list-style-type: none"> <li>Identify letters in one's own name</li> </ul> <p><b>Themes 2 and 3</b></p> <ul style="list-style-type: none"> <li>Identify the letters of the alphabet beginning with the letters children first learned to speak. Three to four letters are introduced each week. Two letters are similar and one is distinctly different.</li> </ul> <p><b>Theme 4</b></p> <ul style="list-style-type: none"> <li>Letter-name pronunciation with letters which typically have their sound embedded in the name of the letter</li> </ul> <p><b>Theme 5</b></p> <ul style="list-style-type: none"> <li>Alphabetic order approach with the focus on uppercase and lowercase letters</li> </ul> <p><b>Themes 6 and 7</b></p> <ul style="list-style-type: none"> <li>Letter-frequency approach focuses first on letters use most frequently in print</li> </ul> <p><b>Themes 8 and 9</b></p> <ul style="list-style-type: none"> <li>Letter-writing approach couples motor memory of writing a letter with auditory memory the name and sound of the letter</li> </ul>	<ul style="list-style-type: none"> <li>Upper and Lower case letter cards</li> <li>Strategy cards</li> <li>Alphabet Wall Cards in English and Spanish</li> <li>Magnetic letters</li> <li>Alphabet books in English and Spanish</li> <li>Photo pocket cards</li> <li>Interactive software</li> <li><i>Spanish Literacy Strategies for Young Learners</i></li> <li><i>Strategies for English Language Learners</i></li> <li>Music CDs in English and Spanish</li> </ul>	<ul style="list-style-type: none"> <li>Signing In</li> <li>Morning Message (see Scope and Sequence document)</li> <li>Moving and Learning</li> <li>Read Aloud Time</li> <li>Literacy lesson (Small Group)</li> <li><i>Purposeful, Planned Cognitive Transitions</i></li> <li>Learning Center Practice Activities</li> <li>Letter Wall Activities</li> <li>Closing Circle</li> </ul>

Reading Component	Sequence of Rigorous Instruction	Materials to Support Instruction	Daily Instructional Components
<p style="text-align: center;"><b>Vocabulary</b></p>	<p>Explicit, intentional strategies to develop expressive and receptive vocabulary in each of the nine themes with rigorous strategies</p> <ul style="list-style-type: none"> <li>• Contextualize</li> <li>• De-contextualize</li> <li>• Visual Clues</li> <li>• Categorical Language</li> <li>• Analytical Talk</li> <li>• Compare and Contrast</li> </ul>	<ul style="list-style-type: none"> <li>• Full color <i>Photo Activity Cards</i></li> <li>• Pocket Photo cards with full color photos</li> <li>• 192 Vocabulary Cards in English; 192 Vocabulary Cards in Spanish</li> <li>• 34 Bilingual Story Folders</li> <li>• 34 sets of Sequencing Cards</li> <li>• Wide Genre of Literature specifically written for each theme emphasizing robust vocabulary(Big book and small book in both English and Spanish)</li> <li>• Science and Math Libraries</li> <li>• Interactive Software specific to theme</li> <li>• <i>Spanish Literacy Strategies for Young Learners</i></li> <li>• <i>Strategies for English Language Learners</i></li> <li>• 22 Strategy Cards</li> <li>• Fanny Frog puppet</li> <li>• <i>Cultural Rhymes • Rimas culturales</i> Flip Book</li> <li>• Music CDs in English and Spanish</li> </ul>	<ul style="list-style-type: none"> <li>• Four week themes which begin with familiar knowledge and expand</li> <li>• Wonderful Word of the Week</li> <li>• Greeting Circle</li> <li>• Morning Message(See Scope and Sequence document)</li> <li>• Moving and Learning</li> <li>• Read Aloud Time</li> <li>• <i>Purposeful, Planned Cognitive</i> Transitions</li> <li>• Literacy Lesson(Small Group)</li> <li>• Literacy Practice Centers</li> <li>• Math and Science Lesson</li> <li>• Math Practice Centers</li> <li>• Content Connection</li> <li>• Closing Circle</li> </ul>

Reading Component	Sequence of Rigorous Instruction	Materials to Support Instruction	Daily Instructional Components
<b>Comprehension</b>	<p>Specific intentional strategies found in each of the nine themes:</p> <ul style="list-style-type: none"> <li>• Active engagement through physical movement</li> <li>• Reread a passage</li> <li>• Parenthetical Phrasing</li> <li>• Pre-telling</li> <li>• Retelling</li> <li>• Questioning Strategies</li> <li>• Story Structures</li> </ul>	<ul style="list-style-type: none"> <li>• Variety of Literature specifically written for each theme emphasizing robust vocabulary (Big book and small book in both English and Spanish)</li> <li>• Strategy cards</li> <li>• 34 sets of sequencing cards</li> <li>• 16 rebus charts</li> <li>• 138 Photo Activity cards</li> <li>• <i>Spanish Literacy Strategies for Young Learners</i></li> <li>• <i>Strategies for English Language Learners</i></li> <li>• Music CDs in English and Spanish</li> <li>• Interactive Software specific to theme literature and vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Morning Message (see Scope and Sequence document)</li> <li>• Read Aloud Time</li> <li>• Literacy Lesson (Small Group)</li> <li>• <i>Purposeful, Planned Cognitive Transitions</i></li> <li>• Learning Center Practice Activities</li> </ul>
<b>Fluency</b>	<p><i>Purposeful, planned</i> sequence in alphabetic knowledge, phonological awareness, vocabulary and comprehension instruction throughout each morning message, read aloud time and literacy lesson.</p> <p>Fluency is the automaticity of print for our younger ones.</p> <ul style="list-style-type: none"> <li>• Listening comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• Variety of literature genre specifically written for each theme emphasizing predictable text (Big book and small book in both English and Spanish)</li> <li>• <i>Spanish Literacy Strategies for Young Learners</i></li> <li>• <i>Strategies for English Language Learners</i></li> </ul>	<ul style="list-style-type: none"> <li>• Morning Message (see Scope and Sequence document)</li> <li>• Read Aloud Time</li> <li>• Literacy Lesson (Small Group)</li> <li>• Learning Center Practice Activities</li> </ul>

	<p>questions are provided for every read aloud requiring understanding of print</p> <ul style="list-style-type: none"> <li>• Alphabet knowledge, the forerunner skill for decoding is addressed in Morning Message; children learn to decode words in meaningful context</li> <li>• reading with expression and good pacing is modeled by the teacher during read aloud time with repeated readings</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive Software specific to theme literature</li> <li>• Strategy cards</li> <li>• 192 English Vocabulary cards; 192 Spanish Vocabulary Cards</li> </ul>	
<b>Writing</b>	<p>Specific intentional strategies:</p> <ul style="list-style-type: none"> <li>• Modeled Writing</li> <li>• Reread a passage</li> <li>• Shared Writing</li> <li>• Creating lists</li> <li>• Writing thank you letters</li> <li>• Sequencing events</li> <li>• Using graphic organizers</li> <li>• Predictable charts</li> <li>• Journal Writing with prompts</li> <li>• Travel journal</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic organizers</li> <li>• Reagan's Journal</li> <li>• Recording charts</li> <li>• Photo Fanny Travel Journal</li> <li>• Strategy Cards</li> <li>• Wordless Storybooks</li> <li>• Interactive Software has activities for written expression</li> </ul>	<ul style="list-style-type: none"> <li>• Morning Message</li> <li>• Writer's Corner Learning Centers</li> <li>• Content lessons encourage creating lists or organizing information with a graphic organizer</li> <li>• Young Authors by Isabel Campoy – child created books for each theme</li> </ul>

Correlation  
of  
Texas Prekindergarten Guidelines  
and  
Frog Street Pre-K



<b>I. Social and Emotional Domain</b>	
<b>A. Self Concept Skills</b> Central to understanding emotional development is the idea of self concept—an increasing level of conscious awareness of one's feelings, thoughts, abilities, likes, and dislikes, as well as awareness of one's body in space. Preschool children's emerging ability to perceive these aspects of themselves at a conscious level distinguishes them from toddlers, who lack such awareness. Children begin to generate multiple answers to the question "Who am I?" which is an essential aspect of becoming competent in related areas such as self control and social/friendship skills.	
<b>I.A.1.</b> Child is aware of where own body is in space, respects personal boundaries.	<b>TG1:</b> 22, 25, 28, 34, 45, 46, 74, 76, 80, 94; <b>TG2:</b> 28, 46, 47, 100; <b>TG3:</b> 34, 46, 58, 100; <b>TG4:</b> 22, 24, 58, 61, 102, 103, 141, 145; <b>TG5:</b> 64, 94, 106, 136, 154; <b>TG6:</b> 22, 28, 39, 70, 87, 132, 135; <b>TG7:</b> 22, 26, 28, 34, 35, 58; <b>TG8:</b> 70, 94, 100; <b>TG9:</b> 27, 132, 137, 138, 143, 148, 149
<b>I.A.2.</b> Child shows awareness of areas of competence and describes self positively in what he is able to do.	<b>TG1:</b> 61, 75, 79, 130, 133, 138, 154; <b>TG2:</b> 22, 47, 63, 118; <b>TG3:</b> 33, 123, 135, 141; <b>TG4:</b> 31, 46, 51; <b>TG5:</b> 61, 100; <b>TG6:</b> 109, 110, 132, 139; <b>TG7:</b> 39, 75, 99; <b>TG8:</b> 100, 118, 157; <b>TG9:</b> 22, 24, 47, 123, 131, 133, 137, 138, 149, 150
<b>I.A.3.</b> Child shows reasonable opinion of his own abilities and limitations.	<b>TG1:</b> 79, 133, 138; <b>TG2:</b> 22, 28, 34, 40, 46, 79, 118; <b>TG3:</b> 119, 123, 155; <b>TG4:</b> 28, 31, 47; <b>TG5:</b> 28, 61, 100; <b>TG6:</b> 39, 109, 110, 139, 141; <b>TG7:</b> 27, 31; <b>TG8:</b> 100, 118, 157; <b>TG9:</b> 22, 24, 58, 123, 131, 132, 133, 149, 150
<b>I.A.4.</b> Child shows initiative in independent situations and persists in attempting to solve problems.	<b>TG1:</b> 27, 31, 49, 132, 133, 136, 157; <b>TG2:</b> 62, 63, 69, 85, 87, 99, 111, 116; <b>TG3:</b> 71, 107, 136, 159; <b>TG4:</b> 22, 24, 25, 26, 27, 30, 31, 46, 67, 69, 110, 111, 132, 133, 137, 138, 139, 141, 143, 144, 145; <b>TG5:</b> 73, 76, 83, 84, 130; <b>TG6:</b> 39, 41, 69, 73, 80, 81, 85, 101, 102, 103, 104, 105, 107, 108, 109, 123, 132, 133, 135; <b>TG7:</b> 25, 71, 75, 84, 111, 145, 146, 147, 159; <b>TG8:</b> 27, 75, 149, 151, 153, 157; <b>TG9:</b> 41, 81, 85, 103, 108, 110, 114, 115, 119, 120, 121, 123, 151
<b>B. Self Control Skills</b> Preschool children feel safer and function more successfully in the classroom when rules and routines are consistently followed. A well organized classroom with well prepared activities helps children extend their attention span and build self-control and personal responsibility. As they encounter and overcome new and various social obstacles when playing with peers, guidance from teachers will enable them to learn acceptable and unacceptable ways of dealing with social and emotional stress and/or excitement.	
<b>Behavior Control</b>	
<b>I.B.1.a.</b> Child follows classroom rules and routines with occasional reminders from teacher.	<b>TG1:</b> 25, 26, 41, 45, 154; <b>TG2:</b> 43, 49, 61; <b>TG3:</b> 106, 118; <b>TG4:</b> 30, 34, 42, 48, 51; <b>TG5:</b> 14, 58; <b>TG6:</b> 28, 34, 48; <b>TG7:</b> 28, 94, 100, 118, 142; <b>TG8:</b> 40, 64, 100, 106, 112; <b>TG9:</b> 46, 137, 144, 145
<b>I.B.1.b.</b> Child takes care of and manages classroom materials.	<b>TG1:</b> 24, 25, 26, 27, 31, 33, 41, 45, 49, 51, 79, 99; <b>TG2:</b> 25, 37, 43, 153; <b>TG3:</b> 103, 105, 141; <b>TG4:</b> 34, 43, 156; <b>TG5:</b> 85, 121; <b>TG6:</b> 31, 37, 60; <b>TG7:</b> 61, 73, 79, 85, 111; <b>TG8:</b> 145, 151, 157; <b>TG9:</b> 141, 159
<b>I.B.1.c.</b> Child regulates his own behavior with occasional reminders or assistance from teacher.	<b>TG1:</b> 26, 27, 28, 41, 45; <b>TG2:</b> 22, 28, 34, 40, 46, 64, 94; <b>TG3:</b> 112, 118; <b>TG4:</b> 34, 42, 107, 108; <b>TG5:</b> 28, 58, 100; <b>TG6:</b> 31, 34, 45; <b>TG7:</b> 94, 118, 142, 154; <b>TG8:</b> 63, 141, 148; <b>TG9:</b> 28, 46, 131, 144, 145
<b>Emotional Control</b>	
<b>I.B.2.a.</b> Child begins to understand difference and connection between feelings and behaviors.	<b>TG1:</b> 58, 95, 100, 106, 112, 118, 130, 131, 142, 143, 144, 148, 149, 150, 153, 154, 155; <b>TG2:</b> 22, 28, 34, 40, 46, 100, 109, 130; <b>TG3:</b> 119, 120, 136; <b>TG4:</b> 22, 28, 29, 82, 100, 142; <b>TG5:</b> 40, 136; <b>TG6:</b> 22, 58, 70; <b>TG7:</b> 64, 76, 100, 118, 136; <b>TG8:</b> 118, 130, 131; <b>TG9:</b> 22, 40, 41, 45, 143
<b>I.B.2.b.</b> Child is aware of own feelings most of the time.	<b>TG1:</b> 22, 100, 112, 118, 130, 131, 136, 142, 144, 147, 148, 149, 150, 151, 154, 155; <b>TG2:</b> 58, 100, 106, 109, 154; <b>TG3:</b> 58, 76, 120, 136; <b>TG4:</b> 28, 30, 103, 104, 130; <b>TG5:</b> 28, 142; <b>TG6:</b> 94, 100, 154, 156, 157; <b>TG7:</b> 58, 64, 100, 106, 121, 136; <b>TG8:</b> 106, 130, 136, 159; <b>TG9:</b> 24, 45, 46, 94, 100, 106, 123, 130, 137, 143
<b>I.B.2.c.</b> Child is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary.	<b>TG1:</b> 71, 94, 95, 100, 106, 112, 118, 130, 131, 136, 142, 150, 151; <b>TG2:</b> 22, 28, 30, 40, 46, 58, 94, 100, 106, 113, 136; <b>TG3:</b> 28, 64, 112, 136, 142; <b>TG4:</b> 22, 28, 29, 76, 101, 112, 118; <b>TG5:</b> 22, 28, 34, 58, 82, 112, 154; <b>TG6:</b> 28, 40, 46, 64, 100, 112, 118, 130, 136, 142; <b>TG7:</b> 28, 46, 64, 82, 94, 112, 130, 136, 154; <b>TG8:</b> 58, 70, 82, 94, 100, 112, 154; <b>TG9:</b> 28, 34, 45, 64, 70, 76, 82, 94, 112, 118, 130, 136, 142, 143, 144, 145, 148, 154

<b>Control Attention</b>	
<b>I.B.3.a.</b> Child sustains attention to personally chosen or routine tasks until they are completed.	<b>TG1:</b> 25, 26, 27, 31, 33, 94, 105, 117; <b>TG2:</b> 37, 49, 61, 67; <b>TG3:</b> 87, 97, 99; <b>TG4:</b> 64, 75, 141, 148, 149, 150; <b>TG5:</b> 61, 85, 121, 145; <b>TG6:</b> 31, 37; <b>TG8:</b> 133, 145, 151, 157; <b>TG9:</b> 67, 73, 143, 145
<b>I.B.3.b.</b> Child remains focused on engaging group activities for about 20 minutes at a time.	<b>TG1:</b> 24, 32, 42; <b>TG2:</b> 35, 58, 62, 64; <b>TG3:</b> 80, 86, 99, 104; <b>TG4:</b> 32, 148, 150, 157; <b>TG5:</b> 111, 144, 156; <b>TG6:</b> 22, 58, 60, 99, 140; <b>TG7:</b> 66, 84, 94, 100, 118, 142, 154; <b>TG8:</b> 22, 64, 94, 112, 142; <b>TG9:</b> 26, 71, 149
<b>C. Social Competence Skills</b> As preschool children enter school they start forming relationships with the adults and other children in their environment. Teachers can help children develop meaningful and rewarding relationships by offering them facilitative support. During this developmental period, children often begin to develop special friendships with particular peers which increase their feelings of comfort, pleasure, and confidence in their social world. These experiences also help build a sense of empathy and caring for others.	
<b>I.C.1.</b> Child uses positive relationships as modeled by his teacher for her own pro-social behaviors.	<b>TG1:</b> 22, 25, 28, 39, 40, 42, 47, 48, 51, 58, 64, 70, 76, 82, 106, 118, 136, 143; <b>TG2:</b> 47, 58, 82, 94, 101, 102, 149; <b>TG3:</b> 22, 34, 40, 58, 64, 82, 106, 118, 148; <b>TG4:</b> 25, 31, 37, 102, 107; <b>TG5:</b> 22, 76; <b>TG6:</b> 24, 51, 58, 63; <b>TG7:</b> 94, 100, 142, 154; <b>TG8:</b> 58, 64, 94, 106, 112, 130; <b>TG9:</b> 143, 147, 148, 150, 153
<b>I.C.2.</b> Child assumes various roles and responsibilities as part of a classroom community.	<b>TG1:</b> 22, 24, 26, 27, 28, 34, 37, 40, 41, 45, 58, 64, 69, 70, 94, 100, 112, 118, 136; <b>TG2:</b> 22, 28, 34, 40, 46, 58, 70, 82, 100, 105, 148; <b>TG3:</b> 40, 106, 111; <b>TG4:</b> 22, 24, 29, 30, 42, 46, 48, 107, 108, 155, 156, 157; <b>TG5:</b> 34, 40, 46, 100, 118; <b>TG6:</b> 70, 99, 112, 118, 159; <b>TG7:</b> 35, 40, 46, 58, 82, 105, 111; <b>TG8:</b> 28, 58, 118, 154; <b>TG9:</b> 94, 100, 106, 112, 118, 123, 152, 154, 159
<b>I.C.3.</b> Child shows competence in initiating social interactions.	<b>TG1:</b> 28, 42, 46, 48, 63, 69, 70, 136, 142; <b>TG2:</b> 99, 101, 102; <b>TG3:</b> 28, 34, 40, 64, 94, 154; <b>TG4:</b> 45, 106, 154; <b>TG5:</b> 82, 94, 138, 142; <b>TG6:</b> 24, 34, 40, 118, 121, 123; <b>TG7:</b> 37, 94, 154; <b>TG8:</b> 76, 106, 112, 142; <b>TG9:</b> 34, 143, 152, 153, 156
<b>I.C.4.</b> Child increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal.	<b>TG1:</b> 24, 27, 37, 49, 68, 77, 79, 94, 97; <b>TG2:</b> 28, 34, 46, 99, 105, 120, 123; <b>TG3:</b> 71, 76, 82, 112, 115, 118, 121, 122, 123, 137; <b>TG4:</b> 22, 25, 31, 37, 40, 43, 49, 66, 70, 109, 115, 157; <b>TG5:</b> 34, 40, 41, 46, 60, 61, 64, 106, 118; <b>TG6:</b> 22, 28, 63, 64, 70, 76, 94, 99, 106, 110, 121, 123, 132, 136, 142, 148; <b>TG7:</b> 34, 39, 46, 63, 64, 70, 75, 81, 82, 100, 106, 112, 118, 148, 154, 159; <b>TG8:</b> 22, 45, 46, 64, 69, 70, 82, 130, 133, 137, 148, 151, 154, 159; <b>TG9:</b> 28, 33, 34, 37, 40, 64, 100, 130, 136, 142, 148, 153, 156
<b>I.C.5.</b> Child initiates problem-solving strategies and seeks adult help when necessary.	<b>TG1:</b> 27, 100, 106, 123, 131, 132, 133, 137, 142, 156, 157; <b>TG2:</b> 26, 31, 38, 62, 99, 100, 105, 113, 116, 144; <b>TG3:</b> 71, 106, 107, 111, 117, 153; <b>TG4:</b> 22, 24, 25, 26, 28, 41, 46, 47, 48, 109, 111, 132, 133, 136, 137, 138, 139, 144, 145, 154, 156, 157, 159; <b>TG5:</b> 22, 48, 51, 60, 61, 65, 73, 74, 109, 116; <b>TG6:</b> 29, 39, 69, 73, 79, 80, 81, 82, 85, 102, 103, 104, 105, 107, 108, 109, 119, 123, 132, 147; <b>TG7:</b> 25, 31, 37, 71, 75, 81, 84, 120, 147, 151, 159; <b>TG8:</b> 27, 63, 75, 80, 153, ; <b>TG9:</b> 28, 45, 81, 85, 103, 108, 110, 114, 115, 117, 120, 121, 151
<b>I.C.6.</b> Child demonstrates empathy and caring for others.	<b>TG1:</b> 76, 87, 94, 130, 142, 148, 154; <b>TG2:</b> 22, 28, 29, 34, 40, 46, 47, 58, 64, 70, 76, 94, 95, 101, 106, 112, 113, 118, 120, 142, 148, 154; <b>TG3:</b> 34, 58, 64, 70, 71, 76; <b>TG4:</b> 23, 29, 30, 40, 41, 45, 48, 70, 76, 111, 148, 156; <b>TG5:</b> 22, 34, 40, 46, 58, 70, 94, 112, 148; <b>TG6:</b> 22, 28, 58, 64, 70, 83, 84, 94, 100, 106, 112, 118, 130, 154; <b>TG7:</b> 22, 35, 40, 46, 58, 64, 70, 76, 100, 106, 111, 112, 118, 130, 136, 142, 148; <b>TG8:</b> 28, 34, 40, 46, 58, 63, 70, 82, 94, 95, 100, 106, 112, 113, 118, 130, 136, 137, 141, 142, 148, 154; <b>TG9:</b> 22, 28, 34, 40, 46, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 136, 142, 143, 144, 145, 147, 148, 154, 159
<b>I.C.7.</b> Child begins to have meaningful friends.	<b>TG1:</b> 46, 147; <b>TG2:</b> 94, 96, 100, 102, 103, 106, 107, 113, 119, 120, 123; <b>TG3:</b> 58, 71, 136, 142; <b>TG4:</b> 45, 106, 136; <b>TG5:</b> 76, 80, 83, 101, 142, 148; <b>TG6:</b> 118, 120, 122; <b>TG7:</b> 14, 45, 136; <b>TG8:</b> 64, 100, 136, 148; <b>TG9:</b> 82, 106, 142, 143, 144, 145, 148
<b>D. Social Awareness Skills</b> Preschool children still need adult support and guidance in learning how to operate socially with others. In addition to facilitating peer group and adult-child interaction, teachers can help to reinforce understanding of social situations with rich, socially relevant educational material and thought-provoking questions.	
<b>I.D.1.</b> Child demonstrates an understanding that others have specific characteristics.	<b>TG1:</b> 38, 39, 44, 49, 82; <b>TG2:</b> 41, 99, 106, 132, 133; <b>TG3:</b> 35, 44, 155; <b>TG4:</b> 35, 41, 155; <b>TG5:</b> 101, 103, 143, 148; <b>TG6:</b> 82, 83, 84, 85; <b>TG7:</b> 51, 59; <b>TG8:</b> 136, 149; <b>TG9:</b> 133, 135, 145, 149, 150, 151

<b>I.D.2.</b> Child demonstrates an understanding that others have perspectives and feelings that are different from her own.	<b>TG1:</b> 108, 109, 110, 114, 115, 121; <b>TG2:</b> 24, 29, 37, 61, 76, 77, 85, 101, 158, 159; <b>TG3:</b> 23, 35, 47, 77, 83, 115, 118, 119, 120; <b>TG4:</b> 24, 30, 35, 40, 41, 59, 80, 101, 102, 103, 114, 115; <b>TG5:</b> 63, 72, 75, 103, 113, 157; <b>TG6:</b> 31, 38, 44, 82, 84, 85, 86, 97, 105, 139; <b>TG7:</b> 73, 79, 107, 121, 133, 149, 150, 152; <b>TG8:</b> 25, 26, 27, 87, 107, 108, 119, 121, 135, 157; <b>TG9:</b> 25, 59, 65, 66, 68, 72, 73, 80, 95, 96, 97, 139, 151
<b>II. Language and Communication Domain</b>	
<b>A. Listening Comprehension Skills</b> From birth, children begin learning by listening to the world around them. As their exposure increases, so does their understanding. Prekindergarten-age children are able to comprehend with increasing accuracy what they hear in conversations and in stories read aloud. Children demonstrate understanding through their questions, comments, and actions. According to state law, prekindergarten children who are English language learners can be in a classroom environment that is either English as a Second Language instruction or Bilingual. Children who are English language learners arrive at school with listening comprehension skills in their home language. These skills can be used to support the child's development in English. Children who are English language learners listen purposefully to both English-speaking and Spanish-speaking teachers and peers to gather information about both their home language and their new language (English). (LEER MAS, 2001)	
<b>II.A.1.</b> Child shows understanding by responding appropriately.	<b>TG1:</b> 22, 23, 24, 25, 26, 28, 29, 30, 35, 36, 37, 41, 42, 43, 44, 45, 48, 49, 59, 60, 61, 62, 63, 64, 65, 69, 70, 71, 72, 73, 76, 77, 78, 79, 82, 84, 85, 96, 97, 98, 99, 102, 107, 108, 109, 111, 113, 118, 132, 137, 143, 144, 152, 155, 159; <b>TG2:</b> 22, 23, 24, 25, 28, 31, 34, 36, 37, 40, 41, 46, 58, 66, 72, 76, 77, 78, 83, 87, 94, 102, 107, 109, 113, 115, 130, 131, 135, 136, 137, 141, 143, 144, 149, 150, 155; <b>TG3:</b> 29, 33, 39, 68, 71, 72, 87, 111, 115, 120, 130, 137, 138, 142, 143, 149; <b>TG4:</b> 24, 29, 35, 41, 46, 65, 81, 95, 96, 101, 108, 119, 123, 130, 150, 157; <b>TG5:</b> 23, 33, 34, 35, 39, 42, 48, 67, 71, 75, 97, 99, 109, 114, 121, 131, 132, 133, 140, 141, 145, 148, 150, 155; <b>TG6:</b> 30, 31, 33, 39, 48, 58, 60, 63, 68, 69, 82, 84, 99, 100, 101, 107, 112, 117, 137, 141, 149, 153, 154; <b>TG7:</b> 25, 36, 46, 47, 51, 61, 64, 69, 71, 72, 74, 75, 83, 85, 87, 94, 95, 101, 102, 107, 110, 113, 118, 121, 132, 133, 135, 137, 138, 141, 142, 143, 144, 146, 147, 148, 150, 152, 154, 156; <b>TG8:</b> 22, 30, 36, 37, 39, 42, 43, 48, 65, 72, 75, 77, 78, 81, 82, 83, 85, 95, 97, 101, 103, 105, 107, 108, 111, 113, 114, 118, 120, 137, 138, 141, 143, 144, 145, 150, 153, 156, 158; <b>TG9:</b> 23, 24, 25, 29, 30, 32, 33, 35, 36, 39, 40, 45, 47, 51, 58, 59, 64, 65, 69, 71, 72, 74, 75, 77, 78, 83, 87, 95, 96, 98, 99, 100, 101, 102, 103, 105, 108, 113, 114, 118, 130, 135, 136, 142, 143, 148, 149, 153, 154, 155, 156
<b>II.A.2.</b> Child shows understanding by following two-step oral directions and usually follows three-step directions.	<b>TG1:</b> 22, 24, 26, 27, 28, 31, 33, 35, 37, 39, 40, 41, 60, 61, 62, 69, 75, 78, 84, 85, 86, 87, 94, 97, 98, 99, 102, 103, 104, 105, 109, 111, 112, 116, 118, 121, 130, 152, 159; <b>TG2:</b> 22, 28, 31, 40, 46, 58, 70, 73, 80, 107, 108, 130, 135, 141, 150; <b>TG3:</b> 22, 28, 29, 34, 37, 49, 65, 70, 72, 73, 100, 108, 109, 118, 137, 148, 159; <b>TG4:</b> 22, 25, 26, 31, 39, 42, 46, 48, 50, 69, 82, 85, 94, 98, 121, 123, 130, 134, 135, 141, 142, 154; <b>TG5:</b> 27, 34, 36, 37, 39, 44, 45, 46, 63, 75, 80, 112, 117, 118, 136, 153, 154; <b>TG6:</b> 22, 25, 26, 31, 39, 42, 46, 48, 50, 69, 82, 85, 94, 98, 121, 123, 130, 134, 135, 141, 142, 154; <b>TG7:</b> 23, 33, 50, 59, 60, 62, 63, 67, 72, 73, 74, 75, 81, 86, 87, 97, 106, 107, 109, 112, 117, 118, 123, 133, 134, 135, 139, 140, 141, 146, 147, 153, 158, 159; <b>TG8:</b> 31, 39, 40, 45, 58, 86, 97, 99, 102, 112, 148, 153, 154, 156; <b>TG9:</b> 22, 26, 32, 34, 37, 40, 44, 63, 65, 69, 70, 75, 84, 98, 115, 135, 143, 147, 151
<b>II.A.3.</b> Child shows understanding of the new language being spoken by English-speaking teachers and peers (ELL).	<b>TG1:</b> 24, 26, 30, 32, 37, 38, 42, 44, 50, 60, 62, 67, 74, 78, 80, 83, 84, 96, 98, 109, 110, 114, 116, 120, 122, 132, 134, 138, 144, 146, 150, 156, 158; <b>TG2:</b> 24, 30, 31, 32, 38, 42, 43, 47, 49, 50, 60, 62, 66, 68, 72, 74, 78, 80, 84, 85, 86, 98, 102, 104, 108, 110, 113, 114, 116, 119, 120, 122, 133, 134, 138, 140, 146, 152, 157, 158; <b>TG3:</b> 24, 30, 36, 38, 60, 62, 72, 80, 104, 110, 116, 120, 122, 134, 139, 157, 158; <b>TG4:</b> 25, 26, 30, 32, 44, 48, 50, 60, 62, 64, 68, 72, 74, 80, 96, 98, 103, 110, 114, 138, 156, 158; <b>TG5:</b> 25, 42, 50, 66, 68, 74, 84, 116, 122, 132, 144, 146, 157, 158; <b>TG6:</b> 26, 32, 37, 44, 48, 50, 60, 62, 66, 68, 72, 74, 78, 79, 80, 84, 85, 86, 96, 98, 102, 104, 108, 110, 114, 121, 122, 133, 138, 140, 144, 146, 150, 152, 157, 158; <b>TG7:</b> 26, 30, 32, 38, 44, 50, 62, 66, 68, 72, 74, 78, 79, 80, 85, 86, 98, 104, 116, 122, 134, 151, 158; <b>TG8:</b> 24, 26, 60, 72, 74, 78, 79, 80, 84, 85, 86, 98, 104, 108, 110, 115, 116, 121, 133, 138, 140, 145, 146, 151, 156, 158; <b>TG9:</b> 24, 26, 30, 31, 36, 42, 44, 49, 67, 85, 115, 116, 134, 145

**B. Speaking (Conversation) Skills**

Prekindergarten children gain the ability to use language in a variety of settings and for a variety of reasons. They become increasingly able to describe wants and needs, carry on a conversation with others, and share information with both peers and adults. The skill to engage others in conversations involves asking questions, listening, and responding, as well as using verbal and nonverbal expressions. Children who are English language learners may require more time to respond and greater wait time, because they are learning and processing two languages at once. This is a normal part of second language acquisition. Children learning English should be encouraged and expected to demonstrate their speaking/communication skills in their home language as well as in English.

<b>II.B.1.</b> Child is able to use language for different purposes.	<b>TG1:</b> 28, 38, 39, 40, 42, 43, 48, 49, 51, 62, 69, 75, 83, 95, 108, 109, 117, 119, 144, 145, 147, 152; <b>TG2:</b> 22, 23, 24, 25, 31, 65, 66, 71, 83, 94, 95, 99, 102, 109, 111, 113, 117, 120, 136, 137, 138, 144, 155; <b>TG3:</b> 94, 118, 120, 148, 156, 159; <b>TG4:</b> 23, 26, 27, 35, 65, 117; <b>TG5:</b> 35, 63, 66, 69, 72, 115, 123, 131, 151; <b>TG6:</b> 33, 63, 69, 83, 99, 103, 105, 120, 133, 139, 145, 153; <b>TG7:</b> 35, 36, 60, 61, 63, 65, 67, 70, 73, 75, 77, 81, 85, 95, 99, 102, 112, 118, 136, 142, 156; <b>TG8:</b> 61, 108, 113, 115, 120, 138, 155, 157, 158; <b>TG9:</b> 23, 29, 31, 33, 37, 40, 42, 45, 47, 49, 64, 65, 71, 76, 85, 86, 87, 98, 99, 109, 115, 117, 121, 123, 133, 135, 151, 153, 157
<b>II.B.2.</b> Child engages in conversations in appropriate ways.	<b>TG1:</b> 28, 34, 42, 45, 66, 105, 106, 117; <b>TG2:</b> 24; <b>TG3:</b> 58; <b>TG4:</b> 23, 150, 155; <b>TG5:</b> 22, 27, 28, 82, 94, 130; <b>TG6:</b> 23, 71, 155; <b>TG7:</b> 65, 77, 95, 121, 142; <b>TG8:</b> 102, 138, 144, 153; <b>TG9:</b> 132, 137, 138, 149, 153
<b>II.B.3.</b> Child provides appropriate information for various situations.	<b>TG1:</b> 24, 27, 30, 36, 37, 38, 39, 62, 63, 66, 96, 97, 107, 108, 113, 116, 119, 123, 132, 137, 143, 145, 151, 152, 156, 157, 159; <b>TG2:</b> 23, 29, 32, 59, 60, 66, 72, 83, 94, 96, 99, 102, 120, 131, 132, 133, 134, 141, 143, 149, 150; <b>TG3:</b> 33, 48, 95, 107, 122, 123, 138, 156; <b>TG4:</b> 23, 24, 27, 41, 46, 49, 72, 73, 75, 95, 97, 103, 109, 113, 115, 117, 123, 143, 151, 159; <b>TG5:</b> 33, 42, 49, 58, 59, 67, 69, 72, 102, 105, 114, 115, 120, 141, 156; <b>TG6:</b> 27, 29, 30, 33, 35, 36, 58, 60, 61, 64, 68, 69, 72, 79, 80, 81, 83, 94, 96, 99, 101, 102, 103, 105, 107, 111, 115, 117, 120, 139, 145, 156, 159; <b>TG7:</b> 25, 34, 36, 37, 41, 43, 46, 49, 51, 59, 60, 63, 70, 84, 85, 96, 101, 108, 110, 120, 121, 122, 123, 130, 132, 133, 135, 136, 138, 141, 144, 145, 147, 150, 151, 153; <b>TG8:</b> 24, 30, 36, 37, 43, 48, 60, 62, 63, 65, 66, 67, 70, 73, 78, 84, 95, 99, 105, 111, 119, 121, 131, 132, 133, 135, 137, 143, 144, 147, 150, 154, 159; <b>TG9:</b> 24, 25, 28, 29, 30, 31, 34, 35, 36, 39, 41, 48, 50, 58, 59, 60, 63, 65, 66, 67, 69, 70, 72, 74, 75, 79, 83, 94, 97, 99, 100, 101, 102, 106, 108, 109, 112, 114, 122, 123, 130, 135, 136, 141, 142, 143, 145, 146, 147, 148, 154, 155, 156, 157
<b>II.B.4.</b> Child demonstrates knowledge of verbal conversational rules.	<b>TG1:</b> 28, 42, 46, 48, 69, 106; <b>TG2:</b> 25, 27, 60, 65, 66; <b>TG3:</b> 33, 63, 74, 87, 100, 117, 152; <b>TG4:</b> 27, 41, 47, 65, 159; <b>TG5:</b> 27, 61, 143, 149; <b>TG6:</b> 23, 35, 71, 79, 85, 107; <b>TG7:</b> 25, 59, 71, 101, 141, 144; <b>TG8:</b> 41, 95, 107, 117, 121; <b>TG9:</b> 36, 77, 78
<b>II.B.5.</b> Child demonstrates knowledge of nonverbal conversational rules.	<b>TG1:</b> 46, 67, 70, 73, 75, 76, 83, 134, 144, 147; <b>TG2:</b> 34, 58, 70, 76; <b>TG3:</b> 22, 28, 34, 58, 64; <b>TG4:</b> 31; <b>TG5:</b> 112, 140; <b>TG6:</b> 131, 148, 155; <b>TG7:</b> 23, 24, 59, 77; <b>TG8:</b> 46, 65, 130, 133, 142; <b>TG9:</b> 143, 153
<b>II.B.6.</b> Child matches language to social contexts.	<b>TG1:</b> 42, 48, 69, 81, 94; <b>TG2:</b> 66, 71, 120, 138; <b>TG3:</b> 63, 74, 87, 94, 117, 152, 159; <b>TG4:</b> 31, 35, 117, 120; <b>TG5:</b> 35, 61, 143, 149; <b>TG6:</b> 23, 35, 107, 143; <b>TG7:</b> 12, 22, 65, 121; <b>TG8:</b> 76, 107, 115, 117; <b>TG9:</b> 22, 58, 94, 155

**C. Speech Production Skills**

Young children must learn to vocalize, pronounce, and discriminate among the sounds of the alphabet and words of language. Although most children in prekindergarten can accurately perceive the difference between similar-sounding words, they continue to acquire new sounds and may mispronounce words in their own speech. The ability to produce certain speech sounds such as /s/ and /r/ improves with age. Just as infants and toddlers develop control over the sounds of their first language, young children in ELL settings gradually learn to pronounce the sounds of the English language. (LEER MAS, 2001)

<b>II.C.1.</b> Child's speech is understood by both the teacher and other adults in the school.	<b>TG2:</b> 66, 96; <b>TG3:</b> 63, 94, 106, 113, 114, 115, 132, 150; <b>TG4:</b> 29, 35, 41, 47, 65, 143; <b>TG5:</b> 27, 29, 114; <b>TG6:</b> 23, 35; <b>TG7:</b> 29, 36, 60, 83, 96; <b>TG8:</b> 115, 121, 123, 154; <b>TG9:</b> 25, 51, 73
<b>II.C.2.</b> Child perceives differences between similar sounding words.	<b>TG1:</b> 59, 72, 73, 102, 104, 155; <b>TG2:</b> 64, 101, 132; <b>TG3:</b> 70, 94, 105, 114, 115, 132, 149, 150; <b>TG4:</b> 42, 71, 82; <b>TG5:</b> 24, 25, 29, 47, 107; <b>TG6:</b> 58, 153; <b>TG7:</b> 29, 36, 60, 83, 96; <b>TG8:</b> 37, 47, 121, 123, 154; <b>TG9:</b> 84, 147

<b>II.C.3.</b> Child investigates and demonstrates growing understanding of the sounds and intonation of the English language (ELL).	<b>TG1:</b> 24; <b>TG2:</b> 44, 50, 101, 133; <b>TG3:</b> 108, 109; <b>TG4:</b> 74, 84; <b>TG5:</b> 38, 60, 132; <b>TG6:</b> 78; <b>TG7:</b> 29, 36, 60, 83, 96; <b>TG8:</b> 66, 67, 72; <b>TG9:</b> 84, 138, 149
<b>D. Vocabulary Skills</b> Children's vocabulary acquisition is largely dependent upon interactions with adults. These may be occurring in one or more languages through talking about experiences, reading familiar stories, singing familiar songs, and playing word games. Prekindergarten children experience rapid growth in their understanding of words and word meanings. Vocabulary knowledge reflects children's previous experiences and growing knowledge of the world around them and is one of the most important predictors of later reading achievement. As children learn through experiences, including play, they develop concepts, acquire new words, and increasingly refine their understanding of words they already know. English language learners may need extensive English vocabulary instruction. Children who are English language learners arrive at prekindergarten with a vocabulary knowledge base in their home language. This knowledge base should be used to develop vocabulary in the child's second language. When introducing vocabulary to children who are English language learners, teachers should use a variety of approaches to teach important new words and use real-life objects or pictures when appropriate.	
<b>II.D.1.</b> Child uses a wide variety of words to label and describe people, places, things, and actions.	<b>TG1:</b> 23, 24, 27, 29, 30, 32, 35, 38, 39, 41, 42, 43, 44, 45, 48, 49, 50, 51, 58, 59, 60, 61, 62, 63, 65, 66, 67, 68, 69, 71, 74, 75, 77, 78, 80, 81, 82, 85, 87, 95, 96, 97, 98, 99, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 113, 114, 115, 116, 117, 119, 120, 121, 122, 123, 129, 131, 132, 134, 135, 137, 138, 143, 144, 145, 146, 149, 150, 152, 155, 159; <b>TG2:</b> 22, 23, 24, 25, 27, 28, 29, 30, 34, 35, 40, 41, 42, 44, 45, 46, 47, 57, 58, 59, 62, 63, 65, 66, 71, 72, 77, 83, 84, 86, 95, 99, 101, 102, 107, 108, 113, 114, 117, 119, 123, 130, 131, 132, 133, 134, 138, 142, 143, 148, 149, 155; <b>TG3:</b> 23, 24, 25, 27, 30, 33, 34, 35, 36, 37, 41, 43, 47, 51, 58, 59, 60, 63, 65, 66, 68, 71, 76, 77, 79, 83, 84, 87, 93, 95, 96, 101, 102, 107, 113, 114, 119, 120, 129, 131, 135, 137, 141, 143, 144, 149; <b>TG4:</b> 24, 29, 35, 41, 45, 48, 58, 60, 61, 66, 68, 69, 71, 74, 77, 80, 83, 86, 94, 97, 102, 107, 109, 111, 114, 149; <b>TG5:</b> 23, 26, 29, 33, 37, 41, 42, 47, 48, 63, 65, 71, 72, 75, 77, 86, 87, 93, 95, 96, 99, 101, 105, 110, 113, 120, 122, 130, 131, 132, 143, 144, 145, 155, 158; <b>TG6:</b> 22, 23, 26, 27, 29, 30, 32, 33, 35, 36, 37, 38, 40, 41, 44, 47, 59, 60, 62, 63, 64, 65, 66, 69, 71, 72, 74, 75, 76, 77, 78, 79, 84, 93, 94, 95, 96, 101, 102, 105, 107, 108, 113, 114, 117, 119, 120, 121, 122, 130, 131, 137, 138, 143, 145, 149, 150, 151, 153, 155; <b>TG7:</b> 22, 23, 26, 29, 30, 35, 36, 41, 47, 48, 49, 59, 60, 61, 63, 65, 69, 71, 76, 77, 78, 79, 80, 81, 82, 83, 85, 93, 95, 99, 101, 102, 104, 113, 114, 119, 123, 131, 135, 136, 138, 141, 143, 145, 149, 150, 151, 155, 156; <b>TG8:</b> 22, 23, 25, 26, 27, 29, 30, 33, 35, 36, 41, 42, 45, 46, 47, 48, 49, 51, 59, 64, 65, 70, 71, 72, 73, 75, 76, 77, 78, 79, 82, 83, 84, 85, 95, 100, 101, 102, 106, 108, 109, 112, 113, 115, 118, 119, 129, 130, 131, 132, 137, 139, 141, 143, 144, 145, 146, 149, 155, 156, 157; <b>TG9:</b> 23, 24, 27, 28, 29, 34, 35, 36, 39, 40, 41, 42, 43, 46, 47, 48, 58, 59, 60, 63, 66, 67, 71, 72, 73, 75, 76, 77, 82, 83, 87, 93, 95, 96, 99, 101, 105, 107, 108, 109, 113, 114, 117, 119, 120, 123, 131, 137, 142, 145
<b>II.D.2.</b> Child demonstrates understanding of terms used in the instructional language of the classroom.	<b>TG1:</b> 22, 23, 24, 25, 27, 30, 34, 35, 36, 41, 50, 51, 64, 74, 80, 81, 82, 84, 85, 87, 95, 96, 97, 105, 134; <b>TG2:</b> 29, 32, 71, 149; <b>TG3:</b> 32, 68, 99, 115, 138; <b>TG4:</b> 23, 41, 59, 131; <b>TG5:</b> 65, 66, 86, 96, 107, 131, 134; <b>TG6:</b> 24, 26, 32, 33, 34, 36, 38, 39, 41, 44, 47, 48, 104, 105, 110, 121, 139; <b>TG7:</b> 58, 98, 104, 105, 111, 116, 122, 158; <b>TG8:</b> 44, 50, 62, 130, 149, 152, 158; <b>TG9:</b> 62, 147, 156
<b>II.D.3.</b> Child demonstrates understanding in a variety of ways or knowing the meaning of 3,000 to 4,000 words, many more than he or she uses.	<b>TG1:</b> 24, 25, 34, 59, 60, 61, 65, 66, 71, 72, 74, 76, 77, 78, 83, 84, 85, 95, 96, 97, 106, 107, 108, 113, 114, 137, 141, 149; <b>TG2:</b> 30, 41, 45, 87, 101, 119, 143; <b>TG3:</b> 23, 29, 33, 35, 39, 44, 71, 77, 99, 115, 119, 120, 131, 141, 143, 144, 149, 155; <b>TG4:</b> 35, 65, 66, 96, 107, 111, 131, 142, 149; <b>TG5:</b> 24, 35, 41, 47, 59, 64, 65, 72, 83, 96, 108, 113, 115, 137, 149; <b>TG6:</b> 34, 42, 48, 78, 80, 81, 83, 84, 95, 107, 131, 144, 149; <b>TG7:</b> 23, 26, 30, 35, 47, 59, 66, 71, 84, 101, 102, 105, 119, 132, 143, 144, 146, 149, 150, 152, 155; <b>TG8:</b> 22, 23, 64, 72, 78, 87, 119, 143, 149, 150; <b>TG9:</b> 23, 35, 36, 42, 59, 63, 75, 77, 78, 95
<b>II.D.4.</b> Child uses a large speaking vocabulary, adding several new words daily.	<b>TG1:</b> 27, 33, 43, 59, 65, 69, 71, 74, 84, 85, 86, 87, 94, 99, 107, 108, 109, 110, 111, 118, 120, 131, 137, 138, 149; <b>TG2:</b> 30, 65, 71, 77, 84, 95, 96, 107, 113, 131, 155; <b>TG3:</b> 34, 36, 37, 70, 77, 78, 83, 107, 114, 131, 137; <b>TG4:</b> 22, 23, 24, 65, 66, 68, 69, 72, 95, 97, 109, 149; <b>TG5:</b> 26, 41, 49, 60, 71, 77, 114, 119, 150, 156; <b>TG6:</b> 61, 64, 67, 69, 71, 75, 77, 79, 84, 101, 105, 119; <b>TG7:</b> 23, 51, 59, 60, 75, 85, 143; <b>TG8:</b> 33, 35, 42, 77, 83, 87, 131; <b>TG9:</b> 23, 29, 35, 41, 42, 47, 101, 112, 113, 119, 120

<b>II.D.5.</b> Child uses category labels to understand how the words/objects relate to each other.	<b>TG1:</b> 28, 30, 37, 44, 45, 59, 60, 61, 65, 66, 71, 75, 81, 86, 87, 95, 98, 99, 101, 102, 103, 104, 107, 108, 109, 110, 111, 113, 114, 115, 116, 117, 119, 120, 122, 123, 134, 137, 141, 144, 150, 152; <b>TG2:</b> 23, 36, 41, 42, 44, 45, 47, 60, 62, 63, 71, 72, 73, 77, 80, 82, 86, 102, 107, 108, 114, 117, 119; <b>TG3:</b> 30, 33, 35, 44, 65, 66, 71, 77, 87, 102, 113, 114; <b>TG4:</b> 35, 48, 58, 59, 63, 65, 69, 74, 76, 77, 83, 95, 107, 108, 120, 121, 149; <b>TG5:</b> 24, 32, 35, 47, 48, 49, 60, 63, 71, 77, 96, 101, 107, 120; <b>TG6:</b> 22, 30, 47, 59, 62, 63, 69, 71, 72, 74, 75, 76, 77, 78, 79, 84, 95, 99, 107, 113, 119, 121, 122, 131, 138, 151; <b>TG7:</b> 41, 42, 58, 59, 72, 75, 80, 95, 96, 99, 108, 114, 137, 141, 143, 155; <b>TG8:</b> 24, 26, 27, 29, 30, 33, 36, 39, 41, 42, 44, 45, 48, 59, 66, 79, 83, 84, 87, 96, 101, 102, 107, 108, 114, 119, 131, 132, 139, 141, 143, 144, 147, 149, 155; <b>TG9:</b> 38, 72, 73, 75, 78, 79, 84, 85, 102, 105, 107, 108, 114, 117, 118, 120, 150
<b>II.D.6.</b> Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases in English. (ELL)	<b>TG1:</b> 22, 24, 25, 26, 30, 32, 37, 38, 42, 44, 45, 49, 50, 60, 62, 67, 72, 74, 78, 80, 83, 84, 96, 98, 114, 116, 120, 132, 134, 138, 144, 146, 150, 156, 158; <b>TG2:</b> 24, 30, 31, 32, 38, 42, 43, 47, 49, 50, 62, 66, 68, 72, 74, 78, 80, 83, 84, 85, 86, 98, 102, 104, 107, 108, 110, 113, 114, 116, 119, 120, 122, 133, 134, 138, 140, 146, 152, 158; <b>TG3:</b> 24, 30, 32, 44, 47, 50, 60, 61, 72, 74, 78, 103, 104, 122, 134, 140, 146, 152, 157, 158; <b>TG4:</b> 38, 44, 50, 60, 62, 66, 68, 74, 80, 86, 98, 110, 114, 120, 132, 133, 134, 138, 140, 144, 152, 156, 158; <b>TG5:</b> 26, 32, 36, 42, 44, 50, 62, 66, 72, 74, 84, 86, 98, 102, 110, 114, 116, 122, 132, 144, 146, 151, 157, 158; <b>TG6:</b> 26, 32, 37, 44, 48, 50, 60, 62, 66, 68, 72, 74, 78, 79, 80, 84, 85, 86, 96, 98, 102, 110, 114, 116, 122, 132, 144, 146, 151, 157, 158; <b>TG7:</b> 26, 30, 32, 38, 44, 50, 62, 66, 68, 72, 74, 78, 79, 80, 85, 86, 98, 104, 116, 122, 134, 138, 144, 145, 158; <b>TG8:</b> 24, 26, 38, 44, 50, 60, 62, 66, 67, 68, 74, 78, 79, 80, 84, 85, 86, 98, 104, 108, 110, 115, 116, 121, 122, 133, 134, 138, 140, 146, 151, 156, 158; <b>TG9:</b> 24, 26, 32, 36, 38, 42, 44, 48, 85, 110, 115, 116, 122, 134, 140, 145, 150, 152, 158
<b>E. Sentences and Structure Skills</b> Effective communication requires that children use their knowledge of vocabulary, grammar, and sense of audience to convey meaning. Four-year-olds become increasingly adept at using language to express their needs and interests, to play and pretend, and to share ideas. Children's use of invented words and the over generalization of language rules (for example, saying "foots" instead of "feet" or [Spanish] "yo no cabo" instead of "yo no quepo") is a normal part of language acquisition. Sentence and grammatical complexity develops in young children with plenty of opportunity for rich conversation. It is important that time is spent in authentic speaking opportunities. Also, teachers can support English language development through more specific playful language-building activities. (LEER MAS, 2001)	
<b>II.E.1.</b> Child typically uses complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order.	<b>TG1:</b> 28, 95, 98, 113, 123, 149; <b>TG2:</b> 25, 58, 66, 79, 94, 99; <b>TG3:</b> 39, 131, 145, 155, 157; <b>TG4:</b> 41, 131, 143; <b>TG5:</b> 61, 67, 81, 85, 115; <b>TG6:</b> 59, 112, 113, 115, 117, 150, 151; <b>TG7:</b> 22, 25, 27; <b>TG8:</b> 35, 37, 101; <b>TG9:</b> 103
<b>II.E.2.</b> Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.	<b>TG2:</b> 25, 60, 65, 79; <b>TG3:</b> 39, 131, 145; <b>TG4:</b> 23, 29, 66, 119, 137, 155; <b>TG5:</b> 59, 60, 83, 98, 113, 137; <b>TG6:</b> 71, 77, 95; <b>TG7:</b> 51, 60, 95; <b>TG8:</b> 59, 77, 95, 101; <b>TG9:</b> 130, 136, 137, 142, 148, 152
<b>II.E.3.</b> Child uses sentences with more than one phrase.	<b>TG1:</b> 99, 106; <b>TG2:</b> 25, 65, 79, 96, 99; <b>TG3:</b> 95, 101, 111, 138; <b>TG4:</b> 24, 27, 111; <b>TG5:</b> 67, 73, 151; <b>TG6:</b> 112, 113, 114, 117; <b>TG7:</b> 65, 120, 145, 151; <b>TG8:</b> 24, 60, 113; <b>TG9:</b> 70, 82, 119
<b>II.E.4.</b> Child combines more than one idea using complex sentences.	<b>TG2:</b> 79; <b>TG3:</b> 68, 71; <b>TG4:</b> 23, 115, 143, 155, 156; <b>TG5:</b> 85, 115; <b>TG6:</b> 23, 60, 108, 112, 113, 114, 117, 151, 155; <b>TG7:</b> 51, 118, 121, 130, 142, 154; <b>TG8:</b> 77, 95, 113; <b>TG9:</b> 65, 74, 95, 106, 112, 118, 119
<b>II.E.5.</b> Child combines sentences that give lots of detail, stick to the topic, and clearly communicate intended meaning.	<b>TG2:</b> 29, 84; <b>TG3:</b> 48; <b>TG4:</b> 25, 143, 155, 156; <b>TG5:</b> 61, 78, 99, 114, 150, 156; <b>TG6:</b> 95, 107, 145, 156; <b>TG7:</b> 51, 65, 84, 85, 102, 136, 148; <b>TG8:</b> 65, 72, 135, 138, 156; <b>TG9:</b> 29, 83, 95, 119, 130, 136, 140, 142, 148, 154

<b>II.E.6.</b> Child engages in various forms of nonverbal communication with those who do not speak her home language (ELL).	<b>TG1:</b> 24, 26, 32, 37, 38, 42, 44, 49, 50, 60, 62, 67, 72, 74, 78, 80, 83, 84, 86, 96, 98, 103, 109, 110, 114, 116, 120, 122, 132, 134, 138, 144, 146, 150, 156, 158; <b>TG2:</b> 24, 30, 31, 32, 38, 42, 43, 47, 49, 50, 60, 62, 66, 67, 68, 72, 74, 78, 80, 84, 85, 86, 98, 102, 108, 110, 113, 116, 119, 120, 122, 133, 134, 138, 140, 146; <b>TG3:</b> 24, 26, 30, 32, 42, 62, 68, 74, 80, 84, 86, 103, 104, 110, 116, 120, 121, 122, 134, 139, 140, 146, 152, 157, 158; <b>TG4:</b> 25, 26, 32, 37, 38, 44, 48, 60, 61, 62, 68, 72, 80, 86, 96, 97, 102, 103, 109, 114, 116, 120, 122, 132, 133, 134, 138, 140, 144, 146, 152, 156; <b>TG5:</b> 62, 42, 60, 68, 72, 74, 78, 80, 84, 86, 96, 98, 102, 103, 104, 108, 110, 114, 115, 116, 122, 132, 133, 134, 140, 144, 146, 150, 152, 157; <b>TG6:</b> 26, 32, 37, 42, 44, 48, 50, 60, 62, 66, 68, 72, 74, 78, 79, 80, 84, 85, 86, 96, 97, 98, 102, 104, 108, 110, 114, 122, 133, 138, 140, 144, 146, 150, 152, 158; <b>TG7:</b> 26, 30, 32, 38, 44, 50, 62, 66, 68, 72, 74, 78, 79, 80, 85, 86, 98, 104, 116, 122, 132, 134, 138, 140, 144, 145, 146, 151, 152, 158; <b>TG8:</b> 24, 26, 38, 44, 50, 60, 62, 66, 67, 68, 73, 74, 78, 80, 84, 85, 86, 98, 104, 108, 110, 115, 121, 133, 138, 140, 145, 146, 151, 156, 158; <b>TG9:</b> 31, 32, 36, 38, 42, 43, 44, 48, 49, 50, 61, 62, 66, 67, 72, 79, 85, 97, 98, 103, 104, 109, 110, 115, 116, 133, 134, 145, 150, 152, 158
<b>II.E.7.</b> Child uses single words and simple phrases to communicate meaning in social situations (ELL).	<b>TG1:</b> 60; <b>TG2:</b> 25, 68, 79, 96; <b>TG3:</b> 50, 60, 62, 68, 96, 97, 98, 110, 133; <b>TG4:</b> 48, 85, 86, 96, 120, 156; <b>TG5:</b> 25, 31, 73, 74, 84, 103, 133, 145, 151; <b>TG6:</b> 67, 72, 79; <b>TG7:</b> 66, 72, 78, 79, 85, 86; <b>TG8:</b> 103, 108, 115, 133, 145; <b>TG9:</b> 49, 79, 84, 85, 133
<b>II.E.8.</b> Child attempts to use new vocabulary and grammar in speech (ELL).	<b>TG1:</b> 24, 42, 44, 50, 60, 62, 74, 78, 80, 83, 84, 87, 96, 114, 116, 120, 132, 134; <b>TG2:</b> 24, 26, 30, 31, 38, 42, 43, 49, 50, 67, 74, 78, 79, 86, 108, 109, 114, 120; <b>TG3:</b> 24, 30, 66, 96, 133, 139, 157; <b>TG4:</b> 25, 30, 37, 44, 60, 61, 66, 80, 85, 86, 97, 98, 103, 109, 114, 120, 132, 133, 134, 138; <b>TG5:</b> 31, 32, 42, 50, 73, 84, 96, 98, 108, 116, 132, 138, 157; <b>TG6:</b> 26, 37, 60, 66, 72, 74, 78, 79, 96, 97, 110, 114, 121, 133, 138, 157; <b>TG7:</b> 32, 66, 72, 78, 79, 85, 86, 144, 146; <b>TG8:</b> 24, 60, 67, 73, 85, 97, 104, 108, 115, 116, 121, 133, 138, 145, 151, 156; <b>TG9:</b> 24, 30, 31, 42, 43, 48, 49, 67, 73, 79, 85, 102, 103, 115, 133, 138, 139, 145, 151, 157

### III. Emergent Literacy Reading Domain

#### A. Motivation to Read Skills

To ensure that all children enter school ready to learn, early education efforts must encourage emergent literacy. When optimal conditions exist in a child's environment, literacy develops naturally, and one of the goals of early education must be cultivating that optimal environment. Prekindergarten children benefit from classroom activities and environments that create an association between reading and feelings of pleasure and enjoyment, as well as learning and skill development. These early experiences will come to define their assumptions and expectations about becoming literate and influence their motivation to work toward learning to read and write. Children may have difficulty comprehending read alouds or listening to stories without any background support, particularly if they have limited experiences with the concepts included in the story or text. Children who are English language learners benefit from repetitive exposure to pictures and other media pertinent or associated with the content of stories read aloud in English. ELL children also will benefit from making connections to text in their home language for better comprehension when Bilingual strategies are used to facilitate comprehension during readings of English text. (LEER MAS, 2001)

<b>III.A.1.</b> Child engages in pre-reading and reading-related activities.	<b>TG1:</b> 23, 26, 27, 29, 35, 41, 43, 47, 49, 59, 65, 71, 75, 77, 79, 83, 85, 93, 107, 111, 113, 157; <b>TG2:</b> 23, 31, 59, 61, 72, 93; <b>TG3:</b> 57, 59, 67, 83, 131, 155, 157; <b>TG4:</b> 25, 31, 37, 43, 79, 93, 103, 121, 129, 139, 157; <b>TG5:</b> 41, 57, 58, 59, 71, 73, 93, 96, 109, 115, 121, 133, 143, 150, 155; <b>TG6:</b> 29, 43, 73, 77, 93, 101, 111, 114, 115, 117, 133, 157, 159; <b>TG7:</b> 23, 25, 57, 73, 75, 139; <b>TG8:</b> 37, 61, 73, 83, 85, 93, 97, 101, 103, 115, 139, 145, 157; <b>TG9:</b> 25, 29, 31, 49, 73, 93, 103, 121, 139, 151, 157
<b>III.A.2.</b> Child uses books and other written materials to engage in pre-reading behaviors.	<b>TG1:</b> 27, 37, 41, 42, 43, 47, 65, 77, 79, 95, 97, 101, 107, 143, 149, 157; <b>TG2:</b> 29, 31, 35, 59, 61, 65, 67, 72, 73, 137; <b>TG3:</b> 57, 95, 107, 118, 151; <b>TG4:</b> 25, 37, 43, 103, 121, 139; <b>TG5:</b> 109, 121; <b>TG6:</b> 35, 67, 72, 73, 77, 101, 114, 115, 133, 155, 157, 159; <b>TG7:</b> 23, 43, 73; <b>TG8:</b> 71, 93, 97, 119; <b>TG9:</b> 25, 31, 37, 43, 49, 79, 149
<b>III.A.3.</b> Child asks to be read to or asks the meaning of written text.	<b>TG1:</b> 29, 31, 35, 41, 107; <b>TG2:</b> 29, 72, 73; <b>TG3:</b> 65, 107; <b>TG4:</b> 119; <b>TG5:</b> 41, 71, 108, 114, 137; <b>TG6:</b> 25, 77, 83, 95, 101, 117, 131, 157, 159; <b>TG7:</b> 23, 72, 73, 79; <b>TG8:</b> 23, 27, 59, 73, 93, 101, 119, 132, 155; <b>TG9:</b> 48, 59, 77, 149

## B. Phonological Awareness Skills

Phonological awareness is an auditory skill that involves an understanding of the sounds of spoken words. It includes being able to recognize individual words in a spoken sentence, blending and dividing words into syllables, beginning with compound words which, because each syllable has meaning connected to, it is easier for children to work with, adding and taking those meaningful units, recognizing and producing rhyming words, identifying words that sound the same at the beginning, and for some children, blending words at the phoneme or single sound level. Because phonological awareness begins before children have learned a set of letter-sound correspondences, encouraging phonological awareness does not require print. Phonological awareness represents a crucial step toward understanding that letters or groups of letters can represent phonemes or sounds (the alphabetic principle). This understanding is highly predictive of success in beginning reading. Some basic proficiency in English may be prerequisite to the development of phonological awareness in English for second-language learners; however, a child's home language can help support the development of phonological awareness in English. Research demonstrates that phonological awareness in English and Spanish are highly related; therefore, children in Bilingual/ESL instruction will be taught phonological awareness skills in tandem with their primary language while simultaneously developing English language skills. Working with individual sounds in words is the highest level of phonological awareness. Although some prekindergarten children may be able to work with sounds at this level, it is not appropriate to expect all children to be able to achieve this level of sensitivity to the sounds in language (such as "c""a""t" = cat). The above PA Continuum represents the most current research in Phonological Awareness states about how children learn language sounds. Another representation is the Phonological Awareness Continuum found in the Texas Spanish Reading Academy, LEER MAS, and the Texas Center for Reading and Language Arts. \*Anthony, Jason L.; C.J. Longian; K. Driscoll; B.M. Phillips. 2003. "Phonological Sensitivity: A quasi-parallel progression of word structure units and cognitive operations." Reading Research Quarterly, Vol. 38, 470-487. The Spanish Phonological Awareness Continuum

<b>III.B.1.</b> Child separates a normally spoken four-word sentence into individual words.	<b>TG1:</b> 70, 76, 130, 136, 148, 154; <b>TG2:</b> 22, 28, 34, 40, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118, 130, 132, 136, 142, 148, 154; <b>TG3:</b> 28, 34, 40, 46, 58, 64, 70, 76, 82, 96, 100, 106, 112, 130, 142, 148, 154; <b>TG6:</b> 67; <b>TG7:</b> 22, 28, 34, 40, 46, 58, 64, 70, 76, 82, 94, 100, 106, 112, 118; <b>TG8:</b> 66
<b>III.B.2.</b> Child combines words to make a compound word.	<b>TG1:</b> 70, 84, 85, 87; <b>TG2:</b> 21, 35, 36, 114; <b>TG3:</b> 78; <b>TG4:</b> 47, 143; <b>TG5:</b> 40, 96; <b>TG6:</b> 66, 77, 83, 84, 138; <b>TG7:</b> 47, 48, 102, 130, 149; <b>TG8:</b> 47, 107, 113, 114, 119, 132, 138; <b>TG9:</b> 21, 66, 67, 84, 155
<b>III.B.3.</b> Child deletes a word from a compound word.	<b>TG2:</b> 21; <b>TG3:</b> 64, 138; <b>TG4:</b> 47, 143; <b>TG5:</b> 100; <b>TG6:</b> 67; <b>TG7:</b> 149; <b>TG8:</b> 47, 107, 108, 113, 114, 119, 132, 138; <b>TG9:</b> 66, 67, 84
<b>III.B.4.</b> Child combines syllables into words.	<b>TG1:</b> 34, 40; <b>TG2:</b> 60; <b>TG3:</b> 21, 22, 28, 34, 40, 42, 46, 48, 70, 82, 100, 130, 154; <b>TG4:</b> 143; <b>TG5:</b> 40, 96; <b>TG6:</b> 66, 77, 83, 84, 96, 138; <b>TG7:</b> 46, 47, 48, 102, 130, 149, 159; <b>TG8:</b> 51, 66, 96, 132; <b>TG9:</b> 21, 73, 83
<b>III.B.5.</b> Child can delete a syllable from a word.	<b>TG3:</b> 64, 66, 100, 130, 154; <b>TG5:</b> 100; <b>TG6:</b> 67; <b>TG7:</b> 149; <b>TG8:</b> 47, 107, 108, 113, 114, 119, 132, 138; <b>TG9:</b> 66, 67, 84
<b>III.B.6.</b> Child can produce a word that rhymes with a given word.	<b>TG1:</b> 72, 73, 102, 155; <b>TG2:</b> 46, 51, 64, 66, 101, 132, 133, 138, 139, 144, 149, 150, 151; <b>TG3:</b> 41, 47, 70, 94, 108, 109; <b>TG4:</b> 24, 36, 71, 83, 84, 137; <b>TG5:</b> 22, 23, 24, 25, 28, 30, 31, 34, 35, 40, 42, 43, 46, 47, 48, 57, 58, 64, 70, 76, 82, 84, 94, 96, 97, 100, 106, 112, 118, 130, 132, 136, 138, 139, 142, 144, 145, 148, 154; <b>TG6:</b> 108, 113, 149, 150, 151; <b>TG7:</b> 29, 36, 83, 96; <b>TG8:</b> 30, 36, 37, 42, 45, 81, 83, 120, 121, 144; <b>TG9:</b> 21, 48, 51, 59, 60, 138, 139, 153
<b>III.B.7.</b> Child can produce a word that begins with the same sound as a given pair of words.	<b>TG2:</b> 45, 111, 137; <b>TG3:</b> 58, 59, 76, 105, 106, 112, 118, 132, 133, 136, 137, 142, 144, 150, 151; <b>TG4:</b> 21, 24, 36, 42, 72, 73, 76, 78, 84; <b>TG5:</b> 36; <b>TG6:</b> 22, 28, 34, 40, 46, 57, 58, 60, 64, 70, 76, 78, 82, 94, 100, 106, 130, 136, 142, 148, 149, 150, 151, 153, 154; <b>TG7:</b> 48; <b>TG8:</b> 37, 123; <b>TG9:</b> 21
<b>III.B.8.</b> Child combines onset (initial consonant or consonants) and rime (vowel to end) to form a familiar one-syllable word with pictorial support.	<b>TG7:</b> 21, 36, 57, 78; <b>TG8:</b> 21; <b>TG9:</b> 21
<b>III.B.9.</b> Child combines onset and rime to form familiar one-syllable words without pictorial support.	<b>TG7:</b> 22, 28, 34, 36, 40, 46, 58, 64, 70, 76, 78, 82, 94, 100, 106, 112, 118; <b>TG9:</b> 21
<b>III.B.10.</b> Child recognizes and blends two phonemes into real words with pictorial support.	<b>TG8:</b> 40, 45, 58, 63, 100, 130, 135; <b>TG9:</b> 21

### C. Alphabet Knowledge Skills

Letter knowledge is an essential component of learning to read and write. Young children learn best when information is presented in context and when educators provide opportunities for children to create experiences that make the material meaningful. Rote practice (or the “skill and drill” method) can result in frustration and negative attitudes toward learning. Knowing how letters function in writing and how these letters connect to the sounds children hear in words is crucial to children’s success in reading. Combined with phonological awareness, letter knowledge is the key to children understanding the alphabetic principle. Children will use this sound/letter connection to begin to identify printed words, such as their names and other familiar words.

**III.C.1.** Child names at least 20 upper and at least 20 lower case letters.

**TG1:** 25, 30, 31, 34, 35, 36, 37, 39, 42, 48, 50, 51, 57, 60, 61, 66, 67, 84, 86, 96, 97, 102, 114, 121, 130, 132, 133, 136, 138, 139, 142, 148, 150, 154, 155; **TG2:** 22, 24, 25, 28, 34, 36, 37, 40, 41, 42, 45, 46, 47, 48, 49, 59, 60, 61, 64, 67, 70, 72, 73, 76, 77, 78, 82, 94, 96, 97, 100, 102, 103, 106, 108, 109, 112, 114, 115, 116, 118, 119, 120, 121, 129, 130, 133, 136, 138, 139, 142, 143, 144, 145, 148, 149, 150, 154; **TG3:** 21, 24, 28, 30, 34, 40, 42, 43, 46, 48, 49, 57, 60, 64, 66, 72, 76, 82, 84, 94, 97, 100, 102, 103, 105, 108, 109, 112, 115, 118, 120, 121, 130, 132, 136, 138, 145, 148, 150, 154; **TG4:** 22, 25, 28, 29, 33, 34, 39, 40, 42, 46, 57, 58, 60, 67, 76, 77, 79, 82, 84, 93, 94, 96, 100, 101, 102, 106, 108, 112, 114, 115, 118, 120, 129, 130, 132, 139, 142, 150, 151, 154, 156; **TG5:** 21, 22, 24, 25, 28, 29, 30, 34, 36, 37, 40, 43, 46, 48, 49, 50, 58, 61, 64, 66, 67, 70, 76, 78, 79, 82, 94, 97, 99, 100, 103, 106, 109, 112, 118, 129, 130, 133, 136, 139, 142, 145, 148, 149, 151, 154; **TG6:** 22, 24, 25, 28, 31, 33, 34, 37, 40, 46, 49, 58, 64, 66, 70, 76, 78, 79, 82, 94, 97, 100, 106, 116, 117, 118, 120, 121, 130, 132, 136, 142, 145, 148, 150, 154, 155; **TG7:** 21, 22, 24, 27, 28, 30, 34, 36, 40, 42, 46, 47, 49, 58, 61, 64, 67, 70, 71, 75, 76, 79, 82, 94, 96, 97, 100, 101, 106, 107, 109, 112, 113, 118, 129, 130, 132, 138, 148, 149, 150, 151, 155; **TG8:** 21, 22, 23, 24, 25, 29, 30, 31, 34, 35, 36, 40, 41, 42, 43, 46, 47, 60, 61, 64, 66, 67, 70, 72, 73, 78, 79, 82, 94, 96, 97, 101, 102, 106, 108, 109, 112, 114, 118, 130, 131, 133, 136, 139, 142, 143, 145, 148, 149, 150, 151, 154, 155; **TG9:** 22, 24, 25, 28, 31, 34, 40, 46, 48, 49, 57, 58, 59, 60, 61, 70, 76, 82, 94, 96, 100, 106, 112, 118, 119, 130, 136, 138, 142, 148, 154

**III.C.2.** Child recognizes at least 20 letter sounds.

**TG2:** 45, 148; **TG3:** 67, 76, 132, 133, 150, 151; **TG4:** 22, 24, 28, 34, 40, 46, 57, 58, 64, 70, 71, 76, 77, 78, 82, 84, 93, 94, 100, 101, 106, 107, 112, 118, 129, 130, 136, 142, 154; **TG5:** 21, 84; **TG6:** 22, 28, 29, 33, 34, 35, 47, 60, 78, 150, 155; **TG8:** 22, 28, 29, 34, 35, 36, 40, 41, 42, 46, 47, 60, 143; **TG9:** 31, 60

**III.C.3.** Child produces the correct sounds for at least 10 letters.

**TG4:** 94, 100, 148; **TG5:** 21; **TG6:** 23, 150; **TG8:** 22, 34, 35, 36, 40, 41, 42, 46, 47, 64, 66, 70, 76, 82, 94, 102, 106, 112, 118, 136, 142, 148, 154; **TG9:** 22, 28, 31, 34, 40, 46

### D. Comprehension of Text Read-Aloud Skills

Frequent book reading relates strongly to school readiness: children who are read to on a regular basis have a higher likelihood of acquiring age-appropriate language skills. Exposure to many kinds of books, both fiction and information books, helps prekindergarten children become familiar with the language of books and story forms. Children develop concepts of story structures, character actions, and knowledge about informational text structure which influences how they understand, interpret, and link what they already know to new information. As children become readers, this understanding of how stories work facilitates their reading comprehension which is the end goal of reading. Reading books in English with ELL children will increase their knowledge of English language and vocabulary. In classrooms with children who are learning English, it is also critical that children read literature in their home language, whenever possible. Concepts of story structure, character actions, and informational text can be learned through both home language text as well as English texts.

**III.D.1.** Child retells or re-enacts a story after it is read aloud.

**TG1:** 49, 59, 65, 71, 73, 75, 77, 83, 107, 111, 113, 115, 137, 139, 150, 151; **TG2:** 33, 39, 43, 79, 95, 101, 107, 121, 138, 139, 151, 157; **TG3:** 26, 27, 29, 31, 73, 111, 121, 137, 139, 145, 146, 157, 159; **TG4:** 25, 26, 31, 49, 66, 67, 85, 113, 133, 139, 145, 149, 151, 155, 157; **TG5:** 29, 31, 48, 49, 50, 55, 59, 60, 61, 65, 73, 78, 79, 83, 84, 85, 101, 102, 104, 109, 111, 113, 115, 121, 141, 144, 145, 151, 152; **TG6:** 30, 43, 59, 67, 73, 131, 143, 155, 157; **TG7:** 24, 25, 29, 31, 77, 113, 119, 121, 135, 145, 151, 157; **TG8:** 23, 25, 31, 47, 49, 65, 67, 71, 77, 101, 103, 115, 143, 145, 151; **TG9:** 25, 31, 67, 79, 80, 131, 150, 155, 157

<b>III.D.2.</b> Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.	<b>TG1:</b> 23, 29, 35, 42, 43, 47, 59, 71, 77, 95, 101, 108, 113, 114, 119, 120, 131, 137, 143; <b>TG2:</b> 29, 47, 59, 71, 77, 95, 111, 131, 132, 133, 143, 147, 159; <b>TG3:</b> 30, 31, 35, 36, 37, 43, 59, 66, 67, 71, 75, 77, 79, 83, 101, 107, 113, 138, 147, 151; <b>TG4:</b> 23, 27, 35, 47, 50, 66, 67, 79, 99, 111, 121, 131, 133, 139, 155, 157; <b>TG5:</b> 23, 29, 35, 47, 59, 61, 62, 65, 71, 72, 77, 78, 79, 83, 87, 95, 99, 101, 108, 113, 114, 119, 131, 135, 137, 141, 144, 149, 152, 153; <b>TG6:</b> 23, 43, 59, 65, 66, 71, 73, 77, 79, 83, 95, 96, 101, 107, 111, 113, 119, 131, 132, 138, 143, 151; <b>TG7:</b> 35, 47, 71, 73, 77, 83, 101, 107, 113, 114, 119, 131, 137, 138, 155; <b>TG8:</b> 23, 29, 35, 37, 41, 47, 65, 71, 77, 83, 84, 107, 108, 113, 114, 120, 132, 137, 139, 143, 149, 155; <b>TG9:</b> 23, 30, 41, 43, 47, 72, 73, 101, 113, 137
<b>III.D.3.</b> Child asks and answers appropriate questions about the book.	<b>TG1:</b> 23, 29, 35, 41, 43, 47, 59, 65, 71, 75, 77, 79, 95, 101, 107, 113, 115, 131, 137, 139, 143, 149, 150, 155, 157; <b>TG2:</b> 23, 27, 29, 31, 33, 35, 41, 59, 61, 65, 67, 71, 83, 95, 99, 101, 107, 109, 113, 115, 119, 121, 143, 155, 157; <b>TG3:</b> 23, 35, 41, 43, 47, 59, 65, 67, 71, 73, 75, 77, 79, 83, 87, 95, 101, 107, 113, 119, 131, 137, 138, 140, 141, 143, 144, 145, 149, 155; <b>TG4:</b> 23, 25, 29, 30, 35, 36, 37, 41, 43, 47, 49, 50, 59, 65, 66, 67, 79, 83, 99, 101, 111, 119, 121, 131, 133, 139, 143, 144, 149, 155, 157; <b>TG5:</b> 23, 29, 31, 41, 47, 48, 49, 59, 60, 61, 65, 71, 73, 75, 77, 79, 83, 85, 95, 97, 101, 107, 108, 109, 113, 115, 119, 120, 131, 133, 137, 138, 140, 143, 149, 150, 151, 152, 155, 156, 157, 158; <b>TG6:</b> 23, 29, 41, 43, 47, 65, 66, 71, 73, 77, 79, 95, 107, 108, 119, 131, 133, 137, 138, 149, 151, 157; <b>TG7:</b> 29, 31, 35, 41, 43, 47, 59, 65, 67, 83, 84, 95, 107, 109, 113, 119, 131, 132, 133, 137, 138, 143, 144, 145, 149, 155; <b>TG8:</b> 23, 29, 35, 38, 41, 43, 49, 59, 65, 71, 77, 83, 85, 101, 107, 113, 119, 137, 141, 143, 149, 155, 157; <b>TG9:</b> 23, 25, 29, 35, 36, 37, 41, 45, 47, 59, 65, 71, 77, 81, 83, 87, 95, 101, 107, 119, 131, 137, 143, 144, 155
<b>IV. Emergent Literacy Writing Domain</b>	
<b>A. Motivation to Write Skills</b> As children watch adults write for many purposes, they develop the understanding that print conveys meaning. Initially, children engage in drawing as a way to communicate. This is the earliest stage of writing. Young children sketch lines and scribble “notes” in an attempt to imitate adults’ writing behaviors and begin to make connections between print and spoken words. With this understanding of the function and meaning of print comes the motivation to use print in the same manner. Keep in mind that it is not important what children write but that they write something to convey meaning, in the form of scribbles, letter-like forms, or strings of letters.	
<b>IV.A.1.</b> Child intentionally uses scribbles/ writing to convey meaning.	<b>TG1:</b> 49, 85, 115, 117, 139, 143, 145, 151; <b>TG2:</b> 25, 31, 37, 43, 79, 81, 85, 103, 145; <b>TG3:</b> 25, 73, 85, 93; <b>TG4:</b> 61; <b>TG5:</b> 67, 69, 133, 134, 135, 139; <b>TG6:</b> 97, 115, 139; <b>TG7:</b> 31, 37, 51, 73, 85, 97, 103; <b>TG8:</b> 57, 103, 109, 115, 121, 145, 151, 157; <b>TG9:</b> 25, 49, 61, 73, 79, 103, 109, 115, 131, 145, 147
<b>B. Independently Conveys Meaning Skills</b> Children engage in using print in ways to convey their meanings in different situations. As children interact with each other in play, they make lists, take orders, label and leave notes to convey what has occurred during their play.	
<b>IV.B.1.</b> Child independently uses letters or symbols to make words or parts of words.	<b>TG1:</b> 115, 133, 139, 145, 151; <b>TG2:</b> 25, 31, 37, 43, 57, 67, 81, 83, 85, 93, 97, 103, 139, 145; <b>TG3:</b> 43, 59, 61, 73, 85, 97, 105, 121, 139, 145; <b>TG4:</b> 25, 57, 61, 67, 73, 79; <b>TG5:</b> 31, 43, 49, 75, 79, 85, 109, 134, 135, 139, 151; <b>TG6:</b> 37, 45, 57, 61, 97, 121, 139, 141, 156; <b>TG7:</b> 31, 49, 103, 115, 151; <b>TG8:</b> 37, 43, 57, 85, 97, 103, 109, 115, 121, 133, 139, 145, 147, 151, 157; <b>TG9:</b> 25, 33, 61, 73, 79, 85, 115, 145
<b>IV.B.2.</b> Child writes own name (first name or frequent nickname), not necessarily with full correct spelling or well-formed letters.	<b>TG1:</b> 159; <b>TG2:</b> 49, 97, 115, 121, 145; <b>TG3:</b> 31, 67, 97; <b>TG4:</b> 117; <b>TG5:</b> 81, 135; <b>TG6:</b> 37, 117, 157; <b>TG7:</b> 30, 31, 37, 51, 80; <b>TG8:</b> 31; <b>TG9:</b> 25, 31, 37, 43
<b>C. Forms Letters Skills</b> When given opportunities and meaningful situations, children move through the stages from scribbles to convey meaning, to letter-like shapes, with perhaps some conventional letters.	
<b>IV.C.1.</b> Child independently writes some letters on request (not necessarily well-formed).	<b>TG1:</b> 50, 51, 97, 123, 159; <b>TG2:</b> 25, 43, 49, 67, 97, 108, 115, 121, 139, 145; <b>TG3:</b> 45, 73, 97, 105, 118, 121, 139, 145; <b>TG4:</b> 73; <b>TG5:</b> 37, 43, 49, 85, 109, 133, 151; <b>TG6:</b> 61, 97, 115, 121, 144, 145, 152, 153, 157; <b>TG7:</b> 31, 75, 79, 97, 103, 151; <b>TG8:</b> 22, 25, 31, 34, 37, 40, 43, 46, 58, 61, 64, 67, 70, 73, 82, 85, 94, 97, 100, 106, 109, 112, 118, 121, 130, 133, 136, 139, 142, 145, 148, 154, 157; <b>TG9:</b> 22, 28, 31, 34, 40, 43, 46, 49, 58, 61, 64, 65, 70, 76, 79, 82, 85, 94, 100, 106, 112, 116, 117, 118, 119, 130, 136, 142, 148, 154

**D. Concepts about Print Skills**

Just as children learn to talk by talking, children learn concepts about print through interacting with print. To children, it may appear that writing is simply talk that has been written down. However, there are rules that apply to writing that do not apply to speaking. These specific rules that govern how to record thoughts in writing must be learned so children can become more proficient at conveying their thoughts and actions.

**IV.D.1.** Child uses some appropriate writing conventions when writing or giving dictation.

**TG1:** 31, 32, 35, 40, 42, 43, 58, 61, 64, 82, 94, 98, 100, 106, 109, 112, 115, 117, 118, 119, 120, 123, 130, 136, 137, 142, 143, 145, 147, 148, 150, 151, 153, 154, 155, 156 ; **TG2:** 22, 23, 24, 25, 28, 29, 30, 33, 34, 35, 36, 40, 42, 43, 44, 46, 59, 60, 65, 67, 71, 72, 79, 83, 84, 85, 93, 96, 100, 102, 107, 109, 112, 114, 119, 130, 142, 154, 156, 157 ; **TG3:** 24, 29, 30, 35, 36, 41, 42, 43, 49, 75, 86, 96, 100, 114, 123, 138, 143, 152, 156, 157 ; **TG4:** 49, 58, 69, 70, 73, 81, 95, 94, 97, 100, 103, 109, 142, 148, 153, 154, 159 ; **TG5:** 29, 30, 31, 38, 46, 58, 59, 64, 67, 70, 82, 94, 100, 101, 106, 115, 116, 118, 130, 131, 132, 134, 135, 136, 142, 144, 146, 148, 152, 153, 154, 156, 157 ; **TG6:** 22, 23, 28, 34, 35, 40, 45, 46, 57, 67, 74, 98, 112, 113, 114, 115, 119, 120, 121, 132, 133, 139, 145, 155, 156, 157 ; **TG7:** 24, 25, 36, 37, 50, 77, 78, 97, 109, 121, 129, 130, 132, 145, 148, 154, 155 ; **TG8:** 24, 25, 26, 29, 30, 33, 35, 36, 41, 42, 48, 57, 60, 66, 72, 78, 84, 93, 99, 103, 109, 113, 115, 120, 135 ; **TG9:** 23, 29, 30, 39, 42, 48, 57, 58, 60, 64, 66, 67, 76, 77, 94, 98, 100, 102, 103, 106, 109, 112, 118, 123, 130, 131, 136, 137, 142, 148, 154, 155

**V. Mathematics Domain****A. Counting Skills**

Prekindergarten-aged children show basic counting readiness and counting by using nonverbal and verbal means.

**V.A.1.** Child knows that objects, or parts of an object, can be counted.

**TG1:** 30, 36, 67, 98; **TG2:** 26, 27, 33, 34, 64, 99; **TG3:** 110, 111, 159; **TG4:** 81; **TG5:** 26, 27, 32, 33, 39, 44, 45, 50, 51; **TG6:** 62, 68, 69, 80, 81, 135; **TG7:** 23, 44 ; **TG8:** 26, 27, 50, 134, 135, 146, 147, 152, 153

**V.A.2.** Child uses words to rote count from 1 to 30.

**TG1:** 104, 105; **TG2:** 38, 39, 50, 51; **TG3:** 116, 117; **TG4:** 32, 81, 122, 123, 152; **TG5:** 116, 17; **TG6:** 135; **TG7:** 38, 39; **TG8:** 50, 51; **TG9:** 152, 158

**V.A.3.** Child counts 1-10 items, with one count per item.

**TG1:** 31, 34, 35, 61, 62, 63, 87, 153; **TG2:** 22, 24, 26, 27, 28, 29, 34, 38, 39, 40, 44, 45, 46, 60, 70, 81, 85, 99, 105, 109, 109, 112, 118, 135; **TG3:** 37, 42, 116, 117; **TG4:** 81, 97, 104, 123, 134, 140, 141, 146, 147, 158, 159; **TG5:** 38, 39, 61, 116, 117, 133; **TG6:** 30, 37, 42, 74, 102, 104, 105, 116, 117, 123, 134, 135, 140, 141, 153, ; **TG7:** 32, 44, 45, 50, 51, 110, 116, 122, 123, 153; **TG8:** 109, 111, 134, 140, ; **TG9:** 38, 39, 105, 117, 132, 141, 147

**V.A.4.** Child demonstrates that the order of the counting sequence is always the same, regardless of what is counted.

**TG1:** 63, 104, 105; **TG2:** 26, 50, 51 ; **TG3:** 104, 105, 122, 123; **TG5:** 38, 39, 86; **TG6:** 135, 152; **TG7:** 38, 51; **TG9:** 38, 152, 153, 158

**V.A.5.** Child counts up to 10 items, and demonstrates that the last count indicates how many items were counted.

**TG1:** 63, 153; **TG2:** 26, 27, 38, 39, 68, 104, 105, 108, 13, 135; **TG3:** 32, 44, 98, 99, 104, 105, 110, 111, 122, 123; **TG4:** 98, 116, 117, 134, 135, 140, 141, 146, 147, 152, 153, 158, 159; **TG5:** 44, 81, 87, 97, 110, 111; **TG6:** 62, 68, 69, 80, 81, 86, 134, 135, 141, 146, 147, 152, 153, 158, 159; **TG7:** 32, 32, 38, 44, 45, 51, 116, 153; **TG8:** 26, 27, 32, 33, 38, 39, 44, 45, 62, 63, 68, 69, 74, 75, 80, 81, 86, 87, 98, 99, 104, 105, 111, 116, 117, 119, 122, 123, 133, 140, 141, 147, 159; **TG9:** 27, 98, 99, 104, 105, 110, 111, 117, 135, 140, 141, 146, 147, 153

**V.A.6.** Child demonstrates understanding that when counting, the items can be chosen in any order.

**TG2:** 44, 152, 153; **TG3:** 98; **TG5:** 50, 104, 105; **TG6:** 44, 45; **TG7:** 109; **TG9:** 110, 111, 122, 123

**V.A.7.** Child uses the verbal ordinal terms.

**TG1:** 26, 86; **TG3:** 98, 99, 104, 134, 135, 140, 145, 146, 152, 153, 158; **TG4:** 26, 38, 39; **TG5:** 68, 80, 86, 87, 134, 135, 140, 141, 146, 147, 152, 153, 158, 159; **TG7:** 74; **TG8:** 104, 105, 110; **TG9:** 110

**V.A.8.** Child verbally identifies, without counting, the number of objects from 1 to 5.

**TG1:** 98; **TG2:** 32, 33, 140, 141 ; **TG3:** 122, 123, 140; **TG5:** 44, 50, 98, 99, 104, 105, 110, 111, 122; **TG6:** 110, 134, 135, 140; **TG7:** 80, 81, 98; **TG8:** 29, 32, 33, 38, 39, 44, 45, 62, 63, 68, 69, 74, 75, 80, 81, 14; **TG9:** 124, 138

**V.A.9.** Child recognizes one-digit numerals, 0-9.

**TG1:** 116, 117; **TG2:** 46, 47, 50, 51; **TG3:** 116, 158, 159; **TG4:** 32, 110, 111, 116, 117, 122, 152, 153; **TG5:** 68, 134, 135, 140, 141, 146, 152, 158, 159; **TG6:** 132, 134, 135, 140, 141, 146, 147, 152, 153, 158, 159; **TG7:** 32, 38, 39, 41, 44, 50, 62, 68, 69, 74, 80, 81; **TG8:** 32, 104, 117, 134, 135, 141; **TG9:** 98, 99, 104, 109, 116, 153

<b>B. Adding To/Taking Away Skills</b> Prekindergarten children use informal and formal strategies to make a collection larger or smaller. This includes teacher showing (modeling) children a mathematical behavior and asking the children to do the same.	
<b>V.B.1.</b> Child uses concrete models or makes a verbal word problem for adding up to 5 objects.	<b>TG4:</b> 50, 51; <b>TG5:</b> 86, 87, 98, 99, 110, 111, 122, 123; <b>TG6:</b> 112; <b>TG8:</b> 26, 27, 33, 44, 45, 51, 62, 63, 69, 74, 75, 86, 87, 98, 104, 105, 110, 111, 116, 117, 122, 134, 135, 140, 141, 146, 152, 153, 158; <b>TG9:</b> 105, 111, 117, 129, 134
<b>V.B.2.</b> Child uses concrete models or makes a verbal word problem for subtracting 1-5 objects from a set.	<b>TG4:</b> 51, 51; <b>TG5:</b> 98, 99; <b>TG7:</b> 153; <b>TG8:</b> 38, 39, 68, 69, 80, 81, 86, 87, 98, 110, 116, 117, 134, 135, 140, 141, 158; <b>TG9:</b> 104, 105, 129
<b>V.B.3.</b> Child uses informal strategies to share or divide up to 10 items equally.	<b>TG4:</b> 135, 135; <b>TG8:</b> 122, 123, 152, 153; <b>TG9:</b> 116
<b>C. Geometry and Spatial Sense Skills</b> Prekindergarten children recognize, describe, and name attributes of shapes.	
<b>V.C.1.</b> Child names common shapes.	<b>TG1:</b> 38, 39, 50, 75, 80, 98, 116; <b>TG2:</b> 62, 63, 68, 69, 74, 75, 80, 81, 86, 87, 98, 104, 105, 116, 129, 137, 139; <b>TG3:</b> 99, 102; <b>TG4:</b> 62, 63, 68, 69, 74, 80, 81, 86, 99; <b>TG5:</b> 65, 69, 105; <b>TG6:</b> 23, 24, 25, 26, 27, 29, 30, 31, 32, 33, 34, 35, 38, 39, 40, 42, 43, 44, 45, 50, 98, 103, 104, 145, 152; <b>TG7:</b> 61, 62, 96, 99, 105, 147; <b>TG8:</b> 71, 105, 110, 153; <b>TG9:</b> 26, 27, 32, 33, 39, 44, 50, 51
<b>V.C.2.</b> Child creates shapes.	<b>TG1:</b> 50, 51, 69, 80, 81; <b>TG2:</b> 63, 68, 69, 74, 75, 80, 81, 86, 87, 99, 104, 105, 116, 117, 122, 137, 139; <b>TG3:</b> 38, 39; <b>TG4:</b> 62, 63, 68, 69, 74, 75, 80; <b>TG6:</b> 26, 31, 32, 38, 39, 42, 44, 45, 50, 105, 146, 147; <b>TG7:</b> 97, 99, 109; <b>TG8:</b> 105, 110; <b>TG9:</b> 26, 27, 32, 33, 38, 39, 44, 45, 50, 51
<b>V.C.3.</b> Child demonstrates use of location words (such as "over", "under", "above", "on", "beside", "next to", "between", "in front of", "near", "far", etc.).	<b>TG1:</b> 34, 45, 58, 62, 63, 67, 68, 69, 74, 75, 76, 77, 80, 81, 122, 134, 141, 146; <b>TG2:</b> 21, 63, 74, 86, 87, 110, 111, 116; <b>TG3:</b> 38, 39, 86, 99, 102, 104, 110, 111, 134, 146; <b>TG4:</b> 38, 39, 44, 62, 80, 104, 117; <b>TG5:</b> 62, 68, 74, 75, 80, 105, 116, 117, 134, 135, 140, 141, 146, 147, 152, 153; <b>TG6:</b> 26, 27, 39, 46, 47, 48, 49, 50, 51, 105, 154; <b>TG7:</b> 26, 32, 34, 35, 36, 58, 60, 61, 62, 63, 68, 69, 74, 75, 80, 81, 86, 87, 98, 105, 134, 135, 140, 141, 146, 147, 152, 158, 159; <b>TG8:</b> 105, 111, 117; <b>TG9:</b> 26, 39, 44, 50, 122, 123
<b>V.C.4.</b> Child slides, flips, and turns shapes to demonstrate that the shapes remain the same.	<b>TG1:</b> 146; <b>TG2:</b> 32, 62, 74, 80, 116, 117, 122; <b>TG3:</b> 39; <b>TG4:</b> 62, 63; <b>TG6:</b> 98, 103, 105, 110, 111; <b>TG7:</b> 86, 87; <b>TG9:</b> 26, 27, 44, 51
<b>D. Measurement Skills</b> Prekindergarten children verbally describe or demonstrate attributes of persons or objects, such as length, area, capacity, or weight.	
<b>V.D.1.</b> Child recognizes and compares heights or lengths of people or objects.	<b>TG1:</b> 39, 79, 116, 134, 135, 140, 141, 146, 147, 152, 153; <b>TG2:</b> 43, 63, 75, 111; <b>TG3:</b> 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 35, 37, 38, 42, 43, 44, 45, 47, 48, 65, 69, 78, 79, 80, 81, 87, 99, 103, 110, 111, 112, 135, 144, 147; <b>TG4:</b> 33, 73, 104, 115, 144, 145; <b>TG5:</b> 26, 32, 33, 62, 63, 69, 74, 75, 78, 81, 122, 129, 145, 158, 159; <b>TG6:</b> 38, 68, 69, 80, 81, 86, 87, 110; <b>TG7:</b> 93, 153, 159; <b>TG8:</b> 39, 49, 57, 71, 74, 78, 79, 85, 105, 114, 134, 140, 141, 155, 158; <b>TG9:</b> 44, 49, 87, 98, 133, 134, 135, 140, 147
<b>V.D.2.</b> Child recognizes how much can be placed within an object.	<b>TG1:</b> 141, 146, 147; <b>TG2:</b> 39; <b>TG3:</b> 27, 33, 38, 39, 44, 45, 80, 81, 116, 117; <b>TG4:</b> 86, 87, 138, 144, 145, 159; <b>TG5:</b> 32, 33, 81, 153; <b>TG6:</b> 62, 63; <b>TG7:</b> 157; <b>TG8:</b> 45, 71; <b>TG9:</b> 117, 140, 141
<b>V.D.3.</b> Child informally recognizes and compares weights of objects or people.	<b>TG1:</b> 152; <b>TG3:</b> 62, 54, 68, 69, 74, 75; <b>TG5:</b> 69; <b>TG6:</b> 74; <b>TG8:</b> 78, 74; <b>TG9:</b> 37, 133, 140
<b>V.D.4.</b> Child uses language to describe concepts associated with the passing of time.	<b>TG1:</b> 30, 31, 33, 86, 87, 141, 158, 159; <b>TG2:</b> 23; <b>TG3:</b> 50, 51, 86, 87, 158; <b>TG4:</b> 44, 60, 61, 66, 67, 80, 87, 98, 99, 104, 105, 110, 111, 114, 115, 116, 117, 120, 121, 122, 133, 151, 157; <b>TG5:</b> 158; <b>TG6:</b> 123; <b>TG7:</b> 115, 146, 147, 157; <b>TG8:</b> 131, 132, 133; <b>TG9:</b> 33, 42, 48, 49, 50, 51, 60, 61, 62, 66, 67, 72, 74, 75, 78, 79, 111, 115, 133, 139, 146, 152, 153, 158, 159

<b>E. Classification and Patterns Skills</b>	
Prekindergarten children sort and classify objects using one or more attributes. They begin to use attributes of objects to duplicate and create patterns. (Typically referred to as algebraic thinking such as described in NCTM focal points.) With formal instruction, they will participate in creating and using real/pictorial graphs.	
<b>V.E.1.</b> Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.	<b>TG1:</b> 32, 33, 35, 36, 38, 39, 44, 45, 63, 81, 109, 110, 111, 114, 115, 116, 122, 123, 135, 140, 141, 145, 146, 147, 159; <b>TG2:</b> 44, 51, 59, 63, 67, 71, 74, 97, 98, 99, 103, 104, 105, 108, 110, 111, 116, 122, 129, 134, 135, 140, 141, 146, 147, 151, 152, 153, 156, 158, 159; <b>TG3:</b> 22, 24, 25, 26, 27, 29, 31, 32, 33, 35, 44, 74, 75, 87, 109, 123; <b>TG4:</b> 27, 61, 62, 68, 77, 81, 83, 110, 111, 115, 134, 135, 139, 151, 153; <b>TG5:</b> 22, 24, 25, 26, 27, 29, 30, 31, 32, 36, 37, 42, 45, 48, 49, 51, 65, 68, 69, 74, 75, 101, 103, 114, 120, 159; <b>TG6:</b> 26, 32, 33, 37, 50, 59, 60, 61, 69, 73, 74, 75, 98, 99, 104, 108, 110, 116, 117, 122, 123, 145, 147, 152; <b>TG7:</b> 39, 44, 45, 50, 99, 104, 105, 110, 111, 114, 116, 122, 123, 147, 151; <b>TG8:</b> 27, 33, 44, 63, 71, 96, 102, 103, 111, 134, 139, 147, 153, ; <b>TG9:</b> 31, 32, 39, 49, 72, 73, 87, 97, 99, 102, 103, 105, 108, 109, 110, 114, 123, 151, 159
<b>V.E.2.</b> Child collects data and organizes it in a graphic representation.	<b>TG1:</b> 110, 111, 115; <b>TG2:</b> 66, 104, 108, 146, 147, ; <b>TG3:</b> 26; <b>TG4:</b> 26, 68, 74, 140, 141; <b>TG5:</b> 45, 63, 80, 81, 86, 104, 110, 111, 116, 117, 129, 147; <b>TG6:</b> 27, 45, 86, 116, 117, 122, 123, 134, 135, 158, 159; <b>TG7:</b> 98, 104, 105, 110, 111, 116, 117, 122, 123; <b>TG8:</b> 43, 45, 57, 122, 123, 135, 146, 152, 153, 158, 159; <b>TG9:</b> 74, 75, 98, 104, 105, 110, 116, 122, 123, 140, 141, 146, 147, 153
<b>V.E.3.</b> Child recognizes and creates patterns.	<b>TG1:</b> 122; <b>TG2:</b> 50, 51; <b>TG3:</b> 45, 46, 50, 51, 99, 129, 134, 135, 140, 141, 146, 147, 152, 153, 158, 159; <b>TG4:</b> 21, 26, 27, 32, 33, 38, 39, 44, 45, 50, 81, 98, 99, 100, 142, 158, 159; <b>TG5:</b> 86, 87, 122, 123; <b>TG6:</b> 45, 99, 111; <b>TG7:</b> 26, 27, 32, 33, 38, 39, 42, 43, 44, 50, 51, 68, 111; <b>TG8:</b> 50, 51, 134, 135, 159; <b>TG9:</b> 62, 63, 68, 69, 74, 75, 80, 81, 86, 87, 110, 134, 135, 141
<b>VI. Science Domain</b>	
<b>A. Physical Science Skills</b>	
Prekindergarten children learn to explore properties of materials, positions, and motion of objects through investigations which allow them to notice the attributes of each of these. These explorations continue as children use attributes to classify and sort objects, make observations and predictions, problem-solve, compare, and question. Children learn about sources of energy by investigating and discussing light, heat, electricity, and magnetism.	
<b>VI.A.1.</b> Child describes, observes, and investigates properties and characteristics of common objects.	<b>TG1:</b> 32, 33, 36, 38, 39, 42, 45, 50, 51, 61, 75, 80, 81, 96, 97, 98, 99, 103, 104, 105, 107, 109, 110, 111, 114, 116, 117, 120, 121, 122, 123, 132, 134, 135, 140, 141, 152, 153, 156, 157, 158, 159; <b>TG2:</b> 31, 39, 59, 62, 63, 75, 87, 98, 99, 103, 110, 111, 117, 119, 123, 134, 135, 140, 141, 151, 152, 153, 158, 159; <b>TG3:</b> 24, 25, 60, 61, 63, 68, 69, 73, 74, 75, 79, 80, 81, 103, 104, 114, 117, 141; <b>TG4:</b> 33, 44, 45, 59, 63, 86, 87, 105, 133, 137, 138, 139, 141, 147, 153, ; <b>TG5:</b> 25, 27, 32, 39, 44, 45, 62, 63, 67, 68, 69, 79, 81, 87, 117, 123, 153, 159; <b>TG6:</b> 27, 29, 33, 36, 39, 51, 60, 61, 62, 63, 65, 69, 72, 73, 75, 85, 86, 87, 102, 104, 108, 109, 111, 123, 137, 147, ; <b>TG7:</b> 45, 69, 101, 105, 115, 117, 135, 139, 141, 145, 147, 157; <b>TG8:</b> 32, 32, 38, 45, 59, 73, 75, 147, 153; <b>TG9:</b> 22, 26, 27, 31, 39, 42, 43, 63, 69, 73, 85, 87, 99, 117, 122, 123, 139
<b>VI.A.2.</b> Child investigates and describes position and motion of objects.	<b>TG1:</b> 50, 51, 61, 62, 63, 67, 68, 69, 74, 75, 80, 81, 103, 105, 121, 122, 132, 133, 141, 158; <b>TG2:</b> 31, 62, 63, 75, 110, 111, 116, 122, 151; <b>TG3:</b> 61, 69, 73, 74, 78, 79, 80, 81, 114, 115, 117, 122, 134, 135, 152, 153; <b>TG4:</b> 63, 133, 147; <b>TG5:</b> 27, 45, 67, 68, 69, 123; <b>TG6:</b> 27, 50, 61, 65, 70, 71, 72, 73, 74, 75, 80, 87, 111; <b>TG7:</b> 26, 46, 47, 62, 68, 69, 86, 87, 103, 104, 115, 117, 133, 134, 135, 136, 140, 141, 142, 143, 144, 145, 146, 147, 152, 159; <b>TG8:</b> 31, 38, 39, 153; <b>TG9:</b> 69, 73, 87
<b>VI.A.3.</b> Child uses simple measuring devices to learn about objects.	<b>TG1:</b> 135, 140, 141, 158; <b>TG2:</b> 75; <b>TG3:</b> 32, 50, 51, 62, 103; <b>TG5:</b> 32, 63, ; <b>TG6:</b> 62, 63, 80, 81, 85, 86, 87, ; <b>TG7:</b> 117, 134, 135, 140, 141; <b>TG8:</b> 39; <b>TG9:</b> 140
<b>VI.A.4.</b> Child investigates and describes sources of energy including light, heat, and electricity.	<b>TG3:</b> 78, 79, 80, 81, 84, 101, 102, 103, 113, 123, 139; <b>TG5:</b> 63, 81, 106; <b>TG6:</b> 87, 147; <b>TG7:</b> 105, 119, 123, 151; <b>TG8:</b> 39, 113, 145, 157; <b>TG9:</b> 63, 68, 83, 86, 87, 97, 104, 113, 114

<b>B. Life Sciences Skills</b> Prekindergarten children are naturally curious about the characteristics of organisms. Children understand differences in living and non-living things.	
<b>VI.B.1.</b> Child identifies and describes the characteristics of organisms.	<b>TG1:</b> 58, 60, 61, 63, 64, 66, 67, 68, 79, 82, 87, 95, 96, 102, 110, 113, 114, 115, 119, 120, 121, 135, 137, 140, 141, 159; <b>TG2:</b> 41, 42, 44, 45, 87, 97, 107, 110, 111, 136, 140, 141, 143; <b>TG3:</b> 24, 29, 32, 33, 36, 37, 39, 44, 45, 48, 59, 60, 62, 63, 65, 69, 71, 72, 135, 143, 147, 149, 151; <b>TG4:</b> 59, 60, 82, 87, 105; <b>TG5:</b> 77, 99, 105, 135, 141, 143, 149, 150, 159; <b>TG6:</b> 81; <b>TG7:</b> 23, 24, 25, 26, 27, 30, 42, 45, 76, 77, 78, 79, 81, 83, 156, 157; <b>TG8:</b> 24, 25, 27, 29, 30, 35, 36, 37, 41, 42, 47, 48, 49, 51, 58, 59, 60, 61, 63, 65, 66, 70, 71, 72, 73, 75, 76, 77, 78, 79, 81, 82, 83, 95, 96, 97, 99, 100, 101, 102, 105, 106, 107, 108, 109, 112, 113, 114, 115, 118, 119, 120, 123, 130, 131, 133, 137, 138, 139, 144, 145, 146, 147, 150, 151, 153, 157, 159; <b>TG9:</b> 75, 79, 95, 96, 97, 99, 101, 102, 103, 105, 139
<b>VI.B.2.</b> Child describes life cycles of organisms.	<b>TG3:</b> 135; <b>TG4:</b> 60; <b>TG5:</b> 105; <b>TG8:</b> 33, 57, 117, 131, 132, 133, 135, 145; <b>TG9:</b> 35, 40, 42, 46, 47, 48, 49, 50, 51, 153
<b>VI.B.3.</b> Child recognizes, observes, and discusses the relationship of organisms to their environments.	<b>TG1:</b> 96, 102, 120, 135; <b>TG2:</b> 77, 78, 79, 81, 86; <b>TG3:</b> 23, 38, 39, 62, 65, 71, 72; <b>TG4:</b> 82, 87; <b>TG5:</b> 71, 135; <b>TG6:</b> 81; <b>TG7:</b> 155, 156, 157; <b>TG8:</b> 33, 35, 48, 60, 63, 66, 72, 77, 95, 100, 101, 107, 109, 114, 116, 117, 119, 141, 147, 150; <b>TG9:</b> 75, 101, 102, 103, 105
<b>C. Earth and Space Science Skills</b> Prekindergarten children are enthusiastic learners about earth and space. They are intrigued by their local environment. Discovering their place in the world is exciting and fun for them.	
<b>VI.C.1.</b> Child identifies, compares, discusses earth materials, and their properties and uses.	<b>TG1:</b> 33, 99, 105; <b>TG2:</b> 141, 158, 159; <b>TG3:</b> 60, 61, 62, 63, 64, 65, 66, 68, 69, 71, 72, 73, 74, 77, 78, 79, 80, 81, 118, ; <b>TG4:</b> 86, 87, 147, ; <b>TG6:</b> 42, 45, 71, 77, 80; <b>TG7:</b> 137, 139, 141; <b>TG9:</b> 73, 96, 97, 99, 117
<b>VI.C.2.</b> Child identifies, observes, and discusses objects in the sky.	<b>TG3:</b> 77, 83, 84, 85, 87; <b>TG5:</b> 38, 41, 131, 133; <b>TG6:</b> 45; <b>TG7:</b> 149, 150, 151, 152, 153; <b>TG9:</b> 62, 63, 65, 68, 69, 80, 85, 86
<b>VI.C.3.</b> Child observes and describes what happens during changes in the earth and sky.	<b>TG1:</b> 141; <b>TG3:</b> 60, 61, 78, 80, 81, 86,, 87; <b>TG6:</b> 23; <b>TG7:</b> 59, 130, 131, 132, 135, 136, 137, 138, 139, 141, 142, 148, 150, 152, 153, 156; <b>TG9:</b> 62, 63, 71, 72, 73, 75, 76, 77, 78, 79, 80, 81, 83, 84, 85, 86, 117
<b>VI.C.4.</b> Child demonstrates the importance of caring for our environment and our planet.	<b>TG2:</b> 147; <b>TG3:</b> 20; <b>TG7:</b> 137, 138, 13; <b>TG9:</b> 102, 106, 107, 108, 111, 112, 113, 114, 115, 117, 118, 119, 123
<b>D. Personal Safety and Health Skills</b> Prekindergarten children demonstrate an understanding of health and safety issues as it relates to their daily routines and activities. Children learn to make healthy choices in nutrition and understand the importance of well-being through exercise and rest.	
<b>VI.D.1.</b> Child practices good habits of personal safety.	<b>TG1:</b> 28, 40, 45, 63, 81, 99, 102, 110; <b>TG2:</b> 33, 82, 130, 131, 132, 133, 135, 136, 141, 149, 154, 155 ; <b>TG3:</b> 84, 85, 114; <b>TG4:</b> 24, 34, 35, 36, 39, 48, 49, 51, 100, 113, 117, 137, 141; <b>TG5:</b> 28, 51, 120, 147; <b>TG6:</b> 37, 45, 63, 65; <b>TG7:</b> 33, 51, 95, 96, 99; <b>TG8:</b> 39, 63, 99, 105, 111, 159; <b>TG9:</b> 63
<b>VI.D.2.</b> Child practices good habits of personal health and hygiene.	<b>TG1:</b> 26, 27, 81, 86, 87, 111; <b>TG2:</b> 136, 137, 141; <b>TG4:</b> 36, 101, 102, 112, 113, 114, 115, 118, 119, 120, 123, 146, 147; <b>TG5:</b> 28, 30, 32, 33, 120
<b>VI.D.3.</b> Child identifies good habits of nutrition and exercise.	<b>TG1:</b> 82; <b>TG2:</b> 111; <b>TG4:</b> 60, 61, 64, 69, 71, 72, 75, 76, 77, 78, 81, 83, 84, 85, 94, 95, 96, 97, 99, 102, 105; <b>TG5:</b> 75, 105; <b>TG7:</b> 39; <b>TG9:</b> 135
<b>VII. Social Studies Domain</b>	
<b>A. People, Past and Present Skills</b> Prekindergarten children are aware of time and begin to organize their lives around it. Four-year-old children learn to depend on events and routines that occur in a regular and predictable order. They begin to understand past events and how these events relate to present and future activities, demonstrating evidence of their growing understanding of time, change, and continuity.	
<b>VII.A.1.</b> Child identifies similarities and differences in characteristics of people.	<b>TG1:</b> 38, 39, 44, 45, 48, 58, 61, 64, 68, 82, 101, 107, 110, 114, 115, 143; <b>TG2:</b> 61, 84, 96, 98, 99, 156; <b>TG4:</b> 23; <b>TG5:</b> 39; <b>TG7:</b> 95; <b>TG9:</b> 27, 66, 156
<b>VII.A.2.</b> Child identifies similarities and differences in characteristics of families.	<b>TG1:</b> 101; <b>TG2:</b> 23, 24, 27, 29, 30, 32, 33, 35, 37, 41, 42, 47, 48, 60, 65, 83, 84, 85, 87, 96, 99, 104, 106, 107, 143, 156, 159; <b>TG3:</b> 61, 117; <b>TG4:</b> 23, 27, 59, 71, 123; <b>TG5:</b> 47, 51; <b>TG6:</b> 61, 66, 67; <b>TG7:</b> 27, 45, 67, 71, 95; <b>TG8:</b> 119; <b>TG9:</b> 107

<b>VII.A.3.</b> Child organizes their life around events, time, and routines.	<b>TG1:</b> 30, 31, 33, 87; <b>TG4:</b> 98, 104, 110, 114, 115, 116, 117, 120, 121, 122, 151; <b>TG6:</b> 61; <b>TG9:</b> 24, 33, 42, 60, 64, 66, 67, 74, 75, 78, 79, 111, 115, 132, 133, 137, 152, 158, 15
<b>B. Economic Skills</b> In prekindergarten, children learn about the world in their community. They explore the roles and relationships of consumers and producers, and become aware that people produce services as well as goods. Children learn that their community benefits from many different people working in many different ways.	
<b>VII.B.1.</b> Child demonstrates that all people need food, clothing, and shelter.	<b>TG1:</b> 131; <b>TG2:</b> 30, 33, 84, 85; <b>TG3:</b> 131; <b>TG4:</b> 75, 83; <b>TG5:</b> 119, 121, 123; <b>TG6:</b> 22, 65; <b>TG7:</b> 71; <b>TG8:</b> 33
<b>VII.B.2.</b> Child participates in activities to help them become aware of what it means to be a consumer.	<b>TG2:</b> 33, 35; <b>TG3:</b> 131; <b>TG4:</b> 72, 75, 85; <b>TG5:</b> 119, 121, 123; <b>TG6:</b> 65; <b>TG7:</b> 71; <b>TG8:</b> 35; <b>TG9:</b> 107
<b>VII.B.3.</b> Child discusses the roles and responsibilities of community workers.	<b>TG1:</b> 23, 28, 35, 42, 43, 47, 48, 49, 51, 63, 158; <b>TG2:</b> 33, 130, 131, 132, 133, 134, 135, 137, 138, 146, 147, 149, 153, 155, 156, 157, 159; <b>TG3:</b> 117; <b>TG4:</b> 75, 77, 113, 114, 115, 116; <b>TG5:</b> 51, 119, 120, 121, 123; <b>TG6:</b> 65, 67, 137; <b>TG8:</b> 33, 60; <b>TG9:</b> 27, 102, 108, 147
<b>C. Geography Skills</b> Prekindergarten children begin to think about geography using location and direction. Children use direction to locate their relative position in space and to locate their home and school in their community.	
<b>VII.C.1.</b> Child identifies and creates common features in her immediate environment.	<b>TG1:</b> 32, 33, 45; <b>TG2:</b> 32, 68; <b>TG3:</b> 81, 96, 101, 102, 103, 104, 105, 106, 107, 108, 109, 113, 119; <b>TG4:</b> 49; <b>TG5:</b> 135; <b>TG6:</b> 45, 65, 75, 83, 95, 97, 101, 122; <b>TG7:</b> 66, 67; <b>TG9:</b> 141, 156
<b>D. Citizenship Skills</b> The child begins to understand important customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity.	
<b>VII.D.1.</b> Child identifies flags of the United States and Texas.	<b>TG1:</b> 35; <b>TG3:</b> 63; <b>TG5:</b> 153; <b>TG9:</b> 66, 144
<b>VII.D.2.</b> Child recites the Pledge of Allegiance to the United States flag and the state flag and observes a moment of silence*.	<b>TG1:</b> 34, 35; <b>TG2:</b> 35; <b>TG3:</b> 63; <b>TG5:</b> 153; <b>TG9:</b> 66, 144
<b>VII.D.3.</b> Child engages in voting as a method for group decision-making.	<b>TG1:</b> 28; <b>TG3:</b> 134, 156; <b>TG4:</b> 74, 78, 132; <b>TG5:</b> 78, 80, 86, 102; <b>TG7:</b> 120, 149; <b>TG8:</b> 150, 156; <b>TG9:</b> 84
<b>VII.D.4.</b> Child identifies similarities among people like himself and classmates as well as among himself and people from other cultures.	<b>TG1:</b> 114; <b>TG2:</b> 26, 29, 35, 38, 44, 96, 144, 156; <b>TG3:</b> 28, 95; <b>TG4:</b> 78, 104, 108, 109, 115; <b>TG5:</b> 42, 47; <b>TG7:</b> 131, 137; <b>TG8:</b> 109, 122; <b>TG9:</b> 33
<b>VIII. Fine Arts Domain</b>	
<b>A. Art Skills</b> Children explore a wide variety of materials and make discoveries about color, shape, and texture through art experiences. They learn to express what they know and begin to recognize how others express themselves through art. They also begin to gain control of fine-motor muscles and practice hand-eye coordination.	
<b>VIII.A.1.</b> Child uses a variety of art materials and activities for sensory experience and exploration.	<b>TG1:</b> 45, 79, 85, 87, 103, 105, 109, 117, 121, 145, 159; <b>TG2:</b> 69, 75, 121; <b>TG3:</b> 97; <b>TG4:</b> 74, 87; <b>TG5:</b> 39, 63, 69, 147; <b>TG6:</b> 25, 37, 43, 51, 69, 75, 136, 139, 141, 145, 147, 151; <b>TG7:</b> 31, 39, 85, 99, 135, 151; <b>TG8:</b> 37; <b>TG9:</b> 61, 109, 115, 117, 135
<b>VIII.A.2.</b> Child uses art as a form of creative self-expression and representation.	<b>TG1:</b> 25, 27, 31, 37, 43, 51, 61, 67, 69, 79, 109, 115, 133, 139, 143, 145, 147, 151, 153; <b>TG2:</b> 25, 27, 37, 43, 61, 63, 67, 69, 73, 75, 81, 85, 87, 95, 97, 103, 109, 121, 133, 139, 147, 151, 157, 159; <b>TG3:</b> 27, 37, 39, 45, 49, 61, 67, 77, 79, 85, 97, 103, 105, 145, 151, 153, 157; <b>TG4:</b> 31, 33, 45, 49, 61, 63, 73, 75, 85, 97, 103, 109, 153, 157; <b>TG5:</b> 43, 51, 67, 73, 79, 81, 85, 111, 115, 121, 133, 147, 151, 157; <b>TG6:</b> 25, 27, 43, 49, 51, 57, 67, 93, 99, 103, 109, 115, 133, 135, 139, 141, 143, 145, 147, 157; <b>TG7:</b> 25, 37, 49, 51, 63, 81, 85, 97, 109, 111, 115, 117, 121, 123, 133, 139, 151, 153; <b>TG8:</b> 27, 45, 49, 61, 68, 79, 81, 99, 115, 133, 151, 157; <b>TG9:</b> 27, 37, 39, 61, 67, 68, 69, 73, 79, 81, 85, 97, 103, 109, 110, 115, 121, 129, 133, 135, 137, 139, 141, 145, 151, 157, 159

<b>VIII.A.3.</b> Child demonstrates interest in and shows appreciation for the creative work of others.	<b>TG1:</b> 61, 143; <b>TG2:</b> 71, 147; <b>TG3:</b> 83, 153; <b>TG5:</b> 43; <b>TG6:</b> 137, 138, 141, 143, 144, 147, 159; <b>TG8:</b> 59, 71; <b>TG9:</b> 95, 139, 50, 151
<b>B. Music Skills</b> Four-year-old children express themselves through singing and movement, and by playing simple instruments. Like art, music is a form of experiencing, learning, and communicating with others. Children learn to experiment with music concepts, volume, tempo, and sound. They begin to appreciate different types of music.	
<b>VIII.B.1.</b> Child participates in classroom music activities.	<b>TG1:</b> 22, 26, 28, 34, 36, 39, 40, 44, 46, 47, 58, 62, 64, 70, 76, 82, 86, 97, 98, 100, 103, 112, 118, 134, 136, 138, 142, 146, 148, 152, 154, 158; <b>TG2:</b> 22, 26, 28, 34, 40, 42, 46, 51, 58, 64, 70, 76, 78, 81, 82, 94, 98, 99, 100, 106, 110, 112, 114, 118, 130, 135, 136, 142, 148, 154; <b>TG3:</b> 22, 28, 34, 40, 46, 58, 60, 63, 64, 70, 76, 78, 106, 112, 117, 118, 130, 141, 142, 148, 154; <b>TG4:</b> 22, 28, 31, 39, 40, 51, 58, 64, 70, 76, 77, 78, 80, 81, 82, 94, 98, 106, 112, 118, 122, 123, 130, 135, 136, 140, 142, 148, 150, 152, 154, 158; <b>TG5:</b> 28, 34, 39, 40, 46, 64, 70, 76, 82, 94, 100, 110, 112, 118, 130, 136, 138, 142, 144, 146, 148, 152; <b>TG6:</b> 28, 32, 34, 36, 38, 40, 46, 47, 51, 58, 62, 63, 64, 66, 68, 70, 74, 76, 78, 82, 94, 98, 100, 106, 112, 118, 122, 130, 136, 140, 142, 146, 148, 150, 154; <b>TG7:</b> 22, 26, 28, 30, 32, 34, 37, 40, 46, 48, 58, 59, 60, 62, 64, 68, 70, 73, 75, 76, 78, 80, 82, 83, 87, 94, 98, 100, 102, 106, 110, 112, 114, 116, 118, 120, 130, 136, 142, 148, 149, 154, 155, 158; <b>TG8:</b> 22, 23, 24, 25, 26, 27, 28, 32, 34, 40, 44, 46, 47, 48, 49, 58, 60, 62, 64, 68, 70, 74, 75, 76, 82, 84, 86, 94, 96, 98, 101, 102, 103, 106, 109, 110, 116, 118, 119, 120, 121, 122, 136, 137, 138, 139, 142, 145, 146, 148, 150, 151, 152, 154, 155, 156; <b>TG9:</b> 22, 25, 28, 30, 34, 36, 40, 44, 46, 51, 58, 60, 65, 66, 68, 75, 76, 82, 94, 96, 98, 100, 104, 106, 110, 112, 116, 118, 120, 130, 136, 138, 142, 146, 148, 154, 156
<b>VIII.B.2.</b> Child responds to different musical styles through movement and play.	<b>TG1:</b> 28, 39, 40, 47, 58, 64, 103, 118, 136, 142, 148; <b>TG2:</b> 47, 51, 117, 118, 142, 148; <b>TG3:</b> 40, 49, 51, 58, 64, 76, 82, 94, 106, 118, 142, 148, 154; <b>TG4:</b> 22, 82, 123, 130, 135, 142; <b>TG5:</b> 22, 34, 37, 46, 82, 130, 136, 139, 142, 147; <b>TG6:</b> 22, 34, 40, 46, 64, 94, 100, 106, 130, 133, 135, 136, 142; <b>TG7:</b> 40, 42, 46, 48, 49, 61, 70, 76, 82, 94, 100, 118, 136, 142, 148, 154; <b>TG8:</b> 28, 40, 46, 94, 100, 112, 148; <b>TG9:</b> 34, 70, 76, 82, 94, 112, 118, 142, 148, 154
<b>C. Dramatic Expression Skills</b> Creative drama in prekindergarten involves young children in expressive and spontaneous productions. Children demonstrate their unique interpretation of music, songs, and stories through movement and dramatic experiences. These experiences contribute to children's ability to communicate more effectively and engage in cooperative activity with others.	
<b>VIII.C.1.</b> Child creates or recreates stories, moods, or experiences through dramatic representations.	<b>TG1:</b> 43, 46, 49, 69, 73, 75, 77, 83, 106, 111, 112; <b>TG2:</b> 25, 45, 81, 117, 138; <b>TG3:</b> 41, 62, 111, 112, 115, 121, 122, 123, 137, 153, 159; <b>TG4:</b> 30, 31, 37, 43, 49, 66, 69, 79, 109, 113, 115, 121, 133, 157, ; <b>TG5:</b> 29, 34, 41, 46, 50, 60, 61, 64, 84, 85, 87, 102, 104, 111, 141; <b>TG6:</b> 59, 64, 76, 103, 131, 136, 148; <b>TG7:</b> 24, 43, 85, 87, 94, 102, 106, 111, 113, 121, 130, 132, 153, 156, 157, 158, 159; <b>TG8:</b> 25, 28, 30, 31, 32, 33, 34, 40, 62, 64, 65, 66, 67, 69, 70, 76, 80, 94, 101, 103, 110, 116, 118, 133, 136, 137, 151, 156; <b>TG9:</b> 22, 28, 31, 34, 48, 51, 58, 65, 77, 83, 85, 95, 104, 121, 157
<b>IX. Physical Domain</b>	
<b>A. Gross Motor Development Skills</b> Children explore their physical space and understand how their bodies function in space through active movement experiences. Loco-motor skills are developed first, followed by stability (turning, twisting, balancing, dodging) and manipulative (throwing, catching, kicking, striking) motor skills. Gross motor development requires thought and deliberate movement. Four-year-old children develop greater control of gross-motor manipulative movements that involve giving force to objects and receiving force from objects.	
<b>IX.A.1.</b> Child demonstrates coordination and balance in isolation (may not yet coordinate consistently with a partner).	<b>TG1:</b> 34, 38, 45, 64, 78, 79, 82, 121, 135, 158; <b>TG2:</b> 50, 51, 69, 79, 100, 101, 111, 112, 117, 135, 150, 151; <b>TG3:</b> 22, 48, 51, 63, 141, 152, 153; <b>TG4:</b> 33, 34, 58, 95, 97, 102, 103, 105, 131, 136, 154; <b>TG5:</b> 22, 39, 45, 157, 159; <b>TG6:</b> 40, 49, 51, 63, 64, 67, 70, 132, 133, 148; <b>TG7:</b> 22, 26, 28, 29, 33, 34, 35, 59, 70, 100, 105, 112, 117, 118, 130, 140, 141; <b>TG8:</b> 31, 38, 39, 51, 58, 69, 70, 76, 85, 94, 96, 100, 111, 136, 137, 142, 143, 154; <b>TG9:</b> 44, 123, 135, 140

<b>IX.A.2.</b> Child coordinates sequence of movements to perform tasks.	<b>TG1:</b> 46, 72, 73, 78, 79, 82, 87, 104, 112, 121, 135, 158; <b>TG2:</b> 44, 69, 117, 135, 150, 151; <b>TG3:</b> 130, 133, 134, 135, 136, 142, 147, 148, 152, 153; <b>TG4:</b> 32, 33, 94, 96, 97, 102, 103, 105, 123, 150, 151, 152; <b>TG5:</b> 94, 100, 148, 157, 159; <b>TG6:</b> 28, 33, 51, 63, 67, 70, 76, 100, 123, 130, 132, 133, 135, 140, 148; <b>TG7:</b> 22, 23, 26, 28, 29, 33, 34, 35, 39, 40, 41, 42, 43, 49, 61, 62, 63, 69, 76, 77, 78, 79, 81, 82, 83, 86, 87, 100, 106, 108, 117, 130, 134, 135, 142, 151, 154, 157, 159; <b>TG8:</b> 39, 40, 45, 46, 50, 51, 58, 64, 69, 70, 76, 85, 87, 94, 100, 111, 130, 133, 136, 137, 141, 142, 143, 148, 150, 152; <b>TG9:</b> 22, 40, 58, 60, 65, 68, 70, 82, 84, 85, 86, 94, 95, 112, 118, 135, 142, 143, 155
<b>B. Fine-Motor Development Skills</b> Fine-motor manipulative movements involve object-handling activities that emphasize motor control, precision, and accuracy of movement. Using a computer mouse, cutting with scissors, and drawing are the foundational skills needed for the demands of handwriting and other small-motor skills in later school years.	
<b>IX.B.1.</b> Child shows control of tasks that require small-muscle strength and control.	<b>TG1:</b> 25, 27, 37, 39, 50, 51, 67, 68, 69, 75, 79, 81, 87, 105, 115, 117, 121, 135, 155, 156, 157, 159; <b>TG2:</b> 39, 45, 51, 73, 74, 81, 83, 85, 86, 101, 103, 105, 115, 123, 133, 145; <b>TG3:</b> 25, 27, 87, 103, 139; <b>TG4:</b> 27, 31, 33, 34, 67, 69, 73, 74, 75, 99, 123, 135; <b>TG5:</b> 27, 33, 39, 45, 111, 139, 153, 157; <b>TG6:</b> 27, 31, 38, 39, 50, 51, 61, 62, 73, 75, 82, 99, 103, 105, 108, 109, 111, 141, 143, 144, 145, 153; <b>TG7:</b> 23, 27, 31, 34, 35, 39, 43, 67, 79, 97, 99, 103, 111, 115, 135, 139, 140, 141, 145; <b>TG8:</b> 49, 51, 61, 67, 100, 102, 133, 135, 139, 142, 145; <b>TG9:</b> 37, 40, 43, 45, 49, 61, 81, 96, 97, 103, 104, 105, 111, 117, 118, 121, 136
<b>IX.B.2.</b> Child shows increasing control of tasks that require eye-hand coordination.	<b>TG1:</b> 25, 37, 46, 50, 51, 64, 69, 70, 80, 81, 94, 99, 115, 117, 121, 122, 123; <b>TG2:</b> 31, 45, 85, 103, 105, 12; <b>TG3:</b> 45, 121, 135, 153; <b>TG4:</b> 33, 43, 63, 67, 69, 75, 81, 99, 123, 135, 153; <b>TG5:</b> 51, 105, 147, 157; <b>TG6:</b> 28, 43, 49, 62, 99, 103, 105, 109, 111, 121, 136, 141; <b>TG7:</b> 31, 39, 63, 75, 79, 115, 123, 139, 145, 157; <b>TG8:</b> 51, 61, 67, 69, 97, 99, 112, 154; <b>TG9:</b> 33, 40, 61, 81, 82, 97, 111, 121, 136
<b>X. Technology Applications Domain</b> <b>A. Technology and Devices Skills</b> Children learn how technology can enhance our lives. Technology includes computers, voice/sound recorders, televisions, digital cameras, personal digital assistants, and MP3 devices or iPods. Surrounded by technology, children can benefit from becoming aware of and interacting with voice/sound recorders and other technology that may be available. They develop techniques for handling and controlling various devices, becoming increasingly confident and independent users of age-appropriate technologies.	
<b>X.A.1.</b> Child opens and navigates through software programs designed to enhance development of appropriate concepts.	<b>TG1:</b> 57, 93, 129; <b>TG2:</b> 21, 57, 93, 129; <b>TG3:</b> 21, 57, 93, 129; <b>TG4:</b> 21, 57, 93, 129; <b>TG5:</b> 21, 57, 93, 129; <b>TG6:</b> 21, 57, 93, 129; <b>TG7:</b> 21, 57, 93, 129; <b>TG8:</b> 21, 57, 93, 129; <b>TG9:</b> 21, 57, 93, 129
<b>X.A.2.</b> Child uses and names a variety of computer input devices, such as mouse, keyboard, voice/sound recorder, touch screen, CD-ROM.	<b>TG1:</b> 57, 93, 129; <b>TG2:</b> 21, 57, 93, 129; <b>TG3:</b> 21, 57, 93, 129; <b>TG4:</b> 21, 57, 93, 129; <b>TG5:</b> 21, 57, 93, 129; <b>TG6:</b> 21, 57, 93, 129; <b>TG7:</b> 21, 57, 93, 129; <b>TG8:</b> 21, 57, 93, 129; <b>TG9:</b> 21, 57, 93, 129
<b>X.A.3.</b> Child operates voice/sound recorders and touch screens.	<b>TG1:</b> 103, 111; <b>TG2:</b> 93; <b>TG3:</b> 93; <b>TG4:</b> 57; <b>TG5:</b> 21; <b>TG6:</b> 25, 57; <b>TG7:</b> 129; <b>TG8:</b> 57, 93; <b>TG9:</b> 157, 129
<b>X.A.4.</b> Child uses software applications to create and express own ideas.	<b>TG2:</b> 93; <b>TG3:</b> 93; <b>TG4:</b> 57; <b>TG5:</b> 21; <b>TG6:</b> 21, 57, 93, 129; <b>TG7:</b> 129; <b>TG8:</b> 21, 57, 93; <b>TG9:</b> 57, 129
<b>X.A.5.</b> Child recognizes that information is accessible through the use of technology.	<b>TG4:</b> 51; <b>TG5:</b> 21, 143; <b>TG6:</b> 81, 93; <b>TG7:</b> 57, 69, 72; <b>TG8:</b> 98, 129, 159; <b>TG9:</b> 21



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***(Draft Open Meetings Act Annual Board Resolution)***

**INDIGO HILL CHARTER SCHOOL –  
NEW MEXICO GOVERNING BOARD  
RESOLUTION NO. 2013 -XX-01**

WHEREAS, the Governing Board of Indigo Hill Charter School met in regular session at \_\_\_\_\_, NM on [date][time], at as required by law; and

WHEREAS, Section 10-15-1(B) of the Open Meetings Act (NMSA 1978, §§10-15-1 to -4) states that, except as may be otherwise provided in the Constitution or the provisions of the Open Meetings Act, all meetings of a quorum of members of any board, board, commission, administrative adjudicatory body or other policymaking body of any state or local public agency held for the purpose of formulating public policy, discussing public business or for the purpose of taking any action within the authority of or the delegated authority of such body, are declared to be public meetings open to the public at all times; and

WHEREAS, any meetings subject to the Open Meetings Act at which the discussion or adoption of any proposed resolution, rule, regulation or formal action occurs shall be held only after reasonable notice to the public; and

WHEREAS, Section 10-15-1(D) of the Open Meetings Act requires the Charter School Governing Board to determine annually what constitutes reasonable notice of its public meetings;

NOW, THEREFORE, BE IT RESOLVED by the Charter School Governing Board that:

1. All meetings shall be held at [date and time] or as indicated in the meeting notice.
2. Unless otherwise specified, regular meetings shall be held each at least quarterly. The agenda will be available at least twenty-four hours prior to the meeting at the following website: [to be determined] [www.xxxxx-xxx.com](http://www.xxxxx-xxx.com) The agenda will also be posted in a prominent location at the business offices of the charter school. Notice of any other regular meetings will be given ten (10) days in advance of the meeting date. The notice shall indicate how a copy of the agenda may be obtained.
3. Special meetings may be called by the chairman or a majority of the members upon two (2) days notice. The notice shall include an agenda for the meeting or information on how members of the public may obtain a copy of the agenda. The agenda shall be available to the public at least twenty-four hours before any special meeting.
4. Emergency meetings will be called only under unforeseen circumstances that demand immediate action to protect the health, safety and property of citizens or to protect the public body from substantial financial loss. The Indigo Hill School Governing Board will avoid emergency meetings whenever possible. Emergency meetings may be called by the chairman or a majority of the members upon twenty-four (24) hours' notice, unless threat of personal injury or property damage requires less notice. The notice for all emergency meetings shall

include an agenda for the meeting or information on how the public may obtain a copy of the agenda.

5. For the purposes of regular meetings described in paragraph 2 of this resolution, notice requirements are met if notice of the date, time, place are posted at the location and website identified in paragraph 2. and, if requested to do so, by broadcasting through a station licensed by the Federal Communications Commission and/or publishing in a newspaper of general circulation.

6. For the purposes of special meetings and emergency meetings described in paragraph 3 and 4 of this resolution, notice requirements are met if notice of the date, time, place and agenda is provided posting in the location and on the website described in paragraph 2. Notice also shall be given to those broadcast stations licensed by the Federal Communications Commission and newspapers of general circulation that have made a written request for notice of public meetings.

7. In addition to the information specified above, all notices shall include the following language:

If you are an individual with a disability who is in need of a reader, amplifier, qualified sign language interpreter, or any other form of auxiliary aid or service to attend or participate in the hearing or meeting, please contact [name and phone number and/or email] at least one week prior to the meeting or as soon as possible. Public documents, including the agenda and minutes, can be provided in various accessible formats. Please contact [name] at the phone number or email address above if a summary or other type of accessible format is needed.

8. The Indigo Hill School Governing Board may close a meeting to the public only if the subject matter of such discussion or action is exempted from the open meeting requirement under Section 10-15-1(H) of the Open Meetings Act.

(a) If any meeting is closed during an open meeting, such closure shall be approved by a majority vote of a quorum of the Indigo Hill School Governing Board taken during the open meeting. The authority for the closed meeting and the subjects to be discussed shall be stated with reasonable specificity in the motion to close and the vote of each individual member on the motion to close shall be recorded in the minutes. Only those subjects specified in the motion may be discussed in the closed meeting.

(b) If a closed meeting is conducted when the Indigo Hill School Governing Board is not in an open meeting, the closed meeting shall not be held until public notice, appropriate under the circumstances, stating the specific provision of law authorizing the closed meeting and the subjects to be discussed with reasonable specificity, is given to the members and to the general public.

(c) Following completion of any closed meeting, the minutes of the open meeting that was closed, or the minutes of the next open meeting if the closed meeting was separately scheduled, shall state whether the matters discussed in the closed meeting were limited only to those specified in the motion or notice for closure.

(d) Except as provided in Section 10-15-1(H) of the Open Meetings Act, any action taken as a result of discussions in a closed meeting shall be made by vote of the Indigo Hill School Governing Board in an open public meeting.

Passed by the unanimous vote of the Indigo Hill School Governing Board this \_\_\_\_ day of \_\_\_\_\_, 2013.

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Chairperson – The Indigo Hill School Governing Board

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Board Secretary – The Indigo Hill School Governing Board

DRAFT

(Note: These draft bylaws will be used for discussion and review purposes for the Indigo Hill School Governing Board, and are not intended to be a final document.)

## **BYLAWS and PROCEDURES of INDIGO HILL SCHOOL GOVERNING BOARD**

### **ARTICLE I The Organization**

**Section 1. NAME:** The name of the organization shall be Indigo Hill School, a New Mexico public charter school located at (Physical Location/Address), (City), New Mexico.

**Section 2. FISCAL YEAR:** The fiscal year of IHS shall coincide with the fiscal year of State of New Mexico beginning on July 1 and ending on June 30.

**Section 3. MISSION:** As a public charter school, Indigo Hill School's mission is to establish a safe, stimulating and vibrant student-centered learning community that addresses, primarily, the needs of children with Autism Spectrum Disorder (ASD), including High Functioning Autism (HFA) and Asperger's, and the dual exceptionality of giftedness in grades preschool through the sixth grade. However, it also serves as a well-rounded school for all students. Our unique school's robust, rigorous, relevant, and reflective curriculum and program strategies incorporate the most current cognitive science, brain-based methods, challenging curricula, clinical services and enrichment activities delivered within a fully inclusive multi-sensory learning environment, based on the individual student's Least Restrictive Environment (LRE). IHS is dedicated to fostering a school culture where relationships are defined by mutual respect and trust, and where diversity and "neurodiversity" are celebrated. Children with ASD are one of our most vulnerable populations and face bullying at an alarming rate. Therefore, Indigo Hill School declares our school as a bully-free campus.

### **ARTICLE II Board Members**

**Section 4. NUMBER OF GOVERNING BOARD MEMBERS:** The Governing Board will serve as the governing body of IHS. The Governing Board will be established with no less than five (5) and no more than seven (7) members; each position shall be assigned a number.

## **Section 5. GOVERNING BOARD MEMBERSHIP: Procedure for Electing Board Members.**

**a. Election of Board Members.** Governing Board Members shall be elected by a majority vote of the existing Board and selected from the nominations.

**b. Term of Board Members.** Governing Board members will serve staggered terms of two years and may serve up to two consecutive terms. The term office will correspond with the fiscal year of July 1 to June 30 of the following year. Terms of Governing Board Members will be staggered so that approximately one third of the terms expire each year. This proposed method of filling board positions will be reviewed by the new board before ratification of the bylaws. The seats on the Governing Board will be assigned as follows:

Seat 1 term expires on June 30, 2014 and every two years after

Seat 2 term expires on June 30, 2014 and every two years after

Seat 3 term expires on June 30, 2014 and every two years after

Seat 4 term expires on June 30, 2015 and every two years after

Seat 5 term expires on June 30, 2015 and every two years after

Seat 6 term expires on June 30, 2016 and every two years after

Seat 7 term expires on June 30, 2016 and every two years after

**c. Attendance.** Members of the Governing Board are required to attend all scheduled meetings of the Governing Board unless exigent circumstances arise.

If a Board member cannot be physically present at a meeting for unavoidable conflict, he/she may arrange to participate by telephone in accordance with the provisions of the Open Meetings Act. A member of the Governing Board unable to attend a Governing Board meeting will notify the president of the Governing Board prior to the meeting and if he/she intends to participate by telephone the Board member shall make arrangements with the Executive Director or his/her designee. Notice may be made by e-mail as long as it is made not less than four hours in advance of the meeting. If the President cannot attend the meeting, he/she must notify the Vice-President and forward all information regarding the upcoming meeting, including notices of non-appearances by other Board members.

**d. Compensation.** Governing Board members will not receive compensation for their service; however, members may be compensated for reasonable expenses in accordance with the New Mexico Mileage and Per Diem Act.

**e. Resignations and Removal.** Any member may resign at any time by giving written notice to the President or to the Secretary, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. Any member may be removed by a majority vote of the Governing Board whenever such removal is in the best interests of Indigo Hill School. Grounds for removal will include without limitation the following acts or omissions:

1. Violation of the *Conflict of Interest Policy*;
2. Violation of *Governing Board Member Agreement*;
3. Failure to attend three consecutive scheduled meetings of the Governing Board, except when such absence is due to exigent circumstances;
4. Violation of the member's duty of loyalty;
5. Violation of the Governing Board's *Code of Ethics*; or
6. Any other grounds the Governing Board deems appropriate.

**f. Vacancies.** A vacancy on the Governing Board shall be filled by the Governing

Board after a nomination process. Once the vacancy is filled, the term shall only be for the unexpired portion of the term of the member being replaced.

**g. Nominating.** The Governing Board will develop a policy to ensure that membership to the Governing Board will include a broad range of expertise, including background in education, legal, administrative, educational, financial and related fields. Governing Board members must also meet additional eligibility requirements as stipulated in IHS founding Board Bylaws. The Governing Board will notify the school's community and the community at large of position opening on the school's governing body.

### **ARTICLE III**

#### **POWERS AND AUTHORITY OF THE GOVERNING BOARD**

##### **Section 6. Authority of the Governing Board:**

**a. General.** The Governing Board is the governing body of Indigo Hill School and is responsible for ensuring the fair and uniform application of all federal, state and local laws in the operation of IHS, as well as the school's charter and policies. The School will be operated for the educational benefit of its students. The Governing Board is the policy-making body for the school. The IHS Governing Board will exercise leadership primarily through the formulation and adoption of policies.

**b. Delegation to the Executive Director (i.e. Principal).** The Governing Board shall concern itself primarily with broad questions of policy and with the appraisal of results rather than with administrative detail. The application of policies is an administrative task to be performed by the Executive Director and designated staff, and they shall be held responsible for the effective implementation of Governing Board policies. The Executive Director shall be held responsible for keeping the Governing Board informed of all matters within its purview so that the Governing Board can fulfill the above described functions of a governing body.

The Executive Director will have primary responsibility for all aspects of the school's operations and programs, including the day-to-day management and implementation of the school's charter and Governing Board policies. The teachers and staff of IHS will report to the Executive Director.

**c. Individual Member's Authority.** A member of the Governing Board is a public officer, but has no power or authority individually. The charter vests power in the Governing Board, and not in the members, either individually or otherwise, and these powers must be exercised by the Governing Board at a public meeting in regular or special called meetings, with action duly recorded in its minutes.

**d. Binding Authority.** The Governing Board shall not be bound in any way by any action or statement on the part of any individual Governing Board member except when such a statement or action is in pursuance of specific instructions from the Governing Board. Any such exception shall be recorded as an action item of the Governing Board and recorded in the minutes.

**e. Advanced Notice.** The Governing Board recognizes the importance of timely Communication among its members and between the Governing Board and the

Executive Director. The Executive Director or his/her designee will strive to insure that the Governing Board is given prior notice of matters submitted by members for deliberation at meetings.

**Section 7. Powers of the Governing Board.** The Governing Board's powers and authority is set forth in the IHS Charter and the New Mexico Public School Code and all applicable laws and regulations. Complete and final control of all matters pertaining to the School's educational system shall be vested in the Governing Board.

The Governing Board's powers, duties and responsibilities are as follows:

- The Governing Board will operate in compliance with its bylaws, policies adopted by it, and with all federal and state laws applicable to public charter schools, including without limitation:
  - (1) Inspection of Public Records Act, NMSA 1978 Sections 14-2-1 et seq. and applicable regulations concerning public records;
  - (2) Open Meetings Act; NMSA 1978 Sections 10-15-1, et seq.;
  - (3) All state and federal health and safety requirements applicable to public schools, including those health and safety codes relating to educational building occupancy;
  - (4) All state and federal laws applicable to providing special education services;
  - (5) All provisions of state law applicable to conflicts of interest including the New Mexico Procurement Code, NMSA 1978 Sections 1-1-128, et seq.; Prohibited Sales Act, NMSA 1978 Section 22-21-1 et seq. and federal regulations 34 CFR 75.525 and 80.36; and SB446.
  - (6) Criminal Background checks in accordance with NMSA 1978 Section 22-10A-5;
  - (7) The Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 and part B of the Individuals with Disabilities Act as amended;
  - (8) The New Mexico Public School Code; NMSA 1978 Chapter 22, including the Charter Schools Act, NMSA 1978 22-8B-1, et seq. except where specifically exempted; and
  - (9) The Statewide Cyber Academy Act.
- Those powers as set forth in IHS's bylaws that are not inconsistent with the federal or state laws or constitutions, or as otherwise set forth in the charter application.
- Take necessary measures to ensure that the charter school operates subject to all federal, state and local laws and constitutional provision prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry or need for special education services.
- Shall be to govern the charter school in the manner set forth in the charter; provided that a governing body shall have at least five members; no member may serve on the governing body of another charter school;
- Shall be responsible for (a) its own operation, including preparation of a budget, subject to audits pursuant to the Audit Act, NMSA 1978 Sections 12-

- 6-1; (b) and contracting for services and personnel matters;
- May contract with a school district, a university or college, the state, another political subdivision of the state, the federal government or one of its agencies, a tribal government or any other third party for the use of a facility, its operation and maintenance and the provision of any service or activity that the charter school is required to perform in order to carry out the educational program describe in its charter.
  - The Governing Body shall ensure that the facilities used by a charter school shall meet the standards as required pursuant to NMSA 1978 Section 22-8B-
  - May pay the costs of operation and maintenance of its facilities or may contract with the school district to provide facility operation and maintenance services;
  - May acquire and dispose of property; provided that, upon termination of the charter, all assets of the locally chartered charter school shall revert to the local school board and all assets of the state-chartered school shall revert to the state, except that, if all or any portion of a state-charted facility is financed with the proceeds of general obligation bonds issued by a local school board, the facility shall revert to the local school board;
  - May accept or reject any charitable gift, grant, devise or bequest provided that no such gift, grant devise or bequest shall be accepted if subject to any condition contrary to law or to the terms of the charter. The particular gift, grant, devise or bequest shall be considered an asset of the charter school to which it is given;
  - Shall comply with all applicable state and federal laws and rules related to providing special education services. Charter school students with disabilities and their parents retain all rights under the Federal Individuals with Disabilities Education Act and its implementing state and federal rules.
  - Employ the Executive Director;
  - Delegate administrative and supervisory functions of the head administrator when appropriate;
  - Approve the annual budget of anticipated income and expenditures, and direct the preparation of the annual financial audit report in connection with the New Mexico Education Department's annual audit;
  - Have the capacity to sue and be sued;
  - May contract for provision of financial management, food services, transportation, education related services or other services;
  - Be responsible for its own operation, including preparation of the budget, subject to audits pursuant to the Audit Act.
  - The Governing Board must qualify as a Board of Finance as set forth in NMAC 6.80.4.16 and maintain that status.

**Section 8. Policies.** The Governing Board may from time to time alter or delete existing policies or add new policies to meet the changing needs of the board. No policy may be repealed, adopted, or altered until it has been reviewed at two public meetings of the governing board. In emergency cases where action must be taken and

where an adopted policy does not provide the needed direction, the President shall have the power to act, but the decision shall be subject to review by the Governing Board. It shall be the duty of the President to inform the board of such action and of the need for policy. It shall be the duty of the President to recommend needed policy manual changes. It is the duty of the Governing Board to accept or reject or modify the President's recommendations in conformance with state and federal laws and, as it sees fit, to seek external advice.

## **ARTICLE IV GOVERNING BOARD OFFICERS**

**Section 9. Officers.** The Officers of the Governing Board shall be a Chairperson, a Vice Chair, a Secretary, and, if deemed appropriate by a majority vote, a Treasurer. The responsibilities of Secretary and Treasurer may be combined into a single position, if deemed appropriate. The duties of certain officers are set forth herein. When the incumbent of an office is unable to perform the duties thereof or when there is no incumbent of an office (both such situations referred to hereafter as the “absence” of the Officer), the duties of the office shall, unless otherwise provided by the Board or these Bylaws, be performed by the next Officer set forth in the following sequence: Chairperson, Vice Chair, Treasurer and Secretary.

**a. President.** The President of the Governing Board shall preside at all meetings and shall appoint committees with approval of the Governing Board. He/She shall have the right, as other members of the Governing Board, to make or second motions, to discuss questions, and to vote. The President of the Governing Board may not act for or on behalf of the Governing Board without prior specific authority from a majority of the Governing Board to do so. All communications addressed to the President shall be considered by him or her for appropriate action, which consideration may include consulting with legal counsel, and consideration by the Governing Board. The President shall sign legal documents as required by law and perform such other duties as may be prescribed by the Governing Board. It is the President’s responsibility to ensure that Governance Board members uphold their commitments/responsibilities to the school. The President is responsible for compiling the topics for business to be placed on the agenda. Any member of the Governing Board may offer items to be heard or discussed at any meeting of the Board.

**b. Vice President.** The Vice-President shall perform the duties of the President in the absence of the President or at the request of the President. In the event a vacancy occurs in the presidency, the Vice-President will act in the capacity of the President until the office has been filled by a vote of the Board membership.

**c. Secretary.** The Secretary shall keep the minutes of the Governing Board meetings, subject to the direction of the President, assure that all notices are given in accordance with the provisions of the Charter, Governing Board policies and as required by law; shall countersign, when required, all authorized bonds, contracts, deeds, leases, or other legal instruments; and in general perform all duties incident

to the office of Secretary and such other duties as from time to time may be assigned to the Secretary by the Governing Board. The Board may appoint a designee to assist with the responsibilities of the Secretary as described herein, including recording and transcribing the minutes of the meetings, posting notices and agendas and preparing packets for the Governing Board's review. The Board Secretary will review the minutes prior to presentation to the Governance Board for approval.

**d. Treasurer.** The Treasurer shall be familiar with the fiscal affairs of the School and keep the Board informed thereof in the event that the School's Business Manager is unable to so act. He/She will have knowledge of public school finance practices, and may serve as the Chairperson of the IHS Finance Committee.

**Section 10. Appointment and Tenure.** All Officers shall be elected each year by the Board at its Annual Meeting, or the first regular public meeting, for terms of one (1) year, with a two (2) term maximum or until their successors have been duly elected and qualified, or until their death, resignation or removal. Officers' terms shall commence immediately following the Annual Meeting of the Board, or the first regular public meeting.

**Section 11. Resignations and Removal:** Any Officer may resign at any time by giving written notice to the President or to the Secretary, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. Any Officer may be removed by the Board whenever in its judgment he/she fails to perform the duty of office or such other duties as appointed by the Board and the best interests of the School would be served thereby.

**Section 12. Vacancies.** A vacancy in any office may be filled by the Board for the unexpired portion of the term of the officer being replaced.

**Section 13. Compensation.** The officers shall not be compensated for their services; however, they may be compensated for reasonable expenses in accordance with the New Mexico Mileage and Per Diem Act.

**Section 14. Directors and Officers Insurance.** The Governing Board may secure officers and directors insurance in excess of the coverage provided by the NM Public School Insurance Authority upon appropriate approval of the Governing Board and if provided for in the charter school's approved budget.

**Section 15. Delegation.** The Governing Board may delegate temporarily the powers and duties of any Officer, in case of such Officer's absence or for any other reason, to any other Officer and may authorize the delegation by any Officer of any of such Officer's powers and duties to any other board member subject to board approval.

## **ARTICLE V**

### **STANDING COMMITTEES OF THE GOVERNING BOARD**

The Governing Board will have the authority to form the following committees based on the needs of the School.

#### **Section 15. Proposed Committees.**

##### **A. Executive Committee (standing)**

The Executive Committee is comprised of the Governing Board Officers, i.e. Chairperson, Vice Chair and Secretary, and is responsible for coordinating the work of the board.

The Governing Board is required to have an Audit Committee and Finance Committee according to NMSA 1978 §22-8-12.3 (2010).

**B. Audit Committee (standing)**

The Audit Committee shall consist of two Governing Board members, one volunteer member who is a parent of a student attending the charter school and one volunteer member who has experience in accounting or financial matters. The Executive Director and Business Manager shall serve as ex-officio, non-voting members of the committee. The Audit Committee shall:

- (1) Evaluate the request for proposal for annual financial audit services (when applicable);
- (2) Recommend the selection of the financial auditor (where applicable);
- (3) Attend the entrance and exit conferences for annual and special audits;
- (4) Meet with external financial auditors at least monthly after audit field work begins until the conclusion of the audit;
- (5) Be accessible to the external financial auditors as requested to facilitate communication with the board and the Executive Director/Principal;
- (6) Track and report progress on the status of the most recent audit findings and advise the local school board on policy changes needed to address audit findings;
- (7) Provide other advice and assistance as requested by the local school board; and
- (8) Be subject to the same requirements regarding the confidentiality of audit information as those imposed upon the local school board by the New Mexico Audit Act and rules of the State Auditor.

**C. Finance Committee (standing)**

The Finance Committee shall assist the board in carrying out its budget and finance duties. At least two members of the Governing Body shall serve on the Finance Committee. The Business Manager shall be required to attend all Finance Committee meetings. Specifically, the Finance Committee shall:

- (1) Make recommendations to the local school board in the following areas:
- (2) Financial planning, including reviews of the school district's revenue and expenditure projections;
- (3) Review of financial statements and periodic monitoring of revenues and expenses;
- (4) Annual budget preparation and oversight; and
- (5) Procurement; and
- (6) Serve as an external monitoring committee on budget and other financial matters.

**D. Committee Selection and Membership (standing)**

1. Election and Term: Members of each Committee may be chosen from time to time by the Governing Board and shall serve for such period of time as the Governing Board shall determine. Non-Governing Board members, including school staff or members of the outside community may participate on selected committees

that are formed to address a particular issue; however, the specific composition of the Audit and Finance Committee(s) shall be governed by the provisions of paragraph 2 and 3 above.

2. Meetings: Committees may meet at such times and for such purposes as they determine necessary. Provisions for notice and procedures applicable to meetings of the Governing Board's committees shall be as prescribed by the Governing Board and shall comply with the Open Meetings Act if the purpose of such meeting is to set policy affecting the School.

3. Resignations and Removal: Any member of a committee may, at any time, resign by giving written notice to the President or the Secretary and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. Any member of a committee may be removed by the Governing Board whenever in its judgment the best interests of the School would be served thereby.

4. Compensation. Members of the committees shall not receive any compensation for their services; however, they may be compensated for reasonable expenses in accordance with the New Mexico Mileage and Per Diem Act.

5. The Governance Board has the authority to create *ad hoc* committees. By resolution adopted by a majority, the Governing Board may designate two or more Members to constitute a committee, any of which shall have such authority in the governance of HIS as the Board shall designate, or such duties as assigned.

## **ARTICLE VI**

### **MEETINGS OF THE GOVERNING BOARD**

**Section 16.** All meetings of the IHS Governance Board shall be held in accordance with the New Mexico Open Meetings Act, NMSA 1978 §§10-15-1, *et seq.*

**A. Meetings.** The Governing Board shall pass a resolution annually describing what notice of a public meeting is reasonable when applied to the IHS Governing Board. (See form OMA Resolution, Appendix B, Exhibit 1.) The resolution shall describe appropriate notice and methods for posting agendas for regular, special and emergency meetings of the Governing Board.

**B. Special Meetings.** Special meetings of the Governing Board may be called at the direction of the Governing Board. Such meetings are to be held at such time and place consistent with the Governing Board's annual resolution for conducting its public meetings.

**C. Attendance via Telephone Conference Call.** A Governing Board Member who is unable to attend a Board meeting may participate by means of a conference telephone, computer transmitted service via Skype or other similar communications equipment when it is otherwise difficult or impossible for the member to attend the meeting in person. All participants in the meeting must also be able to hear each other at the same time and members of the public attending the meeting must also be able to hear the governing board member who attends the meeting by conference call. Such attendance shall constitute presence by the Governing Board member as if in person at such meeting and for purposes of determining a quorum. Any action taken by the Governing Board at such meeting shall constitute a valid action of the Governing Board.

**D. Notice.** The Governing Board shall provide notice and post agendas in accordance with the New Mexico Open Meetings Act. (See Governance Board resolution Appendix B, Exhibit 1). Reasonable notice of the Governing Board shall include broadcast stations licensed by the Federal Communications Commission and newspapers of general circulation that have provided a written require for such notice. Notice of meetings and the availability of meeting agendas shall be consistent with the Governing Board's annual resolution. Except in cases of emergency the Governing Board shall only act on matters identified on the agenda.

**E. Emergency.** An emergency meeting or agenda item is one necessitated by unforeseen circumstances that if not addressed immediately by the Governing Board, will likely result in injury or damage to persons or property or substantial financial loss to the public body.

**F. Minutes.** The Governing Board shall keep written minutes of all its meetings. The minutes shall include at a minimum the date, time and place of the meeting, the names of members in attendance and those absent, the substance of the proposals considered and a record of any decisions and votes taken that show how each member voted. All minutes are open for public inspection. Draft minutes shall be prepared within ten working days after the meeting and shall be approved, amended or disapproved at the next meeting where a quorum is present. Minutes shall not become official until approved by the Governing Board.

### **CONFIDENTIAL MATTERS OF THE GOVERNING BOARD**

The Governing Board recognizes that confidential information will be brought to the attention of individual Governing Board members and/or the Governing Board as a whole pertaining to, but not limited to, the following:

- matters relating to the employment or dismissal of, or charges against, specific IHS personnel;
- matters relating to litigation or proposed litigation in which the Governing Board is or may become a party, or attorney-client communications;
- consideration of the acceptance of gifts, bequests, or donations where confidentiality has been requested by the donor;
- consideration of wages and benefits for the Executive Director;
- consideration of suspension, expulsion, or disciplinary action in connection with a student;
- matters relating to the security of students, personnel, visitors, and/or school property; and
- Such matters that may arise and qualify as being confidential by law.

The Governing Board further recognizes that public disclosure of such information may result in injury to individual or potential harm and possible liability to the IHS and that the Governing Board members who must respect confidentiality of information that is privileged under applicable law. It is the policy of the Governing Board that Board members shall discuss or disclose confidential information only in connection with legitimate School business and only with individuals with a legitimate right to know.

### **MANNER OF ACTION**

**A. Quorum.** A majority of the seated Board Members, whether personally present or appearing telephonically shall constitute a quorum for the transaction of business at any meeting of the Governing Board.

**B. Financial Matters.** The Governance Board shall approve all contracts, except for employee contracts (other than the Executive Director) and for purchases up to the limit of the New Mexico Procurement Code; which shall be by the authority of the Executive Director.

**C. Manner of Acting.** No action of the Governing Board shall be valid unless taken at a meeting at which a quorum as defined herein is present and which has been properly noticed pursuant to the New Mexico Open Meetings Act. NMSA (1978) §§10-15-1 *et seq.*

## **ARTICLE VII**

### **CONFLICTS OF INTEREST AND CODE OF ETHICS**

**A. General Statement.** It shall be the duty of each Governing Board member to voluntarily excuse him/herself from discussions of confidential information and abstain from voting on matters in which the Governing Board member has a personal or financial interest, including an interest by a member of the Governing Board's immediate family, or where the Governing Board's participation will or may compromise the confidential nature of the discussion. IHS will implement and adopt the provisions of SB446 regarding conflicts of interest.

**B. Violation of Conflict of Interest Policy.** Upon discovery of a possible infraction of the established conflict of interest policies, the discovering party is required to immediately notify the Governing Board Chairperson, Chief Administrator/Executive Director, and all Board Members. Failure to voluntarily remove himself/herself from such conflicts of interest may result in a vote to remove the member from the Governing Board. A Special Governing Board Meeting must be immediately scheduled to consider the matter. In the event the Governing Board decides that a school employee, Governing Board member, or volunteer has violated the conflict of interest rules or otherwise abused or attempted to abuse his or her position at the charter school, the board shall review and recommend appropriate action.

**C. Disclosure.** Each Board Member agrees to complete and sign a Disclosure of Conflicts of Interest statement prior to accepting his/her position on the Board. In addition to this statement, Board Members shall annually update the disclosure statement and shall otherwise immediately notify the President of the Board when he or she becomes aware that an actual or potential conflict may exist.

**D. Conflict of Interest Policy.** Each Board Member agrees to abide by the IHS Conflict of Interest Policy adopted by the Governing Board.

**E. Code of Ethics.** Each Board Member agrees to abide by the IHS Code of Ethics adopted by the Governing Board.

**F. Standards for Fiscal and Administrative Transparency.** Indigo Hill School Governing Board Members will adhere to the following principles of fiscal,

administrative and governance responsibility. These standards of transparency will be posted in the IHS offices and reviewed annually by all governing board members.

**Fiscal Management.** As a public charter school, IHS recognizes that charter schools have a fiduciary responsibility to tax payers and the larger New Mexico community. To ensure good fiscal management, IHS governing board members pledge to:

- Full and transparent reporting of financials including monthly financial statements and an annual 3rd party audit. Regular financial statements including a balance sheet and income statement are available to all stakeholders.
- Ensure the prohibition of any form of pecuniary gain by the Board of Trustees or school administrators as a result of decisions made by or for the school.
- Disclose and require Board approval of all related-party transactions, including the hiring of relatives, granting of contracted work to relatives, executive compensation and the ownership/leasing of properties.

**Public Governance.** IHS Governing Board Members are committed to transparent and responsible decision-making and governance. IHS governing board members pledge to:

- Comply with IHS' Conflicts of Interest Policy which conforms to New Mexico rules and regulations directing the official actions and ethical conduct of public officials and employee.
- Ensure that the Executive Director receives an annual evaluation from their Board of Trustees;
- Ensure that the Executive Director is accountable to the Governing Board and to the school and families of our school community in following the requirements of law and ethics;
- Follow the requirement of the Open Meetings Act ("Sunshine Law") in which discussions and decisions are always made in public and with ample information to the public that such meetings are to take place; and
- Provide the opportunity for public comment at each board meeting.

## **ARTICLE VII**

### **AMENDMENT TO THE BYLAWS**

**Section 17.** The bylaws may be amended, altered, or repealed by the Board of Directors by a majority of a quorum vote at any regular or special meeting. The text of the proposed change shall be distributed to all board members at least ten (10) days before the meeting.

## **ARTICLE VIII**

### **INDEMNIFICATION**

**Section 18.** A director or officer who is involved in litigation by reason of his or her position as a director or officer of this corporation shall be indemnified and held harmless by the corporation to the fullest extent authorized by laws as it now exists or may subsequently be amended (but, in the case of any such amendment, only to the extent that such amendment permits the corporation to provide broader indemnification rights).

### **Certification**

I certify that the foregoing is a true and correct copy of the Bylaws of Indigo Hill School, duly adopted by the initial Governing Board on \_\_\_\_\_ 2012.

\_\_\_\_\_, President of the Indigo Charter School

\_\_\_\_\_, Secretary of the Indigo Charter School

\_\_\_\_\_, Governing Board Member of the Indigo Charter School

\_\_\_\_\_, Governing Board Member the Indigo Charter School

\_\_\_\_\_, Governing Board Member the Indigo Charter School

\_\_\_\_\_, Governing Board Member the Indigo Charter School

\_\_\_\_\_, Governing Board Member the Indigo Charter School

**Indigo Hill School  
Draft  
Governing Board Resolution on Fiscal Management Practices**

**Section 1: Oversight and Responsibilities**

The Indigo Hill School Governing Board faces challenges to sustain a healthy, efficient fiscal future for Indigo Hill School amidst the fluctuations that typically occur from changes in enrollment, programmatic needs and administrative mandates, and state and federal funding. To that end, the Governing Board embraces its responsibility to adhere to State of New Mexico statutes and regulations, as well as Generally Accepted Accounting Practices (GAAP). Further, the Board recognizes the need to be attentive to Indigo Hill School's obligation to the public trust for accountability. Therefore, the Governing Board establishes a policy on fund balance reserves and fiscal management principles.

**Section 2: Special Fiscal Practices**

In addition to other generally accepted accounting principles and sound fiscal management and business practices, the following principles of operation are enacted for special attention by the Governing Board, the principal and business support staff.

A. All funds will operate with a positive balance. No fund, including food service, community education and its sub parts and the general fund and its sub parts, will be allowed to operate in the negative.

B. Approved budgets that guide the school will be balanced, never allowing for excess spending of reserves, except to adjust fund balances to meet previously established and acceptable targets, as approved by the Governing Board.

C. Any time an event, situation or circumstance appears to oblige the Governing Board to spend in excess of acceptable budget expenditure targets, the Governing Board must have a contingency plan to increase revenues or reduce expenditures to Obligations to overcome all negative balances in all funds

- Obligations from capital, transportation, and technology initiatives
- Obligations from personnel and program reconcile the excess, at the time the necessary expenditures are approved. This is particularly applicable during events including, but not limited to, negotiations, community education offerings or enrollment declines.

The Governing Board assures that sufficient reserves exist in each fund balance to equal or exceed the balances needed to meet or exceed requirements of that fund. Fund balances must meet the demands of current and future obligations of each fund, including, but not limited to:

- Initiatives

Calculations for appropriate balances needed for each fund will be made following each annual audit. Calculations will enter into the process for final budget approval in any given year (May-June) as well as enter into the design of the subsequent fiscal year budget-building process. Current and estimated future reserves will be reported by fund at the board meeting for final approval of the current budget and any meetings where subsequent revisions to the budget are addressed.

If a recommended deviation from this policy can be justified during the building of any budget in any given year, only a unanimous roll call vote of the Governing Board can be used to defer the policy, and then, only after the matter is discussed at a public board meeting, or a special board meeting regarding the single issue. Any deviation from the approved policy cannot conflict with any statute or prior approved financial plan.

*Statutory & Regulatory Reference(s): 22-8-1 NMSA 1978, Public School Finance Act and the Charter Schools Act 22-8B-1 NMSA 1978.*

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ADOPTED BY THE IHS GOVERNING BOARD ON: Month \_\_\_\_, 2013

REVISED BY THE IHS GOVERNING BOARD ON: \_\_\_\_\_

## **Executive Director**

### **Indigo Hill School**

**Indigo Hill School, a New Mexico Public Charter School | City, NM USA | Full Time - 9 Month, Stretch Schedule up 185 school days | Revised: 01/18/2013**

#### **Job Description**

**Indigo Hill School, a new public charter school, is seeking an enthusiastic and visionary Executive Director to join the IHS team at our new school launching in the City area!**

#### **Program Background**

Indigo Hill School is a comprehensive, public charter school serving pre-K thru 6<sup>th</sup> grade, and focusing on helping students who have individualized needs through dynamic teaching and mentoring in a full inclusion environment. Indigo Hill is committed to delivering rigorous, engaging, and high quality instruction. The school will have a specialized environment adapted for diverse students such as children with ASD, a clinical services support team, and a creative, unique curriculum incorporating Reggio Emilia, Core Knowledge and the Cambridge International Framework.

#### **POSITION SUMMARY:**

The Executive Director/Principal is the administrative, educational, and instructional leader of Indigo Hill School and serves in similar capacity to a superintendent. The Executive Director is hired by and reports directly to the onsite Governing Board. This position supervises all administrative, professional, paraprofessional, non-teaching and contract personnel. The Executive Director is directly responsible and accountable for ensuring the fulfillment of educational and administrative goals, and outcomes of the school. The position entails general and specific responsibilities and authority required by the New Mexico Public Education Department, Public Education Commission, Charter School Division, the Indigo Hill Governing Board and the School's Charter, Performance Contract and Accountability Plan. These responsibilities are unique to this school and its population.

#### **The Principal is accountable for:**

- Acting as an ethical and motivational leader.
- Providing strategic leadership for school improvement and development
- Ensuring high standards of achievement for all students.
- Ensuring an orderly, motivational and aspirational culture and a strong school community where teaching, learning and healthy relationships can thrive.
- Ensuring responsive and effective systems and management of people and systems such that all students, parents, teachers and staff are well supported.

- Maintaining effective, positive and productive relationships with the Authorizer (NM Public Education Commission), New Mexico Public Education Department, staff, students, parents/guardians and the community.
- Maintaining a safe, secure and standards-based facility that meets E-Occupancy criteria
- Effectively lead change and innovation.
- Effectively lead a diverse staff and diverse student population.
- Effectively communicate with all stakeholders and constituents: students, parents, staff, NMPED and broader community.

**Major areas of responsibility:**

- School start-up and ongoing development
- Maximize learning and teaching
- School culture and behavior
- Management and development of people, systems and resources
- Student recruiting and admissions
- Parent and community relations
- Applications completed to secure funding
- Knowledge of laws, rules and regulations that govern a school, personnel, and programming
- Substantial understanding and experience to ensure budget and finances are guided by the goals and needs of the school with educational programming as a priority.

**QUALIFICATIONS:**

- Education: Master's Degree or higher in Education/Education Administration. NM Administrative License
- Experience: Minimum seven years school leadership experience as a building level administrator with evidence of effective leadership and positive academic achievement
- Proven track record in managing a budget successfully.
- Demonstrated experience in Educational Leadership
- Knowledge of: State of New Mexico/Federal Laws and Regulations for Public Schools and Charter School Laws and Regulations
- Experience in:
  - Strategic Management of the school
  - Budget Development and Fiscal Controls
  - Risk Management and Liability Issues
  - Facilities and fixed assets management, including capital improvements
  - Education Programming and Individualized Instruction
  - Special Education Services
  - Foodservice and Student Nutrition
  - School Health and Safety
  - Student Transportation
  - Student Data Management
  - Personnel Data Management
  - Information/Education Technology

- Contracted Services
- Grant Management and Compliance

### **Critical Governing Board Practices and Communications:**

- Regularly communicate with the Chairperson of the Governing Board (or designated Board Member)
- Report to and seek input from the Governing Board and/or appropriate committees regarding the operation and activities of Indigo Hill School.
- Develop and implement recommendations of the Governing Board regarding the management of Indigo Hill School.
- Regularly report to the Board on school activities and relevant matters.
- Prepare for the Board's approval an annual set of goals for the School and Executive Director/Principal consistent with HOUSSE procedures and other evaluation instruments the Board may determine.

### **Management and Development of People, Systems, and Resources**

- Within the school community, inspire a culture of excellence that is centered on the School's Vision and Mission.
- Manage and supervise all full and part-time staff, and contract staff.
- In consultation with the Board, has the power to hire and/or fire any employee.
- Oversee annual evaluations of teachers and other administrative staff
- Oversee the development and maintenance of job descriptions, personnel policies and procedures.
- Implement data-driven decisions consistent with the school's Accountability Plan and ensure compliance with all laws and regulations.
- Oversee deployment of instructional and communication technologies.
- Ensure that all teachers are highly qualified, certified, and have Individual Professional Development Plans on file that are aligned with the School's Accountability Plan.
- Coordinate and oversee staff development and training that is aligned to the NM Common Core State Standards Framework, and School's Accountability Plan
- Conduct regular staff meetings.
- Develop and maintain research-based educational programs in conjunction with state law, charter school laws and regulations, and NM State Frameworks.
- Assure programs meet Charter academic, program and organizational goals and requirements per the Charter and Charter Performance Contract.
- Implementation of curriculum, student assessments, performance-based teacher evaluation, and educational reform models.
- Work with Curriculum/ Professional Development Director and faculty to design a standards-based curriculum that is aligned with New Mexico Common Core State Standards, and additional frameworks, i.e. Reggio Emilia, Core Knowledge™, and Cambridge International Education.

- Recommend consistent strategies for managing students with the most challenging behaviors in a deterring and therapeutic manner that does not allow disruption of the norms of the school and the learning of other students.
- Establish multi-tier student support system that addresses students' academic and behavioral struggles holistically and involves parents, teachers and all relevant staff as appropriate.
- Apply data-driven behavior management systems and practices that ensure consistent norms of orderly, respectful behavior throughout the school and in the classroom.
- Manage a strong and responsive special education programming to ensure success in school for students with special needs, including compliance with special education laws
- Facilitate high levels of student achievement and learning through rigorous and engaging classes
- Develop a student-centered school day and extra-curricular enrichment program that provides a rich and high quality offering in personal fitness, the arts, music, and more.
- Oversee school data management systems; classroom, general school, and NMPED required data.
- Oversee the development of the School's annual budget in coordination with the Governing Board, School Finance Committee and Business Services Director.
- Present the annual budget to the Governing Board for final approval, participates in the PED School Budget Review and is responsible for the implementation of the approved budget.
- Maintain on-going communication regarding financial decisions with the Finance Committee.
- Oversee preparation of monthly financial reports to the School Finance Committee and the Governing Board.
- Oversee reporting of financial data to the NM Public Education Department
- Oversee all financial transactions including payroll.
- Oversee all purchases and contracts.
- Responsible for the Annual Audit and other state-required school performance reports.
- Oversees all required reporting to the NMPED: Annual Reports, Accountability Plans, Data Management, Standards-based Assessments, Grants, etc.

### **Student Recruitment and Admissions:**

- Develop and implement marketing plan to recruit students to the school
- Oversee the school admissions process - ensuring compliance with state charter law and the school performance contract

### **School Culture and Behavior**

- Support high expectations for student achievement and behavior
- Alignment of students, teachers, staff, and parents around the school's values and approach

- Introduce experiences that methodically cultivate an aspirational identity for all students through a constant theme of on-going collective and individual self-improvement

### **Management and Development of Staff**

Assure effective and aligned talent management practices, including:

- Job design with clarity of responsibilities and lines of accountability
- Recruiting that attracts and selects talented teachers and staff
- Professional development, including a strong, collaborative professional learning community, regular training opportunities, and the summer planning and professional development experience
- Performance management system that is both developmental and establishes a culture of accountability
- Recognition strategies for teachers and staff
- Retention strategies for teachers and staff

### **Community Relations:**

- Engender public support for the school's academic and extracurricular programs and consult with Director of Development on fundraising and public relations activities
- Maintain effective and strong working relationships with the charter authorizers and the governing board - as well as with the local and state community
- Serve as ambassador and advocate of the school's mission, representing Indigo Hill at local, state, and national events and in appropriate state and national organizations
- Inform the school community about the unique qualities of the school's learning environment
- Inform the school community about their opportunities to participate in services and activities at Indigo Hill School

### **Students/Parents/Community Engagement:**

- Maintains a student and parent-friendly school environment.
- Participates in teacher-parent conferences and IEPs as appropriate.
- Works with Parent/School Advisory Council (or similar) to implement programs for parents and students.
- Conducts annual parent surveys and recommends changes as necessary.
- Conducts community outreach programs in order to create a positive influence in the community at large.
- Encourages a school culture and positive climate that motivates students through transformative relationships between students and teachers.
- Facilitates student success in achieving worthwhile and challenging goals
- Supports a variety of activities and student cultural production through the arts, music, sports, and outdoor activities
- Develops partnerships with external organizations that enrich the culture of the school through service opportunities, life and cultural experiences, educational and support

- programs, and other resources
- Develops mutually supportive relationships with parents, characterized by good communication strategies and parents' involvement in the life and purpose of the school

**Location** City, NM, 87011 USA

**Categories** Executive Director/Principal

**Organization Type** New Charter School

**Grade Level** Elementary/Middle School

**Pref Degree** Master's Degree with Administrative License

**Experience Years** 7 yrs in leadership capacity

**Location** City, NM, United States

## **Curriculum and Professional Development Director**

### **Indigo Hill School**

**Indigo Hill School, a New Mexico Public Charter School | City, NM USA | Full Time - 9 Month, Stretch Schedule up 185 school days | Revised: 01/18/2013**

### **Job Description**

**Indigo Hill School, a new public charter school, is seeking an enthusiastic Curriculum and Professional Development Director to join the IHS team at our new school launching in the City area!**

This **Curriculum and Professional Development Director** will report to the Executive Director and will support a staff of teachers and educational assistants as necessary. This director will be responsible for:

#### **Training:**

Building a best practices approach for teacher training—will know the content, know how to effectively train and assess IHS teachers within that content, and know how to identify what it will take to move teachers practice by:

- Driving an extensive teacher training program that starts in July and progresses throughout the year with a dedicated professional development program;
- Honing teachers' abilities to move good to great through IHS' extensive onsite teacher improvement program
- Leveraging innovations in training and support to effectively scale top-notch teaching
- Assisting the Executive Director with on-boarding of new teachers to Indigo Hill's professional and collaborative environment;

#### **Curriculum Design:**

Designing and implementing a rigorous curriculum that accelerates achievement and builds a network of world class schools through:

- Collaborating with Executive Director, school leaders, and the organization as a whole to further define and refine the preschool and elementary school design;
- Providing faculty with the tools, support and training needed to implement instructional strategies in their classrooms.
- Leveraging project-based learning, book-rich classrooms, field studies, and New Mexico to create an authentic learning environment.

#### **Assessment Design:**

Designing an assessment process that pushes achievement and ensures that Indigo Hill School tracking student performance consistently and regularly by:

- Tracking the schools' (and each teacher's) progress every six weeks to ensure the schools are on track to hit IHS' aggressive academic goals;
- Continuously evaluating the best assessments on the market and making buy vs. build decisions to ensure IHS is administering the best possible tests that yield the most valuable

- insights;
- Working with the Executive Director to develop and refine tools for assessing teacher, leader, school, and organizational performance linked to the annual performance monitoring cycle

### **Qualifications:**

The ideal candidate *must* bring **experience and skills** in the following areas:

- A minimum of 7 years of experience in a training and problem solving role in the education sector;
- Knowledge of data-driven instruction, its look and feel, and experience implementing it across multiple sites;
- Experience managing a team of consultants and direct reports, communicating clear expectations and follow-through;
- Experience working in a fast paced, charter school environment;
- Demonstrated ability to speak and write clearly and persuasively such that expectations are clear, timelines are delineated, and excellence is defined;
- Ability to manage multiple priorities from a variety of sources, organizing and prioritizing effectively to impact areas of greatest need;
- Experience organizing and running effective meetings across an organization;
- Ability to deconstruct complex problems and develop coherent, actionable strategies;
- A bachelor's degree with a preference for a graduate degree in a related field.

Candidates for the position *must* possess the following **personal characteristics**:

- A relentless drive for excellence
- Unwavering determination to be better today than you were yesterday
- A sense of humor—a must in the world of education
- Be a good, yet demanding team member—we all need to push for excellence
- A love of learning
- A strong belief that all children can achieve

## Elementary School Teacher

### Indigo Hill School

Indigo Hill School, a New Mexico Public Charter School | City, NM USA | Full Time - 12 Month  
| Revised: 01/18/2013

### Job Description

Indigo Hill School, a new public charter school, is seeking an Elementary School Teacher (General Education) to join the IHS team at our new school launching in the City area!

### Responsibilities:

Become part of a highly motivated team committed to education reform, parent choice, and the building of exemplary charter schools.

- Provide additional academic and tutoring support to elementary school students.
- Engage students through a curriculum that reinforces the fun of learning and enables struggling students to thrive.
- Receive routine, ongoing feedback and support from an outstanding leadership team and faculty.
- Inspire intellectual curiosity through rigorous, engaging, and high quality instruction
- Teach in classrooms filled with resources and technology.
- Join a highly collaborative faculty of teachers in a Professional Learning Community.

### Qualifications:

Our ideal **Elementary School Teacher** will have at least two years of full-time classroom experience and a demonstrated track record of propelling student academic growth and mastery. A Masters Degree and teaching certification in general education and endorsed in relevant content area are preferred (Bachelor's Degree is required).

Demonstrated competencies in the following areas are a must:

- **Accountability and Data Driven.** Proven record of achievement as evidenced by student work, learning, and data.
- **Stamina.** Ability to handle the intensity required to work in a high-performing charter school, and remain organized, punctual, and reliable under pressure.
- **Management.** Ability to manage the behavior in a classroom of 18-20 students.
- **Self-Reflection.** Ability to accept and implement feedback received for real-time improvement.
- **Preparation.** Ability to study curriculum and do the intellectual work needed to deliver instruction at a high level.

In addition, the following characteristics are required to be successful on the IHS team:

- **Dedication to Mission.** A genuine interest in finding ways to improve public education and support our schools. Ensure that joyful, rigorous instruction is delivered to every student, every day.
- **Deadline and Detail Driven.** Ability to think critically about the details of a task at hand and backwards plan in order to meet project timelines set by leadership.
- **Flexibility.** A team player who is not deterred by a fast-paced, constantly changing environment. Ability to adjust expected tasks and schedule to the updated priorities.
- **Team Player.** Willingness to work with others and respond constructively to feedback.
- **Leadership.** Ability to train and work collaboratively with an assistant or associate teacher.
- **After 4:00 Attitude.** Eagerness to go above and beyond the requirements of the job to be innovative and support the organization. Constant desire to improve one's practice.

**Location** City, NM, 87011 USA

**Categories** Elementary Teacher

**Organization Type** New Charter School

**Grade Level** Elementary/Middle School

**Pref Degree** Min. Bachelor's, Master's Degree with relevant endorsement(s)

**Experience Years** 2 yrs in general education at Elementary Level

## **Clinical and Diagnostic Services Director**

### **Indigo Hill School**

**Indigo Hill School, a New Mexico Public Charter School | City, NM USA | Full Time - 9 Month, Stretch Schedule up 185 school days. | Revised: 01/18/2013**

### **Job Description**

**Indigo Hill School, a new public charter school, is seeking a School Psychologist Director to join the IHS team at our new school launching in the City area!**

### **Position Summary:**

We are currently seeking a **School Psychologist** to address student needs in a variety of areas. Our School Psychologist will work with students, parents, and teachers to help our scholars achieve the highest degree of academic, emotional, and behavioral success. Working in a collaborative environment and coordinating/directing ancillary services teams, she/he will act as a liaison between parents, students, and school support staff. Training and extensive professional experience in working with gifted/talented and/or Asperger's/high-functioning-ASD children preferred. Also, able to be considered to be qualified and certified to conduct Education Diagnostic testing.

### **Responsibilities:**

- Identifying the developmental, learning, and behavioral needs of a diverse student population.
- Planning and providing high quality counseling services to students with IEPs and at risk students.
- Able to provide training and technical assistance for education professionals.
- Writing session notes, progress reports and IEP goals for students with behavioral observations, consultation counseling services.
- Conducting psycho-educational evaluations, including cognitive and academic achievement testing, and writing reports.
- Coordinating the creation, implementation and tracking of behavior intervention plans for students with behavioral needs and consulting with other faculty regarding Rtl.
- Supporting students in the earliest grades as they build social skills and develop the tools for appropriate emotional management.
- Participating in School Based Support Team meetings to gather information about student progress and assist in developing program recommendations.
- Regularly updating leaders, teachers and parents on student progress.
- Conducts classroom observations and Functional Behavioral Assessments.
- Supervises additional support staff and student interns/practicum students.

### **Qualifications:**

- Valid NM State Education Psychologist /NM Board of Examiners Clinical Psychologist license.
- Experience with a variety of psycho-educational and behavioral assessment tools, including cognitive, achievement, and developmental testing, as well as behavior rating scales.

- Commitment to holding all students to high expectations.
- Ability to collaborate with teachers and parents to ensure carryover of strategies in the classroom and at home.
- Excellent listening and communication skills.
- Interest in collaborating with staff to determine appropriate strategies and interventions to meet students' needs.
- Organized, efficient, and able to self-manage to meet deadlines.
- Ability to align therapy sessions and interventions to school curriculum to support students in meeting their classroom goals.
- Defines clear goals for all students to graduate out of services.
- Dedication and passion for our school's unique vision, professional standards, and values.

## **Business Services Director/School Business Manager**

### **Indigo Hill School**

**Indigo Hill School, a New Mexico Public Charter School | City, NM USA | Full Time - 9 Month, Stretch Schedule up 185 school days | Revised: 01/18/2013**

#### **Job Description**

**Indigo Hill School, a new public charter school, is seeking an effective Business Services Director to join the IHS team at our new school launching in the City area!**

#### **Position Summary:**

**Financial Health** The Business Services Manager measures the fiscal health of IHS as a sustainable program and includes the school budget, donations received, and conservation of resources such as time, materials, and energy. This position reports directly to the Indigo Hill School Executive Director. The Business Services Manager is expected to: communicate effectively both orally and in writing, demonstrate strong interpersonal skills, analyze data and situations in order to draw conclusions, prepare reports establishing an effective plan of action, interpret, apply and explain rules, regulations, policies and procedures, meet schedules and timelines, and work independently. This is a 12-month position that will require more than 40 hours per week, on an at-will employment basis. The Business Manager is required to be on-campus from 8:00 a.m. to 4:00 p.m. during the school year (hours may change during summer months), with the exception of lunch time, staff and board meetings, and any applicable off-campus meetings or trainings during or beyond the regular school day.

#### **Description:**

Under the direction of the Executive Director, the Business Manager will plan, organize, and oversee the charter school's comprehensive and efficient fiscal operations. In collaboration with the Executive Director/Principal, he/she will develop state mandated budgets and monitor expenditures. The Business Services Manager will prepare and analyze detailed financial statements, prepare and present revenues and expenditures projections to Executive Director and Governing Board; prepare and submit all state-mandated financial reports; prepare and present budget and financial reports to the Indigo Hill School Governing Board and others as required; monitor expenditures for compliance with regulatory limitations; assign and supervise payroll, human resource matters such as benefits, hiring and records management systems.

#### **Duties and Responsibilities**

- **Budgeting:** Guide a cooperative planning process with school leaders to develop an annual budget that reflects the school mission. Present budget to the Governing Board for annual approval. Monitor progress of actual vs. budget throughout the year.

- **Purchasing:** Serve as the Chief Procurement Officer for the school. Educate school personnel as necessary to ensure compliance with policies and procedures for purchasing goods and services.
- **Cash Management:** Develop and maintain relationships with banks which school does business with. Establish the cash flow needs of the school in order to maximize interest earnings and minimize short term borrowing.
- **Grant Management:** Assist school personnel in the application for grant funds which are consistent with the stated goals of the educational programs of the school. Responsible to ensure compliance with all required spending guidelines and reporting under any grant received.
- **Reporting:** Provide any requested financial information to school management necessary to fulfill their responsibilities. Ensure timely and accurate reporting of any required external reporting related to the personnel or finances of the school.
- **Governance:** Prepare and present periodic reports on financial condition to the Governing Board. Meet with Governing Board as needed. Prepare policies and procedures related to the business aspects (internal fiscal controls) of the school and those policies prohibiting conflicts of interest. Meet with School Finance/Audit committee.
- **Human Resources:** Responsible for the overseeing of the hiring of staff, leave and the benefit programs offered by the school. Ensure compliance with the laws related to employee hiring and records management including certification. Oversee health and safety requirements.
- **Qualifications, Experience, Licensure and Education**  
Any effective combination of the following: successful experience in New Mexico school business management; knowledge of principles and practices of budgeting and accounting, particularly as they relate to New Mexico schools; three to five years of responsible accounting experience; degree in business, finance, or accounting. Business Services Manager must possess: knowledge and access to NM specific school accounting software system, current licensure as a NM School Business Manager. Evidence of a combination of the following is required:
  - Planning, organization and direction of school business operations;
  - Budget, accounting, and fiscal procedures and methods;
  - Office management principles, methods and procedures;
  - Knowledge of regulations affecting charter schools, including federal and state laws governing payroll, worker compensation, employment and workplace regulations;
  - Use of modern office practices, procedures and equipment.

**Categories** Business Services Director

**Organization Type** New Charter School

**Pref Degree** Bachelors' Degree with NM Business Manager's License

**Experience Years** 3 years in financial services, school finance

**Location** City, NM, United States

## Speech & Language Therapist

### Indigo Hill School

Indigo Hill School, a New Mexico Public Charter School | City, NM USA | Full Time - 9 Month, Stretch Schedule up 185 school days | Revised: 01/18/2013

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#### Job Description

Indigo Hill School, a new public charter school, is seeking a **Speech & Language Therapist** to join the IHS team at our new school launching in the City area!

#### Position Summary:

We are currently seeking a **Speech & Language Therapist** to address student needs in a variety of areas. Our Occupational Therapist will work with students, parents, and teachers in a highly collaborative environment to help achieve the highest degree of academic and behavioral success for our scholars. This position could be full-time or part-time.

#### Responsibilities:

- Planning and providing high quality occupational therapy services to students with IEPs.
- Writing session notes, progress reports and IEP goals for students with mandated OT services.
- Conducting individual student evaluations and reporting results.
- Providing classroom strategies and intervention level services for at risk students.
- Regularly updating leaders, teachers and parents on student progress.

#### Qualifications:

- Valid NM State Speech & Language Pathologist license.
- Valid NM State SLD certification.
- Experience with a variety of speech and language evaluations, including assessments of articulation, pragmatic language, auditory processing, and expressive and receptive language skills.
- Commitment to holding all students to high expectations.
- Ability to collaborate with teachers and parents to ensure carryover of therapy techniques in the classroom and at home.
- Excellent listening and communication skills.
- Interest in collaborating with staff to determine appropriate strategies and interventions to meet students' needs.
- Organized, efficient, and able to self-manage to meet deadlines.
- Ability to align therapy sessions to school curriculum to support students in meeting their classroom goals.
- Defines clear goals for all scholars to graduate out of services.
- Dedication and commitment to our school's unique vision, professional standards, and values.

## **Occupational Therapist**

### **Indigo Hill School**

**Indigo Hill School, a New Mexico Public Charter School | City, NM USA | Full Time - 9 Month, Stretch Schedule up 185 school days | Revised: 01/18/2013**

### **Job Description**

**Indigo Hill School, a new public charter school, is seeking an Occupational Therapist to join the IHS team at our new school launching in the City area!**

### **Position Summary:**

We are currently seeking an **Occupational Therapist** to address student needs in a variety of areas. Our Occupational Therapist will work with students, parents, and teachers in a highly collaborative environment to help achieve the highest degree of academic and behavioral success for our scholars. This position could be full-time or part-time.

### **Responsibilities:**

- Planning and providing high quality occupational therapy services to students with IEPs.
- Writing session notes, progress reports and IEP goals for students with mandated OT services.
- Conducting individual student evaluations and reporting results.
- Providing classroom strategies and intervention level services for at risk students.
- Regularly updating leaders, teachers and parents on student progress.

### **Qualifications:**

- Valid NM State license to practice occupational therapy.
- Experience with a variety of occupational therapy evaluations, including sensory profiles and assessments of visual-motor and developmental motor skills.
- Commitment to holding all students to high expectations.
- Ability to collaborate with teachers and parents to ensure carryover of therapy techniques in the classroom and at home.
- Excellent listening and communication skills.
- Interest in collaborating with staff to determine appropriate strategies and interventions to meet students' needs.
- Organized, efficient, and able to self-manage to meet deadlines.
- Ability to align therapy sessions to school curriculum to support students in meeting their classroom goals.
- Defines clear goals for all scholars to graduate out of services.
- Dedication and commitment to our school's unique vision, professional standards, and values.

## Physical Therapist

### Indigo Hill School

Indigo Hill School, a New Mexico Public Charter School | City, NM USA | Full/Part-Time - 9 Month, Stretch Schedule of Contracted School Days- up to 185 school days | Revised: 01/18/2013

### Job Description

Indigo Hill School, a new public charter school, is seeking a Physical Therapist to join the IHS team at our new school launching in the City area!

### Position Summary:

We are currently seeking a **Physical Therapist** to address student needs in a variety of areas with special knowledge, and experience with children identified as having ASD. Our Physical Therapist will work with students, parents, and teachers in a highly collaborative environment. The Physical Therapist will assess students' physical development level; provide appropriate treatment to meet individualized student objectives; identify architectural barriers; provide recommendations for accessibility; and providing recommendations for program development and student placement. This position will be part-time with potential to grow into a full-time position.

### Responsibilities:

- Assesses students' functional capabilities and/or classroom environment for the purpose of determining student's functional level and developing recommendations and/or curriculum access.
- Assesses students' gross motor and development skills (e.g. perceptual-motor, motor coordination, sensory development, muscle strength, etc.) for the purpose of determining their deficits and developing recommendations.
- Communicates with students, parents, teachers and/or other personnel for the purpose of evaluating situations, solving problems and/or resolving conflicts.
- Consults with students, parents and guardians for the purpose of enhancing student access and mobility in school and in school related activities / functions.
- Consults with teachers, parents, other personnel and/or outside professionals for the purpose of providing requested information, developing plans for services and/or making recommendations.
- Coordinates with the IEP team for the purpose of determining appropriate treatments, etc. to meet the needs of specific students and attends IEP Team Meetings.
- Develops treatment plans, interventions and/or educational materials from the IEP for the purpose of remediating students' motor skill deficits and ensuring compliance with regulatory requirements.
- Facilitates meetings, processes, etc. for the purpose of meeting curriculum guidelines and/or ensuring that state mandates are achieved.
- Identifies structural issues for the purpose of removing barriers for students with physical

limitations and/or identifying appropriate adaptive equipment and/or devices.

- Instructs students and staff for the purpose of providing information on medical attributes, use of adaptive equipment and/or implementing plans for remediation of functional limitations.
- Participates in meetings, workshops and seminars as assigned for the purpose of conveying and/or gathering information required to perform functions.
- Prepares a wide variety of written materials in compliance with State, Federal, and administrative regulations (e.g. quantity reports, student activities, correspondence, internal audits, etc.) for the purpose of documenting activities, providing written reference, and/or conveying information
- Research resources and methods (e.g. intervention and treatment techniques, assessment tools and methods, community resources, etc.) for the purpose of determining the appropriate approach for addressing students' functional goals.
- Screen students for the purpose of determining the need for further individualized assessment.
- Supervise physical therapist assistants for the purpose of monitoring performance, providing for professional growth and achieving overall objectives of school's curriculum as well as meeting the needs of students.

**Qualifications:**

- Valid NM State license to practice Physical Therapy.
- Translating therapy data into meaningful educational activities work with data utilizing defined but different processes; and operate equipment using standardized methods.
- Operating equipment used in physical therapy strategies; preparing and maintaining accurate records; and adhering to safety practices.
- Special certification(s) preferred, and in-depth experience working with students identified as having ASD.
- Applying assessment instruments; operating equipment used in physical therapy strategies; preparing and maintaining accurate records; and adhering to safety practices.
- Knowledge required for interpret statistical data.
- Ability to collaborate with teachers and parents to ensure carryover of therapy techniques in the classroom and at home.
- Excellent listening and communication skills.
- Interest in collaborating with staff to determine appropriate strategies and interventions to meet students' needs.
- Organized, efficient, and able to self-manage to meet deadlines.
- Ability to align therapy sessions to school curriculum to support students in meeting their classroom goals.
- Defines clear goals for all scholars to graduate out of services.
- Dedication and commitment to our school's unique vision, professional standards, and values.



## **Special Education Teacher**

### **Indigo Hill School**

**Indigo Hill School, a New Mexico Public Charter School | City, NM USA | Full Time -9 Month Stretch Schedule up 185 school days. | Revised: 01/18/2013**

### **Job Description**

**Indigo Hill School, a new public charter school, is seeking a Special Education Teacher to join the IHS team at our new school launching in the City area!**

### **Responsibilities:**

Become part of a highly motivated team committed to education reform, parent choice, and the building of an exemplary charter school.

### **Qualifications:**

Our ideal Special Education Teacher will have full-time classroom experience and a demonstrated track record of propelling students' academic growth and mastery. Our ideal candidate will have extraordinarily high expectations for all scholars and believe deeply that scholars with disabilities are just as capable as general education scholars. A minimum of a Bachelor's Degree and Special Education NM Certification are required. (Applicants with out-of-state Special Education certification will be considered, but if hired s/he must complete the reciprocity process before the start of the school year.)

### **Our Special Education Teacher will...**

- Compliment and contribute to a highly motivated team committed to education reform, parent choice, and the building of exemplary schools.
- Will have a great deal of depth in their knowledge of children who identified as gifted and/or identified as having ASD.
- Will demonstrate competency in delivering high quality SPED compliance with attention to deadlines, and the development of highly effective IEPs.
- Adapt or differentiate small group instruction for students with special needs.
- Assist colleagues in understanding various student disabilities and the appropriate academic and behavioral modifications.
- Prepare thoughtful student individualized education plans in an organized fashion with consultation with student at an age and developmentally appropriate level, staff and families.
- Collaborate effectively with general education staff to maximize each student's learning.
- Engage students through curriculum that reinforces the fun of learning and enables struggling students to thrive.
- Receive routine, ongoing feedback and support from an outstanding leadership team and faculty.
- Teach in classrooms filled with resources and technology.

- Join a ground-breaking faculty of teachers who collaborate regularly with a team and leadership.
- Participating in School Based Support Team meetings to gather information about student progress and assist in developing program recommendations.

In addition, the following characteristics are required to be successful on the IHS team:

- **Dedication to Mission.** A genuine interest in finding ways to improve public education and support our schools. Ensure that joyful, rigorous instruction is delivered to every student, every day.
- **Deadline and Detail Driven.** Ability to think critically about the details of a task at hand and backwards plan in order to meet project timelines set by leadership.
- **Flexibility.** A team player who is not deterred by a fast-paced, constantly changing environment. Ability to adjust expected tasks and schedule to the updated priorities.
- **Team Player.** Willingness to work with others and respond constructively to feedback.
- **Leadership.** Ability to train and work collaboratively with an assistant or associate teacher.
- **Enthusiasm.** Eagerness to go above and beyond the requirements of the job to be innovative and support the organization. Constant desire to improve one's practice.

**Location** City, NM, 87011 USA

**Categories** Special Education Teacher

**Organization Type** New Charter School

**Grade Level** Elementary/Middle School

**Preferred Degree** Min. Bachelor's, with relevant endorsement(s)

**Experience Years** 2 yrs in special education at Elementary Level

INDIGO HILL SCHOOL  
PERSONNEL 200

**All policies have been adopted or revised effective Month XX, 2013 unless another date is listed at the end of an individual policy.**

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208 Executive Director/Principal of Schools  
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292 Reporting Acts of Violence, Vandalism  
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### **Personnel Policy Statement 200**

The personnel policies of a charter school are an essential part of the program of public education in a community. The philosophy of a school and the community is generally reflected in these policies. Through its personnel policies, the Governing Board wishes to establish conditions that will attract and hold the highest qualified personnel who will devote themselves to the education and welfare of our students.

The Governing Board encourages cooperative efforts by the administration and employees or their representatives in the development of personnel policies and regulations. Provisions for the implementation of adopted personnel policies should include channels of communication and procedures for the handling of professional and ethical problems, through which all persons or groups affected, may voice their opinion.

To keep its personnel policies and the corresponding regulations in the highest state of effectiveness to achieve the above purposes, the Executive Director/Principal is directed to establish the procedures needed.

### **Employee Professional Conduct**

The mission of Indigo Hill School requires that all staff actively participate in a collaborative effort to carry out the important work entrusted to our governing board and employees in serving children. It is reasonable to insist on a high degree of mutual, professional and personal respect and mutual support. We hold our teachers, staff and volunteers in the highest regard and encourage their active discussions of issues and input with respect to decisions affecting our school. The school values diversity in perspectives leading to a deeper understanding of organizational purpose and a greater foundation for decision making.

As a community of individuals, i.e. students and employees, who interact in a compliance-driven environment, the school requires respect for individual privacy with attention to confidentiality. If an employee must be informed about something in order to carry out school responsibilities, the information should be held closely. Therefore, all personnel matters should be treated with utmost confidentiality and professionalism. Indigo Hill School emphasizes the extraordinary degree of care that employees (including volunteers) must take in maintaining the confidentiality of all school matters, including information about children and families as well as employees.

Indigo Hill School will actively cultivate a parent-friendly and welcoming environment. This is an important component of our mission to share training, information and resources in order to strengthen our community relationships and long-term impact. However, the needs of our students remain our highest priority. While Indigo Hill School is expected to have frequent visitors to our campus, this will

occur under terms and conditions that do not disrupt the activities of the school or the work of our teachers and students.

### **Employee-Employer Relations 201**

This policy is adopted to:

- A. Promote harmonious and cooperative relationships between the employer and employees.
- B. Promote and protect the public's interest at all times by assuring the continuance of a quality educational program without interruption, conflict, or confrontation between the employer and its employees.
- D. To protect the rights of the employer.

In the event of conflict with other school policies, the provisions of this Employee-Employer Relations Policy shall supersede all other previously enacted policies.

### **EMPLOYEE COMPLAINTS AND PROBLEM SOLVING**

The following grievance procedure is established for resolution of problems and disputes not described under other provisions in this handbook. This process does not apply to termination or discharge from employment. See Section 217 for procedures to follow when protesting termination actions.

Careful documentation is important to successful resolution of a conflict pursued under this policy. All documentation is to be included in the personnel file:

**1. Good Faith Effort.** The employee will make a good faith effort to work with the immediate supervisor to resolve the conflict. This effort will consist of problem identification, possible solutions, selection of resolution, process for implementation of resolution and scheduling follow-up. In the event that the complaint involves the immediate supervisor, the employee will work with that individual's supervisor.

**2. Written Grievance.** If the issue is not resolved after a good faith attempt as outlined above, the employee may submit the grievance in writing to a designee (see #4 below for the procedure to follow) when the Executive Director/Principal is the subject of the unresolved complaint and the Governing Board is the next level at which to seek problem resolution. The written grievance may include documentation and other evidence.

**3. Mediation.** Upon receipt of a written grievance, the Executive Director/Principal may interview witnesses and other parties in interest, meet with the complainant and/or the parties in interest and conduct an internal mediation of the dispute. If any party in interest, including the appointed mediator, can demonstrate a conflict of interest, another mediator will be appointed. Any party may request that an outside professional mediator be hired. The Governing Board has final authority to determine if a professional mediator will be hired.

**4. Hearing.** If the problem remains unresolved, the complainant has the option to seek a hearing before the Governing Board by submitting a written complaint, this time to the Governing Board President, with documentation of the problem and all steps taken to resolve the problem. Legal council will not be admitted to participate in such a hearing. The hearing process will proceed as follows:

- a. Each party presents an oral statement and documentation.
- b. A designee of the Council will ask questions and examine witnesses if deemed appropriate and necessary.
- c. No recordings or transcripts of the meeting will be produced.
- d. Within two (2) weeks of the hearing, a Council designee will render the Council's decision with recommendations in writing.
- e. Procedures will remain confidential unless the complainant pursues remedies outside this internal grievance procedure.

**5. Final Decision.** Within five (5) business days of the hearing, the Governing Board President will submit a written decision concerning the complaint. The Governing Board's decision is final.

### **Nondiscrimination Policy 203**

The IHS School is an Equal Opportunity employer. It is the policy of the school to not discriminate against any employee or applicant for employment because of race, color, religion, age, sex, national

origin, ancestry, disability, marital status or political affiliation. The school promotes the principle of equal employment opportunity.

Accordingly, all recruiting, hiring and promoting for all job classifications is made without regard to race, color, religion, age, sex, national origin, ancestry, disability, marital status or political affiliation, except where age, sex, or disability is a bona fide occupational qualification. The school makes diligent efforts to assure that all personnel actions, such as recruitment, job advertising, employment, rates of pay or other forms of compensation, promotion, transfer, demotion, layoff, termination, discharge, or selection for training, will be administered without regard to race, color, religion, age, sex, national origin, ancestry, disability, marital status, or political affiliation, except where age, sex, or disability is a bona fide occupational qualification.

### **Applicant Background Investigations 205**

This policy is issued by the Governing Board to all administrators and employees involved in employment and personnel functions.

All applicants for employment with the school are subject to work history, education history, and reference investigations, including but not limited to substitutes and temporaries. Each finalist or applicant recommended for employment will be subject to a criminal background investigation, including mandatory fingerprinting, at his or her expense, as a condition of employment or of further consideration for employment.

Effective immediately, all applicants for employment and volunteers working directly with students will be required to read and sign an Authorization and Agreement form, a copy of which is attached. All background checks on applicants will be conducted through the central office.

All offers of employment shall be expressly contingent upon the satisfactory completion of background investigations. Criminal convictions shall not automatically bar an applicant from employment, but pursuant to the Criminal Offender Act, NMSA 1978 28-2-4 and 28-2-5, may be the basis for refusing employment. Information from background checks shall not be disclosed except to persons directly involved in the certification or employment decision regarding the applicant or employee.

The administration may also conduct the referenced background investigations of incumbent employees if it becomes aware of facts, circumstances, or conduct that give rise to a reasonable suspicion that undisclosed aspects of the employee's background might disqualify him or her to continue in employment with the school.

Pursuant to state law, the Executive Director/Principal will report to the State Department of Education any known conviction of a felony or misdemeanor involving moral turpitude of a certified school employee that results in any type of action against the school employee. All certified All administrators and employees involved in employment and personnel functions shall acknowledge this directive by returning a signed copy to the Executive Director/Principal.

### **Qualifications for Licensed Employees 206**

All persons employed to administer, teach, supervise, counsel or provide special instructional services in the Indigo Hill School shall hold and present to the school within ninety (90) days after the beginning of the school year a valid New Mexico license authorizing that person to perform that function. Failure to present such license within the prescribed time leads forfeiture of all claims to compensation rendered thereafter.

Each licensed employee shall comply with and enforce all laws, regulations and policies applicable to the Indigo Hill School; if instructing, teach the courses prescribed; exercise supervision over students on Indigo Hill School property and while students are under the control of the Indigo Hill School; and furnish such reports and attend such meetings as may be required.

See policies 222-2, 230, 231.

See policies 290, 291, 292, 293.

### **Job Descriptions 207**

The Executive Director/Principal is charged with the responsibility for creating job descriptions for all classes of employees. It is the board's desire that the job descriptions will:

- 1) assist employees to meet their duties and responsibilities,
- 2) assist employees and supervisors in the employee evaluation process, and 3) encourage the cooperation and collaboration among and between employees needed for maximum efficiency and effectiveness in achieving the work of the school.
- 4) to assist the school to meet its responsibilities, for example; the Americans with Disabilities Act, and all other state and federal guidelines.

### **Executive Director/Principal 208**

The Executive Director/Principal of IHS is employed as the chief executive officer administrative head of the school.

The Executive Director/Principal shall be qualified to hold office under the current Rules and Regulations Governing Licensure of Teachers and Administrators, and the State Department of Education.

The Executive Director/Principal shall assume the responsibility and be given the authority for the operation of the schools. This responsibility extends to business administration, educational leadership, personnel management, public relations, organization of resources, both material and personnel, delegation of duties and authority, and supervision of all delegated tasks and of all individuals to whom authority and responsibility are assigned.

The board will meet at least twice each year with the Executive Director/Principal to discuss the Executive Director/Principal's job performance.

The board will take action on the Executive Director/Principal's contract no later than the month of February in the year in which the Executive Director/Principal's contract expires, but may also extend the contract in the intervening year of a one-year contract. The Executive Director/Principal's salary shall be determined annually by the board. However, in the year in which a regular school board election is held no action may be taken on the Executive Director/Principal's contract, including extension, until the meeting at which any newly-elected board member(s) takes office.

See policy 209.

### **Delegation of Authority to Executive Director/ Principal 209**

State law vests complete supervision and control of the Indigo Hill School in the Governing Board (NMSA 1978, Section 22-5-4) and specify the several powers and duties of the board. The board also has other powers and duties imposed on it by state law, judicial decisions or regulations of the state Governing Board.

Recognizing that board members cannot provide full-time management of the Indigo Hill School and that state law directs the board to delegate all administrative and supervisory functions to an Executive Director/ Principal, the board hereby delegates to the Executive Director/ Principal the authority and responsibility to act as its chief administrative officer and to perform all acts and carry out all functions reasonably necessary to assure the efficient and effective operation of the school.

The board expressly delegates to the Executive Director/Principal the power:

1. To act as hearing officer or hearing authority for the purposes of hearing or reviewing facts, deciding appropriate disciplinary action, or reviewing disciplinary actions of other designated or authorized administrators, consistent with procedures established by state law or regulation or board policy. Instances in which the Executive Director/Principal may exercise such delegation of authority include, but are not limited to, acting as hearing authority, review authority, or disciplinarian in hearings involving long-term supervision or expulsion of public school students pursuant to the State Governing Board Regulation No. 81-3, or such successor regulation as the State Board may adopt.

The Executive Director/Principal may designate other administrators to perform any of such functions.

2. To effect the immediate and temporary suspension with pay of public school employees, whether licensed or non-licensed, or to accept employee resignations, where the Executive Director/Principal in the exercise of his/her sole discretion determines such immediate action to be, in the best interests of the school, necessary to preserve the health, safety, or welfare of the students, or other employees of the school, or to assure the continued efficient operation of the school. No appeal to the board from such action may be had unless the Executive Director/Principal also recommends board action to suspend such employee without pay or to terminate or discharge such employee.

3. To make needed decisions regarding the complete or partial operation or cancellation of the schools on bad-weather days or in emergency situations.

4. To offer employment to prospective school employees in the interim between school board meetings where such offer is necessary to obtain qualified staff for school programs, so long as all such offers are expressly conditional on the subsequent recommendation to and approval by the school board.

5. To act as the school spokesperson to the media or in specific situations to name a designee as spokesperson. The delegation of authority provided herein may not be used in a manner contrary to state law or regulation or to deny any student or employee rights to which he or she may otherwise be entitled. The board may expand the delegation prescribed herein in appropriate circumstances. The enumeration of delegated authorities to the Executive Director/Principal shall not be construed to limit the authority of the Executive Director/Principal to take such further actions as may be necessary to administer school programs or to execute school board policy, unless such authority is reserved to the school board by state law.

#### **Executive Director/Principals of School: Employment and Functions 212**

The executive director/principal is the chief administrative officer of the individual school.

The executive director/principal is responsible to and shall serve under the direction of the Governing Board.

The executive director/principal is responsible, in accordance with state standards, regulations and statutes and local school policies, for the organization, administration, supervision and outcomes of the school.

The Executive Director/Principal shall meet New Mexico State Licensure requirements for the position for which they are elected and salaries shall be determined subject to budgetary allowances and salary schedules, if in force.

See policy 217.

#### **Salary Schedule Transfer of Steps 213**

An employee of the school who is assigned to a new job classification and salary schedule shall be placed on the new schedule at the same step as on the salary schedule for the previous job, as indicated below until the end of their contract and then the new transferred position and its salary schedule will be in effect.

Nothing in this policy shall be construed to prevent awarding credit on the new salary schedule for any previous out-of-school experience properly related to the new position which had not been recognized for the position from which the employee is being reassigned, nor shall this policy be construed to change in any way existing school practice for awarding credit for out-of-school experience.

#### **Evaluation of Employees 215**

The Executive Director/Principal shall provide a system of periodic evaluation for all employees of the school, with written reports prepared and reviewed with each employee and kept on file in the Executive

Director/Principal's office. The plan for evaluation for each class of employees shall meet any state regulatory or statutory requirements and shall be reviewed by the board. No evaluation report shall be placed in an employee's file without review and discussion between the employee and the employee's supervisor. An employee in disagreement with the contents of the evaluation report may submit a written rebuttal to be attached to the report and kept on file. Such a rebuttal must be submitted within ten (10) school days of the evaluation review.

### **Employment, Assignment, Re-Employment, Termination of Employees 217**

The employment, re-employment and termination of employees is the responsibility of the Executive Director/Principal, as provided by law. The assignment of employees is delegated to the Executive Director/Principal with specific policy guidance in the matter of transfers of employees from one location to another as set out in policy 218.

The following schedule shall prevail for re-employment of employees:

1. Licensed administrative and supervisory employees other than the Executive Director/Principal (see policy 208) shall have their status reviewed by the board in March of the year in which each such employee's contract expires, with action taken no later than the last day of April.
  2. All other personnel shall be given written notice of re-employment or termination on or before the 14th day before the end of the school year of the existing employment contract, but shall have their status reviewed for possible action by the board in April.
- See policies 218, 219, 220.

### **Reemployment/Termination/Discharge of Licensed School Instructors 219**

On or before the 14th day before the end of the school year of the existing employment contract, or earlier as may be provided by the State Governing Board Rules and Regulations, the board shall serve written notice of reemployment or termination on each licensed school instructor (teacher, counselor, librarian, therapist, and coordinator) employed by the school. The notice of reemployment shall be an offer of employment for the ensuing school year. A notice of termination shall be a notice of intention not to reemploy for the ensuing school year. Failure of the local school board to serve a written notice of reemployment or termination on a licensed school instructor shall be construed to mean that notice of reemployment has been served upon the person for the ensuing school year according to the terms of the existing employment contract but subject to any additional compensation allowed other licensed school instructors of like qualifications and experience employed by the school.

Each licensed school instructor shall deliver to the board a written notice of acceptance or rejection of reemployment for the ensuing school year within fifteen days of the following:

- A. The date written notice of reemployment is served upon the person; or
- B. The last day of the school year when no written notice of reemployment or termination is served upon the person on or before the last day of the school year.

### **Termination**

All procedures and required time-lines regarding the rights of terminated licensed school instructors referred to in the following paragraphs are detailed in NMSA 1978, 22-10-14, copies of which are on file and available in the Executive Director/Principal's office. A licensed school instructor who has been employed by the school for three consecutive years may be terminated only for a reason that is rationally related to the employee's competence or turpitude or the proper performance of duty and that is not in violation of the employee's civil or constitutional rights. The employee may request an opportunity to make a statement to the board and may also request in writing the reasons for the termination action, as provided by law. Neither the administrator nor the governing board shall publicly disclose its reasons for termination.

The employee shall be granted a hearing before the Governing Board, as provided by law, under the contention that the decision to terminate was made without just cause. If the employee is still aggrieved by the decision of the board following the hearing, the law provides that an appeal may be made to an independent arbitrator for a *de novo* hearing. The arbitrator shall decide whether there was just cause for the decision to terminate.

The board may decline to re-employ a licensed school instructor with less than three years of consecutive service in the same classification for any reason it deems sufficient. Upon the written request of the licensed school instructor, the Executive Director/Principal or administrator shall provide written reasons for the decision to terminate. The reasons shall not be publicly disclosed by the Executive Director/Principal, administrator, local school board or governing authority. The reasons shall not provide a basis for contesting the decision.

#### Discharge

A licensed school employee may be discharged only for a reason that is rationally related to the employee's competence or turpitude or the proper performance of duty and that is not in violation of the employee's civil or constitutional rights.

The Executive Director/Principal shall serve a written notice of intent to recommend discharge on the licensed school employee in accordance with the law. The notice shall state the intent to recommend discharge and the cause for the recommendation, and shall advise the employee of the right to a discharge hearing before the governing board.

The employee may exercise the right to a hearing by giving the Executive Director/Principal written notice of that election within five working days of the receipt of the notice to recommend discharge.

**All details pertaining to the employee's rights and the procedures to be followed are detailed in NMSA 1978, 22-10-17, 17.1, copies of which are on file and available in the Executive Director/Principal's office.**

#### Reemployment/Termination of Other Employees 220

This policy and the statutes upon which it is based do not pertain to licensed school instructors employed to fill a position of a licensed school instructor entering military service or a person employed as a licensed school administrator, or a non-licensed school employee employed to perform primarily school-wide management functions.

The Executive Director/Principal may terminate an employee with fewer than three years of consecutive service for any reason it deems sufficient. Upon the written request of the employee the Executive Director/Principal or administrator shall provide written reasons for the decision to terminate. The reasons shall be provided within ten working days of the request. The reasons shall not be publicly disclosed by the Executive Director/Principal, administrator or the governing board. The reasons shall not provide a basis for contesting the decision.

**All procedures and timelines regarding the rights of terminated non-licensed school employees referred to in the following paragraphs are detailed in NMSA 1978, 22-10-14, 14.1, copies of which are on file and available in the Executive Director/Principal's office.**

Before terminating a non-licensed school employee, the Executive Director/Principal shall serve the employee with a written notice of termination. Termination of a non-licensed school employee who has been employed for three consecutive years shall be only for a reason that is rationally related to the employee's competence or turpitude or proper performance of duty and that is not in violation of the employee's civil or constitutional rights. Any such employee who has been employed for three consecutive years may request an opportunity to make a statement to the board and may also request in

writing the reasons for the termination action. Neither the Executive Director/Principal or administration nor the board shall publicly disclose the reasons for termination.

If the employee is still aggrieved by the decision of the board following a hearing with the board, an appeal may be filed to request a *de novo* hearing with an independent arbitrator. The arbitrator shall decide whether there was just cause for the termination.

### **Resignations of Employees 221**

Licensed employees shall provide the Executive Director/Principal with at least thirty (30) days notice of the intent to resign. Non-licensed employees shall provide at least two (2) weeks notice of the intent to resign. Under extenuating circumstances, the Executive Director/Principal may waive these notice requirements.

### **Drug-Free Schools and Campuses and Drug-Free Work Place 222**

The Governing Board for the Indigo Hill School realizes that on-the-job substance abuse is a pervasive problem throughout the American society. The school recognizes that drug abuse in the work place can seriously injure the health of employees, adversely impair job performance, and endanger the safety and well-being of other employees, students and members of the community. In addition, increased health care problems arising from substance abuse can cause increased health care costs to the employee and school in the form of treatment costs and increased insurance costs. Therefore, in response to this significant problem, the board has adopted this policy and will make a good faith effort to maintain a drug-free work place.

**For policy relating to student substance abuse, see policies XXXXX.**

#### **Prohibited Practices**

Substance abuse in the work place, on school premises, during school programs, or while on school business is prohibited. The unauthorized manufacture, distribution, dispensation, sale, possession, or transfer, use or being under the influence of controlled substances (as proscribed by the Controlled Substances Act or identified in Schedules I through V of this Act as described below) or any other substance abuse in the work place, on school premises, during school programs, or while on school business constitutes a violation of this policy. Also prohibited is possessing, selling, giving away or using any equipment or apparatus used for measuring, packaging, distributing or facilitating the use of drugs.

#### **Disciplinary Actions**

Any violation of these prohibited practices by an employee may result in disciplinary action up to and including dismissal, reprimand, suspension with or without pay, termination or discharge from employment and referral for investigation and/or prosecution by law enforcement agencies. A disciplinary action may also include the satisfactory completion of a rehabilitation program at the individual's expense.

The following definitions are used in this policy:

**1. "Substance abuse" means the unauthorized possession, distribution, dispensing, manufacture, sale, or use or being under the influence of controlled substances that are identified in Schedules I through V of Section 202 of the Controlled Substances Act, 21 USC, Statute 812 (United States code, Title XXI, Chapter 13) or its implementing regulations, 21 CFR Sections 1308.11 to 1308.15 where the use is neither authorized by law nor a valid prescription, or the misuse of a legal substance, including but not limited to prescription drugs, that may affect an individual's ability to perform his or her job in a safe, adequate and secure manner. Controlled substances include, but are not limited to marijuana, barbiturates, anabolic steroids, cocaine, (including crack), amphetamines, heroin, PCP, hallucinogens, and certain prescription drugs. Substance abuse shall also include the unauthorized use or possession of, or being under the influence of, alcohol or alcoholic beverages on school premises or during school programs and look-alike drugs. Also**

**included are solvents or inhalants used for intoxication and any substances that are represented to be controlled or illegal substances.**

**2. "School premises" means any school building and any school property, any school-owned vehicles and any other school-approved vehicle used to transport students to and from school activities or for school business.**

**3. "School programs" means any school sponsored or approved activity, event or function, on or off school premises where students are under the jurisdiction of the school; or during any period of time school employees are supervising students on behalf of the school or are otherwise engaged in school business. Collectively, school premises and school programs constitute the work place.**

#### **Use of Authorized Prescriptions and Drugs**

Authorized prescription drugs and "over the counter" legal drugs may be used at the work place so long as prescribed dosage and recommended use is not exceeded and the use of these drugs do not adversely affect the employee's ability to perform required work in a safe and secure manner. When such legal drugs are to be used at the work place and will affect performance, employees should inform their supervisors.

#### **Federal Funding Requirements**

Indigo Hill School is a recipient of federal funding and is subject to the Federal Drug Free Work Place Act of 1988. As a condition of employment each employee shall notify his or her employer of such employee's conviction of any criminal drug statute for a violation occurring in the work place no later than five (5) days after such conviction.

As a condition of employment, each employee shall abide by the terms of this policy. Any employee who violates the terms of this policy may be disciplined, up to and including dismissal, reprimand, suspension with or without pay, termination or discharge from employment and referral for investigation and/or prosecution by law enforcement agencies for violation of the standards of conduct or may be required to participate in and satisfactorily complete a drug abuse assistance or rehabilitation program approved by the school at the employee's expense. **Employee Assistance**

The IHS is committed to a safe working and learning environment for its employees, students, and the public. Substance abuse affects employee performance, conduct, and/or reliability, and students' ability to learn and complete assigned tasks.

The school strongly encourages employees who engage in any form of substance abuse, including alcohol or other drug-related problems, to voluntarily refer themselves for assistance. The school will provide information or referral for employee assistance, rehabilitation, and/or counseling.

The Executive Director/Principal will appoint Screening Committees/Employee Support for employees (Employee Support Team). The Employee Support Team will report to the Executive Director/Principal. The function of this team is to intervene and guide (within the limits of its members' professional competence as substance abuse counselors), make referrals to the other resources (internal and external) and monitor the progress of the subject towards a return to a healthful lifestyle. The team shall, as much as possible, consist of employees who possess a degree of expertise in substance counseling and treatment. The immediate supervisor and/or others in the line of supervision may be added to the team. Employees are encouraged to participate in employee assistance. Referrals may be provided for employees who request medical help or rehabilitation. Therefore, employees who voluntarily seek such assistance, termed self-referrals, will be accorded different treatment than supervisor referrals described below. Information regarding the employee who is participating in the program will be treated as confidential and will be accorded the protection required by applicable state and federal law.

Employees who have entered into rehabilitation must comply with the terms of the program. Employees entered into inpatient rehabilitation as a part of a prescribed program will be placed on appropriate leave status for that period. Fees and expenses incurred are the responsibility of the employee.

### **Employee Performance/Supervisor Referrals**

Supervisors will observe employee performance and on-the-job conduct to detect behavior that could compromise the health or safety of the employee or others. When that observation indicates cause to believe that substance abuse is a factor, supervisors are to take appropriate action as directed in this policy when:

- 1) behavior is observed that may pose an immediate threat to the health and safety of the employee or of others and the supervisor reasonably suspects that substance abuse may be a contributing factor.
- 2) the use of controlled substances, the misuse of legal substances, or unauthorized use of alcohol has been observed in the work place; or,
- 3) a work-related accident or incident occurs where the supervisor reasonably suspects that substance abuse, misuse of legal substances, or alcohol abuse may be a contributing factor.

In substance abuse cases the employee's supervisor will report the matter to the designated Employee Support Team who will outline the course of action with the respective supervisor of the employee and take the necessary steps in compliance with this policy. The employee's supervisor may refer the employee for the professional evaluation for substance abuse and report the referral to the Executive Director/Principal.

Where there is a misconduct and/or substandard performance and there is uncertainty as to whether substance abuse is a factor, the supervisor will refer the employee for substance abuse assessment through the Employee Support Team.

### **Standards of Conduct**

All employees are expected to cooperate fully with the school's object of maintaining a Drug-Free Work Place. Failure to do so is deemed to be a violation of this policy and the standards of conduct prescribed therein. Accordingly, in the event that an employee violates this policy, refuses to submit to a required evaluation for substance abuse, refuses rehabilitation, fails to complete a prescribed rehabilitation program, fails to submit required documentation relative to evaluation, or falsifies any record relative to abuse of any substance, such employee will be subject to disciplinary action up to and including discharge.

### **Random Drug Testing**

The obligation of employees in certain positions to perform their duties unimpaired holds direct consequences for the safety of the students of the school and of the general public. Examples would include any positions that involve driving a motor vehicle as a prime and regular duty. As to such employees, in addition to the enforcement procedures set forth above, the board reserves the right at any time to require the submission of blood, breath, or urine samples by any such employees for testing by an authorized testing laboratory. (See policy 223.)

### **Education Program**

- A. The Executive Director/Principal shall arrange for periodic (at least annual) training and education in the dangers and risks to physical and mental health, economic welfare, and civil status from the use of illicit drugs and abuse of alcohol and tobacco.
- B. The principal or designee will post notices regarding drug-free work place on major bulletin boards at the school site and administrative building and will likewise post notices in prominent areas frequented by students at all school sites.
- C. This policy shall be included with the orientation package of materials for each new employee. The Executive Director/Principal school will distribute the policy to each employee under his/her supervision and will maintain records signed by the employee substantiating this

distribution and stating that compliance with the policy is mandatory. This policy shall be incorporated also in student handbooks.

### **Confidentiality and Due Process**

Employees and students are assured that every effort will be taken to protect their confidentiality. Actions taken in enforcement of this policy shall comply with such hearing or due process procedures as may be required by school policy or state law.

### **Policy Review**

A biennial review of this policy shall be conducted to determine its effectiveness, to implement changes as needed, and to ensure that disciplinary sanctions are consistently enforced.

This policy is adopted in accordance with Public Law 101-226, Drug-Free Schools and Communities Act Amendments of 1989, for receipt of federal program funds.

See policies 223, 224

### **Bus Drivers Drug Testing 223**

The Indigo Hill School and its transportation contractors shall require that all applicants for employment as bus driver be tested for the use of substances which could lead to impaired performance as a driver. As noted in policy 222-4, drivers may be required to undergo such testing at any time during their employment by the school or a school contractor. Refusal by the employee to undergo such testing upon request will be considered insubordination and shall automatically disqualify the employee from further employment as a driver.

Unless required by law, the Indigo Hill School and its contractors shall not disclose individual drug testing results to anyone other than the applicant without a written release from the applicant or employee requesting the disclosure.

All procedures followed regarding the drug testing of drivers shall be consistent with the Regulations of the United States Department of Transportation.

### **Employee Use of Tobacco Products 224**

The use of tobacco products by employees and any other persons is forbidden in school buildings, on school property, in any school-owned vehicle or in any vehicle used to transport students. The Executive Director/Principal will post notices regarding smoke-free work place at each school site and the administration building, including all prominent places frequented by students.

See policy 369.

### **Issuing School Keys Agreement 226**

A Key Agreement Form, listing assigned keys, will be signed by all individuals who are issued Best Lock keys for the Indigo Hill School. Please ensure that such keys are kept in good condition and secure. Keys will not be loaned, transfer, give possession of, misuse, modify or altered. If such keys are lost, the charges will be enforced. No additional keys will be issued until lost key charge is collected.

### **LOST KEY CHARGE:**

**GRAND MASTER AND MASTERS \$50.00**

**FRONT & OUTSIDE DOORS \$25.00**

**ROOM KEYS \$ 25.00**

**KEYS NEED TO BE RETURNED ANNUALLY TO THE CENTRAL OFFICE TO BE RECORDED AS RETURNED.**

### **Reduction-in-Force (R.I.F.) 227**

Pursuant to NMSA 1978 § 22-5-14 (2003), the Executive Director/Principal has the authority to discharge licensed school personnel during the term of their contracts or to terminate licensed school instructors and non-licensed school employees with rights created by NMSA 1978, Section 2210-14(C), (hereafter "tenured employees"), after notice and a hearing when a reduction in such personnel is required as a result of decreased enrollment or a decrease in or revision of educational programs. Reduction-in-force (R.I.F.) is "just cause" for discharge of licensed school personnel and terminations of tenured employees, when established pursuant to this policy. This policy is adopted as the procedure by which reductions in personnel who are covered by the policy may be accomplished, within the context of the school's general personnel policies.

The board is vested with the discretion to develop educational policies for the school, so long as the state Governing Board's educational standards and statutorily required standards are met. The Executive Director/Principal in carrying out the educational policies of the board and administering and supervising the school shall exercise his or her discretion in accordance with this policy in determining when decreased enrollment, financial exigency or other causes justify a reduction in personnel.

#### I. GROUNDS JUSTIFYING REDUCTION IN FORCE

Situations that justify a R.I.F. shall include, but are not limited to, the following:

- A. decrease in student enrollment;
- B. decrease in revenue:
  - 1. because of decrease of student enrollment;
  - 2. because of loss or reduction of tax revenues;
  - 3. because of reduction of state, local, or federal financial support; or
  - 4. because of inflation reducing the value of revenues received;
- C. change in the educational program of the school, as determined by the board in its good-faith exercise of discretion;
- D. consolidation or de-consolidation involving the school;
- E. court orders; F. orders of the state Governing Board;
- G. legislative mandates.
- H. unanticipated financial or programmatic exigencies identified by the Executive Director/Principal which warrants initiation of a RIF process.

#### II. GOOD FAITH DETERMINATION

The Executive Director/Principal shall exercise discretion in good faith, and determinations that a R.I.F. is necessary shall be based on bona fide educational considerations and not be a subterfuge for discharging or terminating licensed personnel without good or just cause or for impermissible reasons.

#### III. TIMING OF REDUCTION IN FORCE

A R.I.F. may occur at any time during the calendar year when the principal/Executive Director/Principal, in his or her discretion, determines that it is justified and the procedures prescribed herein are applicable and are followed. A R.I.F. may be based upon projections of future enrollment, revenues or expenses, and the subsequent receipt of more revenue than expected or a subsequent saving of projected expenses shall not invalidate any actions previously taken in good-faith reliance on such projections or require the reemployment of any employees who were released on the basis of such projections.

#### IV. DETERMINATION OF NEED FOR REDUCTION IN FORCE

**Except as required by legislative mandate or orders of the state Governing Board** and to the extent that circumstances permit, the principal/Executive Director/Principal, with the assistance of the administrative staff, shall report to the board any circumstances which may ultimately require a R.I.F., in order that notice be given to licensed personnel of the possibility of a R.I.F. and so that consideration be given to means by which a R.I.F. may be avoided.

#### A. Preparation of R.I.F. Plan

When the Executive Director/Principal concludes that a R.I.F. is necessary, a plan for R.I.F. shall be developed for presentation to the board. The R.I.F. plan shall not identify individuals to be discharged or terminated, but rather shall focus upon the total educational program of the school and how it may be modified to reduce costs, programs and personnel while still providing the educational program required of schools and the particular educational needs of the school. Where circumstances warrant, a R.I.F. plan may address particular programs, departments, school sites, content areas or activities if the causes for the R.I.F. predominately impact that aspect of the educational program. Such impact shall be described in the R.I.F. plan. The R.I.F. plan shall include, but need not be limited to, the following:

1. a detailed description of the cause or causes requiring a R.I.F.;
  2. a description of all adjustments already made by the administration in an attempt to avoid a R.I.F., if any (e.g. reduction by attrition, cuts in non-licensed staff, abolition of non essential services or activities such as extra-curricular activities, etc.)
  3. a designation of the part or parts of the total educational program or particular program or activity in which the R.I.F. is proposed and the number of positions proposed to be reduced in each program or activity;
  4. a designation of non essential services or activities which are to be retained, with a justification for retaining such programs; and
1. a discussion of alternatives (if any) considered by the Executive Director/Principal with an explanation as to why such alternatives were rejected.

The Executive Director/Principal shall include in the R.I.F. plan a listing of all extra curricular, co-curricular and athletic programs or activities which may be considered for rating points in the proposed R.I.F. rating sheet and proposed weight to be given each category of such programs or activities for discussion at the public meeting at which the R.I.F. plan is considered.

B. Board Considerations. The board shall consider the recommendations of the Executive Director/Principal for the adoption of the R.I.F. plan at a duly-called board meeting, the public notice of which announces that a R.I.F. will be considered. The discussion and action on the plan shall be in open session; however, nothing herein shall restrict the board from holding portions of those discussions in closed session, if such discussion would be proper under the New Mexico Open Meetings Act. The board may allow such review, consultation, and comment by employees and members of the public, as the board, in its discretion, deems appropriate. The board may propose modifications to the plan recommended by the Executive Director/Principal as it deems appropriate provided that the Executive Director/Principal shall be the final decision maker on the content and scope of the plan after giving due consideration to the Board's proposals.

Any final plan for a R.I.F. shall be made available to all staff, by providing copies thereof in the office of each building principal and at the principal/Executive Director/Principal's office, within two (2) work days after the final plan has been approved by the principal/Executive Director/Principal.

#### C. Adopted Plan

If a R.I.F. plan is adopted, the Board shall not be required to deplete its operational cash balances maintained or carried over as permitted by NMSA 1978 § 22-8-41C and Section 71, Laws 2003, Ch. 153 in order to avoid the R.I.F., if the Board in its discretion determines that the cash balance must be maintained at a level to be determined by the Board, in order to cover other permitted expenditures or as a contingency for unforeseen expenditures.

Based upon the R.I.F. plan approved by the board, the administration shall perform a study of the school's personnel to determine which person or persons must be wholly or partially terminated or discharged in order to implement the plan. The primary concern to be applied in making the R.I.F. selections shall be the Board's interest in maintaining a sound and balanced educational program which is accredited and meets statutory and State Board requirements or standards, as well as the educational and extra-curricular program of the School.

## V. CRITERIA FOR SELECTION OF EMPLOYEES

### A. Licensed Personnel

1. Substandard licensure is inferior to full licensure, and a person who is fully licensed for the available position(s) shall be retained in preference to a person holding a substandard license. A person holding a "waiver" of licensure or certification requirements approved by the Department of Education shall be treated as having substandard licensure for the purpose of this policy.
2. Licensed personnel possessing certification endorsements recognized by the Department of Education beyond those requested as qualifications for the individual's current assignment or content area shall receive an additional 1 (one) point per current valid endorsement, up to a maximum of 1 (one) point.
3. Training and experience in the extra-curricular or co-curricular activities which are to be retained as an integral part of the school's overall program for its students may be considered as a qualification requirement, in addition to licensure status, in making selection of personnel to be released under this policy. Such specialized knowledge, training or expertise may be awarded up to 1 (one) point.
4. Where licensure/qualification status is equal between two or more licensed school instructors being considered for termination or discharge, tenured licensed school instructors shall be retained in preference to licensed school instructors who have been employed by the school for less than three consecutive school years.
5. If two or more licensed individuals are equal or equivalent in licensure and qualification and tenure status (if any) and it is necessary to decide which shall be discharged or terminated, the following selection criteria shall be applied:  
individual considered for termination or discharge shall be awarded one (1) point for each year of full-time service during the most recent period of uninterrupted service with the school, prior to the current year, excluding approved leaves, up to a maximum of fifteen (15) points.  
of credit for education shall be determined based on degree and additional hours:  
(1) B.A. 1 point (2) B.A. + 15 1 point  
(3) B.A. + 45 or M.A. 1 point  
(4) M.A. + 15 1 point  
(5) M.A. + 45 and higher 1 point  
(6) Ed.D. and Ph.D. 1 point

The current supervisor of each licensed school instructor considered for termination or each licensed person considered for discharge shall rate the relative performance of each such person on a rating form to be prepared by the Executive Director/Principal, or under his/her direction. Such rating form may be based on the school's standard evaluation form(s) rating teacher competencies but may include additional competencies identified by the Executive Director/Principal which reflect his or her judgment as to the attributes necessary for success in the particular program(s) affected by a R.I.F. The rating form shall include not more than a total of ten standard and specific competency areas, shall specify the score for each performance category or attribute, and shall allow for a maximum score of seventy-five (75) points. The supervisor(s) may consult with the Executive Director/Principal concerning the implementation of the evaluation. The supervisor(s) shall complete the rating forms and return them to the Executive Director/Principal within the time specified for completion of the evaluations.

If different individuals considered for a R.I.F. have a different supervisor, the supervisor may consult with the Executive Director/Principal to insure that the rating system is applied uniformly. There shall be no requirement of observation of performance by a supervisor specifically for the purpose of completing the rating form; however, each supervisor shall review prior evaluations of the individuals considered for a R.I.F. for a period of the three (3) years immediately prior to the R.I.F, if available. Where a supervisor lacks familiarity with an individual's performance (e.g., a new supervisor), the Executive Director/Principal may assign the valuation to a present or past school administrator or supervisor who has greater familiarity with the individual's performance. The Executive Director/Principal may devise such other measures as he or she sees fit to deal with situations where implementation of the performance

rating cannot occur in the normal manner, so long as such measures are rationally designed to award points to licensed personnel based on best performance.

#### B. Selection Based on Scores

The Principal shall total the points for service, education, and performance. The person with the lowest score shall be the person who is released by termination or discharge unless such action would have a serious detrimental effect on the total educational program. In such event, the Executive Director/Principal may select a higher scoring person for termination or discharge but shall prepare a written justification for such action in the best interests of the school, along with the rating sheets for such positions. The computations of the Executive Director/Principal, plus the rating forms on the persons considered for release, shall be available for review by the person released.

#### C. Transfers/Reassignment

If, as a result of the application of the selection criteria, a person is selected to be released from the affected program, but such person ("the affected person") is also licensed and qualified for another program(s) within the school, the person shall be considered for transfer or reassignment to such program(s). The fact that there are one or more other licensed employees within the program affected by the R.I.F. who scored higher than the affected person, and that such person(s) may be licensed and qualified to teach or administer in other programs in the school, shall not require that the higher scoring persons be transferred or reassigned to the other program or programs, even if there is a vacancy in the other program or programs. The transfer/reassignment obligation shall not arise until after the selection of the person or persons to be released from program affected by the R.I.F. and shall only apply to the person or persons selected for release. Consideration of transfer or reassignment of the affected person shall be governed by the following criteria:

1. Existing Vacancy. If, upon the effective date of the termination or discharge due to a R.I.F., there is an existing vacancy in another program for which the affected person is licensed and qualified, he or she shall be transferred or reassigned to that vacant position. There shall be no obligation to create a vacancy to accommodate such person.
2. No Existing Vacancy. Where the affected person is licensed and qualified for another program or programs in the school, but all such positions are currently filled, the selection criteria described above, subject to the modifications described below, shall be applied to determine whether the affected person will be transferred or reassigned to another program and another person, currently employed in the other program, shall be released.

a. If the person is fully licensed for a position in another program or an administrative position but has not actually taught in such program or held such an administrative position during any part of the preceding five (5) school years, such person shall not be considered qualified for transfer or reassignment to the other positions and Executive Director/Principal or designated supervisor of the program has observed the person being considered for transfer or reassignment performing the duties of the other program, it is impossible for the relative performance of the person being considered for transfer or reassignment and the person or persons currently teaching or administering in the program to be rated based on direct observation. Under such circumstances, the Executive Director/Principal or his/her designee shall make judgment as to the likely performance of the person being considered for transfer or reassignment and assign the performance score which will be used in the selection process in comparison to the person or persons currently employed in the other program. The Executive Director/Principal or designee shall consider the affected person's performance in other programs and his/her knowledge of all persons in the program in question in making the judgment, and may consult with other knowledgeable persons in making this determination.

Each licensed instructor or administrator discharged and each tenured teacher terminated pursuant to this policy shall be entitled to the procedural rights provided under the applicable statutes and regulations of

the State Governing Board governing discharge of licensed school personnel or the termination of tenured teachers. The written decision of the Executive Director/Principal, to the extent required by statute and regulation, shall clearly specify that the termination or discharge resulted from a R.I.F. and not from any cause personal to the person released.

#### D. Non-Licensed Personnel

Where two or more non-licensed employees are being considered for termination, the employee(s) with three or more consecutive years of service shall be given preference to employees who have been employed by the school for less than three consecutive years.

If two or more non-licensed employees have been employed by the school for at least three consecutive years and it is necessary to decide which shall be terminated, the following selection criteria shall be applied:

The employee shall be awarded one (1) point for each year of full-time service during the most recent period of uninterrupted service with the school, prior to the current year, up to a maximum of eight (8) points.

Specialized training or licensing directly related to the current job duties of the non-certified employee, such as an electrician's license, may be awarded up to 1 (one) point. The current supervisor of each non-licensed employee considered for termination shall rate the relative performance of each such person on a rating form to be prepared by the Executive Director/Principal or under his/her direction. Such rating form may be based on the school's standard evaluation form(s) but may include additional performance categories which reflect the Executive Director/Principal's judgment as to the attributes necessary for success in the particular program(s) affected by the R.I.F., shall specify the score for each performance category or attribute, and shall allow for a maximum score of forty-three (43) points. The supervisor(s) may consult with the Executive Director/Principal concerning the implementation of the evaluation. The rating forms shall be completed and returned to the Executive Director/Principal within the time specified for completion of the evaluations.

If different individuals considered for a R.I.F. have different supervisors, the supervisors may consult with each other and/or the Executive Director/Principal to insure that the rating system is applied uniformly. There shall be no requirement of observation of performance by a supervisor specifically for the purpose of completing the rating form; however, each supervisor shall review prior evaluations of the individuals for a period of three years immediately prior to the R.I.F., if available. Where a supervisor lacks familiarity with an individual's performance (e.g. a new supervisor), the Executive Director/Principal may assign the evaluation to a present or past supervisor who has greater familiarity with the individual's performance. The Executive Director/Principal may devise such other measures as he or she sees fit to deal with situations where implementation of the performance rating cannot occur in the normal manner, so long as such measures are rationally designed to select the best non-licensed employee for retention. The Executive Director/Principal shall total the points for service and performance. The person with the lowest score shall be the person who is released. The computations of the Executive Director/Principal, plus the rating forms on the persons considered for release, shall be available for review by the person released.

Non-licensed employee terminated pursuant to this policy shall be entitled to the procedural rights provided under the applicable New Mexico statutes and regulations governing the termination of non-licensed personnel. The written decision of the board, to the extent required by statute and regulation, shall clearly specify that the termination resulted from a R.I.F. and not from any cause personal to the person released.

#### E. Appeal

Appeals to an independent arbitrator from termination or discharge pursuant to this policy are governed by the provisions of NMSA 1978, Section 22-10-14.1 or NMSA 1978 22-10-17.1, respectively and any applicable regulations of the State Governing Board.

#### F. Recall of Released Staff

For a period of one year after the effective date of the discharge or termination of any employee pursuant to this policy, the Executive Director/Principal shall offer to such person any position(s) which becomes available for which such person is licensed and qualified, provided that such person has complied with the requirements specified below.

Every person discharged or terminated under this policy who wishes to be considered for recall, in the event that an opening occurs, must file with the Executive Director/Principal, within thirty (30) days after the effective date of the discharge or termination, a written statement indicating a desire to be considered for recall and providing an address at which the person may be contacted. Such person must notify the Executive Director/Principal of any change in address within ten (10) days after changing residences in order to insure proper notification in the event of a recall.

In the event that more than one interested person who was discharged or terminated within the calendar year prior to recall is qualified for the position by experience, training, and/or licensure to which a person will be recalled, the selection criteria of this policy will be applied to determine which person is to be recalled. The points accrued for "Service in School" and "Performance" shall be the same as when the persons were discharged or terminated, but additional points for any additional education earned after the discharge or termination which is directly related to the School's educational program shall be credited and considered.

The person selected for recall hereunder shall receive written notification of the recall, by certified mail, at the address provided. The recalled person must accept the position offered through recall in writing. Such acceptance must be received in the Executive Director/Principal's office within fifteen (15) calendar days after mailing of the recall notice to the person. Rejection of the offer, in writing or by failure to timely respond, shall result in forfeiture by the recalled person of any further recall rights under this policy. Thereafter, an offer of recall will be made to the next person qualified to be recalled, or if there is none, the position will be filled by another applicant.

The person recalled pursuant to this policy shall have all accrued but unused sick leave restored and be given credit for all years of actual service in the school for salary purposes.

If the one-year recall period has expired, any person discharged or terminated under this policy shall no longer have any right to be recalled. Such persons who wish to be reemployed thereafter shall file applications for employment and will be treated as would any other applicant for a vacant position.

**In the event legislation is passed which requires the Executive Director/Principal to reduce licensed school personnel, for any reason, the Executive Director/Principal shall follow the legislative procedures, if any, in lieu of this policy.**

**. Notwithstanding the foregoing, the termination or discharge of school employees in compliance with a state board order shall be governed by NMSA 1978, Statutes 22-10-14, 22-10-14.1, 22-10-17, and 22-10-17.1. Sexual Harassment 230**

The policy of the Governing Board of the Indigo Hill School forbids discrimination against any employee or applicant for employment on the basis of sex. The Governing Board will not tolerate sexual harassment activity by any of its employees. This policy similarly applies to non-employee volunteers, and to any other persons who work subject to the control of school authorities.

## A. Definitions

### 1. Conduct of a Sexual Nature

Conduct of a sexual nature may include, but is not limited to, any unwanted physical, verbal or visual sexual advances, including subtle pressure for sexual activity; touching, pinching, patting or brushing against; requests for sexual favors and any other sexually-oriented conduct which is offensive or objectionable to the recipient; comments regarding physical or personality characteristics of a sexual nature; other sexually-oriented conduct such as epithets, derogatory or suggestive comments, slurs or gestures, "kidding", "teasing", double entendres and jokes; use of offensive cartoons, posters, pictures or drawings, and objects; and any harassing conduct to which an employee would not be subjected but for the employee's gender.

### 2. Unwelcome Conduct of a Sexual Nature

a. Verbal or physical conduct of a sexual nature may constitute sexual harassment even if the allegedly harassed employee has not indicated that it is unwelcome.

b. An employee who has initially welcomed such conduct by active participation must give specific notice to the alleged harasser that such conduct is no longer welcome in order for any such subsequent conduct to be deemed unwelcome.

B. Sexual Harassment Prohibited 1. For the purposes of this policy, unwelcome sexual advances or requests for sexual favors, and other unwelcome conduct of a sexual nature, constitute prohibited sexual harassment if:

a. submission to the conduct is made either an explicit or implicit condition of employment; or

b. submission to or rejection of the conduct is used as a basis for an employment decision affecting the harassed employee; or

c. the conduct substantially interferes with an employee's work performance, or creates an intimidating, hostile, or offensive work environment.

## 2. Specific Prohibitions

### a. Administrators and Supervisors

1. It is sexual harassment for an administrator or supervisor to use his or her authority to solicit sexual favors when the subordinate's failure to submit will result in adverse treatment, or when the subordinate's acquiescence will result in preferential treatment.

2. Administrators and supervisors who either engage in sexual harassment or tolerate such conduct by other employees shall be subject to sanctions, as described below.

### b. Non-administrative and Non-supervisory Employees

1. It is sexual harassment for a non-administrative and non-supervisory employee to subject another such employee to any unwelcome conduct of a sexual nature. Employees who engage in such conduct shall be subject to sanctions as described below.

C. 1. It is the express policy of the Governing Board to encourage victims of sexual harassment to come forward with such claims.

a. Employees who feel that administrators or supervisors are conditioning promotions, increases in wages, or continuation of employment upon agreement to unwelcome conduct of a sexual nature, are encouraged to report these conditions to the appropriate administrator, including members of the school board. If the employee's direct administrator or supervisor is the offending person, the report shall be made to the next higher level of administration or supervision.

b. Employees are also urged to report any unwelcome conduct of a sexual nature by supervisors or fellow employees if such conduct interferes with the individual's work performance, or creates a hostile or offensive working environment.

c. Confidentiality will be maintained and no reprisals or retaliation will be allowed to occur as a result of the good faith reporting of charges of sexual harassment.

2. In determining whether alleged conduct constitutes sexual harassment, the totality of the circumstances, the nature of the conduct, and the context in which the alleged conduct occurred will be investigated. The Executive Director/Principal or other appropriate official has the responsibility of investigating and resolving complaints of sexual harassment.

3. Any employee found to have engaged in sexual harassment shall be subject to sanctions, including, but not limited to, warning or reprimand, suspension or termination, subject to applicable procedural requirements.

See policies 231, 290

### **Sexual Misconduct 231**

Sexual misconduct by school employees involving students strikes at the heart of the educational process. In addition to the potential damage to the immediate victims, sexual misconduct damages or destroys relationships in the school community between teachers and students, parents and schools, and others. Sexual misconduct can result in criminal prosecution by law enforcement authorities. In addition, however, the school has an independent basis as employer for receiving and investigating charges of such misconduct by employees and for taking appropriate action against those culpable of such misconduct. Accordingly, the reporting and investigation procedures prescribed herein are to be conducted by the school in addition to any criminal investigation that may be conducted by law enforcement authorities. In conducting investigations of charges of sexual misconduct by school employees, school personnel should take care to avoid prejudicing any criminal investigation.

In a normal school environment, it is impossible to prevent all such instances of misconduct by employees. Prompt and thorough investigation of information suggesting misconduct by employees provides an additional measure of deterrence, however, thereby helping to protect the welfare of students. In addition, not all charges of misconduct against employees are true or verifiable. Prompt and thorough investigation of such information additionally protects innocent employees, who may otherwise be the victims of wrongful accusations or rumors.

All employees, as part of their regular duties, shall therefore be watchful of the welfare of students, particularly with respect to circumstances that suggest sexual victimization of students by school employees, as described in greater detail below. All reports of possible sexual misconduct against students by school employees shall be promptly and fully investigated by the administration according to the procedure set forth herein.

The Executive Director/Principal prescribes the following procedures for investigating information suggesting sexual misconduct by employees against students.

1. **Definition of "Sexual Misconduct":** As used herein, "sexual misconduct" means any sexual or romantic contact between any employee of the school and any student of the school.

2. **Duty to Report Information:** All employees of the school, including counselors, shall report to the Executive Director/Principal any information from any source concerning a threat or potential threat to the welfare of a student, including any information concerning sexual misconduct. In the event the employee implicated by the information is the building principal, then such report shall be made to the Executive Director/Principal. If the Executive Director/Principal is implicated, the report shall be made to a member of the school board.

**School personnel may have a direct personal obligation, imposed by state statute, to provide a report to social services or law enforcement agencies immediately upon knowledge or a reasonable suspicion that a child is abused or neglected. The duty to report imposed by this policy, however, is independent of, and in addition to, any such statutory obligation.**

3. **Duty to Investigate Reports:** Administrative employees shall promptly and fully investigate all reported information concerning sexual misconduct. The Executive Director/Principal, in consultation with school legal counsel, shall oversee investigations conducted by building administrators.
4. **Cooperation with Investigations:** Non-administrative staff are neither authorized nor responsible for conducting investigations with respect to such information, but will be expected to cooperate in the school's investigation by providing information they have received.
5. **Failure to Report:** A failure of an employee in possession of such information promptly to provide the report described in paragraph 1 may result in discipline of that employee.
6. **The Role of School Counselors:** School counselors are frequently in the delicate position of being the recipients of information from students that students wish to remain confidential. Regardless of any other commitments the school counselor makes in his or her work with students, no school counselor is authorized or permitted to agree not to disclose information indicating sexual misconduct by a school employee.
7. **Notification of Central Administration:** A staff member who has received information regarding any school employee shall immediately notify the Executive Director/Principal of such information.
8. **Investigation of Reports--Initial Investigation:** Upon receiving information regarding sexual misconduct by a school employee, the Executive Director/Principal or designee, who shall be referred to herein as "the investigator," shall promptly seek preliminarily to determine whether a reasonable suspicion of sexual abuse by a school employee exists, and whether a full investigation of the information should be conducted.
- a. **Interview of Affected Students:** The initial interview of the student or students involved shall be conducted by a psychotherapist experienced in work with sexually abused children and minors. The psychotherapist shall be engaged at the school's expense and shall be chosen with the consent of the parents of the student or students involved. The initial interview shall be conducted as promptly as reasonably possible after receipt of information by the Executive Director/Principal indicating sexual misconduct by a school employee, and in any event, shall be conducted within forty-eight (48) hours of receipt of such information. If, for any reason, an interview of the student or students involved cannot be conducted according to this paragraph within the forty-eight (48) hour period, the matter shall be immediately reported to the office of the local school attorney and social services agency.
- b. **Bases for Initial Determination:** The investigator's initial determination should be made on the basis of the findings of the psychotherapist, upon contacts with any other original sources of the information, and by otherwise seeking information from other sources. Such determination shall be made by the investigator within seventy-two (72) hours of the receipt of the reported information by the Executive Director/Principal.
- c. **Termination of Initial Investigation:** If the investigator determines that a full investigation is not warranted because the reported information was false or unreliable, or that the reported information could not be verified, the investigator shall immediately provide an oral report to the Executive Director/Principal, and shall also, within twenty-four (24) hours of the oral report, submit a written report to the Executive Director/Principal, stating the information or accusation initially reported and the source of the report, describing how the initial investigation was conducted, discussing additional information discovered during the initial investigation, stating the investigator's conclusions and identifying the bases for the conclusions in the reported and discovered information, and providing the investigator's recommendations.
- d. **Suspension of the Accused Employee:** If, on the basis of the initial investigation, the investigator determines that a full investigation of the information is warranted, the investigator shall notify the accused employee of the accusation against him or her, that he or she is suspended with pay during the pendency of the investigation, and that he or she is to leave school premises immediately.
- e. **Notification of Law Enforcement Authorities:** In all cases in which the investigator has made a preliminary determination that a full investigation is warranted, the Executive Director/Principal shall notify law enforcement authorities of the report and the initial findings, regardless of whether any employee may have previously reported the matter.

**9. Investigation of Reports--Further Investigation:** If, on the basis of the initial investigation, the investigator determines that a full investigation of the information is warranted, the investigator shall notify the Executive Director/Principal of that determination and shall discuss with the Executive Director/Principal how the investigator intends to conduct his or her further investigation of the matter. The investigator shall conduct and conclude his or her further investigation of the matter as promptly as reasonably possible. Once the investigator determines, on the basis of further investigation, that reasonable grounds do or do not exist to believe that the accused employee is culpable of sexual misconduct, the investigator shall provide an immediate oral report to the Executive Director/Principal, and shall also, within twenty- four (24) hours of the oral report, submit a written report to the Executive Director/Principal, stating the information or accusation initially reported, describing how the further investigation was conducted, summarizing and discussing all information compiled during the investigation, stating the investigator's conclusions and the basis for the conclusions in the information, and providing the investigator's recommendations.

**10. Initiation of Disciplinary Proceedings:** Upon consideration of the investigator's report and upon any additional consultation with the investigator, with the psychotherapist, or with school legal counselor, the Executive Director/Principal shall determine whether to initiate disciplinary or discharge proceedings against the accused employee.

**11. Confidentiality:** Consistent with the legal obligation to report criminal activity, and consistent with the requirements of a comprehensive investigation the activities prescribed by this procedure shall be carried out in such a way as to protect the identities of those involved from unnecessary public disclosure. See policy 290.

### **Employee Assault 233**

A. The purpose of this policy is to express to the employees of this school the commitment of the Governing Board to provide its employees with a safe working environment and to assisting employees who, when acting within the scope of their duties, are subjected to assault, battery, physical confrontation or resulting physical or mental injury or property damage and to prescribe procedures for provisions of such assistance.

B. It is the policy of the board to provide the safest possible working environment for its employees, within the resources available to the school and the restrictions of applicable law and regulations. Although the board is not an insurer of the safety of its employees, the board is committed to take such actions as are reasonably necessary to create and maintain an environment where its employees can function without undue fear of injury or loss.

C. The board recognizes that it is impossible to guarantee the absolute safety of its employees from assaults, battery or physical or mental injury resulting from confrontations with parents, students or other persons or loss or injury to property in connection with their work. The board is committed, however, to do the things listed hereafter to assist its employees who may suffer loss or injury in connections with their work.

### **Definitions**

As used in this policy:

A. "Employee" means any person authorized to act and acting on behalf of the school, with or without compensation, including but not limited to, licensed school instructors and administrators, coaches, sponsors, volunteers, board members and non-licensed staff members, but shall not include independent contractors providing services to the school;

B. "Scope of duties" means the range of actions that are undertaken by an employee in the performance of any duties which such employee (as defined above) is requested, required or authorized to perform by the board or its administration regardless of the time and place of performance;

C. "Assault" means

1. an attempt to commit a battery upon the person of an employee while he is lawfully acting within the scope of his duties;

2. any unlawful act, threat or menacing conduct which causes an employee lawfully acting within the scope of his duties to reasonably believe that he is in danger of receiving an immediate battery.

D. "Battery" means the unlawful, intentional touching or application of force to the person of an employee while he is lawfully acting within the scope of his duties.

E. "Injury" means any physical or mental harm to the employee or to the employee's property resulting from an assault, a battery or other physical confrontation occurring while the employee was lawfully acting within the scope of his duties.

F. "Incident" means an occurrence governed by this policy.

#### Summary of Programs for Protection of Employees

The board provides or makes available the following programs or insurance coverage to assist employees suffering physical or psychological injury or loss as a result of their lawful actions within the scope of their duties:

##### A. Workers' Compensation Insurance

Pursuant to New Mexico statutes, all employees of the school are covered by workers' compensation insurance, which will compensate them for job-related injuries, including medical expense. Compensation payments are based upon the length and the degree of the disability suffered by the employee and upon a percentage of the employee's salary.

##### B. Paid Leave As per policy

##### C. Medical Insurance

As per policy

##### D. Security Guards

When necessary

##### E. Liability Insurance Coverage (civil rights, personal injury, property damage, etc.)

Pursuant to the Tort Claims Act, the school purchases insurance through which all liability risks are covered. The insurance provides every employee with a defense in any legal action arising out of his or her employment and pays the cost of any settlement or judgement against the employee, including punitive damages.

##### F. Attorney Consultation

See Employee Assistance, p. 5, below.

##### G. Make-Whole Program to Cover Losses Resulting from Insurance Deductibles or Losses Not Covered by Insurance

See Make-Whole Program, p. 8, below.

##### H. Reimbursement for Criminal Defense Attorneys' Fees After Dismissal or Acquittal

See Defense in Criminal Cases, p. 8, below.

#### Self-Defense or the Defense of Others

All employees have the right to use such force as is necessary to protect themselves, students or other employees from physical injury which they reasonably believe might result from an actual or threatened physical attack upon themselves, students or other persons or employees.

Mere verbal statements do not justify the use of force by an employee, unless such statements provide reasonable belief that the employee, a student or another person is in danger of receiving an immediate batter. In the face of mere verbal statements, an employee shall, if possible, withdraw rather than engage in further verbal confrontation.

In the event of an assault, an employee shall, if possible, withdraw. If withdrawal is not possible, an employee may defend himself or others with reasonable force. No disciplinary action shall be taken against an employee who acts in self-defense or for the defense of others, if the Executive Director/Principal or the board is satisfied, after investigation, that the defensive action, including the

amount of force used, was appropriate under all the circumstances. If a student presents with a pattern of aggression, the staff members that are in frequent contact with the student must become certified in a recognized, organized program in verbal and physical de-escalation techniques and strategies.

#### Reporting Procedures

In the event that an employee is subjected to an assault, a battery, or a physical confrontation while acting within the scope of their duties, the following procedures shall be followed:

- A. As soon as possible under the circumstances, the employee shall verbally report the incident to his supervisor.
- B. The supervisor shall be responsible for investigating the incident as soon as is reasonably possible and submit a written report to the Executive Director/Principal.
- C. The employee shall also submit to the Executive Director/Principal a written report on the incident as soon as it can be done.
- D. In the event that an assault or a battery has occurred, the incident is to be reported to the police authority having jurisdiction where the assault or battery occurred. The report should be made by the employee, but if the employee is unable or unwilling to do so, the immediate supervisor or the Executive Director/Principal shall make the report.
- E. The employee shall not be charged with leave time nor with the cost of substitutes, if necessary, while the employee is preparing any required reports or participating in the investigation of the incident.

#### Investigation and Determination of Employee Freedom from Fault

##### A. Investigation

After an incident has been reported, the Executive Director/Principal or his designee shall conduct an investigation of the circumstances surrounding an incident of assault, battery or physical confrontation involving an employee acting within the scope of his duties. Such investigation shall be conducted in a timely manner after the incident is reported.

##### B. Determination

Upon completion of his investigation, the Executive Director/Principal shall render to the employee, in writing, this determination as to whether the employee acted properly or improperly with regard to the incident. A determination of proper action shall entitle the employee to the benefits described in this policy; a determination of improper action shall deny the employee the benefits described in this policy.

##### C. Appeal

Any employee determined to have acted improperly shall have the right to appeal the Executive Director/Principal's determination to the board, which shall conduct an informal hearing to review the matter. Notice of such appeal shall be in writing and must be delivered to the Executive Director/Principal within ten (10) calendar days after his determination was provided to the employee. The informal hearing shall be scheduled at the convenience of the board. The decision of the board shall be final and binding on the issue of entitlement to the benefits hereunder.

##### D. Disciplinary Action

In the event that the Executive Director/Principal determines that the employee acted improperly in the incident, the Executive Director/Principal shall take such disciplinary action as he deems appropriate; provided, however, that any deprivation of a property right shall be preceded by the requisite due process, including, if necessary, a hearing before the board.

#### Employee Assistance

A. An employee who has been the victim of an assault, a battery or a physical confrontation while acting within the scope of his duties may receive the following assistance at the expense of the school.

##### 1. Attorney

Consultation with the school's attorney concerning any issues arising out of the incident, including but not limited to:

- a. rights under this policy;
- b. workers' compensation benefits to which he may be entitled as a result of the incident;

- c. medical insurance benefits and procedures;
- d. victims' rights under statute or regulation;
- e. procedures and obligations in connection with filing and prosecution of criminal complaint against the person or persons assaulting, battering or injuring the employee;
- f. civil remedies available to the employee as a result of the incident; provided, however, that the board shall not provide the attorney for the employee wishing to bring any civil action for damages arising out of the incident; and
- g. assistance in connection with the employee's appearance as a witness in criminal or civil legal actions.

## 2. Protection

The school shall cooperate with local enforcement authorities in providing protection to the employee and his immediate family, to the degree that such protection is necessary and the need arises out of the incident. Such protection may include, but not be limited to, the following:

- a. meeting with law enforcement authorities to explain the need for protection and to solicit police protection for the employee;
- b. utilizing school security personnel to protect the employee; and
- c. seeking such judicial orders as may assist in protecting the employee.

## 3. Counseling

The board shall provide psychological counseling to any employee who is the victim of an assault, a battery or other physical confrontation while acting within the scope of his duties, subject to the following conditions:

- a. a licensed mental health professional (psychologist or psychiatrist) determines that such counseling is necessary or desirable and the need results from the incident.
- b. the expense of such counseling will be paid first by worker's compensation insurance (if applicable), then by the employee's medical insurance carrier (if any) and the school will only be responsible for any remaining expenses.
- c. the employee will be provided with paid leave from work to receive such counseling and such time will not be charged against the employee's sick leave or other leave provided by the school.
- d. the employee receives counseling from a psychologist or psychiatrist acceptable to the school, which acceptance shall not be unreasonably withheld.
- e. the employee agrees to allow the psychologist or psychiatrist to reveal to the Executive Director/Principal the nature and extent of the psychological injury to the employee, the treatment being provided, the progress of the treatment and notification of the termination of the counseling.

## 4. Paid Leave

The board shall provide any employee who is the victim of an assault, a battery or other physical confrontation while acting on duty with paid leave, in the following circumstances, subject to limitations as noted:

- a. court appearances to testify concerning the incident;
- b. interview with police or other law enforcement officials concerning the incident;
- c. consultation with the school's attorney pursuant top. 233-5, A.1., above;
- d. any period of medically required hospitalization, doctor-prescribed convalescence or follow-up visits resulting from the incident; provided however that:
  - 1. if the employee receives workers' compensation benefits as a result of the incident, the employee shall only be paid the difference between the workers' compensation benefit paid and the employee's full salary and such obligation shall not exceed the remainder of the school year in which the injury occurs;
  - 2. the attending physician is directed by the employee to provide such reports to the Executive Director/Principal as the Executive Director/Principal requests, describing the employee's condition, treatment being provided, prognosis and estimates as to when the employee will be released to return to work.

e. any other absences from work approved in advance by the Executive Director/Principal which are related to the incident and the activity to be done during such absences cannot reasonably be conducted during non-work hours.

#### B. Defense in Civil Cases

The school, to the extent that such risks are covered by its insurance, shall provide any employee who is involved in an assault, a battery or other physical confrontation, while acting within the scope of his duties, with a defense in connection with any lawsuit arising out of such incident, as required by and to the extent allowed by the New Mexico Tort Claims Act. In the event that a final judgment is rendered determining that the employee's actions were improper in connection with the incident, the employee shall not thereafter receive any further benefits provided under this policy and the school may, at its discretion, recover the value of any benefits provided to the employee prior to such determination.

#### C. Defense in Criminal Cases

1. In the event that criminal charges are filed against the employee arising out of an incident covered by this policy, the employee shall be responsible for defending himself in such action.

If the criminal action is dismissed or if the employee is acquitted, the employee may request reimbursement for attorney's fees and expenses incurred in successfully defending against the charges. subject to any required budgetary approval by the State Department of Education, the board shall reimburse the employee, provided that it has sufficient funds within its budget, the supporting documentation as to such fees and expenses is provided to the board and the fees and expenses are found by the board to be reasonable.

2. In the event that the employee pleads guilty or is convicted of wrongdoing in connection with the incident, the employee shall receive no further benefits under the policy and the school shall have the right to recover the value of any benefits provided to the employee prior to such determination.

#### D. Make-Whole Program

When an employee suffers an injury or loss as a result of an incident covered by this policy for which injury or loss the employee is not reimbursed or compensated under other elements of this policy, the employee may petition the board for compensation to make the employee free from financial loss as a result of the incident. In petitioning the board, the employee shall demonstrate that all other means of compensation (such as insurance) have been exhausted. Employees may be reimbursed for deductible and co-payment amounts under insurance policies. The board shall determine what portion, if any, of the amount petitioned for shall be paid and its determination shall be final.

### **Grievance Procedure 236**

The purpose of this procedure is to secure, at the lowest possible administrative level, equitable solutions to problems which may arise. All grievances shall be processed as provided herein.

#### A. Definitions:

A "grievance" is an allegation by an employee, group of employees, or the Union, that there has been inequitable or unfair treatment due to a violation, misinterpretation, or misapplication of any provision of this Agreement or Indigo Hill School policy, regulation or practice, or applicable law or regulation of the State of New Mexico. Time lines may be extended by mutual consent. Employees who are party to any grievance may always be accompanied by a Union representative(s) to the meeting. Supervisors may be accompanied by a representative(s) of their choice.

The term "day" when used in this Article shall mean working days of the grievant and supervisor involved in the grievance.

A "grievant" or aggrieved" shall mean the employee, group of employees, or the Union.

The "immediate supervisor" is the lowest level management personnel having jurisdiction over the grievant and/or has been designated by the Executive Director/Principal to adjust grievances.

“Group grievance” is a grievance which involves the same or similar allegations of employees filing a group grievance and the same supervisor, provided such claim is signed by those individuals in the group grievance.

B. The grievant shall be required to exhaust the grievance procedure set forth in this Article before seeking alternative remedies, where there is a specific method of review by law (i.e., EEOC, HEW, and OSHA).

C. Matters not grievable are identified within this Agreement and include the refusal to reemploy an employee, or the termination of an employee; or to discharge an employee; and actions to challenge or change the Agreement. Employees terminated or discharged shall have the right, as guaranteed by law, to request a hearing with the Board with an appeal right of arbitration.

D. At all levels of the grievance procedure, an employee may discuss the matter with the appropriate management personnel.

E. No grievance shall be initiated unless it has been discussed by the aggrieved with the immediate supervisor. Prior to initiating a grievance at the Executive Director/Principal's Level, if the immediate supervisor does not have the authority to remedy the situation, then an informal conference will take place between the aggrieved and/or representative(s) and the Executive Director/Principal or designee. In the event the aggrieved is unable to meet and discuss the matter with the immediate supervisor or Executive Director/Principal or his designee, due to illness, injury, or because the issue deals with a personal relationship problem with the supervisor or Executive Director/Principal, the aggrieved may authorize in writing such reasons and request an approved designee to discuss the matter at the Discussion Level and have the authority to resolve the issue.

F. All grievances, responses, and appeals must be filed on appropriate forms as provided by the School. The parties shall collaboratively develop all forms.

G. The processing of a grievance will be accomplished at times agreed to by the parties to the grievance. The employees requested to participate in a grievance meeting shall not bear any loss of pay as a result of this participation.

H. All written materials related to the processing of a grievance will be filed separately from the School's personnel files.

I. The School agrees to make available to the aggrieved, all information in its possession or control which is relevant to the issues raised by the grievance as allowable by law or Indigo Hill School Policy.

J. The Board and Executive Director will agree that any grievance meetings will be kept informal and that the specific information excluding outcome will remain confidential.

K. No party shall take reprisals on any member of the unit, supervisor, administrator, or Board members, or other participant in the procedure by reason of such participation.

L. Procedure:

Since it is important that grievances be processed as quickly as possible, the number of work days indicated at each level shall be the maximum.

The time lines specified may be extended if mutually agreed to in writing by the parties to the grievance. The aggrieved must meet with the immediate supervisor at the Discussion Level within twelve (12) days of the act or discovery of the act that caused the grievance. An ongoing act can be discussed within twelve (12) days of the latest occurrence.

Failure to file a grievance or appeal a decision within the time limits specified herein shall result in the dismissal of that grievance.

Failure to submit a decision in writing within the time limits specified herein will cause the grievance to proceed to the next level.

M. Steps of Grievance:

1. Discussion Level.

i. Prior to filing a grievance, the employee shall meet with the immediate supervisor in an attempt to resolve the issue. The potential grievance will be identified by the employee and the solution sought discussed.

ii. If the matter is not resolved, the employee may proceed to Supervisor Level of the Grievance Procedure.

2. Supervisor Level.

i. If the grievance is not settled at the Discussion Level, the aggrieved may, within twelve (12) days, submit a formal written grievance to the immediate supervisor. ii. The grievance statement shall identify the section of the Agreement alleged to have been violated, the circumstances involved, the specific remedy sought, and the date of the alleged act.

iii. The immediate supervisor shall communicate a decision in writing within twelve (12) days after receiving the grievance.

3. Executive Director/Principal Level.

i. If not satisfied with the decision at the Supervisor Level, the grievant may, within twelve (12) days, appeal the grievance in writing to the Executive Director/Principal.

ii. The Executive Director/Principal shall meet with the grievant and the supervisor involved in the grievance to review the record of the prior steps and other information that may be presented. The Executive Director/Principals shall render a decision on the grievance within twelve (12) days following receipt of the appeal.

4. Arbitration Level.

i. If the aggrieved is not satisfied with the disposition of the grievance at the Executive Director/Principal Level, the grievant may within twelve (12) days submit the grievance to advisory arbitration.

ii. Within five (5) days following the appeal to advisory arbitration, the parties to the grievance shall meet to prepare a joint letter to the Federal Mediation and Conciliation Service requesting a list of five (5) arbitrators.

iii. The parties will strive to mutually agree upon the Arbitrator. If the parties fail to mutually agree upon the Arbitrator each party will strike one name followed by the other party striking one name until a single name remains and that person shall become the Arbitrator. The party required to strike the first name will be determined by a flip of the coin. The process of striking names shall occur within ten (10) days of receipt of the list by both parties.

iv. The Arbitrator shall conduct the hearing in accordance with the voluntary arbitration rules of the American Arbitrators Union and the provisions of this Article.

v. The Arbitrator shall conduct a hearing as soon as possible.

vi. If any question arises as to the arbitrability of the grievance, such questions shall be ruled upon by the Arbitrator.

vii. The Arbitrator shall have no authority to add to, subtract from or modify the terms of this Agreement, and the Arbitrator shall interpret this Agreement in accordance with accepted arbitral standards of contractual interpretation.

viii. The Arbitrator's decision will be in writing and will set forth the Arbitrator's findings of fact, reasoning and conclusion of the issue submitted. The Arbitrator will be without power or authority to make any decision which requires the commission of an act prohibited by law or which is in violation of the terms of this Agreement. A copy of the award will be submitted to the Executive Director/Principal, and the aggrieved.. All costs of the services of the Arbitration, including, but not limited to, per diem expenses, travel and subsistence and the cost of any hearing room will be borne equally by the Board and the aggrieved. All other costs will be borne by the party incurring them. The Board may require that the aggrieved party post the party's share of the expenses in advance of the hearing.

ix. If any party requests a transcript of the proceedings, the party shall bear the full costs for the transcript.

See policies 201-9B.

### **Americans with Disabilities Act Grievance Procedure 237**

This grievance procedure shall provide for prompt and equitable resolution of complaints alleging any action prohibited by the U.S. Department of Justice regulations implementing Title II of the Americans with Disabilities Act. Title II states, in part, that "no otherwise qualified disabled individual shall, solely

by reason of such disability, he excluded from the participation in, be denied the benefits of, or be subjected to discrimination" in programs or activities sponsored by a public entity. Complaints should be addressed to the Executive Director/Principal of the Indigo Hill School, who shall coordinate ADA compliance efforts.

1. The complaint should be filed in writing and contain the name and address of the person filing it, and a brief description of the alleged violation of the regulation. 2. A complaint should be filed within thirty (30) days after the complainant becomes aware of the alleged violation, (Processing of allegations of discrimination which occurred before this grievance procedure was in place will be considered on a case-by-case basis.)

3. An investigation, as may be appropriate, shall follow a filing of the complaint. The investigation shall be conducted by the Executive Director/Principal of schools or designee. These rules contemplate informal but thorough investigation, affording all interested persons and their representatives, if any an opportunity to submit evidence relevant to a complaint.

4. A written determination as to the validity of the complaint and a description of the resolution, if any, shall be issued by the Executive Director/Principal of schools or designee and a copy forwarded to the complainant no later than thirty (30) days after its filing.

5. The Executive Director/Principal or designee shall maintain the files and records of the Indigo Hill School relating to the complaints filed.

6. The complainant can request a reconsideration of the case in instances where there is dissatisfaction with the resolution. The request for reconsideration should be made within thirty (30) days to the Executive Director/Principal with a copy forwarded to the President of the IHS Governing Board.

7. The right of a person to a prompt and equitable resolution of the complaint filed hereunder shall not be impaired by the person's pursuit of other remedies such as the filing of an ADA complaint with the responsible federal department or agency. Use of this grievance procedure is not a prerequisite to the pursuit of other remedies.

8. These rules shall be construed to protect the substantive rights of interested individuals to assure that the Indigo Hill School complies with the ADA and implementing regulations.

### **Substitute Teachers 239**

The Executive Director/Principal shall maintain an active list of persons approved by the State Department of Education to act as substitute teachers. Only persons on this approved list or persons holding a New Mexico teaching license or persons assigned to the classroom in question as student teacher, intern, co-op student, or instructional assistant may be employed as substitutes. The employment of substitutes is to be made by administrators only, not teachers.

The Executive Director/Principal is directed to establish administrative procedures which will enhance the school's ability to maintain the best possible roster of substitutes.

Substitutes will be paid according to their education status at the standard daily rate.

Employment for less than half the work day will be compensated fully at half the daily rate, and employment for more than half the work day but less than the full day will be compensated at the full daily rate.

### **Tutoring of Students 242**

The Governing Board believes that by maintaining an instructional staff of high quality and providing for a rich and varied curriculum the need for individual tutoring is minimized.

When paid tutoring of a student by an employee is deemed necessary, such tutoring will be conducted outside the employee's regular work hours. Such paid tutoring is to be arranged between families or other agencies and the employee, and the school assumes no responsibility for the arrangements or the performance thereof.

Employees are not to enter into a tutoring arrangement with their own students during the school year, unless prior approval has been given by the Executive Director/Principal or designee.

**Travel, Per Diem and Mileage Payments 245** The Executive Director/Principal or designee shall be responsible for determining the necessity for reimbursable travel by employees.

Approved travel shall be reimbursed by mileage and per diem amounts allowed under New Mexico statute or regulation, except when lesser payments are agreed to by the employee(s) and the approving administrator. Reimbursement for travel on public conveyance shall be at the most economical rate. See policy 261.

#### **Soliciting and Selling by Employees 248**

Employees are prohibited from soliciting from children on school premises during school hours.

School employees are prohibited from conducting any business transactions for political campaigns or candidates or for personal profit during school hours and on school premises.

School employees engaged in the sale of raffle tickets or other items for support of student-related organizations shall do so in a manner and time that will not interfere with the proper conduct of any school function or interfere with a school employee's effective performance of duties.

For Governing Board permission to conduct a school-wide all schools charitable fund-raising drive, application should be made to the Executive Director/Principal's office.

See policies 251

#### **Gifts and Gratuities 249**

Employees shall neither solicit nor accept personal gratuities, favors or anything of monetary value from contractors as merchants with whom Indigo Hill School is conducting business or who are attempting to sell goods or services to the schools. This policy does not preclude acceptance of food or drinks of a social nature or participation in a social event. It also does not preclude vendor assistance with an activity or trip whose purpose is to enable school employees and officials to examine programs, products, equipment or services being considered for purchase by the school, so long as the same opportunity to assist is given potentially competing vendors.

#### **Political Activities by Employees and Others 251**

Employees seeking political office, as well as other candidates, are prohibited from conducting campaign activities during regular working hours on school premises. Under no circumstances will a candidate be permitted to use students during school hours in any campaign activity. Similarly, candidates are prohibited from using school machines or materials to produce campaign literature.

Those seeking to promote themselves or another candidate for election are to observe the following rules.

1. Candidates or their supporters may not place campaign materials in the schools.

2. Candidates, if invited by the faculty, will be permitted to address the group after school hours.

Attendance for faculty members will not be mandatory. Otherwise, no campaigning will be allowed in the buildings. No visits to classrooms or lounges for campaigning purposes will be permitted.

3. Students are not to be asked to take home campaign literature for individual candidates.

4. School phones will be left free for school business.

5. Sale of tickets for campaign fund raisers will not be permitted on the premises.

No school-sponsored group may provide entertainment as a school-connected entity for or appear at any political campaign function for any office.

#### **Academic Freedom 252**

The board desires that discussion and study of political and social issues be undertaken in a dispassionate atmosphere free from bias. In this spirit, teachers shall serve as impartial moderators and shall not attempt directly or indirectly to limit or control the opinion of pupils on such issues. Teachers are encouraged to foster the study of issues rather than teach particular viewpoints with regard to them.

The board recognizes that teachers have the right and responsibility to exercise professional judgment, within the limits of the previous statements, when such issues are under study. Teachers must obtain prior

approval by the principal of guest speakers and the nature of the presentation prior to the speaker's appearance in their classrooms.

#### **Employee/Immediate Family Members Conducting Business With the School 254**

Pursuant to the provisions of the Procurement Code and the Public School Code, no school employee or member of an employee's immediate family (as defined in NMSA 1978, Section 13-1-62) shall directly or indirectly sell or be a party to any transaction to sell any instructional material, furniture, equipment, insurance, school supplies, or work under contract to the school with which they are associated or employed when the employee or member of the employee's immediate family has a financial interest in the transaction.

No employee of the school shall receive any commission or profit from the solicitation or sale of investment securities or insurance to any other employee under their supervision.

The provisions of this policy shall not apply to any employee making a sale in the regular course of the employee's business when the sale is in compliance with all applicable provisions of the Procurement Code.

The Governing Board reserves the right to grant a waiver of unlawful employee participation in a procurement process, pursuant to Section 163 of the Procurement code (NMSA 1978, Section 13-1-190), upon making the following findings:

- A. The contemporaneous employment or financial interest of the employee has been publicly disclosed;
- B. The employee will be able to perform the procurement functions without actual or apparent bias or favoritism; and
- C. The employee participation is in the best interest of the school.

In the event that the Governing Board determines that it is in the best interest of the school to waive unlawful employee participation, an affidavit stating the terms of the waiver have been complied with shall be completed by the participating employee(s) and appropriate school official(s) and remain on file in the school's business/finance department and in the procurement file for the applicable transaction.

As noted in policy 150, the term "employee" includes all persons receiving a salary, wages or per diem and mileage from a state agency or local public body whether elected or not and any **non-compensated individual performing personal services as an elected or appointed official or otherwise for a state agency or a local public body.**

#### **SCHOOL-WIDE ACCEPTABLE USE OF INFORMATION TECHNOLOGY 256**

##### **Introduction**

Indigo Hill School strives to offer technological opportunities for the purposes of enhancing the educational environment of its students, staff, and administrators. The school's goal is to promote educational excellence by facilitating safe and effective use of technology including the Internet and local resources. **The effective operation of IHS' systems relies upon the proper conduct of all its users.**

**Employees when using internet communications with parent and/or students, employees are only allowed to communicate through official school sponsored emails and web-sites, unless specifically noted in writing by the Executive Director or their direct supervisor, which includes the explanation and rationale why this exemption can occur.**

##### **User Responsibilities**

Access to technological resources is a privilege (not a right) provided to all staff and students.

Technological resources must be used in a proper legal and ethical manner that supports the goals set forth by the Indigo Hill School Governing Board and site administrators. Users are required to respect the rights of others, abide by the regulations/procedures set forth by the Board, site administrators, and Children's Internet Protection Act (CIPA). 47 U.S.C. Sections 25 By using technological resources, the user agrees to share the responsibility for safeguarding the technological environment at Indigo Hill

School. Following are usage expectations that apply when using any and all school technological resources.

### **General Usage of School Technological Resources**

1. The IHS School has the right to place reasonable restrictions on the use of equipment, resources and materials users' access or post through the system. In their use of technology resources, users must observe and comply with all other policies and guidelines of IHS.
2. Teachers will be directly responsible for monitoring their students' behavior and acceptable use of the Internet resources and school network. A student is not allowed to use the Internet without a teacher present and accepting responsibility to monitor use. This does not in any way make the teacher or staff member liable for the student's inappropriate actions.
3. Users may not install software, alter machine configurations or system files, or disconnect any cables on computers or any other equipment, or attempt to perform diagnostics or repairs on school machines. Diagnostics and repairs must be performed by authorized personnel only. If you encounter a problem with a piece of equipment, report it to the systems' manager as soon as possible.
4. Users may not deliberately perform acts that waste computer resources or unfairly monopolize resources to the exclusion of others. These acts include, but are not limited to, downloading or listening to online music, downloading and saving large files that are not for educational purposes, sending or forwarding jokes, engaging in online chat groups, printing multiple copies of documents, or otherwise creating unnecessary network traffic.
5. Users will only print what is necessary and related to an academic purpose.
6. Food and beverages are not allowed in any computer lab.
7. Users must respect all notices posted in the labs. For example: lab rules, lab seating charts, and lab sign-up charts.
8. Only school-related technology use will take place as directed by the classroom teacher/technology teacher.
9. Viewing and printing sexually explicit, violent, or drug related material is unacceptable.
10. In their use of computer resources, users must comply with all software licenses, copyrights, all other state, federal, and international laws governing intellectual property and online activities.
11. Users may not do any of the following: (1) copy software for use on their home computers; (2) provide copies of software to any third person; (3) install software on any school workstation or server; (4) download any software or run executable files from the Internet, email, or other online service to any school workstation or server. Users who become aware of any misuse of software or violation of copyright law must immediately report the incident to the system's manager.
12. Users may not indirectly or directly make connections that create "backdoors" to the school, other organizations, community groups, etc. that allow unauthorized access to the school's network.
13. Users may not attempt to gain unauthorized access to any computer system. This includes attempting to log in through another person's account or access another person's files. These actions are illegal, even if only for the purposes of "browsing", "snooping", or "electronic discovery".
14. Users will avoid the inadvertent spread of computer viruses. All material received on an external disk, portable drive or optical medium and all material downloaded from the Internet or from computers or networks that do not belong to IHS **MUST** be scanned for viruses and other destructive programs before being placed onto the computer system or network. Users should understand that their home computers and laptops may contain viruses. All media transferred from these computers to the IHS network **MUST** be scanned for viruses.
15. Users may not connect unauthorized wireless devices to the school network. Wireless devices include, but are not limited to: wireless access points, wireless routers or any type of wireless gateway device.
16. Users do not have an expectation of privacy in anything they create, store, send, or receive on the computer system. The computer system belongs to IHS and any use by staff or students must be in compliance with this policy.
17. Access to the school's electronic communications system, including the Internet, shall be made available to users primarily for instructional and administrative purposes and in

accordance with administrative regulations. Limited staff personal use of the system, shall be allowed if the use:

Imposes no tangible cost on the school;

Does not unduly burden the school's computer or network resources; and Has no adverse effect on an employee's job performance.

18. Users expressly waive any right of privacy in anything they create, store, send, or receive on the computer or through the Internet or any other computer network. Users consent to allowing personnel access to review all materials users create, store, send, or receive on the computer or through the Internet or any other computer network. Users understand that IHS may use human or automated means to monitor use of its computer resources. Users will not use technological resources to promote unsanctioned, commercial activity.

### **Ethical Usage**

1. Users may not intentionally seek information on, obtain copies of, or modify files, other data, or passwords belonging to other users. A user's ability to read, alter, or copy a file belonging to another user does not imply permission to read, alter, or copy that file. Users may not use the computer system to "snoop" or pry into the affairs of other users or IHS operational systems by unnecessarily reviewing their files and e-mail without authority.

2. A user's ability to connect to other computers systems through the network or by a modem does not imply a right to connect to those systems or to make use of those systems unless specifically authorized by the operators of those systems

3. Users may not plagiarize works that they find on the Internet or other resources.

1. Attempts to log on to the school's private network or any other network as a system administrator are prohibited.

2. Users will abide by security measures set forth by the systems manager and site administration.

### **Legal Usage**

Information technology resources must not be used for illegal or harmful purposes including (but not limited to):

1. harassment of others

2. destruction or damage to equipment, software, or data

3. disruption or unauthorized monitoring of electronic communications

4. breach of personal information

### **Account Login (usage)**

1. Each student and staff member at Indigo Hill School will be issued a network login. Account holders will use only their own personal accounts (log-in) to access any school computer.

2. Users are responsible for taking reasonable precautions to safeguard their passwords for access to the computer system. Individual passwords should not be printed, stored online, or given to others. Users who have not taken reasonable precautions to safeguard their passwords shall be responsible for all transactions made using their passwords. No user may access the computer system with another user's password or account.

3. Use of passwords to gain access to the computer system or to encode particular files or messages does not imply that users have an expectation of privacy in the material they create or receive on the computer system. IHS has global passwords that permit it access to all material stored on its computer system, regardless of whether or not material has been encoded with a particular user's password.

4. Users may not re-post a message that was sent to them privately without permission of the person who sent them the message.

5. Users may not forward or post chain letters or engage in "spamming". Spamming is sending an annoying or unnecessary message to a large number of people. Users also must refrain from abusing

email distribution lists. Acts of abuse include, but are not limited to: forwarding non-school/work related emails, advertising and solicitation.

6. Notwithstanding anything in this policy to the contrary, staff email messages or staff accounts may be accessed and read only under the following circumstances:

- a. Pursuant to a court order, subpoena or the bona fide emergency request of a licensed police officer.
- b. Upon the joint agreement of the school Executive Director/Principal and the president of the school board. If either the Executive Director/Principal or president shall not be accessible, the individuals designated to act in their absence shall make the determination.
- c. Any individual whose email has been accessed under paragraph shall immediately be advised of the access.
- d. At the request of the account holder.

### **Internet Usage**

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

1. All users of the Internet must comply with the Children's Internet Protection Act (CIPA), 47 U.S. C 254.

Access by minors to inappropriate matter on the Internet and World Wide Web is prohibited on the IHS network.

Using unauthorized electronic mail, chat rooms, and other forms of direct electronic communications is prohibited on the IHS network. (Select students may be supplied with an Indigo Hill School CIPA certified email account. These students will only use the email account for specified educational purposes as directed by the student's teacher or administrator.)

Unauthorized access including "hacking" and other unlawful activities by minors online is prohibited on the IHS network.

Unauthorized disclosure, use, and dissemination of personal information regarding minors are prohibited by IHS.

Measures designed to restrict minors' access to materials harmful to minors are in place at IHS.

2. Material that is fraudulent, harassing, embarrassing, sexually explicit, profane, obscene, intimidating, threatening or potentially violent, defamatory, racially offensively proselytizing inappropriate or otherwise unlawful, or in violation of school board policy may not be created, accessed or sent by e-mail or other form of electronic communication (such as bulletin board systems, newsgroups, chat groups) or displayed on or stored in computers. Users encountering or receiving this kind of material should immediately report the incident to appropriate personnel.

3. Users may not utilize peer-to-peer file-sharing applications or execute programs to facilitate the downloading or exchange of copyrighted or unauthorized music, movies, and other materials.

4. Users may not use any type of Internet proxy service or proxy server to bypass school filters.

5. Users will promptly disclose to their teacher or other appropriate school employee any message received that is inappropriate.

### **Consequences of Violating the Acceptable Use Policy**

1. Violations of the school *Acceptable Use Policy* will be handled in accordance with law, school board policy, or collective bargaining agreement(s), as applicable. Violation of this policy may result in loss of access to network resources, and possible legal and disciplinary action.

2. Network auditing that shows a teacher or other staff member habitually committing or allowing violations to the *Acceptable Use Policy* by their students will be documented. Campus and school administrators will impose appropriate consequences for related instances.

3. The school will cooperate fully with local, state, or federal officials in any investigation concerning or relating to any illegal activities conducted through the school's private network.

## **Disclaimer**

Indigo Hill School makes no guarantees of any kind, neither expressed nor implied, for the network activity and Internet access it is providing. The school will not be responsible for any damages users suffer, including (but not limited to) loss of data resulting from delays or interruptions in service. The school will not be responsible for the accuracy, type, or quality of information stored on school hard drives or servers; nor that gathered through school-provided Internet access.

## **Additional Information for Parents**

The school's intent is to make Internet access available in order to support educational goals and objectives. The technology department has set up systems that safeguard student use. Unfortunately, no system is infallible which can result in students gaining access to inappropriate information. Ultimately, parents/guardians are responsible for setting and conveying the standards that their children should follow when using media/information resources. Those standards must support the regulations of Indigo Hill School. Therefore, parents are given the option of requesting (in writing) their child use alternative activities not requiring Internet use.

Indigo Hill School is pleased to offer its student's access to the Internet. The Internet is an electronic highway connecting hundreds of thousands of computers and millions of individual users all over the world. Parents should be aware that some material accessible via the Internet may contain information that is illegal, defamatory, inaccurate, or potentially offensive to some people. In addition, it is possible to purchase certain goods and services via the Internet which could result in unwanted financial obligations for which a student's parent or guardian would be liable.

## **Agreement of Policy**

The use of Indigo Hill School Technological Resources is considered an agreement to abide by this policy.

Governing Board Approval Month XX-XXXX

## **INDIGO HILL SCHOOL**

### **ACCEPTABLE USE POLICY FOR TECHNOLOGICAL RESOURCES**

#### **STAFF FORM**

Last Name: First Name:

Please Print; Please Print

School Site: Please Print

I have read, understand, and will abide by the conditions stated in the Indigo Hill School Acceptable Use Policy for Technological Resources. I further understand that any violation of this policy may result in disciplinary action.

Signature: Date:

#### **Personnel Records 257**

The Executive Director/Principal shall maintain personnel records for all school employees, the records to include but not limited to: official transcripts, birth certificates, health certificates, licensure documents, experience records and evaluation reports.

These records shall be stored in such a manner as to provide reasonable protection against fire and theft.

Personnel records shall be open to inspection only to:

1. the employee concerned, but only in the presence of an administrator or the person in charge of the records. References will not be open to the employee unless the record indicates that the person providing the reference has signed an agreement permitting the employee to see the reference, and

2. the Executive Director/Principal, the Executive Director/Principal's staff or other administrators on a need-to-know basis, and
3. the Governing Board during executive personnel sessions, and
4. representatives of regulatory or accrediting agencies as required for the conduct of their official business.

Indigo Hill School strives to balance its need to obtain, use, and retain employment information with each individual's right to privacy. To this end, it attempts to restrict the personnel information maintained to that which is necessary for the conduct of its business or which is required by federal, state, or local law. Personnel records will not be made available to other persons without the consent of the employee. No material shall be removed from the record except for review. No record shall be removed from the Executive Director/Principal's office.

The Executive Director/Principal (or designee) is responsible for overseeing the record keeping for all personnel information. Employees have a responsibility to ensure their personnel records are up to date and should notify the Executive Director/Principal (or designee) in writing of any changes in name; address; contact phone numbers; marital status (for benefits and tax withholding purposes only); number of dependents (for benefits and tax withholding purposes only); addresses and telephone numbers of dependents and spouse or former spouse (for insurance purposes only); beneficiary designations if applicable; and emergency contact information.

See policies 258, 259.

#### **Release of Personnel Information 258**

It shall be the policy of the board and administration of the Indigo Hill School to protect the privacy of current, former and prospective employees to the extent permitted by law. Accordingly, all personnel information retained by the school shall be considered confidential unless the Inspection of Public Records Act requires otherwise.

Confidential personnel information will not be released without the affected person's written consent unless an administrator who is responsible for maintaining the relevant records determines that exceptional circumstances justify such action. Other personnel information will be made available pursuant to the Inspection of Public Records Act, as interpreted by the New Mexico courts. The Act and decisions interpreting it provide that the following types of personnel information may be treated as confidential:

- 1) Letters of reference concerning employment, licensing or permits;
- 2) Letters or memoranda which are matters of opinion in personnel files, including documents concerning infractions and disciplinary actions, performance evaluations, and related materials, opinions as to whether a person should be rehired or reasons why an applicant was not hired, and any other material expressing an opinion as to a current or former employee or an applicant for employment;
- 3) Medical and related information pertaining to illness, injury, disability to perform a job task, or sick leave;
- 4) Names or other identifying information on applicants for positions with the Indigo Hill School until and unless one or more persons outside the school are contacted for further information regarding a particular applicant; and
- 5) Other types of personal information, such as military discharge or arrest records,
  - (a) which is solicited by the school;
  - (b) which is considered vital to the employment procedure;
  - (c) which was furnished after a promise to keep the information confidential; and
  - (d) for which disclosure would not appear to serve any identifiable public interest.

These types of information will be treated as confidential to protect the privacy of current, former and prospective employees and to encourage qualified persons to apply for positions with assurance that the mere fact of their application for another job need not become public information.

The school shall be entitled to ask persons seeking disclosure of personnel records to provide reasonable justification for such disclosure.  
See policies 257, 259.

### **Disclosure of Employee Names 259**

Pursuant to State Regulation 93-17, no school employee, board member or school volunteer shall sell or use employee lists or disclose the name of any employee for the purpose of marketing goods or services directly to employees or their families by means of telephone or mail.

The exceptions to this policy are when an employee authorizes the name release for any of the following legitimate educational purposes:

- 1) Regionally accredited colleges and universities
- 2) Accredited post-secondary and vocational educational entities
- 3) Accredited public educational entities providing adult basic educational opportunities
- 4) Educational entities offering continuing education opportunities for licensed and/or non-licensed faculty and staff
- 5) Educational entities offering tour/travel opportunities which result in educational credits through a regionally accredited college or university, or an accredited post-secondary or vocational school.
- 6) The Armed Forces of the United States offering educational programs and/or opportunities within the military.

See policies 257, 258.

### **Leaves from Duty 260**

The Governing Board provides authorized leaves from duty as follows:

Annual Leave Military Leave

Extended Leave Personal Leave

Family and Medical Leave Professional Leave

Funeral Leave Sick Leave

Jury Duty/Subpoena Leave Voting Time Leave

All leaves, with or without pay, require advance approval except in emergency situations. Full pay will be deducted from an employee's salary for each unauthorized absence or for any absence not meeting the criteria specified in the policy covering the leave for which the absence was authorized. **The following paragraphs apply in all cases unless specifically modified in the individual leave policies.**

An employee granted leave of absence will be returned to a position comparable to that held at the time the leave was granted unless otherwise noted in the applicable leave policy. Employees who are granted extended leave for a portion of the school year must notify the Executive Director/Principal of their desire to return to duty at least fifteen (15) school days prior to the date of return. Those granted leave for an entire year must notify the Executive Director/Principal of their desire to return to duty no later than March 15 of the school year in which the leave was taken.

Renewal of leaves extended beyond one year will be made only with the understanding that there is no guarantee for return to employment.

Employees on unpaid leave of more than one month of consecutive work days may continue group insurance by timely payment of the full premium, with no board contribution, unless the leave is under the provisions of the Family and Medical Leave Act

Leave without pay does not count toward attainment of accrued benefits.

### **Professional Leave 261**

Leaves from duty without deduction may be granted for professional visitation and attendance at job-related meetings, conferences and training sessions or other activities which in the principals/Executive Director/Principal's judgment would be beneficial to the work of the employee or to the school as a whole. Such leaves may or may not involve the reimbursement of expenses, including substitutes, depending upon the mutually agreeable arrangements made prior to approval of the leave. Any

expenditure proposed beyond the amount budgeted for such purposes must receive prior approval of the Governing Board.

### **Sick Leave 262**

Although IHS encourages our staff to work their contract days at a capacity of 95% or higher we recognize that some individuals may genuinely ill. Sick leave shall be granted to employees for illness of self, spouse or dependent children. Sick leave may be used also, with prior approval of the immediate supervisor, for illness of an employee's relative who is dependent upon the employee for care.

Twelve-month employees shall earn sick leave of ten (10) days per year, at the rate of two days in July and August each and one day in each of the other ten months. All other employee's shall earn sick leave of ten (10) days at the rate of one (1) day per month for nine months beginning with August. Three of these allocated sick leave days shall be set aside as potential personal leave days, usable for either personal or sick leave during the employee's work year. At year's end, any unused personal leave set-aside days will be credited to the employee's accumulated sick leave.

Sick leave may be accumulated without limit. Accumulative sick leave shall not be reduced or lost by the employee during officially-approved leaves of absence. All accumulative sick leave is forfeited upon termination from employment by the school for any reason, with no payment in lieu thereof. Sick leave is not transferable from one individual to another.

At the beginning of each annual work period, each employee shall be credited with the total number of sick leave days stipulated for the length of the contract. In all cases, when an employee terminates during the annual work period, the appropriate salary deduction will be made from the final paycheck for any used but unearned sick leave.

For periods of sick leave longer than three consecutive days, the Executive Director/Principal may require a physician's statement attesting to the reason for absence.

Sick leave benefits shall not be paid during any period for which an employee is eligible for worker's compensation payments unless the employee has elected in writing to assign or pay his worker's compensation payment to the school for the period during which the sick leave benefits are paid. In no event shall an employee be entitled to both sick leave benefits and worker's compensation payments during the same period. As used in this policy, "worker's compensation payments" refers only to wage replacement benefits under any worker's compensation act. In the event an employee receives both sick leave benefits and worker's compensation payments for the same period, the school will deduct the amount of sick leave benefits paid (in the event no election has been made) or the amount of worker's compensation payments received by an employee (in the event an election has been made) from the next amount due the employee from the school.

Sick leave may be used for maternity or adoption leave, along with Family and Medical Leave. See policies 263, 264.

### **Family and Medical Leave, 263**

This policy is adopted to implement the federal Family and Medical Leave Act of 1993 (FMLA) pursuant to the terms, conditions, and limitations of the Act. In the event of any conflict between the provisions of this or any other leave policy of the school and the provisions of the FMLA, the latter shall prevail.

A. To be eligible for leave under the Act an employee must have worked for the school for a total of twelve (12) months, (**months on duty**) during which the employee must have worked a total of 1,250 hours.

B. Pursuant to the Family and Medical Leave Act, employees are permitted up to twelve (12) work weeks of unpaid leave per year during any 12-month period. Family and medical leave can be requested for the following reasons:

1. childbirth and infant care;

2. placement of a child with the employee for adoption or placement of a child with the employee by a state agency for foster care (entitlement to leave for birth or placement of a child expires 12 months after the birth or placement of the child);

3. care of the employee's spouse, son or daughter or parent with a serious health condition; and

4. the inability of the employee to perform his or her job duties due to his or her own serious health condition, or the necessary absence from work of an employee to receive medically necessary treatment. The 12-month period within which each employee may take twelve (12) weeks of leave under the FMLA shall be a "rolling" 12-month period, measured backward for each employee from the first time each such employee uses leave under the FMLA.

C. A "serious health condition" is an illness, injury, impairment, or physical or mental condition that (a) requires in-patient care in a hospital, hospice, or residential medical care facility, or (b) requires continuing treatment by a health care provider and which, if left untreated, would likely result in an absence from work of more than three days, or (c) The Pregnancy Act which provides additional protection for pregnant workers, and includes pre-natal care. A "serious health condition" does not include voluntary cosmetic treatments, unless inpatient care is required, or routine physical examinations.

D. An employee requesting leave shall submit a "Request for Leave" form to the immediate supervisor. E. If an employee requests leave for treatment of an employee's serious medical condition or for that of a child, parent, or spouse, the employee must make a reasonable effort to schedule the treatment at a time that is not unduly disruptive to the school.

F. An employee seeking leave for a foreseeable reason such as the birth or placement of a child or for planned medical treatment, shall provide the school with at least thirty (30) days advance notice of the leave. If thirty (30) days advance notice is not possible under the circumstances, e.g. in the case of a premature birth, the employee shall give such notice as is practicable, e.g., within one or two business days of the day the employee learns of the need for leave. If an employee's reason for seeking leave was unforeseeable, such employee shall give such notice as is practicable. An employee who fails to give notice of leave as required herein may be denied such leave until the notice requirements are met. If less than thirty (30) days notice of leave is provided, the employee must schedule an appointment with the Director of the Human Resources Department for approval.

G. An employee seeking leave on the basis of the serious medical condition of the employee or the employee's spouse, son or daughter, or parent, must provide certification issued by the health care provider of the employee or of the employee's spouse, son or daughter, or parent, stating

1. the date the condition began,
2. its probable duration,
3. appropriate medical facts, and
4. that, for a specified time, either

(a) the employee is unable to perform his or her job functions or will be unavailable to do so while receiving necessary medical treatment, or

(b) the employee will be needed to care for the sick family member. If the adequacy of medical certification is questioned by the school, the school may require the employee to seek the opinion of a second health care provider, who is not regularly employed by the school, at the school's expense. If the opinions of the first and second health care providers differ, the school may require the employee to obtain a third opinion at the school's expense, from a health care provider agreed upon by the employee and the school. The third opinion shall be final and binding.

H. Spouses employed by the school are limited to a combined total of twelve (12) work weeks per year for the birth or placement of a child, or to care for a parent. However, for other covered leaves, such as to care for a spouse or child, or for the treatment of the employee's own serious health condition, each spouse may take up to twelve (12) weeks a year.

I. Intermittent leave and reduced work schedules are allowed when such are medically necessary; however, employees may not take intermittent leaves or go on reduced work schedules that reduce the number of hours worked per week or per day for childbirth/infant care or adoption leave.

J. If an eligible "instructional employee" seeks intermittent leave or reduced-schedule leave for the care of a spouse, son or daughter, or parent, or for the employee's own serious health condition, and the leave is foreseeable on the basis of planned medical treatment, and the employee would be on leave for more than twenty (20) percent of the work days during the period, the employee must choose either to:

1. Take leave for a period or periods of a particular length, not greater than the length of the planned medical treatment; or

2. Transfer temporarily to an equivalent position which better accommodates recurring periods of leave.

"Instructional employees" include teachers, instructional assistants, coaches and other employees whose duties principally involve the direct provision of instructional services to students. In the event an employee involuntarily takes additional leave time under subparagraph 1, above, the entire leave time shall be counted against the employee's available leave under the FMLA and any school leave policy.

K. If any employee requests intermittent leave or leave on a reduced work schedule to care for a seriously ill family member or for the employee's own serious health condition, and the need for leave is foreseeable based upon planned medical treatment, the employee may temporarily be transferred to an available alternative position with equivalent pay and benefits, if the employee is qualified for the position and the position better accommodates recurring periods of leave than the employee's regular job.

L. The responsibilities of instructional employees near the end of academic terms--examinations, grading, etc.--requires that the school be able to limit leave taking by instructional employees at such times as follows:

1. Leaves beginning more than five weeks before the end of a semester:

If an instructional employee starts a leave more than five weeks before the end of a semester, the school may require the employee to continue the leave until the end of the semester if: (a) the leave is of at least three weeks' duration; and

(b) the employee would return from leave during the three-week period preceding the semester's end.

2. Leaves beginning five weeks or less before the end of a semester:

If an instructional employee begins a leave five weeks or less before the end of a semester, the school may require the employee to continue the leave until the end of the semester if:

(a) the leave will last more than two weeks; and

(b) the employee would return from leave during the two-week period before the term's end.

3. Leaves beginning three weeks or less before the end of a semester:

If an instructional employee starts a leave three weeks or less before the end of a semester, the school may require the employee to continue the leave until the end of the term if the leave will last more than five working days.

M. All requests for family/medical leave must be approved by the employee's supervisor and the Executive Director/Principal or designee.

N. Employees who take family/medical leave must utilize any available paid leave they have accrued under another of the school's leave policies when the reason for leave corresponds with the basis for leave under the other policy. Accrued vacation or personal leave shall be substituted for any FMLA-qualifying purpose. If the requested leave period extends beyond the employee's accrued number of paid leave days, the remaining leave days will be unpaid.

(Example A: An employee who sought leave due to his or her own serious medical condition and inability to perform his or her job duties, has accrued six weeks sick leave. The employee must use the six weeks of paid sick leave and may thereafter use the remaining six weeks of unpaid leave available under this policy;

Example B: An employee wishes to use four weeks of leave under this policy for birth or adoption of a child. The employee may substitute paid maternity or paternity leave, but is not required to, and may not, substitute paid sick leave, except to the extent allowed by the maternity/paternity leave policy.)

Any employee seeking leave shall explain the reasons for the needed leave on forms provided by the school. It shall be the school's responsibility to identify the requested leave as covered by the FMLA and as paid or unpaid on the basis of leave time accrued under or during such leave, on the basis of information provided by the employee.

O. During the period of leave, the school will maintain the employee under the school coverage group health plan if enrolled; however, the employee is responsible for continuing to pay the employee's monthly portion of the premium. If an employee fails to make payment of the employee's share of health insurance premiums for thirty (30) days after such payment is due, coverage of such employee for benefits shall be discontinued. If the employee fails to return to work following leave under the FMLA for any reason (1) other than the continuation of the FMLA-qualifying circumstances upon which the need for leave was originally based, or (2) circumstances beyond the control of the employee, the employee shall be required to reimburse the school for the cost of health insurance premiums the school paid to maintain coverage for the employee during the leave period.

P. Employees will not accrue leave or other benefits during the family/medical leave period.

Q. An employee other than a "key employee", who has taken family/medical leave will be restored to his or her previous position or to a position of equivalent pay, benefit, and other terms and conditions of employment. Equivalency of positions shall be determined on the basis of school policy. A "key employee" may be denied reinstatement if it would create a substantial and grievous economic injury for the school. A "key employee" is one whose compensation is within the highest ten percent of the work force of the school. R. In each school building there shall be posted a notice to employees, describing the provisions of the FMLA, provided and approved by the Wage and Hour Division of the United States Department of Labor.

#### **Personal Leave 264**

Two (2) days of personal leave deducted from sick leave may be granted to all employees for personal business which cannot be handled except during work hours. Personal leave will not be granted on the last work day prior to or the first work day following a holiday, or on an in-service day, or during the first or last five days of the school year except in an emergency situation and prior approval has been granted. Use of personal leave requires advance approval by the Executive Director/Principal or designee, with exceptions only in case of emergencies.

Any unused days of personal leave shall revert to the employee's accumulated sick leave days.

See policy 262.

#### **Annual Leave 265**

Full time eleven month employees shall be entitled to ten paid annual leave days earned at the rate of 1 day per month served as an eleven-month employee.

Annual leave cannot be earned while the employee is on another leave without pay. Annual leave may be accumulated to a maximum of thirty (30) days. If an eleven-month employee transfers within the school to a non-eleven-month position or upon death, retirement, resignation, termination or discharge, the employee shall be paid for a maximum of twenty (20) earned and unused annual leave days.

If an eleven-month employee leaves the position for any reason and then again becomes an eleven-month employee, "years completed with the school" as an eleven month employee shall be calculated only from the initial date of employment as an eleven-month employee from the beginning of the most recent employment.

Annual leave will not be granted in advance of the number of days earned by the employee at the time of leave. Eleven-month employees must complete an initial period of 10 months service before taking annual leave. Authorization will be granted only for such times as will least interfere with the efficient operation of the schools. Annual leave with pay shall not be granted to part time employees.

The board reserves the right to negotiate a separate annual leave agreement with the Executive Director/Principal.

#### **Jury Duty/Court Subpoena Leave 266**

Absence with pay will be granted when an employee is subpoenaed to appear in an official proceeding, if such proceeding does not involve self employment or employer and does not concern the employee's own personal affairs.

Leave with pay will be granted to an employee for appearance in court as a witness, to serve on a jury, or to respond to an official order from another governmental jurisdiction for reasons not brought about through the connivance or misconduct of the employee.

Employees must notify their immediate supervisor of their desire to apply for such leave as soon as possible prior to the date serve must be rendered.

### **Bereavement Leave 267**

In the case of death in the immediate family at any time during an employee's annual work period, the employee shall be allowed leave with pay for up to three (3) working days immediately following the date of such death. The immediate family is defined to include: husband, wife, child, grandchild, parents, grandparents, sister, brother, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, and sister-in-law.

In extenuating circumstances, additional days may be granted by the principal/Executive Director/Principal; such days will be charged to earned sick leave/personal leave.

Bereavement leave is not cumulative.

### **Funeral Leave 268**

Employees may be excused by the immediate supervisor without loss of pay, for a period up to four hours, to attend funeral services of relatives or friends provided no substitute is required.

If a paid substitute is required, the employee may take personal leave to attend the funeral.

### **Military Leave 269**

Any employee who is a member of an organized unit of the National Guard, or a reserve unit of any of the military branches, shall be given military leave not to exceed fifteen (15) days annually when ordered to active duty training with such organized units.

Such leave is to be in addition to other leave or vacation time to which the employee is otherwise entitled, with no deduction of pay.

Any employee who is drafted or called into duty by the armed forces of the United States shall be considered as on leave without pay, eligible for return to duty for the first available position for which the employee is licensed, or for non-licensed employees, the first available position of the kind held by the employee at the time of induction into the armed forces.

### **Extended Leave 270**

Extended Leave Extended Leave of Absence without pay is a discretionary leave and may be granted for a period up to one (1) calendar year, at the discretion of the Executive Director/Principal. Personal reasons include, but are not limited to, family emergency, educational, Public Service, etc. The approval of such leave shall largely depend upon the circumstances, specialization, or critical nature of the employee's position, as well as the practicality of replacing the employee for a temporary period.

Assurance of the employees return is required if such a leave is to be granted. Approval of requests for Extended Leave of Absence constitutes an agreement by the school to return the employee to his or her job classification or to a comparable position at a pay rate not less than the former rate, contingent upon the availability of funds.

5. Eligibility: An employee who meets each of the following conditions shall be eligible to request a Extended Leave of Absence:

x. Satisfactory completion of twenty-four (24) months of continuous employment by the school.

xi. Assurance of the employee's intent to return to school employment at the expiration of the Extended Leave of Absence.

xii. Approval of the employee's request for Extended Leave of Absence by the Executive Director/Principal.

6. Continuous Service: Continuous School service shall not accrue during a period of Extended Leave of Absence.

7. Benefits: An employee who is on an approved Extended Leave of Absence and who wishes to retain existing insurance benefits coverage shall make arrangements with the school business office prior to commencement of the leave to pay both the employee and the school premiums for such coverage.

8. Vacation and paid sick time hours shall not accrue during the period of unpaid Extended Leave of Absence.

9. Unused accrued leave shall remain in place for the employee upon their return from an approved leave. See policy 260.

### **Voting Time Leave 271**

On election days, school employees shall be given two hours leave to vote. The two hours leave shall be on a schedule determined by the immediate supervisor.

Employees whose workday begins after 10:00 a.m. or employees whose workday ends no later than 4:00 p.m. shall not be eligible for such leave.

### **Employee Eligibility for Fringe Benefits 275**

All full-time employees of the Governing Board are eligible for all benefits provided by statute or regulation and by the Governing Board. "Full-time" is defined as not less than twenty (20) hours weekly. Employees in any capacity working less than twenty (20) hours weekly are ineligible for any insurance coverage paid for in part or in whole by the Governing Board. Part-time employees will be provided any fringe benefit required by state or federal law or regulation.

See policies 239, 260, 263-5.

### **Safe Harbor Policy 277**

#### **Improper deductions prohibited**

It is Indigo Hill School policy to comply with all federal regulations with respect to the Fair Labor Standards Act. Every effort is made to ensure that compensation and paychecks are properly computed and calculated. We prohibit all School Supervisors from making any improper deductions from the salaries of exempt employees. Exempt employees are those employed in a bona fide executive, administrative, or professional capacity and who are exempt from the FLSA's overtime pay requirements.

#### **What To Do If An Improper Deduction Occurs**

If you are an exempt employee and believe that an improper deduction has been made to your salary, you should immediately report this information to the payroll department.

Reports of improper deductions will be promptly investigated. If it is determined that an improper deduction has occurred, you will be promptly reimbursed for any improper deduction made.

### **Assignments and Contracts, Extracurricular Activities 285**

This policy is adopted to ensure that the IHS is able to provide an extracurricular activities program as an integral part of the educational program.

For any employee contract signed after the adoption of this policy, where the board minutes and an offer of employment indicate that an individual has been initially employed for a position which includes both teaching and extracurricular activity responsibilities, offers of reemployment to that person shall include both the teaching and extracurricular activity assignments unless the board, upon the Executive Director/Principal's recommendation, deletes the extracurricular assignment.

### **Reporting Illegal or Improper Conduct 290**

The Governing Board affirms its commitment to adherence to proper and legal conduct by all employees of the Indigo Hill School. As part of this commitment, the board requires that an employee who has reliable information that another employee is engaging in illegal or improper conduct shall report such information to an appropriate supervisor or administrator. The employee making the report shall be held safe from any retaliation by the school, unless the employee acted in bad faith or with malicious purpose. Any employee who retaliates against an employee who makes a proper report of illegal or improper conduct shall be subject to discipline.

It is the duty of appropriate administrative officials to investigate any report of illegal or improper conduct by an employee. The employee making the report has no duty to investigate, but shall cooperate with the investigating administrator(s). During the investigation the originating report shall be held confidential, consistent with the requirements of an effective investigation. Upon the conclusion of the investigation, a determination shall be issued.

If the charge(s) of illegal or improper conduct is supported by the investigation, appropriate disciplinary action shall be taken including, but not limited to, warning or reprimand, suspension, termination or discharge, subject to any applicable procedural requirements.

If the charge(s) is found to be without merit, the only record retained by the school shall be on file in the Executive Director/Principal's office and not be part of the employee's personnel file.

See policies 231

### **Reporting Student Abuse of Alcohol or Drugs 291**

New Mexico law (NMSA 22-5-4.4) requires that school employees who know or in good faith suspect any student of using or abusing alcohol or drugs shall report such use pursuant to procedures established by their local school boards. So long as such report is made in good faith, the reporting school employee shall be immune from civil damages for his or her action. This policy is enacted to provide a procedure to be followed by all school employees in reporting known or suspected use or abuse of alcohol or drugs by students.

All employees have a mandatory, nondiscretionary duty to report known or suspected alcohol or drug use or abuse by any student of the school.

All reports made shall be on a uniform reporting form, available from the principals, and shall be given to the principal of the school in which the student is enrolled.

Reports shall be made within a reasonable time after the employee learns or suspects the use or abuse of drugs or alcohol by a student.

It is not the duty of the school employee making the report to conduct an investigation to determine whether the student identified has in fact used or abused drugs or alcohol. The duty to investigate shall be upon the principal to whom the report is made; provided, however, that the reporting employee shall cooperate with responsible school officials during the course of any investigation.

The failure of any school employee to report knowledge or suspicion of student alcohol or drug use in a timely manner may be cause for discipline of the employee.

See policy 222.

### **Reporting Acts of Violence, Vandalism 292**

New Mexico law (NMSA 22-1-7) requires that any school employee who observes or has direct knowledge from a participant or victim of an act of violence upon any employee of the board engaged in the lawful discharge of duty or of vandalism to public school property shall file a report describing the incident pursuant to procedures established by the State Department of Education. Any person who files such a report shall not be discriminated against in any manner or discharged because he/she has filed that report.

### **Reporting Child Abuse and Neglect 293**

New Mexico law (22-5-4.2) requires that school employees who know or suspect that a child is an abused or a neglected child shall immediately report the matter to

1. the Human Services Department, or
2. the probation services office of the judicial school in which county the child resides, or
3. the criminal prosecution division of the office of the school attorney.

So long as such report is made in good faith, the reporting school employee shall be immune from civil liability or criminal sanctions for their action. Any school employee who permits a member of a law enforcement agency or an employee of the human services department to interview the child with respect to that report without the permission of his parent, guardian or custodian is presumed to be acting in good faith and shall be immune from civil and criminal liability that might otherwise be incurred, unless the employee acted in bad faith or with malicious purpose.

All employees have a mandatory, nondiscretionary duty to report known or suspected abuse or neglect of a child. It is not the duty of the school employee making the report to conduct an investigation to determine whether the child identified has in fact been abused or neglected. The duty for the state to investigate the report is set forth in Section 32-1-15 of New Mexico Statutes.

The failure of any school employee to report knowledge or suspicion of child abuse or neglect will be cause for criminal prosecution and may be cause for discipline of the employee.

### **Operational Policies 294**

The Indigo Hill School may add additional operational policies to this document when necessary.

#### **A. Attendance**

All employees are expected to report to work on time and be prepared to work as scheduled. Chronic or excessive absence and tardiness is disruptive to the school. For this reason, whether the absence is due to illness or other reasons, an employee is subject to discipline, up to and including discharge for excessive absences.

#### **B. Duty Day**

The normal work day will be eight (8) hours and includes a thirty (30) minute lunch break ("Duty Day"). Teaching staff are expected to be at school thirty (30) minutes before and after the school day, or on such alternative schedule as the Executive Director/Principal and that staff agree upon in writing. The Executive Director/Principal will announce annually the school day time schedule.

#### **C. Abandonment.**

An employee who fails to report to work without notice to the Executive Director/Principal or the employee's immediate supervisor for any period of time greater than one (1) regularly scheduled work day, will be deemed to have abandoned his/her position and to have voluntarily resigned. Reinstatement will be at the sole discretion of the Executive Director

#### **D. Dress Code and Personal Appearance of Employees.**

Indigo Hill School employees will serve as positive role models for students and set good examples of conduct, manners, dress and grooming. All personnel are expected to be neat, clean and appropriately dressed while representing School for the Arts. Professional personnel are expected to dress in a manner that projects a professional image for the employees and Indigo Hill School. Extremes in personal appearance or dress are not considered to be in good taste. In no case will the standard for employees be less than that prescribed for students as published in the Indigo Hill School Student Handbook. The Executive Director/Principal is expected to counsel staff on appearance and conduct, if necessary. Failure to comply with the obligations set forth in this Section may result in disciplinary action.

#### **E. Conferences and Seminars.**

Indigo Hill School will provide, within the parameters of the school's annual budget, either full or partial payment for approved professional development for instructional staff and non-licensed staff; e.g., business manager. Staff should make their requests in writing and each request will be considered on an individual basis. Unless approved by the Executive Director/Principal (or designee), all expenses will be the responsibility of the requesting employee and are not subject to reimbursement.

#### **G. Solicitation.**

In the interest of efficiency and security, Indigo Hill School's general policy is to restrict solicitations or distributions by employees to non-work areas during non-work time. Employees are prohibited from soliciting or distributing literature in work areas during work time. Solicitation or distribution of any kind by non employees is not permitted on Indigo Hill School premises at any time.

#### **H. Maintenance of Work Areas.**

All work areas must be kept clean and orderly at all times. Because orderly equipment and classroom maintenance is necessary for implementing the School for the Arts curriculum, all staff, including teachers, are expected to keep their work areas clean and organized.

#### **I. Use of School Property.**

Indigo Hill School will maintain all forms to document an employee's use of school property away from school premises. School property will be returned upon demand, but in no event will this be later than the employee's last day of employment. Failure of an employee to return school property on demand may be turned over to the proper authority for investigation and appropriate action. Employees will be financially responsible for school property they have signed out, but have not returned to the school or that was damaged while in the employee's possession or control away from school premises.

#### **J. Family on premises and personal business.**

Faculty should keep personal business to a minimum during the Duty Day. In extraordinary and unusual circumstances, teachers may have children on the premises for short periods of time during the Duty Day. Family members are encouraged to be active members of the school community, may participate in the events at the school in the same manner as all other members of the community, and participate in all events in which families and friends of the school community are invited. Families may be on the premises during extended work time for faculty members, such as during student performances as long as the family members do not interfere with the work that is being conducted. The Executive Director/Principal and the Dean of Curriculum may set appropriate protocols for family attending post-Duty-Day activities.

#### **K. Professional Development for Staff**

##### **1. Licensed Personnel.**

All licensed personnel are hired by the Executive Director/Principal. The staff is expected to follow the directives of the Executive Director/Principal consistent with the Indigo Hill School charter and school policies.

##### **2. Evaluation of Licensed Personnel.**

The Executive Director/Principal and the direct supervisor of that employee will be responsible for evaluating licensed personnel in accordance with the New Mexico School Personnel Act. The Executive Director/Principal or the direct supervisor of that employee may initiate a special evaluation if deemed appropriate to assess improvement or progress towards implementing the school's curriculum or classroom management skills. All licensed staff will be evaluated based on the "Competencies and Indicators for Licensed Personnel" in compliance with NMSA §22-10A-19 (2003) and NMAC 6.69.4.1., and 6.62.4.1, et seq., or otherwise, as required by New Mexico law and the Indigo Hill School Charter.

##### **3. Professional Development Plan for Licensed Personnel.**

All professional development completed by licensed personnel will reflect the mission, goals and objectives of Indigo Hill School. Licensed Personnel will devise a professional development plan that includes, but is not limited to, the following components:

- a. A development plan based on evaluations and his/her individual career goals;
- b. Achievement of required competencies;
- c. Continuous learning and growth in relation to the School for the Arts community and school program;
- d. Team work and collaboration with the administration and staff.

**Accomplishment of the goals in the professional development plan will be considered when completing the licensed professional's evaluation.**

**4. Professional Development for the Staff.**

All professional development courses completed by licensed personnel will reflect the mission, goals and objectives of Indigo Hill School.

**5. Professional Development for Ancillary and Support Staff.**

All professional development courses completed by the ancillary and support personnel will reflect the mission, goals and objectives of Indigo Hill School.

**Revised and Adopted by the IHS Governing Board on Month XX, 2013.**

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**SAMPLE POLICIES**  
**Indigo Hill School Student Discipline Policies**  
**(To be reviewed by legal counsel before publication)**

At Indigo Hill School, students have a right to learn in a secure environment and teachers have the right to teach without disruptions. The IHS policy is compliant with **Student Rights and Responsibilities explained in the NM Public Education Department rules and regulations [6.11.2 NMAC]**. The primary goal of discipline at Indigo Hill School is to provide and maintain a safe, affirmative, and appropriately challenging environment that promotes learning and positive personal growth. Most discipline issues should be handled in the classroom. All staff members are expected to adhere to the Indigo Hill School (Charter School) Student Disciplinary Policies and Procedures and utilize any school-wide adopted classroom management model.

Instructors are expected to be fair, consistent, and respectful in their handling of discipline related matters. Good planning, active and engaging learning, and good classroom management are the keys to prevent student discipline problems. Whenever possible and appropriate, the Executive Director/Principal and IHS staff will use the unique design of the charter school's program to support, address, and prevent further misconduct in a manner that encourages a positive and productive learning environment for everyone, developing the ability in each student to monitor and redirect his/her own behavior towards academic and social/emotional success. Disciplinary measures will be aimed toward assisting each student in the development of self-control, social responsibility, and the acceptance of appropriate consequences for his or her actions.

Any disturbance or distraction that interferes with the teaching/learning process will not be tolerated. The teacher shall have the responsibility and authority for discipline over students except in those cases requiring the attention of the administration. Parental involvement in matters of school discipline is encouraged. Parents will be advised of disciplinary measures taken in order to elicit their understanding and support. A record of disciplinary actions taken by the Administration will be kept at the school.

**Implementation.** Indigo Hill School adheres to all discipline policies as set forth in the Indigo Hill School Family & Student Handbook. Each student (and family) receives a copy of this handbook to strengthen the education program. Based on this philosophy the following expectations for classroom success are presented:

1. Students will come to class dressed appropriately.
2. Students will be in their seats and quiet at the beginning of the class period.
3. Students will come to class prepared (i.e. pencils, books, assignments, other materials).
4. Students will take an active part in the lesson.
5. Students will follow teacher/adult directives.
6. Students will refrain from disrupting the class. Talking and student movement will be teacher directed.

Indigo Hill School utilizes a progression of discipline. The discipline policy is as follows: The Executive Director shall adopt administrative procedures to implement this policy which shall be in accordance with the requirements of federal and state law. The Executive Director/Principal has the authority to take whatever reasonable and legal action is necessary to establish and maintain appropriate behavior in accordance with Indigo Hill School Governing Board School Policies and Procedures.

### **Corporal Punishment / Physical Restraint**

Corporal punishment is defined as action taken by school employees to spank or otherwise physically handle a student in any way to purposely inflict punishment. No corporal punishment will be administered to students by anyone in the school. Physical restraint by personnel trained and certified in proper techniques is reasonable and appropriate physical intervention by staff as necessary for the following purposes:

1. To restrain a student from an act of wrongdoing.
2. To quell a disturbance threatening physical injury to others.
3. To obtain possession of weapons or other dangerous objects upon a student or within the control of a student.
4. For the purpose of self-defense.
5. For the protection of persons or property.
6. For the preservation of order.
7. To keep the student from self-harm or danger.

In general, IHS will not use physical restraint except in extreme issues of student or staff safety. If a student demonstrates a continuing pattern of behavior that subjects the student or others to potential safety concerns, any staff members who have frequent contact with that student must be certified and appropriately trained in a recognized, organized program in verbal and physical de-escalation techniques and strategies. For students who are emotionally escalated, non-compliant to reasonable staff requests, or disruptive of the learning environment--parent will be contacted for student pick-up. If parents cannot be contacted, a law enforcement officer may be brought to the scene to ensure the safety of student and staff, and to minimize disruption of the educational environment.

### **Consequences for unacceptable behavior**

Indigo Hill School is a community, and the rules and regulations of a school are the laws of that community. The right to a public education is not absolute; it may be taken away, temporarily or permanently, for violation of school rules. Minimum mandatory consequences have been established and must be expected for any violation. IHS will make a good faith effort to notify the parents or legal guardian of the student in any circumstances where the school's disciplinary response will necessitate law enforcement. Administrators may impose consequences beyond those identified as minimum mandatory.

### **ACTIONS SUBJECT TO DISCIPLINARY ACTION**

**Disruption of the Educational Process.** Students may not disrupt the educational process, and disruption of the educational process is an infraction and is subject to disciplinary action. The following is a list of actions that disrupt the educational process. Prohibited behaviors include but are not limited to: excessive public displays of affection, running or shouting in the building, disruptive behavior, littering, loitering, failure to follow teacher directives, bullying, harassment, cheating, spreading rumors, internet/technology misuse, possession/creation/use of projectiles, fighting, rough play/horseplay, aggressive behavior, profanity, defacement of property, theft, leaving a classroom without permission, disrespectful behavior, providing false information, and violating bus, classroom, field trip or event rules and regulations.

Indigo Hill School's policy does not attempt to set societal standards. The criterion used for defining unacceptable behavior is whether or not it has the potential to disrupt the educational process. These guidelines follow municipal and state guidelines.

This list is not all-inclusive; acts of misconduct not specified may also be subject to discretionary action by appropriate school personnel. Disruption of the education process can include:

- Absences, Excessive Gang-Related Activity
- Arson, Category I and II General Disruptive Conduct
- Assault/Bullying Language, Profane/Abusive
- Assault, Aggravated Materials, Obscene, Threats
- Battery, Aggravated Paraphernalia Possession
- Battery/Fighting Robbery
- Bomb Threat/False Alarm Sexual Harassment
- Bus Disruption (Field Trips) Tardy, Excessive
- Controlled Substance, OTC Medications, Possession/Use Theft
- Defiance of School Personnel/Authorities Tobacco, Possession/Use
- Dress Code Violation Trespassing/Unauthorized presence
- Extortion Vandalism
- Firearm Possession/Use Weapon Possession/Use

**SUBSTANCE ABUSE AND TOBACCO POLICY.** The Substance Abuse and Tobacco Policy is in effect

twenty-four hours a day, seven days a week, at all times/locations from the first day of fall sports practices to the end of the school year. Violation of the substance abuse and tobacco policy can be the subject of disciplinary action.

**CLOSED CAMPUS.** Students may not leave campus during the school day (this includes lunch-time) without documented (written or verbal) permission from parents or guardians. Violation of the closed campus policy may be considered an infraction and subject to disciplinary action.

#### **INTERVENTIONS/CONSEQUENCES AT INDIGO HILL SCHOOL.**

Administrators and teachers will utilize the progressive discipline procedures and options specified in the Family & Student Handbook. The following sequence of interventions is designed to accommodate existing learning and developmental differences of students associated with any violation of the Indigo Hill School Student Code of Conduct:

- Level I Interventions/Consequences

Action administered by the Classroom Teacher or Aide.

- Level II Interventions/Consequences

Action administered by Lead Teacher or Office Personnel.

- Level III Interventions/Consequences

Action administered by the Principal or Designated Administrator.

Adherence to the school-wide rules of Indigo Hill School is expected. Failure by students to behave as required will result in specific Interventions/Consequences for unacceptable actions(s). Any student assigned to After School Detention (ASD), In-School Suspension (ISS), or Out of School Suspension (OSS) will be ineligible to participate in any extracurricular activities (dances, sports activities, etc.) on the day(s) when the punishment is being served. Students receiving these consequences may also be

ineligible for school-wide or grade level field trips or incentives. Behavior related to a child's disability will be managed in a manner consistent with applicable laws and regulations.

**ZERO TOLERANCE.** The School follows a zero tolerance policy on behaviors and actions that have the potential to inflict bodily injury or create an unsafe environment. **Automatic suspensions** will be given for these types of infractions. Administration will take into consideration age and the developmental level of students when making determination as to the type and intensity of the consequences.

**MULTIPLE REFERRALS.** Indigo Hill School is committed to creating a safe learning environment free of disruption and distraction. When behaviors concerns continue to occur after interventions it may have the potential to be progressively more serious and/or problematic warranting a higher level of intervention.

**Students will receive increasing severe consequences for infractions even if they are of a less severe nature. Note: A specific conduct violation may require administrative intervention regardless of the number of times it has occurred.**

#### **DISCIPLINARY CONSIDERATIONS FOR SPECIAL EDUCATION STUDENTS.**

- Special education students are not immune from the district's disciplinary process once placement procedures are properly followed. Since the exclusion of a student with a disability from his/her education program for more than a total of ten (10) days during a school year may constitute a significant change in placement, the following considerations must be addressed:
- When considering long-term suspension or expulsion, an Individualized Education Program (IEP) Team must first determine whether the behavior of concern is a manifestation of the student's disability and whether his/her program is appropriate.
- If the IEP team determines both that the behavior is not a manifestation of the student's disability and that the student's program is appropriate, disciplinary actions may be taken in accordance with the procedures in this handbook.
- Should the disciplinary procedures include long-term suspension or expulsion, the district must continue to provide the educational services defined in the IEP.
- If the IEP Team determines either that the behavior is related to the student's disability or that the student's program is not appropriate, and then the student may not be suspended and must receive an appropriate program.
- Any suspension that excludes a student from his/her IEP services must be counted when calculating the total number of suspension days (10 consecutive days or a series of suspensions that constitute a change in placement).
- The decision to remove a student from his/her IEP services must be made on an individual basis.
- Procedural safeguards outlined in the New Mexico Department of Education Standards for

Excellence in Compliance Manual ensure that parental due process rights are afforded.

- All federal guidelines regarding the provision of education continuation services for suspended special education students will be followed.
- Special education students are entitled to a due process hearing.

#### **STAFF ACTIONS FOR INFRACTIONS**

**(The following actions may be taken depending on the infraction and specific circumstances surrounding the infraction)**

**Student Referrals/Incident Report.** From time to time, an incident may occur that, while it is critical to note in a student's discipline file, does not necessarily lead to a referral or clear punishment/consequence. In these instances will be filled out as an Incident Report on the Referral Form and filed with the front office. Incidents appropriate for this form may include a brief discussion between a parent and teacher about a concern regarding a student's behavior, or a student who has been repeatedly accused of bullying another student but no direct evidence exists, etc. The Incident Report will be reviewed and noted by the Administrator in charge of discipline and placed in the student's file.

**Student Success Contracts.** The student may be asked to enter into a Student Success Contract to ensure the student's continued success at the school. In a Student Success Contract,

- Student commits to more positive behavior in the form of a written contract;
- Student may be assigned school or community service;
- The principal or designee will determine terms of the contract; and
- Students may be taken to a long-term suspension hearing for contract violation.

**Referrals.**

- Student may be referred to School Assistance Team, school counselor, or school mental health team. School authority may refer students to a variety of appropriate professionals within the school setting for intervention.
- Student and school authority may call parent/guardian to discuss problem and solution.
- Student may be referred to counselor or outside agencies.
- Student may be formally referred for legal action.

**Removal from Class.**

- Student may be removed from class or activity but remains at school pending conference with appropriate school personnel.
- Student may be placed in an alternative educational setting until satisfactory resolution is reached.
- Student may be suspended from school for no more than one (1) day, pending parent conference.
- The authority of the schools is to supervise and control the conduct of students and includes the authority to impose reasonable periods of detention during the day or outside normal school hours, as disciplinary measures.
- Reasonable periods of detention may be imposed with the procedures for Short-term suspension. The removal from setting to an alternative supervised area and/or loss of privileges.

**COMMUNITY SERVICE.** Student may engage in reasonable and appropriate activities that constitutes restitution for an infraction.

**IN-SCHOOL SUSPENSION.** The removal from setting and/or loss of privileges to an alternative supervised

area. Students are responsible for keeping their class work current.

- Involves community service on campus
- 1 – 10 school days at administrator's discretion
- Student will be allowed to make-up class work, homework, quizzes, etc.
- Students may or may not be allowed to participate in extracurricular/co-curricular activities/athletics during days of in-school suspension, at the discretion of the administrative authority
- Parent/administrator contact and disciplinary notice issued.

**SUSPENSION OF EXTRA-CURRICULAR PRIVILEGES.**

- Students may be removed, at the discretion of the principal, from any part or all of extra-curricular

privileges for time periods up to one (1) full calendar year.

- Participation in extra-curricular activities is a privilege offered to and earned by students.
- Because participants are serving as representatives of their school and community, their conduct is expected to exemplify high standards at all times.
- Participants are expected to adhere to higher standards of academics and conduct than established for the general school population in order to maintain their extra-curricular privileges.

**SUSPENSION.** A suspension is the removal of a student from a class or classes and all school-related activities for any period of time. The school administration must provide written notification to each of the student's teachers and to the student's parents/legal guardians within one (1) school day of imposing any form of suspension. The school administration must keep on file a copy of the notification for any suspension occurring during a school year. The principal of the school is responsible for notification, compliance and documentation at his/her school. Copies of suspension notification may be discarded at the beginning of each academic year for prior year actions, except for any long-term suspensions or expulsions still in effect.

**SHORT-TERM SUSPENSION.** Short-term suspension will be at the discretion of the School Administrator and will address behaviors that disrupt the educational process. Administrators may impose Interventions/Consequences beyond the minimum mandatory in order to maintain the safety and security of the school population. Short-term suspension will be limited to no more than five (5) days, only one (1) of which can be out of school.

**LONG-TERM SUSPENSION occurs as a result of a recommendation by a hearing officer at a Disciplinary Due Process Hearing.** Long-term suspension is defined as the removal of a student from instruction and all school-related activities for more than ten (10) days and up to the balance of the semester. A student must be given the opportunity for a due process hearing prior to the suspension. A student with an identified disability may not be suspended in excess of ten school days, cumulative, without an IEP review to determine whether the student's IEP is appropriate and whether the behavior(s) in question is a manifestation of the student's disability. The burden of proving that the student violated a provision of the Student Handbook to the degree a student must be suspended is the responsibility of school authorities. The student may, at his/her own expense, choose to be represented by an attorney at the hearing. At the Principal's discretion, students may be suspended pending a due process hearing.

#### **Procedure for Long-Term Suspension through the Hearing Process**

- A. Parent and student must be advised of all the charges both orally and in writing a minimum of five (5) days prior to the scheduled hearing. The written notice should be on the form "Notice of Discipline and/or Anticipated Temporary or Long-Term Suspension".
- B. Hearings will be scheduled through the Executive Director/Principal. Hearings must be scheduled within ten (10) working days of the notice of discipline being sent to the parents.
- C. If the hearing will require the services of an interpreter, including sign language, IHS will work with parents to arrange such services in a timely manner.
- D. IHS must present copies of the following information to the hearing officer during the hearing.
  1. The copy of the "Notice of Discipline and/or Anticipated Long-Term Suspension."
  2. Report of current grades, current attendance, and class progress reports.
  3. Written witness reports, incident reports, and school police reports.
  4. Current IEP Committee report for special education students, inclusive of IEP documents related to the requested action.
  5. Student Assistance Team review reports and/or 504 plan reviews, if applicable.

6. Copies of all reports will become part of the official hearing record. Failure to provide these documents may result in student reinstatement.
7. Hearings will be scheduled through the Executive Director/Principal. Hearings must be scheduled within ten (10) working days of the notice of discipline being sent to the parents.
8. Copy of arrangement notice that services of an interpreter will be required for the hearing.

#### **Procedures for Long-Term Suspension When Parents Waive the Right to Hearing**

1. The Executive Director/Principal or designee must advise parents and student of the charges orally and in writing.
2. The IHS Executive Director/Principal must advise parents of their right to a hearing. They must explain the hearing procedure and they may not state or imply that requesting a hearing will increase the likelihood of a more severe penalty.
3. The IHS Executive Director/Principal must explain to the parents that the student will not be allowed to attend IHS and/or an APS' school while he/she is suspended.
4. The IHS Executive Director/Principal must advise parents of students with an identified disability of the availability of alternative continuation services during the term of the suspension.
5. Parents must sign the request to waive the due process hearing.
6. The IHS Executive Director/Principal must advise parents and the student regarding possible education alternatives during the term of the suspension.
7. The IHS Executive Director/Principal must attach documentation of parent contacts and intervention to the copy of the "Notice of Discipline and/or Anticipated Long-Term Suspension" form.
8. IHS must maintain reports on all long-term suspensions on the discipline summary report each 20-day reporting period.

**EXPULSION occurs as a result of a recommendation by a hearing officer at a Disciplinary Due Process Hearing.** Expulsion is the removal of a student from Indigo Hill School for a period exceeding one (1) semester. In some cases, expulsion may be a permanent removal from school. When appropriate, a student who is expelled may be placed in an alternative program. A secondary student receiving an expulsion will lose credit for the semester in which the expulsion occurs, unless the student is engaged in an alternative program. A student must be given a due process hearing prior to expulsion. The student may, at his/her own expense, choose to be represented by an attorney at the hearing.

**REIMBURSEMENTS/RESTITUTION.** Restitution will be sought from anyone for damage or theft of personal or school property. This includes damage to the school facilities, i.e. bathrooms, lockers, desks, etc. – damage or loss of school textbooks materials, and supplies for which student and parents are responsible; or damage to personal property of school employees or students or school neighborhood residents. Such matters may be referred to the police or other legal authority for further action.

**REFERRAL FOR LEGAL ACTION.** Evidence of any illegal act or action by a student will be forwarded to the appropriate authority or law enforcement agency, i.e. police, sheriff, county, city, state or federal ordinance.

#### **ACTIONS THAT MAY RESULT IN SUSPENSION STUDENTS CAN BE SUSPENDED FOR THE FOLLOWING:**

##### **a) WEAPONS**

- Use of or threatening with a firearm, knife, explosive, or other object, even if manufactured for a nonviolent purpose, that has a potentially violent use, or any look-alike” object that resembles an object that has a potentially violent use, with intent to cause bodily harm. *This specifically includes*

*“look-alike” guns and knives, such as toys.*

- Sale or furnishing of weapons (gun, sharp object, club, or an object that could inflict serious bodily injury).

**b) ARSON – Category II**

- Starting a fire resulting in damage to property over \$100.00 to property.
- Starting a fire resulting in injury to a person.

**c) DRUG DEALING OR DISTRIBUTION**

- Possession with intent to distribute alcohol or drugs, other illegal substances or look-alikes.
- Use and/or possession of drugs, alcohol, or any intoxicant.

**d) SEXUAL OFFENSES**

- Committed or attempted to commit sexual assault or sexual battery (see aggravated assault).
- Repeated sexual harassment including but not limited to unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature that can be deemed as a threat.

**e) ACTS OF VIOLENCE**

- Cause or attempt to cause physical injury to a staff member
- Bomb threats
- Repeated fighting
- Causing physical harm to another person
- Rioting or gang fighting

**f) FIREARMS**

- Possession, selling or otherwise furnishing a firearm or firearm look-alike.
- Possession of any explosive device as defined in the Gun Free Schools Act.
- The Gun Free Schools Act provides for a mandatory expulsion of one calendar year for students who are determined to have brought a firearm to school, subject to modification on a case-by-case basis.

**g) USE AND/OR POSSESSION OF CONTROLLED/ILLEGAL SUBSTANCES, ALCOHOL, AND**

**TOBACCO PRODUCTS**

- First Offense – Out of school suspension and loss of privilege to participate in extracurricular activities for a time period to be determined by sponsor and administration.

- Second Offense – Suspension pending referral to Disciplinary Hearing
- All Offenses - Possible Legal Action, Long-term Suspension and/or Expulsion.

**h) SALE OR DISTRIBUTION OF CONTROLLED/ILLEGAL SUBSTANCE**

- First Offense – Out of school suspension and loss of privilege to participate in extracurricular activities for a time period to be determined by sponsor and administration.
- Second Offense – Suspension pending referral to Disciplinary Hearing
- All Offenses - Possible Legal Action, Long-term Suspension and/or Expulsion.

**i) CONTRACT VIOLATION** The student’s refusal to comply with expectations, policies, and procedures as set forth in a Student Success Contract and agreed upon by student, parent, and school representative.

**GLOSSARY OF TERMS**

**1. Absences, Excessive** Attendance that falls below 95% in a grading period (approximately 5 days out of a 9-week period).

**2. Arson** Maliciously, willfully and/or neglectfully starting, by any means, a fire or causing an explosion on school property or at any school-related activity.

*Category I* – Deliberately, or with reckless disregard, starting a fire with resulting expense under \$100.00.

*Category II* – Deliberately, or with reckless disregard, starting a fire resulting in damage over \$100.00 to property or resulting in injury to a person.

**3. Assault/Bullying** Any act or speech that subjects persons to indignity, humiliation, intimidation, physical abuse or threat of physical abuse, social or other isolation, shame, or disgrace.

I. Reported – incidents are reported by a student, but no direct evidence exists.

II. Observed – Witnessed incidents or evidence of incident exists.

**4. Assault, Aggravated** Intending or performing assault and battery with a weapon, instrument or any means of force likely to produce bodily injury. This category includes sexual assault and/or offenses.

**5. Battery, Aggravated** Employing hostile contact with any kind of weapon or causing great bodily harm.

**6. Battery/Fighting** Employing hostile contact in which at least one party has contributed to a situation by verbal action and/or bodily harm.

**7. Bomb Threat and/or False Alarm**

*Bomb Threat* – Falsely and maliciously stating to another that a bomb or other explosive has been placed in such a position that person/s or property are likely to be injured or destroyed.

*False Alarm* – Interfering with the proper functioning of a fire alarm system or giving a false alarm, whether by means of a fire alarm or otherwise.

**8. Bus Disruption** Deliberately or inadvertently interfering with the safe operation of a school bus which is stopped or moving; behaving in a manner adversely affecting an individual or any property on or near the bus itself, at bus stops or at pick-up areas.

**9. Cell Phones** violation of Cell Phone Use & Registration Agreement. Also see Nuisance Items. Misuse of cell phones and other forms of technology could include, but not be limited to the unauthorized taking of pictures, cheating, invading privacy, etc.

**10. Cell Phone used for Gang Activity** the use of the cell phone to call or solicit students and/or non-students for gang-related activities.

**11. Contract Violation** the student's refusal to comply with expectations, policies, and procedures as set forth in a Student Success Contract agreed upon by student, parent, and school representative. Contract conferences occur when as student returns from suspension.

**12. \*Controlled Substance, Paraphernalia Possession\*\*\*** Possessing any paraphernalia, such as, but not limited to rolling paper, lighters, pipes or bongs.

**13. \*Controlled Substance, Possession\*\*\*** Possessing any substance capable of producing a change in behavior or altering a state of mind or feeling; having a "look-alike,"\*\*a substance that looks like a controlled substance.

**14. \*Controlled Substance, Sale or Distribution** Selling or distributing a substance capable of producing a change in behavior or altering a state of mind or feeling; including a "look-alike,"\*\* or an item sold as a controlled substance.

**15. \*Controlled Substance, Use.** The physical, mental, or emotional impairment of personal faculties caused by the use of marijuana, hallucinogenic drugs, other abuse prone drugs, counterfeit drugs, "lookalike", controlled substances or any substance with an intoxicating effect.

Definition of substance with intoxicating /addictive effect:

A. A substance such as, but not limited to, permanent markers, hair spray, vanilla, liquid paper, gasoline, or caffeine pills used to produce an intoxicating effect.

B. Drugs prescribed by the student's physician that are being taken according to the discretion of the prescription are exempt under this policy. NOTE: Such prescribed medications are to be kept in the health office and taken under the supervision of school personnel. Refer to School Medication Procedures.

**16. Defiance of School Personnel/Authorities** Refusing to comply with any reasonable demand or request by any school official or sponsor at places and times where school personnel have jurisdiction. This includes falsely identifying oneself, the use of profane or abusive language (oral or written) which is

crude, insulting, or irreverent.

**17. Expulsion** The removal of a student from all regular schools for a period exceeding one (1) semester. In some cases expulsion may be a permanent removal from this school system.

**18. Extortion** Using intimidation or the threat of violence to obtain money, information or anything else of value from another person.

**19. Firearm, Possession** Possession of any weapon which will or is intended to propel a projectile by the action of an explosive; this may include “look-alikes” starter gun, firearm muffler, firearm silencer, or any destruction device. In compliance with Federal Gun Free Schools Act, any student found to be in violation of this policy due to possession of a firearm, as defined in this policy, shall at a minimum be expelled from school for a period of not less than one year (365 days).

**20. Gang-Related Activity** Gang-related activity can be intimidating to students, faculty and staff and is disruptive to the educational process. Although this list is not all-inclusive, examples of inappropriate and unacceptable behaviors are such things as gang graffiti on school property and/or other items, intimidation of others, gang fights and/or initiation rituals, wearing gang attire or “colors.” A “gang” can be any group of students and/or non-students whose group behavior is threatening, delinquent or criminal. Since gang behavior, markers and colors are variable and subject to rapid change, school administrators and staff must exercise judgment and their individual discretion, based upon current circumstances in their neighborhood schools when evaluating gang-related activity.

Gang-related indicators that will be considered should include:

- The student associating with admitted or known gang members.
- The student wearing attire consistent with gang dress.
- The student displaying gang logos, graffiti and/or symbols on personal possessions.
- The student displaying gang hand signs or signals to others.
- The student talking about gang activities to others.

**21. General Disruptive Conduct** Willful conduct which materially and in fact disrupts or interferes with the operation of the public schools and the orderly conduct of any public school activity, including individual classes; or leads an administrative authority reasonably to forecast that such an interruption or interference is likely to occur unless preventive action is taken. *Level of intervention is subject to staff discretion.* For example:

- Failing to provide/surrender school identification to any public school personnel or activity sponsor upon demand.
- Knowingly and deliberately failing to comply with any legal and/or official rule or regulation designed by or provided by a teacher, principal, faculty member or other public school official at any time, whether the rule is designed for the classroom, the campus in general or any other location or facility involving a school-related activity.
- Being dressed in a manner that is disruptive to the educational process.
- Cheating.
- Gambling.
- Poor Sportsmanship

**22. Language, Profane and/or Abusive** Using language (oral or written) which is crude, offensive, insulting or irreverent; use of coarse words to show contempt or disrespect; swearing.

**23. Materials, Obscene** Displaying material that is indecent and has the potential of being disruptive.

**24. Nuisance Items** Any item that disrupts the educational process (cell phones, CD players, radios, video games)

**25. Public Displays of Affection** Inappropriate physical contact (discretion of school staff).

**26. Restitution** Compensation for loss or damage.

**27. Robbery** Taking of property of another through means of force or fear.

**28. Search, Minimally Intrusive** Emptying of pockets, searches of student backpacks and purses, removal of hats, socks and shoes, conducted by any certified school employee, school security officer, campus security aide, or school bus driver.

**29. Search, More Intrusive** Pat downs and/or frisks, conducted by an authorized person of the same sex as the student being searched.

**30. Search, Most Intrusive** A strip search shall be conducted only upon *individualized reasonable suspicion* of a serious crime or a safety concern and shall be conducted by a school administrator of the same sex and in the presence of another authorized person of the same sex.

**31. Sexual Assault** An unlawful attempt to threat to do harm of a sexual nature. Threatening physical harm to another or causing a present fear of imminent danger to the person by use of threats, gestures, verbal assaults, instigation of a sexual nature.

**32. Sexual Battery** Inappropriate or unwanted touching of a sexual manner. The unlawful use of force of a sexual nature upon another person.

**33. Sexual Harassment** Sexual harassment is a form of gender discrimination as defined in Title IX of the

Education Amendments of 1972. Sexual harassment is a violation of federal law. Examples of sexual harassment include but are not limited to the following: sexual assault, unwanted touching, inappropriate comments or conversation, certain non-verbal behaviors and gestures which threaten or belittle others on the basis of gender.

**34. Tagging or Graffiti** Defacing, writing on or marking up school or personal property not related with media not limited to markers, paints, pencil, or pens.

**35. Tardy, Excessive** Student is not in the class or assigned activity when it is scheduled to begin on a habitual basis.

**36. Theft I** Unauthorized possession and/or sale of property of another's property without consent of owner (items less than \$50 monetary value).

**37. Theft II** Unauthorized possession and/or sale of property of another without consent of owner (items of monetary value more than \$50).

**38. Tobacco Possession\*\*\*** Possession of tobacco anywhere on a school campus or at a school related event is prohibited. In addition, students found in possession of tobacco products are subject to the provisions of the Substance Abuse and Tobacco Policy.

**39. Tobacco Use** Using any form of tobacco is prohibited. In addition, students using any form of tobacco are subject to the provisions of the Substance Abuse and Tobacco Policy.

**40. Trespassing/Unauthorized Presence** Entering or being on school grounds or in a school building without authorization.

**41. Truancy** Any absence that does not fit into the prescribed school guidelines or is not school related. Leaving campus during school hours without appropriate approval from designated authority.

**42. Vandalism** Deliberately or maliciously destroying, damaging and/or defacing school property or the property of another individual.

**43. Weapon Possession\*\*\*** Possessing a weapon such as but not limited to: a firearm, any type of gun, knife, club, explosive, spiked wrist band, chains or other item that may cause or is intended to cause injury or death. This specifically includes "look-alike" guns and knives, such as toys. Indigo Hill School forbids the possession, custody, or use of weapons by students or unauthorized personnel in or around school property. This policy is enacted so as to conform to the Federal Gun Free Schools Act of 1995, 33 U.S.C. 3351 (a) (1).

**44. Weapon Use** Use of any weapon (firearm, knife, explosive, or other object, even if manufactured for a nonviolent purpose, that has a potentially violent use, or any look-alike" object that resembles an object that has a potentially violent use) to threaten, intimidate, attack, injure or kill any person.

*\*Any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage or intoxicant or any kind.*

*\*\*"Look-alikes" are specifically included whether or not they are capable of producing a change in behavior or altering a state of mind.*

*\*\*\*"Possession," as used herein, includes not only possession on one's physical person, but also custody and control. Thus, a student may be found in possession of any item if the item is in the student's backpack, locker, car or elsewhere, if subject to the student's custody and control.*

## **Indigo Hill School Anti-Bullying Policy**

**Indigo Hill School** believes that providing an educational environment for all students, employees, volunteers, and families, free from harassment, intimidation, or bullying supports a total learning experience that promotes personal growth, healthy interpersonal relationships, wellness, and freedom from discrimination and abuse. Therefore, harassment, intimidation or bullying are forms of dangerous and disrespectful behavior that cannot be tolerated. Indigo Hill School will not ignore behavior that is damaging to oneself and others.

### **Definitions**

1. "Bullying" means any repeated and pervasive written, verbal or electronic expression, physical act or gesture, or a pattern thereof, that is intended to cause distress upon one or more students in the school, on school grounds, in school vehicles, at a designated bus stop, or at school activities or sanctioned events. Bullying includes, but is not limited to, hazing, harassment, intimidation or menacing acts of a student which may, but need not be based on the student's race, color, sex, ethnicity, national origin, religion, disability, age or sexual orientation.
2. "Harassment" means knowingly pursuing a pattern of conduct that is intended to annoy, alarm or terrorize another person.
3. "Disability Harassment" is defined as intimidation or abusive behavior toward a student based on disability that creates a hostile environment by interfering with or denying a student's participation in or receipt of benefits, services, or opportunities on campus or at school activities and events.

Harassment and Disability Harassment include but are not limited to:

- a. Verbal acts, teasing, use of sarcasm, jokes;
  - b. Name-calling, belittling;
  - c. Nonverbal behavior such as graphic or written statements;
  - d. Conduct that is physically threatening, harmful, or humiliating; or
  - e. Inappropriate physical restraint by adults.
4. "Racial Harassment" consists of physical or verbal conduct relating to an individual's race when the conduct:
    - a. Has the purpose or effect of creating an intimidating, hostile, or offensive academic environment;
    - b. Has the purpose or effect of substantially or unreasonably interfering with an individual's academic performance; or
    - c. Otherwise adversely affects an individual's academic opportunities.
  5. "Sexual Harassment" means any unwelcome sexual advances, requests for sexual favors, or other inappropriate verbal, written, or physical conduct of a sexual nature. Sexual harassment may take place under any of the following circumstances:

- a. When submission to such conduct is made, explicitly or implicitly, a term or condition of obtaining an education; or
  - b. Submission to or rejection of that conduct or communication by an individual is used to factor in decisions affecting that individual's education; or
  - c. That conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's education, or creating an intimidating, hostile or offensive educational environment.
6. "Hazing" means committing an act against a student, or coercing a student into committing an act, that creates a risk of harm to a person, in order for that student to be initiated into or affiliated with a student organization, or for any other purpose. Hazing includes but is not limited to:
- a. Any type of physical brutality such as whipping, beating, striking, branding, shocking, or placing a harmful substance on the body.
  - b. Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics or other activity that subject the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
  - c. Any activity involving the consumption of any alcoholic beverage, drug, tobacco product or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
  - d. Any activity that intimidates or threatens the student with ostracism, that subjects the student to extreme mental stress, embarrassment, shame, or humiliation, that adversely affects the mental health or dignity of the student or discourages the student from remaining in school.
  - e. Any activity that causes or requires the student to perform a task that involves a violation of state or federal law, or district policies.

### **Notice of Prohibition Against Bullying and Anti-Bullying Interventions**

1. The prohibition against bullying shall be publicized by including the following statement in the student handbook(s):

"Bullying behavior by any student in Indigo Hill School is strictly prohibited, and such conduct may result in disciplinary action, including suspension and/or expulsion from school. "Bullying" means any repeated and pervasive written, verbal or electronic expression, physical act or gesture, or a pattern thereof, that is intended to cause distress upon one or more students in the school, on school grounds, in school vehicles, at a designated bus stop, or at school activities or sanctioned events. Bullying includes, but is not limited to, hazing, harassment, intimidation or menacing acts of a student which may, but need not be based on the student's race, color, sex, ethnicity, national origin, religion, disability, age or sexual orientation that a reasonable person under the circumstances should know will have the effect of:

- Placing a student in reasonable fear of physical harm or damage to the student's property; or
- Physically harming a student or damaging a student's property; or
- Insulting or demeaning any student or group of students in such a way as to disrupt or interfere with the school's educational mission or the education of any student.

Students and parents may file verbal or written complaints concerning suspected bullying behavior to school personnel and administrators. Any report of suspected bullying behavior will be promptly reviewed. If acts of bullying are verified, prompt disciplinary action may be taken against the perpetrator, up to and including suspension and/or expulsion.”

2. Staff will be reminded at the beginning of each school year about the Anti-Bullying Policy, as well as their responsibilities regarding bullying behavior. A copy of the policy will be disseminated annually.
3. The Anti-Bullying Policy will be available on the Indigo Hill School website, along with all student, staff, and parent handbooks.

### **Reporting Intimidation, Harassment, or Bullying Behavior**

1. Any student who believes he/she has been the victim of harassment, intimidation, bullying, or hazing by a student or school personnel, or any person with knowledge or belief of such conduct that may constitute harassment, intimidation, bullying, or hazing toward a student should immediately report the alleged acts.
2. The report may be made to any staff member. The staff member will assist the student in reporting to the principal or other district personnel.
3. Teachers and other school staff who witness acts of bullying or receive student reports of bullying are *required* to promptly notify designated staff.
4. Reports should be done in writing using the Harassment, Intimidation, Bullying, or Hazing Complaint Form. A copy of this form will be submitted to the Safe Schools coordinator.
5. Principal Executive Director or designee is *required* to accept and investigate all reports of intimidation, harassment or bullying.
6. Principal Executive Director or designee is *required* to notify the parent or guardian of a student who commits a verified act of intimidation, harassment, or bullying of the response of the school staff and consequences that may result from further acts of bullying.
7. Nothing in this policy shall prevent any person from reporting directly to the office of the Superintendent.
8. Retaliation against an individual who either orally reports or files a written complaint regarding harassment, intimidation, bullying, or hazing or who participates in or cooperates with an investigation is prohibited.
9. The right to confidentiality, both of the complainant and the accused, shall be preserved consistent with applicable laws.

10. If harassment or bullying continues, the perpetrator will be immediately suspended and removed from the school, pending a hearing.
11. To the extent permitted under the Family Educational Rights and Privacy Act (FERPA) school staff is *required* to notify the parent or guardian of a student who is a target of bullying of the action taken to prevent any further acts of bullying.

### **Investigating Intimidation, Harassment, or Bullying Behavior**

The IHS, or their designee will appropriately and promptly investigate all reports of harassment, intimidation, bullying, or hazing. In determining whether the alleged conduct constitutes bullying, the totality of the circumstances, the nature of the conduct, the student's history, and the context in which the alleged conduct occurred will be investigated.

1. The administrator will make every effort to inform the parents/guardians of the victim and the accused of any report of harassment, intimidation, bullying, or hazing *prior* to the investigation taking place.
  2. The investigation shall consist of personal interviews with the complainant, the individual(s) against whom the complaint was filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of other methods or documents deemed relevant by the investigator.
  3. The district may take immediate steps to protect the complainant, students, teachers, administrators, or other school personnel pending the completion of an investigation.
  4. The investigation shall be completed as soon as possible. The principal (or investigator) shall make a written report to the Superintendent upon completion of the investigation. If the complaint involves the Superintendent, the report shall be filed directly with the New Mexico Public Education Department, Educator Ethics Bureau. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy. A copy of the completed report will be maintained by the district Safe Schools Coordinator. Verified acts of bullying shall result in intervention by the building Principal or his/her designee that is intended to ensure that the prohibition against bullying behavior is enforced.
1. Bullying behavior can take many forms and can vary dramatically in how serious it is, and what impact it has on the targeted individual and other students. Accordingly, there is no one response to bullying. While conduct that rises to the level of "bullying" as defined above will generally warrant disciplinary action against the perpetrator of such bullying, whether and to what extent to impose disciplinary action (detention, in and out-of-school suspension, or expulsion) is a matter for the professional discretion of the building Principal.

### **Consequences for Knowingly Making False Reports**

1. False charges shall also be regarded as a serious offense and will result in disciplinary action or other appropriate sanctions.

### **Anti-Bullying included in Health Education Curriculum**

"Health Education" is the instructional program that provides the opportunity to motivate and assist all students to maintain and improve their health, prevent disease, and reduce health related risk behaviors. It allows students to develop and demonstrate increasingly sophisticated health-

related knowledge, attitudes, skills, and practices. It meets the content standards with benchmarks and performance standards as set forth in 6.30.2.19 NMAC.

Bullying behavior is mentioned specifically in many areas of the Health Education performance standards, in all grade levels. All students need to be aware of bullying behavior beginning in Kindergarten and continuing throughout their school years. It imperative that students are comfortable with understanding, describing, and recognizing bullying behaviors, and then in the later grades being able to analyze those behaviors and role play refusal skills.

Our curriculum does recognize the importance of bully prevention skills in all grade levels.

### **Threats of Violence**

1. Threats of violence toward other students, school staff, or facilities generally are prohibited and may result in suspension or expulsion, regardless of whether the student has previously engaged in such conduct.
2. All employees and students are required to report evidence of threats of violence to their principal. Such reports shall be investigated by the principal or designee. All such reports shall be documented by the principal.
3. In cases of threats that may constitute a violation of criminal law, the principal, superintendent or designee shall notify law enforcement authorities.
4. Students who are charged with violation of this policy shall be placed on short-term suspension pending investigation of the charge(s). Those found, through a due-process hearing, to have violated this regulation shall be subject to discipline, including long-term suspension or expulsion. For Special Education students administrators will consult with the Director of Special Education regarding the appropriate process.

### **Resources**

1. New Mexico Public Education Department, School and Family Support Bureau – online <http://www.ped.state.nm.us> or phone: 505-827-1804.
2. Anti-Bullying Policy rule 6.12.7 NMAC.
3. School District Wellness Policy rule 6.12.6.6 NMAC.
4. New Mexico Youth Risk and Resiliency Survey – online at <http://www.health.state.nm.us/pdf/YRRS2003FinalReport.pdf> or <http://hsc.unm.edu/chpdp/projects/pyrrs.htm>.
5. Center for the Study and Prevention of Violence, University of Colorado- online at <http://www.colorado.edu/cspv/safeschools/bullying/overview.html>
6. Northwest Regional Education Laboratory, How to choose an Anti-Bullying Program <http://www.nwrel.org/request/dec01/choosingcreating.htm>
7. National Youth Violence Prevention Resource Center, Government approved resources on prevention, intervention, & stats <http://www.safeyouth.org/scripts/topics/bullying.asp>

8. The *Steps to Respect* program is a schoolwide curriculum to develop healthy relationships and decrease bullying behavior. Committee for Children  
<http://www.cfchildren.org/strf/strindex/>
9. Coloroso, Barbara (2003). *The Bully, the Bullied, and the Bystander*, New York, NY: HarperCollins Publishers.
10. Student Reports of Bullying: Results from the 2001 School Crime Supplement to the 2001 National Crime Victimization Survey, USDE, <http://nces.ed.gov/pubs2005/2005310.pdf>

## **Indigo Hill School Governing Board Member Principles of Commitment**

Serving on the Governing Board of the Indigo Hill School, a public charter school in the State of New Mexico, is an important and rewarding civic opportunity that benefits the entire community. By agreeing to Board service, each member commits to the following:

1. To commit to the Mission, Vision and Purposes of the Indigo Hill School Governing Board.
2. To read and follow the Indigo Hill School Governing Board's Conflict of Interest Policy.
3. To allocate sufficient time to this responsibility to ensure regular and consistent attendance at board and committee meetings, and to participate in Governing Board activities and projects to the fullest extent.
4. To read the Governing Board's Bylaws, to adhere to the rules of governance contained in those bylaws and to engage in required continuing education and learning activities relevant to the provision of effective board service.
5. To treat other Board members, Indigo Hill employees, and constituents with respect and to avoid any behavior that could be viewed as unprofessional, improper or discriminatory.
6. To hold all non-public information, such as employee and student information, in strict confidence, and to refrain from using confidential information disclosed in the course of board deliberations pertaining to contract, legal and real property matters for any purpose other than to advance the interests of the Indigo Hill School.
7. To refrain from any conduct that could undermine the Indigo Hill School Governing Board's standing in the community.

I have read and agree to the principles of commitment described in this statement.

\_\_\_\_\_  
Name

\_\_\_\_\_  
Date

## **Indigo Hill School Governing Board Conflict of Interest Statement No. XXX-X**

The Governing Board for Indigo Hill School is committed to the highest ethical standards. As a general matter, apparent and actual conflicts of interest must be avoided. Members of the Indigo Hill School Governing Board should avoid any action which could be interpreted as an improper use of their position. In order to ensure public confidence in the impartiality and independent judgment of charter school officials and to provide guidance concerning conflicts issues, the Governing Board adopts the following guidelines.

### **Direct Pecuniary Interest to Be Avoided**

A Governing Board member shall not have any direct pecuniary interest in a contract with the Charter School, nor shall a Governing Board member furnish directly any labor, equipment, or supplies to the Charter School with an expectation of financial reward.

### **Voting Restriction**

In the event a Governing Board member is employed by a corporation, business, or organization or has a secondary interest in such an entity which furnishes goods and services to the Charter School, the Governing Board member shall declare the interest and refrain from debating and voting upon the question of contracting with the entity, or voting on other transactions in which the corporation, business, or organization is seeking any benefit or relationship with the Charter School.

### **Public Information**

At the beginning of each fiscal year, each member of the Governing Board of Indigo Hill School shall submit to the board a list of corporations, organizations and/or businesses with which that board member is associated or is a member, officer, or employee. These lists shall be available for public inspection.

### **Nepotism**

A person who is the spouse, father, father-in-law, mother, mother-in-law, son, son-in-law, daughter, daughter-in-law, brother, brother-in-law, sister or sister-in-law ("immediate family") of a member of the Governing Board may not be recommended for employment in any capacity in the Charter School.

### **Prohibited Acts**

It is unlawful for a Governing Board officer, Governing Board member or Charter School licensed employee to take an official act for the primary purpose of directly enhancing a personal financial interest or position.

A Governing Board member or Charter School licensed employee shall not, directly or indirectly, solicit, sell or be a party to a transaction to solicit or sell a product or service to the school or district with which they are associated. This does not apply to a person making a sale in the regular course of business while complying with the procurement laws and rules of the State of New Mexico. No person shall sell or use a student, faculty or staff list with personal identifying information obtained from the District for

the purpose of direct marketing of goods or services except for legitimate educational purposes or with the authorized release of each individual on the list(s).

**LEGAL REFERENCES:**

Members of the Indigo Hill School Governing Board and Employees are to abide by the following N. M. State Statutes in order to avoid any conflict of interest during their term of office , or employment.

- 1 UNLAWFUL INTEREST IN A PUBLIC CONTRACT (N.M. STATE STATUES 30-32-6).
- 2 INTEREST IN CONTRACT BY BOARD MEMBERS OR EMPLOYEES PROHIBITED (N.M. STATE STATUES 21-1-17).
- 3 SALES BY BOARDS, OFFICERS, OR EMPLOYEES PROHIBITED; PARTIES TO CONTRACTS RECEIVING COMMISSION OR PROFIT; PENALTY. (N.M. STATE STATUES 21-1-35).
- 4 GIFTS (N.M. STATE STATUES 10-16-3).
- 5 DISQUALIFICATION - (N.M. STATE STATUES 10-16-4).
- 6 ACQUIRING FINANCIAL INTEREST (N.M. STATE STATUES 10-16-5).
- 7 CONFIDENTIAL INFORMATION - (N.M. STATE STATUES 10-16-6).

**Adopted: Month XX, 2013 Governing Board Policy Manual**

## Indigo Hill School Governing Board Draft Application 2013-2014

The Indigo Hill School appreciates your interest to serve as an Indigo Hill School Governing Board Member. As a governing board member you will be a designated member of a charter school Board of Finance in the State of New Mexico, and, as such, entrusted with critical and sensitive matters related to the charter school's operations, governance and finances. If you are approved to serve on an Indigo Hill Board, your role is to set policy, maintain the school's vision and/or mission, promote educational excellence through advocacy, visionary leadership, and high quality services to Indigo Hill School ("IHS") authorized public schools as well as to ensure that the school complies with its charter and applicable law. All Indigo Hill board members are expected by IHS to participate in board training offered by the university. Upon approval by the Indigo Hill School Governing Board, a board packet will be given to each newly appointed board member. All potential IHS Governing Board members are required to complete this application fully; please do not leave any blanks. All supporting documentation must be attached at the time of application.

The Indigo Hill School Governing Board requires each Public School Indigo Hill Board nominee to undergo a personal background check. Applications will **not** be processed, nor will a name be submitted to the Indigo Hill School Governing Board, without the results from the personal background check. For background check instructions, please see page 6.

**This application must be submitted with an original signature.**

Please print off and mail your completed application to:

Indigo Hill School

Executive Director Office

XXXXXXXXXXXXXXXXXX

XXXXXXXXXXXXXXXXXX

Telephone: (XXX) XXX-XXXX

Facsimile: (XXX) XXX-XXXX

You may also call our main office at (XXX) XXX-XXXX to receive an application by mail.

Indigo Hill School is an Equal Opportunity/Affirmative Action Institution (see <http://www.xxxxxxxxxxxx@xxx.com/>)

## Board Member Questionnaire

Please neatly print or type the following information:

I hereby request appointment to the \_\_\_\_\_ board of directors.

Name: \_\_\_\_\_

First Middle Last

Date of Birth: \_\_\_\_\_ Social Security Number: \_\_\_\_\_

Home Address: \_\_\_\_\_

Street Number County

City State Zip

Employer: \_\_\_\_\_ Position and Title: \_\_\_\_\_

Employer Address: \_\_\_\_\_

Street Number

City State Zip

Home Number: ( ) \_\_\_\_\_ Work Number: ( ) \_\_\_\_\_

Fax Number: ( ) \_\_\_\_\_ E-Mail Address: \_\_\_\_\_

Spouse's Name: \_\_\_\_\_

First Middle Last

Are you a United States citizen? Yes \_\_\_\_\_ No \_\_\_\_\_ Are you a New Mexico resident? Yes \_\_\_\_\_ No \_\_\_\_\_

Do you have children? If so, what are their ages? \_\_\_\_\_

Your Education Background \_\_\_\_\_

Employment Experience (for the past 3 years) \_\_\_\_\_

Do you hold any professional licenses? If so, please include name/numbers \_\_\_\_\_

What special skills could you bring to the public school Indigo Hill board? \_\_\_\_\_

Previous government appointments (if any) \_\_\_\_\_

## Personal Information

For the following questions, all “yes” answers require detailed responses. Use a separate sheet if necessary.

1. Government Experiences. List on a separate sheet any experience in, or association with, local, state or federal government (exclusive of elective public office but including advisory, consultative, honorary, or other part-time service or position), with dates of service.
2. Elective Public Office. List on a separate sheet all elective public offices sought and held with dates of service.
3. Honors and Awards. List on a separate sheet all scholarships, fellowships, honorary degrees, honorary society memberships, and any other special recognition for outstanding service or achievement.
4. Volunteer Experiences. List on a separate sheet all experience with volunteer organizations and positions held.
5. Miscellaneous. List on a separate sheet any additional points, including special skills that qualify you for this position.

- Instructions: If you answer “yes” to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

1. Do you know if any person or group who might take overt or covert steps to attack, even unfairly, your appointment? If yes, please identify and explain the basis for the potential.
2. Do you or your spouse have any contractual agreements with Indigo Hill School ?
3. Do you or your spouse have any ownership interest in any management company contracting with Indigo Hill School ?
4. Have you or your spouse guaranteed any loans for Indigo Hill School?
5. Will you or your spouse be leasing or selling any real property to the Indigo Hill School?
6. Will you or your spouse be employed at Indigo Hill School (either as an employee of Indigo Hill School or as an employee of a management company contracted by Indigo Hill School )?
7. Do you or your spouse sell any supplies, materials, equipment or other personal property to Indigo Hill School ?
8. Have you or your spouse provided any start-up funds to Indigo Hill School ?  
If so, how much? \_\_\_\_\_
9. Do you or your spouse, or other close family members have ownership, interest, whether directly or indirectly, in any corporation, partnership, association, or other legal entity which will enter into a contract with Indigo Hill School?  
\_\_\_\_\_ Yes \_\_\_\_\_ No  
\_\_\_\_\_ Yes \_\_\_\_\_ No  
\_\_\_\_\_ Yes \_\_\_\_\_ No  
\_\_\_\_\_ Yes \_\_\_\_\_ No  
\_\_\_\_\_ Yes \_\_\_\_\_ No  
\_\_\_\_\_ Yes \_\_\_\_\_ No  
\_\_\_\_\_ Yes \_\_\_\_\_ No  
\_\_\_\_\_ Yes \_\_\_\_\_ No
10. Do you currently serve as a public official? \_\_\_\_\_

11. Is there any other matter in which you are involved which is or may be incompatible or in conflict with the discharge of the duties of the position to which you seek to be appointed or which may impair or tend to impair your independence of judgment or action in the performance of the duties of that position?

\_\_\_\_\_ Yes \_\_\_\_\_ No

\_\_\_\_\_ Yes \_\_\_\_\_ No

### Additional Qualifications - Conflicts of Interest

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

1. Citations. Have you ever been cited for a breach of ethics for unprofessional conduct by, or been named in, a complaint to any court, administrative agency, professional association, disciplinary committee, or other professional group?

2. Convictions. Have you ever been convicted of or entered a plea of guilty or nolo contendere or forfeited collateral for any criminal violation other than a minor traffic offense? (Minor traffic offenses do not include the Michigan offenses of operating under the influence of liquor, operating while impaired, reckless driving, or the equivalent offenses in other states.)

3. Current Charges. Are you now under charges for any violation of law?

4. U.S. Military Convictions. Have you ever been convicted by any military court?

5. Imprisonment. Have you ever been imprisoned, been on probation, or been on parole?

6. Agency Proceedings: Civil Litigation. Are you presently, or have you ever been a party in interest in any administrative agency proceedings or civil litigation which is related in any way to the position to which you seek to be appointed?

7. Agency Proceedings and Civil Litigation of Affiliates and Family. Has any business in which you, your spouse, close family members or business associate are or were an officer, director, or partner been a party to any administrative agency proceedings or civil litigation relevant to the position to which you seek to be appointed? (With respect to this question, you need only consider proceedings and litigation that occurred while you, your spouse, close family member or business associate were an officer of that business.)

8. Other. Is there any other any additional information, favorable or unfavorable, which you feel should be considered in connection with your appointment?

\_\_\_\_\_ Yes \_\_\_\_\_ No

\_\_\_\_\_ Yes \_\_\_\_\_ No

\_\_\_\_\_ Yes \_\_\_\_\_ No

\_\_\_\_\_ Yes \_\_\_\_\_ No

\_\_\_\_\_ Yes \_\_\_\_\_ No

\_\_\_\_\_ Yes \_\_\_\_\_ No

\_\_\_\_\_ Yes \_\_\_\_\_ No

\_\_\_\_\_ Yes \_\_\_\_\_ No

## Ethical Matters

The following questions are designed to elicit information that will be used to assure that there is maximum diversity in the appointments that are made by the University Board. Responses by applicants are purely voluntary and no applicant should feel obliged to provide responses to any of the questions designated as optional.

Male/ Female \_\_\_\_\_  
Caucasian African American Mexican American \_\_\_\_\_  
Native American Asian American Other \_\_\_\_\_

Please submit three (3) character references:

Name \_\_\_\_\_ Relationship to you \_\_\_\_\_  
Telephone ( ) \_\_\_\_\_ How long have you known this person? \_\_\_\_\_  
Name \_\_\_\_\_ Relationship to you \_\_\_\_\_  
Telephone ( ) \_\_\_\_\_ How long have you known this person? \_\_\_\_\_  
Name \_\_\_\_\_ Relationship to you \_\_\_\_\_  
Telephone ( ) \_\_\_\_\_ How long have you known this person? \_\_\_\_\_

## References (required)

## Optional Information

I recognize that all information submitted with this application or gathered by Indigo Hill School as a result of this application becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold Indigo Hill School, its trustees, officers, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations or resulting from this application process.

I \_\_\_\_\_ certify that the information provided in this statement is, to the best of my knowledge, true and accurate.

Signature \_\_\_\_\_

Dated \_\_\_\_\_

## Personal Background Check Consent

A criminal records check must be conducted as a condition for appointment as a public official serving on the board of a public school Indigo Hill authorized by Indigo Hill School. This consent does not authorize nor will Indigo Hill School conduct a consumer credit check.

Information requested on this page will be used to conduct a criminal records check and will not be used to determine qualifications as a proposed public school Indigo Hill board member. This page will be removed prior to review of the information contained in the application.

Please print or type the following information:

1. Print or type your full name

\_\_\_\_\_  
(First) (Middle) (Last) (Jr., III)

2. Maiden Names/Previously Used Names:

\_\_\_\_\_  
3. Current address:

\_\_\_\_\_  
\_\_\_\_\_  
Former address: \_\_\_\_\_

\_\_\_\_\_  
4. Social Security Number: \_\_\_\_\_ -- \_\_\_\_\_ -- \_\_\_\_\_

5. Date of Birth: \_\_\_\_\_

Month Day Year

6. Driver's License Number: \_\_\_\_\_

7. Gender: \_\_\_\_\_ Male \_\_\_\_\_ Female

8. Race: \_\_\_\_\_ Caucasian \_\_\_\_\_ African American

\_\_\_\_\_ Hispanic \_\_\_\_\_ Asian

\_\_\_\_\_ Native American \_\_\_\_\_ Other (please specify)

By signing this document I acknowledge receipt of this disclosure and authorize Indigo Hill School to obtain a copy of my criminal records report.

I consent to the release of information concerning my criminal record, subject to any restrictions that I have included, to Indigo Hill School, its administrative office and its legal counsel. I specifically authorize Indigo Hill School to conduct a criminal records check on me with the applicable local, state and federal law enforcement agencies.

I will hold Indigo Hill School, its trustees, officers, employees or authorized agents harmless from liability for the disclosure of any information it reasonable believes is true based upon my representations or resulting from this criminal records check consent process.

By my signature I assert and certify that the information provided is, to the best of my knowledge, true and complete.

\_\_\_\_\_  
Signature Date

**PSFA LEASE APPLICATION  
CONFLICT OF INTEREST QUESTIONNAIRE – PRIVATE LANDLORD**

The following definitions apply to this Questionnaire:

- **“Interested party”** An employee of a school district or charter school who has authority to procure or make decisions regarding procurement, purchasing or contracting on behalf of the district or charter school or an employee who is in a position to influence such decisions; or a member of a district school board or charter school governing body (collectively referred to as “governing body), who has a direct or indirect financial interest, as defined below.
- **“Financial interest”** A person has a financial interest if the person has, directly or indirectly, through business, investment, or family relationship:
  - a. An ownership or investment interest in any entity with which the school district or charter school has a transaction or arrangement (e.g. a property lease),
  - b. A compensation arrangement with the school district or charter school or with any entity or individual with which the school district or charter school has a transaction or arrangement, or
  - c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the school district or charter school is negotiating a transaction or arrangement.
- **“Family Member”** means a spouse, father, father-in-law, mother, mother-in-law, son, son-in-law, daughter, daughter-in-law, brother, brother-in-law, sister or sister-in-law of a member of the governing body or the head administrator. NMSA 1978 §22-8B-10 (2009).

District/School Name: \_\_\_\_\_

Question 1: Briefly describe the property selection process and actions taken to ensure that the leased premises were in the best interest of the district/school. Address how the lease premises support the current or future space needs of the district/school and determination that the negotiated lease was at or below fair market value. \_\_\_\_\_

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Question 2: Are any of the parties to the Lease submitted to PSFA as part of your lease assistance application an “interested party” or an immediate family member of an interested party as defined by above? \_\_\_\_\_ Yes/\_\_\_\_\_ No. (If your answer to this question was, “No,” then skip Question 3 and proceed to Question 4)

Question 3: If your answer to Question No. 2 is “Yes,” then provide the following information regarding the Lease you submitted to PSFA.

- (a) Which party to the Lease has a financial interest? \_\_\_\_\_
- \_\_\_\_\_

(b) Describe the financial interest of the party identified in 3.(a). \_\_\_\_\_

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(c) Was the financial interest disclosed to the governing body prior to execution of the lease? \_\_\_\_\_Yes/\_\_\_\_\_No

(d) If you answered “Yes” to 3.(c), provide a copy of the governing body minutes of the meeting at which the financial interest was disclosed and/or any other documentation evidencing disclosure.

(e) If you answered “No” to 3.(c) explain why the financial interest was not disclosed prior to execution of the lease or whether some other consideration of the financial interest was made by the governing body or district/school employee executing the lease. \_\_\_\_\_

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(f) If the financial interest was not properly disclosed, describe possible remedies and justification of how the benefits of continuing the current lease outweigh the conflict. Describe any undue hardship that would result if this lease transaction was voided or reimbursement by the PSCOC was withheld. \_\_\_\_\_

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Question 4: Does your district/school have a written conflicts of interest policy and written disclosure of conflicts requirement? \_\_\_\_\_Yes/\_\_\_\_\_No. If yes, provide a copy of your policy.

Question 5: If you do not have a written policy addressing conflicts of interest, does your governing body or district/school have an internal rule or procedure that addresses entering into contracts with interested persons? \_\_\_\_\_Yes/\_\_\_\_\_No. If yes, provide a copy of the written rule or procedure.

## CERTIFICATION

The undersigned hereby certify that to the best of their knowledge the answers to this questionnaire are true and accurate, that if any of the answers to this Questionnaire change that the authorized representative of the district/charter school will notify the PSFA within thirty (30) days, and that

Check one:

- ☐ the lease and price negotiated for the property was in the best interest of the district/school and that there were no violations of any conflict of interest laws.
- ☐ a financial interest was not properly disclosed and the district/school requests an exception due to the undue hardship that will result to the district/school by avoiding the prohibited conflict when weighed against the public interest served.
- ☐ due to extenuating circumstances the district/school requests additional time to respond.

BY:

\_\_\_\_\_ DATE: \_\_\_\_\_

\_\_\_\_\_ DATE: \_\_\_\_\_

NMAC 6.80.4 (F.) Assurances that the charter school will be economically sound, including the submission of a proposed budget for the term of the charter and a description of the manner in which the annual audit of the financial and administrative operations of the charter school is to be conducted, and addresses the following:

(1) a proposed budget for year one and the following four (4) years based on the current unit value;

		YEAR 1			YEAR 2			YEAR 3			YEAR 4			YEAR 5		
1	Indigo Hill Charter	TOTAL REVENUES:	\$ (1,008,611.01)	Is Budget Balanced?:	TOTAL REVENUES:	\$ (1,221,929.53)	Is Budget Balanced?:	TOTAL REVENUES:	\$ (1,314,892.00)	Is Budget Balanced?:	TOTAL REVENUES:	\$ (1,278,213.77)	Is Budget Balanced?:	TOTAL REVENUES:	\$ (1,252,626.51)	Is Budget Balanced?:
	5-YR. OPERATING BUDGET PLAN - Operational Fund Only	TOTAL EXPENDITURES:	\$ 1,008,611.01	YES	TOTAL EXPENDITURES:	\$ 1,221,929.53	YES	TOTAL EXPENDITURES:	\$ 1,314,892.00	YES	TOTAL EXPENDITURES:	\$ 1,278,213.77	YES	TOTAL EXPENDITURES:	\$ 1,252,626.51	YES
	NM Public Education Department Charter School Application	Budget Difference:	\$ -		Budget Difference:	\$ -		Budget Difference:	\$ -		Budget Difference:	\$ -		Budget Difference:	\$ -	
		YEAR 1			YEAR 2			YEAR 3			YEAR 4			YEAR 5		
		Amount		Totals	Amount		Totals	Amount		Totals	Amount		Totals	Amount		Totals
Operating Revenue																
		Amount			Amount			Amount			Amount			Amount		
2	SEG Revenue	\$1,008,611.01			\$1,221,929.53			\$1,314,892.00			\$ 1,278,213.77			\$ 1,252,626.51		
GRAND TOTAL OPERATIONAL REVENUE				\$ 1,008,611.01			\$ 1,221,929.53			\$ 1,314,892.00			\$ 1,278,213.77			\$ 1,252,626.51
Operating Expenditures																
1. SALARIES AND BENEFITS																
Instruction		# of FTE	Amount	Totals	# of FTE	Amount	Totals	# of FTE	Amount	Totals	# of FTE	Amount	Totals	# of FTE	Amount	Totals
6	Teachers	8.00	\$ 352,000.00		9.00	\$ 400,500.00		10.00	\$ 450,000.00		10.00	\$ 455,000.00		10.00	\$ 460,000.00	
7	Instructional Assistants	2.00	\$ 38,000.00		2.00	\$ 40,500.00		2.50	\$ 51,250.00		2.50	\$ 52,000.00		3.00	\$ 63,000.00	
8	Department Chair	1.00	\$ 55,000.00		1.00	\$ 55,750.00		1.00	\$ 56,500.00		1.00	\$ 57,250.00		1.00	\$ 58,000.00	
9	Related Service Personnel	0.50	\$ 30,000.00		1.00	\$ 61,000.00		1.00	\$ 62,000.00		1.00	\$ 63,000.00		1.00	\$ 64,000.00	
10	Library/Media	0.00	\$ -		0.00	\$ -		0.00	\$ -		0.00	\$ -		0.00	\$ -	
11	Other (please specify)	0.00	\$ -		0.00	\$ -		0.00	\$ -		0.00	\$ -		0.00	\$ -	
SUBTOTAL INSTRUCTIONAL SALARIES		11.50	\$ 475,000.00		13.00	\$ 557,750.00		14.50	\$ 619,750.00		14.50	\$ 627,250.00		15.00	\$ 645,000.00	
Benefits-Instruction			\$ 137,750.00			\$ 164,536.30			\$ 182,826.30			\$ 188,175.00			\$ 193,500.00	
SUBTOTAL BENEFITS - INSTRUCTION			\$ 137,750.00			\$ 164,536.30			\$ 182,826.30			\$ 188,175.00			\$ 193,500.00	
Administration		# of FTE	Amount	Totals	# of FTE	Amount	Totals	# of FTE	Amount	Totals	# of FTE	Amount	Totals	# of FTE	Amount	Totals
13	Principal/Director	1.00	\$ 64,000.00		1.00	\$ 65,250.00		1.00	\$ 66,500.00		1.00	\$ 67,750.00		1.00	\$ 69,000.00	
14	Assistant Principal	0.00	\$ -		0.00	\$ -		0.00	\$ -		0.00	\$ -		0.00	\$ -	
15	Administrative Associates	0.00	\$ -		0.00	\$ -		0.00	\$ -		0.00	\$ -		0.00	\$ -	
16	Business Manager	0.80	\$ 40,000.00		1.00	\$ 50,750.00		1.00	\$ 51,500.00		1.00	\$ 52,250.00		1.00	\$ 53,000.00	
17	Business Office Support	0.00	\$ -		0.00	\$ -		0.00	\$ -		0.00	\$ -		0.00	\$ -	
18	Secretarial/Clerical	1.00	\$ 30,000.00		1.00	\$ 30,500.00		1.00	\$ 31,000.00		1.50	\$ 47,250.00		1.50	\$ 48,250.00	
19	Information Systems	0.00	\$ -		0.00	\$ -		0.00	\$ -		0.00	\$ -		0.00	\$ -	
20	Maintenance/Custodial	0.00	\$ -		0.00	\$ -		0.00	\$ -		0.00	\$ -		0.00	\$ -	
21	Other (please specify)	0.00	\$ -		0.00	\$ -		0.00	\$ -		0.00	\$ -		0.00	\$ -	
SUBTOTAL ADMIN SALARIES		2.80	\$ 134,000.00		3.00	\$ 146,500.00		3.00	\$ 149,000.00		3.50	\$ 167,250.00		3.50	\$ 170,250.00	
Benefits-Administration			\$ 38,860.00			\$ 43,217.50			\$ 43,955.00			\$ 50,175.00			\$ 51,750.00	
SUBTOTAL BENEFITS - ADMINISTRATION			\$ 38,860.00			\$ 43,217.50			\$ 43,955.00			\$ 50,175.00			\$ 51,750.00	
TOTAL SALARIES & BENEFITS		14.30		\$ 785,610.00	16.00		\$ 912,003.80	17.50		\$ 995,531.30	18.00		\$ 1,032,850.00	18.50		\$ 1,060,500.00
2. PURCHASED SERVICES																
Professional & Technical Services			Amount	Totals		Amount	Totals		Amount	Totals		Amount	Totals		Amount	Totals
24	Professional Development		\$ 2,000.00			\$ 2,750.00			\$ 2,750.00			\$ 2,750.00			\$ 2,750.00	
25	Related Services Contracts		\$ 6,025.00			\$ 26,750.00			\$ 28,250.00			\$ 19,000.00			\$ 13,275.00	
26	Auditing		\$ 22,750.00			\$ 23,500.00			\$ 25,500.00			\$ 25,500.00			\$ 25,500.00	
27	Legal		\$ 4,025.00			\$ 5,750.00			\$ 5,750.00			\$ 5,750.00			\$ 5,750.00	
28	Finance/Bookkeeping/Accounting		\$ 2,250.00			\$ 3,300.00			\$ 3,500.00			\$ 3,500.00			\$ 3,250.00	
29	Other Professional Services		\$ 48,375.00			\$ 69,550.00			\$ 64,050.00			\$ 52,050.00			\$ 23,050.00	
SUBTOTAL - PROFESSIONAL & TECHNICAL SERVICES			\$ 85,425.00			\$ 131,600.00			\$ 129,800.00			\$ 108,550.00			\$ 73,575.00	
Property Services			Amount	Totals		Amount	Totals		Amount	Totals		Amount	Totals		Amount	Totals
30	Maintenance & Repair		\$ 17,500.00			\$ 19,750.00			\$ 19,750.00			\$ 19,750.00			\$ 19,750.00	
31	Rental - Land and Buildings		\$ -			\$ -			\$ -			\$ -			\$ -	
32	Rental - Equipment & Vehicles		\$ 2,500.00			\$ 3,250.00			\$ 3,250.00			\$ 3,250.00			\$ 3,250.00	
33	Rental - Computers & Related Equipment		\$ 10,500.00			\$ 13,250.00			\$ 13,250.00			\$ 13,250.00			\$ 13,250.00	
34	Electricity		\$ 5,500.00			\$ 5,750.00			\$ 5,750.00			\$ 5,750.00			\$ 5,750.00	
35	Natural Gas/Propane		\$ 2,500.00			\$ 2,750.00			\$ 2,750.00			\$ 2,750.00			\$ 2,750.00	
36	Communication Services		\$ 1,500.00			\$ 2,525.00			\$ 2,525.00			\$ 2,525.00			\$ 2,525.00	
37	Water/Sewer		\$ 2,750.00			\$ 3,025.00			\$ 3,025.00			\$ 3,025.00			\$ 3,025.00	
SUBTOTAL - PROPERTY SERVICES			\$ 42,750.00			\$ 50,300.00			\$ 50,300.00			\$ 50,300.00			\$ 50,300.00	
Other Purchased Services			Amount	Totals		Amount	Totals		Amount	Totals		Amount	Totals		Amount	Totals
38	Employee Travel		\$ 1,000.00			\$ 1,250.00			\$ 1,250.00			\$ 1,250.00			\$ 1,250.00	
39	Student Travel		\$ 2,000.00			\$ 3,250.00			\$ 3,250.00			\$ 3,250.00			\$ 3,250.00	
40	Other Travel		\$ 500.00			\$ 750.00			\$ 750.00			\$ 750.00			\$ 750.00	
41	Other Contract Services		\$ 7,050.00			\$ 14,500.00			\$ 23,500.00			\$ 8,500.00			\$ 6,500.00	
42	Property/Liability Insurance		\$ 13,500.00			\$ 15,000.00			\$ 15,000.00			\$ 15,000.00			\$ 15,000.00	
43	Advertising/Marketing		\$ 15,750.00			\$ 15,750.00			\$ 12,000.00			\$ 5,250.00			\$ 4,500.00	
44	Board Travel & Training		\$ 2,050.00			\$ 2,500.00			\$ 2,500.00			\$ 2,500.00			\$ 2,500.00	
45	Transportation Contractors (SEG only - not Trans. Funds)		\$ -			\$ -			\$ -			\$ -			\$ -	
SUBTOTAL - OTHER PURCHASED SERVICES			\$ 41,850.00			\$ 53,000.00			\$ 58,250.00			\$ 36,500.00			\$ 33,750.00	
TOTAL - PURCHASED SERVICES				\$ 170,025.00			\$ 234,900.00			\$ 238,350.00			\$ 195,350.00			\$ 157,625.00

		YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5	
		Amount	Totals	Amount	Totals	Amount	Totals	Amount	Totals	Amount	Totals
3. SUPPLIES		Amount	Totals	Amount	Totals	Amount	Totals	Amount	Totals	Amount	Totals
46	Other Textbooks	\$ 500.00		\$ 1,000.00		\$ 1,500.00		\$ 1,525.00		\$ 2,025.00	
47	Software & Software Licences	\$ 10,750.00		\$ 18,750.00		\$ 20,250.00		\$ 20,250.00		\$ 15,050.00	
48	General Supplies & Materials	\$ 3,025.00		\$ 4,250.00		\$ 4,250.00		\$ 4,250.00		\$ 4,250.00	
49	Library & Audio/Visual	\$ 2,750.00		\$ 6,350.00		\$ 6,350.00		\$ 5,450.00		\$ 2,750.00	
50	Food* (for student nutrition purposes only)	\$ 2,025.00		\$ 2,500.00		\$ 2,500.00		\$ 2,500.00		\$ 2,500.00	
SUBTOTAL - SUPPLIES		\$ 18,550.00		\$ 32,850.00		\$ 34,850.00		\$ 33,975.00		\$ 26,575.00	
TOTAL - SUPPLIES			\$ 18,550.00		\$ 32,850.00		\$ 34,850.00		\$ 33,975.00		\$ 26,575.00
4. PROPERTY		Amount	Totals	Amount	Totals	Amount	Totals	Amount	Totals	Amount	Totals
51	Supply Assets (\$5,000 or less)	\$ 3,426.01		\$ 8,975.73		\$ 12,135.70		\$ 5,338.77		\$ 2,901.51	
52	Fixed Assets (more than \$5,000)	\$ 30,500.00		\$ 33,200.00		\$ 34,025.00		\$ 10,700.00		\$ 5,025.00	
SUBTOTAL - PROPERTY		\$ 33,926.01		\$ 42,175.73		\$ 46,160.70		\$ 16,038.77		\$ 7,926.51	
TOTAL - PROPERTY			\$ 33,926.01		\$ 42,175.73		\$ 46,160.70		\$ 16,038.77		\$ 7,926.51
GRAND TOTAL OPERATIONAL EXPENDITURES			\$ 1,008,111.01		\$ 1,221,929.53		\$ 1,314,892.00		\$ 1,278,213.77		\$ 1,252,626.51

Monte del Sol Charter School  
Teachers/School Counselor/Mentorship Coordinator  
Level 1 Licensure  
Salary Schedule

MdS Board Approval on 5/10/2011

INDIGO HILL CHARTER SCHOOL  
LEVEL ONE  
2013-2014

STEP	BA	BA + 15	BA + 45 or MA	MA + 15	MA + 45 or Ph.D
0	30,000	31,000	32,000	33,000	34,000
1	30,100	31,100	32,100	33,100	34,100
2	30,200	31,200	32,200	33,200	34,200
3	30,300	31,300	32,300	33,300	34,300
4	30,400	31,400	32,400	33,400	34,400
5	30,500	31,500	32,500	33,500	34,500
6	30,600	31,600	32,600	33,600	34,600
7	30,700	31,700	32,700	33,700	34,700
8	30,800	31,800	32,800	33,800	34,800
9	30,900	31,900	32,900	33,900	34,900
10	31,000	32,000	33,000	34,000	35,000
11	31,100	32,100	33,100	34,100	35,100
12	31,200	32,200	33,200	34,200	35,200
13	31,300	32,300	33,300	34,300	35,300
14	31,400	32,400	33,400	34,400	35,400
15	31,500	32,500	33,500	34,500	35,500
16	31,600	32,600	33,600	34,600	35,600
17	31,700	32,700	33,700	34,700	35,700
18	31,800	32,800	33,800	34,800	35,800
19	31,900	32,900	33,900	34,900	35,900
20	32,000	33,000	34,000	35,000	36,000
21	32,100	33,100	34,100	35,100	36,100
22	32,200	33,200	34,200	35,200	36,200
23	32,300	33,300	34,300	35,300	36,300
24	32,400	33,400	34,400	35,400	36,400
25	32,500	33,500	34,500	35,500	36,500
26	32,600	33,600	34,600	35,600	36,600
27	32,700	33,700	34,700	35,700	36,700
28	32,800	33,800	34,800	35,800	36,800
29	32,900	33,900	34,900	35,900	36,900
30	33,000	34,000	35,000	36,000	37,000

## Autism and Learning

Online College Advice-used with permission



# Cambridge Curricula and Assessment Description

For the Indigo Hill Charter School  
2012

# Cambridge International

- University of Cambridge International Examinations is the world's largest provider of international education programs and qualifications for 5–19 year olds. Cambridge qualifications are taken in over 160 countries and recognized by universities, education providers and employers across the world.
- Cambridge's mission is to deliver world-class international education through the provision of curricula, assessment and services. They are committed to extending access to the benefits of high-quality education around the globe. Their programs and qualifications develop successful learners and support the economic performance of countries where they work at national level.
- **Our programs and qualifications**
- Our international education [programs and qualifications](#) lead seamlessly from primary through secondary and pre-university years. We provide globally recognized qualifications including Cambridge IGCSE, Cambridge O Level, Cambridge International AS and A Level and Cambridge Pre-U, which open doors for learners worldwide.
- We also offer Cambridge Professional Development qualifications for teachers and trainers.
- **Where is Cambridge**
- More than 9000 schools offer Cambridge programs and qualifications. We operate in 160 countries across 6 regions: Americas, Asia Pacific, Europe, the Middle East and North Africa, South Asia, and Southern Africa. We have Cambridge representatives in every region.

# Quality Standards and Support

- **Developing successful teachers and learners**
- Well supported teachers can offer the best education possible and develop successful learners. We offer full support including training, events, teaching and learning resources, and membership of a global community.
- Together with schools, we aim to develop Cambridge learners who are confident, responsible, innovative and engaged. All our programs and qualifications follow a learner-centred approach.

# Governance of Cambridge

- **Governance**
- The Chief Executive of University of Cambridge International Examinations is a member of the Cambridge Assessment Group board. This is in turn governed by a Syndicate Committee with representatives of the University of Cambridge.

# Code of Practice

- The Code of Practice for Cambridge International is a detailed and lengthy code that describes the highest standards and ethics applied to student education and thoughtful assessment.

# Overview of Cambridge System

- [Cambridge for 5–19 years](#)
- [Cambridge Advanced](#)  
16-19 years
- [Cambridge International AS and A Levels](#)
- [Cambridge Pre-U](#)
- [Cambridge AICE Diploma](#)
- [Cambridge Secondary 2](#)  
14-16 years
- [Cambridge IGCSE](#)
- [Cambridge O Level](#)
- [Cambridge ICE](#)
- [Cambridge Secondary 1](#)  
11-14 years
- [Cambridge Secondary 1](#)
- [Cambridge Checkpoint](#)
- [ICT Starters](#)

# Our Objective is to not only use the Cambridge Curriculum but to become a certified Cambridge School

- **Why Cambridge?**
- **Becoming a Cambridge School is a way of showing your commitment to excellence in education.**
- It means you join a learning community of over 9,000 Cambridge schools in more than 160 countries.
- **We help you develop successful learners**
- We design our [education programs and qualifications](#) to help learners become confident, responsible, innovative and engaged.
- **Universities and employers all over the world recognize the value of Cambridge qualifications**
- Thousands of people every year gain places at the world's leading universities on the strength of their Cambridge qualifications - educational standards [reconized worldwide](#).
- **Cambridge puts your school in control**
- You know your learners best - that's why we design our programs and qualifications to be flexible and easy to introduce. You can choose all or part of our provision to suit your learners' needs, and you can run it alongside other programs. It is coherent from 5-19 years, leading seamlessly from primary to university entry.
- **Your teachers will have excellent support from Cambridge to help them in the classroom**
- Cambridge [teachers](#) can draw on curriculum guidance, teaching and learning resources, training and professional development.

# Framework for Cambridge Primary

- **Cambridge Primary curriculum frameworks**
- The Cambridge Primary curriculum frameworks identify a comprehensive set of learning objectives for English, Mathematics and Science for each year of primary education, which:
  - provide a natural progression through the six years of primary education
  - provide a valuable structure that focuses on what children should be able to do at each of the primary stages.

# Subjects and ESL/SPED Expectations

- [Primary English Curriculum Framework](#)(165Kb)
- [Primary Maths Curriculum Framework](#)(246Kb)
- [Primary Science Curriculum Framework](#)(135Kb)
- [Primary English as a Second Language Curriculum Framework](#) (190Kb)

# **Cambridge Stages 1-6 Recommend Resource List is Available for Framework as Needed**

- Schools which have registered for Cambridge Primary have free and unlimited access to the Cambridge Primary website. The site contains administration and support resources, including schemes of work for each part of Cambridge Primary. News and information on primary events and training are also provided. Cambridge Primary registration includes subscription to an introductory online training course. The course enables an unlimited number of teachers within the school to learn at their own pace over the first year.
- A suite of support materials is available on the website to help teachers plan and deliver the course.

# Professional Development Schedule

- Cambridge teacher training events include a range of [face-to-face and online subject-specific training courses](#). Cambridge offers a range of courses enabling teachers to select training which best suits their own learning level and school timetable.
- In addition, Cambridge offers [Professional Development Qualifications for Cambridge teachers](#), enabling teaching professionals to develop further their skills by improving the quality of their teaching and learning.

# Professional Development Timeline and Sequence

- Teachers will receive authentic professional development for the Cambridge Curriculum
- All Indigo Hill School Administrators, Teachers, across all subjects, even art and music, Education Assistants will receive extensive and intense reading training to maximize student literacy.
- All Administrators, Teachers, across all subjects, even art and music, Education Assistants will receive Reggio Emilia training in a sequential ongoing process , to prepare our preschool program for Cambridge Readiness and to install the Reggio Philosophy throughout or school.  
Administrators, Teachers, across all subjects, even art and music, Education Assistants will receive extensive and intense reading training to maximize student literacy.

# Common Core Standards

- Professional Development will be on going for all staff to understand our CCS and Performance Contracting,
- The PED and Cambridge Assessment training will be compliant and comprehensive for our Administration and Education Staff.
- Our Governing Board will join and attend annually the NM School Board Association Annual Conference for the minimum required hours for charter school governance and 3 annual additional hours of their area of responsibility.

# ESL

- **English as a Second Language is an important factor in educating our children in New Mexico for several reasons. We are a multi-lingual state and literature supports all students benefit from ESL strategies. This is especially true for students in special education including the exceptionality of ASD and gifted. Cambridge Primary English as a Second Language curriculum**  
For those teachers using the Cambridge Primary English as a Second Language curriculum framework, externally certificated assessments can be provided by our sister organization Cambridge ESOL. Cambridge ESOL also offers a Teaching Knowledge Test (TKT). It aims to increase teachers' confidence and enhance job prospects by focusing on the core teaching knowledge needed by teachers of primary or secondary learners.

# Professional Development Opportunities for ESL

*Taking TKT was a positive experience for me. TKT offers a great opportunity for teachers to qualify for an internationally recognized award without having to spend a lot of money or travel abroad.'*

- Lorena Airgas  
English Teacher, Ecuador
- **Overview**
- *TKT* is divided into separate modules. You can take them all, or just choose the ones that meet your needs. You have total flexibility in how and when you take the modules and receive a certificate for each one completed.
- **Core modules**
- Module 1 – Background to language teaching
- Module 2 – Planning for language teaching
- Module 3 – Classroom management
- Practical – Assessment of teaching competence
- **Specialist modules**
- *TKT: Content and Language Integrated Learning* – A test of the understanding of this exciting approach to teaching curriculum subjects through the medium of a second or third language.
- *TKT: Knowledge About Language* – A test of knowledge and understanding of the systems of language from a teaching perspective.
- *TKT: Young Learners* – A test of the background knowledge related to teaching young learners in the 6–12 age range.

# Quality Assurance

- The Cambridge International Diploma for Teachers and Trainers is a practice-based qualification for continuing professional development, relevant to all teaching and learning contexts. Candidates can be teaching in Cambridge programs, e.g. the Cambridge Primary program or IGCSE, or in other international, national or local programs.
- The Diploma enables candidates to develop and demonstrate their all-round competence as reflective practitioners. We have based the Diploma on a range of relevant professional activities, to match the particular needs of candidates and context. As it is an extended modular program, the Diploma provides many opportunities for candidates to apply new ideas and approaches and achieve a sustained improvement in their professional thinking and practice.
- The Diploma is awarded to candidates who successfully complete four assignments in which they demonstrate and reflect on their skills and knowledge in their own teaching and training practice.
- **The Diploma assignments are organized around four modules:**
  - Design: Planning and Preparation
  - Practice: Teaching and Learning in Action
  - Assessment: Assessing Progress and Achievement
  - Evaluation: Improving Teaching and Learning.
- The Diploma involves approximately 180 hours of preparation, including formal professional development activities, individual and group study and preparation of the assignment. We provide dedicated support materials and guidance to candidates and Centres.

# Path to Certification

- Our Charter has an objective of becoming fully certified as professionals in Cambridge International Curriculum.
- Our charter also has an objective of becoming a fully recognized and certified by CIE program. The benefits are:

# Cambridge Assessment Tools for Students

- The Cambridge Primary curriculum frameworks provide an optional testing structure - to assess learner performance and report progress to learners and parents - through internationally benchmarked tests.
- There are two assessment options within the Cambridge Primary stage:
- [Cambridge Primary Progression Tests](#) (marked in school)
- [Cambridge Primary Checkpoint Tests](#) (marked by Cambridge examiners)
- Cambridge Primary Checkpoint is a new test which replaces the Cambridge Primary Achievement Tests. These were marked by teachers in school and moderated by us. The last sessions for the Primary Achievement Tests will be in 2011. From 2012, learners can take Cambridge Primary Checkpoint, diagnostic tests which are set and marked by Cambridge.
- The Cambridge Primary testing structure enables teachers to:
- track the progress of their learners
- identify strengths and weaknesses within individuals and class groups
- develop further teaching and learning support using information from test results
- use test results to report to parents
- provide learners with a Statement of Achievement at the end of their primary schooling
- The tests comprise structured questions with a selection of item types, including multiple choice, matching, short answer and long answer.

# Short Cycle Cambridge Checkpoint Assessments

- Cambridge Primary Checkpoint offers feedback on a learners' strengths and weaknesses in the key curriculum areas of English, Mathematics and Science. Developed exclusively for existing customers of Cambridge Primary, the tests are marked by us and provide schools with an external international benchmark for learner performance. The first tests will be held in 2012.
- Schools will be able to make strategic decisions, drawing upon a pool of information and specialist reporting tools built into Cambridge Primary Checkpoint.
- **Cambridge Checkpoint feedback reports**
- The diagnostic reports generated by Cambridge Primary Checkpoint enable schools to:
  - tailor individual learners' learning programs
  - provide information for reporting to parents
  - compare the performance of all learners taking tests in that session
  - manage learning programs as learners move between schools
- The test feedback measures a learners performance against a number of variables including how a learner performed in relation to:
  - the curriculum framework
  - their teaching group
  - a whole school cohort
  - previous years' learners
- **Cambridge Primary English as a Second Language curriculum**  
For schools teaching the Cambridge Primary English as a Second Language curriculum, assessments can be provided by the sister organization Cambridge ESOL.

# Costs for Professional Development

- **A pound is the equivalent to \$15.00 dollars.**
- **How much does it cost to train and accredit teachers for coursework assessment?**
- *Distance Training Packs* can be purchased from [CIE Publications](#) at a cost of £20 (which includes postage and packing charges). Schools only need to purchase one copy of the training pack as a single pack may be used by as many teachers as required. We advise, therefore, that schools make photocopies of the blank mark sheets which are to be completed and submitted for assessment.
- Please note: The *Distance Training Pack* is gradually being replaced by the new *Coursework Training Handbook*. This new handbook, where available, costs £20 and can also be re-used by any teachers wishing to gain accreditation in that subject.
- An accreditation fee of £20 per teacher per subject is charged for each submission of distance training materials or each curriculum vitae presented for accreditation. The accreditation fee also covers the cost of returning accreditation decisions by courier to schools.
- Your school will be invoiced for accreditation fees. For applications received from individuals not attached to a school, we can accept checks and can also charge VISA and Mastercard credit cards (not American Express).

# What Initial Level of Accreditation?

- Teachers need accreditation to mark Cambridge IGCSE coursework but this requirement does not apply to Cambridge International AS Level and Cambridge International A Level, where very few subjects have coursework components. Our teachers will all be at this level for the first year until their accreditation and training is complete (approximately a half of year's time for commitment).

Charter School Name **Indigo Hills Charter School**

Charter School Number

	3Y DD	4Y DD	C & C-GIFTED	D & D-GIFTED	*BASIC	GRADE TOTAL
<b><u>Kindergarten Program</u></b>						
ECE/KN			1.00	1.00	15.00	17.00
NEW FDK -						0.00
FDK	3.00	3.00	1.00	1.00	9.00	17.00
<b><u>Basic Program</u></b>						
Grade 1			1.00	2.00	14.00	17.00
Grade 2				2.00	15.00	17.00
Grade 3			1.00	1.00	15.00	17.00
Grade 4			1.00	1.00	15.00	17.00
Grade 5						0.00
Grade 6						0.00
Grade 7						0.00
Grade 8						0.00
Grade 9						0.00
Grade 10						0.00
Grade 11						0.00
Grade 12						0.00
<b>Totals</b>	3.00	3.00	5.00	8.00	83.00	

\*INCLUDE STUDENTS RECEIVING A/B SERVICES

Is this a Charter School?	<b>Y</b>
Is this for the 40th Day?	<b>N</b>

ECE FTE	25.50
TOTAL GRADES 1-12	68.00
<b>SUBTOTAL MEM</b>	93.50
<b>TOTAL MEM</b>	93.50

	ECE FTE	COST INDEX	PROGRAM UNITS		
<b><u>Kindergarten</u></b>					
ECE, FDK-New, and FDK	25.50	1.44	36.720	Kindergarten Units	36.720
<b><u>Basic Program (Grade Total)</u></b>					
Grade 01	17.00	1.20	20.400		
Grade 02	17.00	1.18	20.060		
Grade 03	17.00	1.18	20.060		
Grade 04	17.00	1.045	17.765		
Grade 05	0.00	1.045	0.000		
Grade 06	0.00	1.045	0.000		
Grade 07 *	0.00	1.25	0.000		

Grade 08 *	0.00	1.25	0.000
Grade 09 *	0.00	1.25	0.000
Grade 10 *	0.00	1.25	0.000
Grade 11 *	0.00	1.25	0.000
Grade 12 *	0.00	1.25	0.000

\* Includes Vocational Weighting

<b>Special Education</b>				Basic Program Units	78.285
	MEM	Factor			
C & C-Gifted	5.00	1.00	5.000		
D & D-Gifted	8.00	2.00	16.000		
3 Yr. DD	3.00	2.00	6.000		
4 Yr. DD	3.00	2.00	6.000		
A/B MEM (Reg/Gifted)	15.00	0.70	10.500	Special Ed	43.500
Adjusted Ancillary FTE	1.88	25.00		Ancillary FTE Units	47.000
				Total Special Education Units	90.500

#### Elementary Fine Arts Program

MEM	Factor		
	0.0500	Fine Arts Program Units	0.000

#### Bilingual Program

HOURS	MEM	FTE	Factor		
1		0.00			
2		0.00			
3		0.00			
Total Bilingual	0.00	0.00	0.500	Bilingual Units	0.000

(May not total more than the no. of students in grades K-12.)

#### Elementary P.E. Program

MEM	Factor		
68.00	0.060	Elementary P.E. Units	4.080

**TOTAL MEMBERSHIP PROGRAM UNITS** 209.585

T & E Index (Oct 2010-11) 1.055

#### National Board Certified Teachers

FTE:	Factor		
	1.500	National Board Certified Teachers Units:	0.000

#### Size Adjustment Units

District Size Adjustment Units 13.697  
Charter Schools not eligible for District Size (13.697)

UNITS

Elementary/Mid/Jr. High	62.715
Senior High	0.000
District Size	13.697

School Size Adjustment Units	62.715
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Rural Isolation Units	0.000
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New District Adjustment Units	0.000
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<b>At-Risk Units</b>	<i>At-risk index</i>	<i>MEM</i>
2011-2012	0.034	93.50

At Risk Units	3.179
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### Charter Schools Student Activities

(Districts Only)	<i>MEM</i>
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<i>Factor</i>
0.100

Growth Units	0.000
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Charter Schools Student Activities Units	0.000
(Charters not eligible for CS Student Activities)	0.000

### Home School Student Activities

(Districts Only)	<i>MEM</i>
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<i>Factor</i>
0.100

Home School Student Activities Units	0.000
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(Charters not eligible for Home School Student Activities)	0.000
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<b>TOTAL PROGRAM UNITS</b>	<b>287.006</b>
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Save Harmless Units	0.000
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### GROWTH & SAVE HARMLESS CALCULATION DATA

2011-12 Actual 40th Day MEM:	102.00
(Enter the District Mem EXCLUDING Charter Mem)	

2012-13 Projected MEM:	102.00
(Enter the District Mem EXCLUDING Charter Mem)	

2012-2013 Actual 40th MEM	102.00
(Enter the District Mem EXCLUDING Charter Mem)	

2012-13 Projected MEM (Growth):	102.00
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### Save-Harmless Data

2012-2013 40th Day TOTAL PROGRAM UNITS	
(Not Grand Total Program Units)	

### Growth Data

2012-13 Operating Budget Calculation	0.000
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Op-Bud takes 10-11 40 Day compared to 11-12 Mem Proj. FTE

40th Day Calculation	0.000
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Takes Prior Year 40th-Day and compares to Current Year 40th-Day

<b>GRAND TOTAL UNITS</b>	<b>287.006</b>
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× Unit Value	\$ 3,585.97
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Unit Value as of  
4/7/11

<b>PROGRAM COST</b>	<b>\$ 1,029,194.91</b>
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### Non-categorical Revenue Credits:

Tax Levy (41110, 41113, 41114)	
Federal Impact Aid (44103)	
Federal Forest Reserve (44204)	
<b>Total Non-Cat Rev Credits</b>	<b>\$0.00</b>

Less: 75% of Non-Categorical Revenue Credits	\$ -
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### Other Credits/Adjustments:

Cash Balance Credit	\$ -
Energy Efficiency	
Other Misc Credits	

Total Other Credits \$ -

Less: Other Credits/Adjustments \$ -

(\$20,583.90)

**STATE EQUALIZATION GUARANTEE \$1,008,611.01**

**SIZE ADJUSTMENT UNITS:**

PED 910B-6

**1. ELEMENTARY/MIDDLE SCHOOL/JUNIOR HIGH**

List each school with a projected MEM (Basic 1-9 and Operational Fund Early Childhood FTE EXCLUDING SPECIAL ED.) of less than 200.  
 $((200 - \text{MEM})/200) \times (1.0 \times \text{MEM}) = \text{UNITS}$

SCHOOL NAME	CODE	GRADES	MEM	UNITS
Indigo Hills		Pre-K & K	24.00	21.120
		1-4	59.00	41.595
				0.000
				0.000
				0.000
				<u>0.000</u>
		TOTAL ELEMENTARY/MIDDLE SCHOOL/JUNIOR HIGH UNITS		

**2. SENIOR HIGH SCHOOL**

List each school with a projected MEM (Basic 7-12 EXCLUDING SP. ED.) of less than 400 (program units will be computed using the formula which yields the most units):

$((200 - \text{MEM})/200) \times (2.0 \times \text{MEM}) = \text{UNITS}$  or  $((400 - \text{MEM})/400) \times (1.6 \times \text{MEM}) = \text{UNITS}$

SCHOOL NAME	CODE	GRADES	MEM	UNITS
				0.000
				0.000
				0.000
				0.000
				0.000
				<u>0.000</u>
TOTAL SENIOR HIGH SCHOOL UNITS				0.000

**3. RURAL ISOLATION**

Based on district MEM (Basic 1-12, Special Education C and D, Non-Profit and Operational Fund Childhood FTE), a district is eligible for units if it has a MEM greater than 10,000 with a ratio of MEM to senior high schools less than 4,000:1.

$$(4,000 - (MEM / \text{Eligible Senior High Schools})) \times 0.5 = \text{UNITS}$$

Enter the number of approved senior high schools *(exclude alternative schools)*:

Enter the number of approved senior high schools not eligible for senior high size units: 0.000

N.A.

#### 4. NEW DISTRICT ADJUSTMENT

If district is eligible, enter YES in the appropriate box.

a. NEWLY CREATED SCHOOL DISTRICT

$$(\text{MEM for current year}) \times .147 = \text{UNITS}$$

YES?

UNITS

0.000

b. DISTRICT WHOSE MEMBERSHIP DECREASES AS A RESULT OF A NEWLY CREATED DISTRICT

$$(\text{MEM for prior year} - \text{MEM for current year}) \times .17 = \text{UNITS}$$

0.000