

ALBUQUERQUE SCHOOL OF EXCELLENCE
CHARTER SCHOOL APPLICATION

July 1, 2009

New Mexico Focus Foundation
Albuquerque, New Mexico

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II. APPLICATION COVER SHEET/ABSTRACT

School Information:

Name of Proposed Charter School : **Albuquerque School of Excellence**
School Address (if known) : **N/A**
School Location (City/Town) : **Albuquerque**
School District within which the school will be located: **Albuquerque Public School**

Contact Information:

Primary Contact Person: **Dr. Sam Serhat Altunc**

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Partner Organizations (if applicable):

Cosmos Foundation Inc.

Enrollment Information:

Grade span at full enrollment..... : **K -12**

Total number of students at full enrollment..... : **917**

Complete the chart, indicating phase-in grades if applicable.

School Year		Grade Levels	Total Projected Student Enrollment
First Year	2010-11	K-9	388
Second Year	2011-12	K-10	588
Third Year	2012-13	K-11	610
Fourth Year	2013-14	K-12	706
Fifth Year	2014-15	K-12	917

Abstract

The mission of Albuquerque School of Excellence (ASE) is to provide a safe and collaborative environment which will cultivate the academic and social development of its students by emphasizing math, science, and technology for the purpose of students setting and meeting higher education goals.

The educational philosophy of ASE is that school exists for the welfare and dignity of the child. Education at ASE is student-centered and each child is recognized as a unique individual with unique interests, needs, and abilities. ASE aims to develop responsive, productive, and civic-minded youth by inspiring them to follow their dreams while making the world a better place for themselves and others. ASE will focus on core knowledge and essential skills so that children may achieve the mastery upon which further learning will be built. The purpose of ASE is to foster productive attitudes toward work, family, and community. When students have a positive attitude toward school, their perception of “school” transforms.

ASE will be a college preparatory charter school focusing on math, science, and technology. Members of the ASE believe that excelling in math and science prepares youth to succeed in college, the workplace and the 21st century. Our vision is to enable students to succeed in school and have options to enter math, science and engineering careers. Initially, we will have grades K through 9; then one more consequent grade will be added every year afterwards. Total number of students will steadily increase in five years to reach 917.

Albuquerque School of Excellence’s school model is rigorous (prepares students for college), relevant (reinforces math and science skills) and is underpinned by a tight web of relationships (a strong culture reinforced by teachers and parents). Student achievement/outcome will be built on 3 core principles within the school model: a challenging math and science curriculum supported by theory; a focus on assessment; and a culture of constructive competition, discipline and parental engagement. ASE will utilize technology across all of these dimensions to reinforce its school model and curriculum.

Important note to the reader: The following terms are used interchangeably in this application.
“District” means Albuquerque School of Excellence,
“Academy” means Albuquerque School of Excellence,
“The School” means Albuquerque School of Excellence.

III. STATEMENTS OF ASSURANCES

STATE OF NEW MEXICO)
)
COUNTY OF)

I, Serhat Altunc, after being duly sworn, state as follows:

1. My name is Serhat Altunc and I reside in Albuquerque, New Mexico.
2. I am the authorized representative of the governing body, or applicant group, for Albuquerque School of Excellence to be located at (to be determined later), I certify that, if awarded a charter:
 1. The CHARTER SCHOOL's admission process shall not discriminate against anyone regarding race, gender, national origin, color, ability level, or age.
 2. If more students apply than can be accommodated, The CHARTER SCHOOL shall admit students on the basis of a lottery.
 3. The CHARTER SCHOOL's admission processes shall be in compliance with Section 22-8B-4.1 NMSA 1978.
 4. The CHARTER SCHOOL shall be a nonsectarian, non-religious, and non-home-based public school.
 5. Except as otherwise provided in the Public School Code, the CHARTER SCHOOL shall not charge tuition or have admission requirements.
 6. The CHARTER SCHOOL shall comply with all state and federal health and safety requirements applicable to public schools, including those health and safety codes relating to educational building occupancy.
 7. The governing body shall not contract with a for-profit entity for the management of the CHARTER SCHOOL.
 8. The CHARTER SCHOOL shall comply with all applicable state and federal laws and rules related to providing special education services.
 9. The CHARTER SCHOOL shall avoid apparent and actual conflicts of interest when administering grants and entering into contracts for equipment and services.
 10. The CHARTER SCHOOL shall comply with conflict of interest provisions identified in the New Mexico Procurement Code, Section 13-1-128 et seq. NMSA 1978 and the Prohibited Sales Act, Section 22-21-1 et seq. NMSA 1978; and the federal regulations at 34 CFR 75.525 and 80.36.
 11. The CHARTER SCHOOL shall ensure that criminal background checks are conducted on all employees in accordance with Section 22-10A-5 NMSA 1978.
 12. The CHARTER SCHOOL shall develop written procurement procedures and conduct all procurement transactions in a manner that provides open and fair competition.
 13. The CHARTER SCHOOL shall comply with the Age Discrimination Act of 1975, Title VI

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14. 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 Education Act;
15. The CHARTER SCHOOL shall provide equitable access to and participation in its federally assisted program for students, teachers, and other program beneficiaries with special needs.
16. The CHARTER SCHOOL shall be economically sound and the fiscal management shall comply with all applicable federal and state laws, regulations and rules relative to fiscal procedures.
17. The CHARTER SCHOOL shall provide to the Public Education Commission by the sooner of the end of the planning year or within ten (10) days of receipt of any federal or state stimulus funds a detailed plan indicating how the CHARTER SCHOOL will manage its fiscal responsibilities, the plan will include a description of the internal control procedures that the charter school will utilize to safeguard assets, segregate its payroll and other check disbursement duties, provide reliable financial information, promote operational efficiency, and ensure compliance with all applicable federal statutes and regulations and state statutes and rules relative to fiscal procedures.
18. Meetings of the CHARTER SCHOOL Governing Body shall comply with the New Mexico Open Meetings Act, Sections 10-15-1 et seq., NMSA 1978.
19. The CHARTER SCHOOL shall adopt policies and procedures of the governing body, that address governance, relationship to staff, professional development, the role of the governing body in policy-making, personnel decisions, budgeting, and operation of the school, including how decisions will be made.
20. The Governing Body or head administrator of the CHARTER SCHOOL shall recognize and work with employee labor representatives, if any.
21. The CHARTER SCHOOL shall produce a certificate of occupancy prior to opening a facility for use as a school; the facility shall meet all applicable federal and state health, safety and code requirements and be suitable for use as a school.
22. The CHARTER SCHOOL shall develop and maintain a plan for addressing code, accessibility, health and safety requirements as well as operation, maintenance and repair of any facility it seeks to use as a school.
23. The CHARTER SCHOOL shall develop personnel policies that comply with all applicable federal and state labor laws, regulations and rules implementing them and shall submit the policies to the Public Education Department for comment prior to the hiring of any employees.

I hereby certify that the information submitted in this application for a charter is true to the best of my knowledge and belief. I understand that I am the authorized representative of the applicant group, or the governing body, of this charter school.

[Signatures required on next page]

(Statements of Assurances page 3 of 3)

[Signature] _____ Date
_____, representative of the applicant group, or governing body
member, of the proposed Albuquerque School of Excellence Charter School.

Subscribed and sworn to before me, this ____ day of _____, 20____.

[Notary Seal:]

[signature of Notary]

[typed name of Notary]

NOTARY PUBLIC

My commission expires: _____, 20____.

IV. MISSION AND STATEMENT OF NEED

The Mission Statement

The mission of Albuquerque School of Excellence is to provide a safe and collaborative environment which will cultivate the academic and social development of its students by emphasizing math, science, and technology for the purpose of students setting and meeting higher education goals.

Philosophy and Achieving this Mission

Graduates of Albuquerque School of Excellence (ASE) will have the tools necessary to positively impact their communities as they pursue their personal and professional aspirations. Founding members of Albuquerque School of Excellence believes an effective and adequate education necessary for the citizens of the future relies heavily on a multidimensional academic curriculum in which all core subjects will be blended together through various teaching methods while promoting the development of a strong character that supports and respects society. We strongly believe that school level goals, student performance expectations, and organizational goals (listed in section IV: Educational Plan) directly support our mission statement. In addition, our mission and goals strongly support the New Mexico Public Education Department's Strategic Plan for Public Education 2005-2010 (NM Public Education Department 2008).

Albuquerque School of Excellence believes that focusing on an overall high academic achievement will include providing opportunities for individual skills and talents to develop to higher levels. This will inspire in students a lifelong love of learning and desire for self-improvement and creativity. ASE strives to lead each and every student to these accomplishments by using enhanced NM K-12 Curriculum Framework. The No Child Left Behind (NCLB) Act of 2001 will serve as a guideline in our commitment to teach every student how to reach his or her fullest potential. As part of the NCLB Act, instruction at ASE will be research based and evaluated frequently, teacher

development will be a continual process, and special emphasis will be given for the adequate yearly progress of each student.

Every effort will be made to humanize and personalize the environment in which students learn, and to maintain safe, friendly and wholesome atmosphere that encourages creative expression and a desire to acquire knowledge. The emphasis of the entire instructional program is aimed at meeting the individual needs of each student in order to allow children to develop to their fullest potential. The school establishes an atmosphere in which students develop abilities to generate new thoughts, to think analytically, to draw logical conclusions, and to express thoughts in written and verbal form. By instilling in the student's knowledge and appreciation of one's heritage as a member of the American community, as an American citizen, and as a member of a family, the school strives to make the student aware of accountability to oneself and to others.

Since adolescents thrive in an environment of diversity, we will strive to create a diverse learning environment. Diversity is not only a motivating factor, but also an essential element in a well-rounded education. It serves as a key to success in our diverse American society, institutions of higher learning, and inter-connected global economy.

Each and every student at ASE will be regarded as a unique, valuable, and vital member of the school community. Individual attention in the form of one-on-one tutorial, intensive counseling, and individualized goals is the key to motivating our students. Cooperation with area universities is an effective means toward enhancing the effectiveness of our tutorial system.

Multi-cultural aspects are also integrated into our curricula; not just through geography and foreign language, but within each of our subject areas. Our students are encouraged to make additional contacts with other cultures by participating in local, national and International Science and Mathematics Competitions.

While cherishing the individual choice of each student, the school will focus on curriculum standards so that children may achieve the mastery upon which further learning will be built. ASE will use a variety of teaching methods to ensure learning for all students regardless of race, gender, or socioeconomic background.

The founders envision an environment where families, teachers, and students communicate on a regular basis, in order to optimize the students' educational opportunities in addition to activities that contribute to the complete personal and social development and personal esteem, such as recreation, athletics and co-curricular and/or extracurricular activities. Learning and applying Science, Math, and Technology through projects that are linked to community and family is the means by which students experience personal academic success and emotional growth. Students at ASE will have an extended Health Curriculum that will involve Nutrition, Health and Fitness. Students will be educated on healthy and safe nutritional habits in our school in order to develop a fit and healthy generation.

The founders believe that leading by example is the best way to inspire change. Through the development of a school with challenging standards of academic excellence, which results in higher achievement scores; through the inclusion of all students regardless of racial, ethnic background, language barriers, educational classifications, or socio-economic status; and through the demonstrated satisfaction of students and families alike, the impetus for change in the region public schools will be realized.

Needs

A recent report prepared for Members of Congress by the Congressional Research Service (Matthews 2007) highlights a growing concern that the United States is not preparing a sufficient number of students, teachers, and practitioners in the areas of science, technology, engineering, and mathematics (STEM). A large majority of secondary school students fail to reach proficiency in math and science, and many are taught by teachers lacking adequate subject matter knowledge.

Overall, New Mexico has strong educational standards in relation to Science Content Standards, Benchmarks, and Performance Standards. Statewide assessments for K–12 math and science education (New Mexico Standards-Based Assessments-NMSBA) are aligned to those standards. In addition, the State’s seven goals for the Public Education system promote a strong math and science education. However, student achievement is relatively low (see Figure 1.1) at all grade levels (NM PED Report 2007).

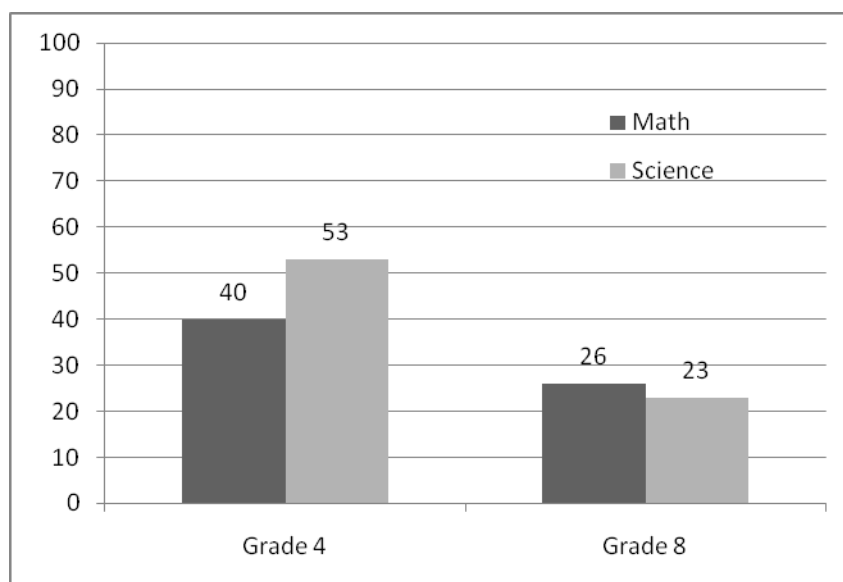


Figure 1.1. Students Scoring Proficient or Above on NM Standards-Based Assessment (NMSBA) 2006.

As seen in figure 1.1, students do not show adequate proficiency in math and science in grades 4 and 8. And overall student performance declines as grade level increases specifically in math and science. According to the National Assessment of Educational Progress (NAEP Report Card 2005) grade 8 tests in 2005, New Mexico ranked 49th in the nation in math and 47th in science. Nearly, half of New Mexico students are not proficient on NAEP math and science tests. In 2004, only 54% of graduating New Mexico high school students had taken Algebra 2 or its equivalent and approximately about 49% of New Mexico high school graduates who attended New Mexico colleges had to take remedial math courses (CCSSO 2005).

Despite an improvement from 2005, the Nation Report Card (NAEP Math 2007) for mathematics shows that the average math score for 4th and 8th grades public school students in New Mexico is the third and fourth lowest scores in the nation, respectively. When science scores were examined, we observe similar results with having low scores compared to many other states and the nation's average.

Jobs in business and industry now require more skills and technical understanding than in the past. The general health of New Mexico's economy depends on having a strong workforce trained in science, technology, engineering and mathematics (STEM) fields (NM PED Report 2007).

There are a limited number of schools in Albuquerque that offer a comprehensive college preparatory program emphasizing mathematics, science, and technology. Albuquerque School of Excellence will strive to play a role in satisfying this need. University of New Mexico and other local institutions of higher learning currently offer programs in mathematics, science, and technology. ASE will offer programs to develop the necessary skills for its students to enroll in Science and Engineering departments in local and national universities; to compete in the increasingly demanding workplace of science and technology; and to contribute to the long-term economic development of the region.

According to the most recent New Mexico State Report Card, only 21% of Albuquerque Public Schools (APS) making AYP compared to 31% of the state average. As a result of State Assessment tests in 2008, 61 and 47% of fourth grade students were not proficient in math and science, respectively. In the same year, nearly 59 and 72% of 8 grade students were not proficient in math and science, respectively. This is a huge decline in math and science proficiency as APS gets ready to prepare students for high school and college.

As shown above, achievement of Albuquerque Public School students is below state and national averages at all subjects specifically math and science education. This low performance means that the majority of students do not receive a college preparatory

education in APS. These numbers indicate that the students of the region need stronger encouragement and motivation for Higher Education Programs. And educational statistics clearly depict that there is a great need for a college preparatory charter school that offers rigorous math and science programs to low achieving students in Albuquerque.

Moreover, national statistics shows that minorities and women are still underrepresented (about 10%) in the high-tech and science careers. ASE will focus its efforts on becoming a vehicle for underrepresented communities and women to select and succeed in rigorous programs of studies and careers in Math, Science and engineering fields.

Albuquerque School of Excellence will be a great addition to city of Albuquerque to address this critical need of having a college preparation charter school focusing on Math, Science, and technology. ASE will provide exemplary education to underserved population. ASE's rigorous academic program will present a choice as an alternative path for students and families of Albuquerque Public Schools.

Need for Albuquerque School of Excellence

Albuquerque School of Excellence will be the only charter school in the region that will have K through 12 grades offering college preparatory program while focusing on math, science, and technology. ASE will allow room for flexibility, creativity, and fine tuning in school policies, curriculum, and management based on local needs. While keeping state standards and benchmarks as a guiding tool, ASE will implement additional programs to meet the individualized needs of their students, parents and teachers. The small classroom and school size will help to maintain a low faculty: student ratio (1:15) to achieve targeted performance goals.

The educational philosophy and specialized mission of ASE will foster an entrepreneurial spirit that will create a productive educational community. The flexible curriculum will allow a successful implementation and evaluation of a Character Education and Teen Leadership program on campus. The small number of students

and a small sized campus will enable the administration to implement a firm discipline policy, provide supervision on campus, and avoid circumstances that jeopardize safety by applying measures to take certain precautions in an unlikely emergency situation.

In ASE, school officials will be able to educate and guide our parents on how to develop a positive attitude and approach towards their children, how to communicate and interact with their children more effectively, and how to manage their children's natural transformation and development. ASE will help to create a community by involving parents, neighbors, non-profit organizations, and businesses in various educational activities.

One of the priorities in schools today is the safety of students. Parents are looking for a small campus where they can leave their children in a safe and nurturing environment. While the proposed communities at large are suffering in both the short and long run from the violence and instability that may occur in and around large schools, ASE is committed to standing against any and all threats by forming a safe campus environment through ongoing monitoring and supplemental supervision for the students. As a small sized campus, ASE will have the secure and conducive learning environment that parents hope to find.

There is a need for strong parent/teacher/student relationships. We strongly believe that establishing a positive relationship with students' families is an important tool in school reform, particularly in low-income, urban districts where educators traditionally struggle to build parent involvement. Faculty and administrators of Albuquerque School of Excellence will conduct periodic home visit for all students. Home visits help establish rapport between parents and teachers. During home visits, teachers discuss student progress, school programs and planning; and parents provide invaluable feedback and input; thus students improve both academically and socially. Home visits will be an integral part of our educational program and we believe that home visits will contribute greatly to our students' success.

There is a serious need for instilling moral values in students at our schools. The school plans to implement a campus-wide Character Education Program that will help our students build unshakable character and the personal and professional skills needed for future leadership. Students at ASE will be encouraged to take responsibility for their actions, seek role models and develop into good citizens with high ethical and moral values. Parents will be regularly informed about the Character Education Program to ensure that they will also be involved in our effort in inspiring good behavior in our future leaders. Students will also meet and interact with professionals during Career Days and develop an early inclination toward success for their future aspirations.

Integration of technology into various curricula has been an ambitious goal in schools. ASE will serve as a unique school in the region where technology is widely and scientifically used as a student-oriented learning tool.

Students in our schools will benefit from being taught the significance of giving back to community. Parents and students will actively be involved in the community service program at ASE and reach out to the community as the community in turn adopts ideas and contributes to the school. The demand for professionals with a strong math, science and technology background outpaces many other non-technical careers. Attracting young people to attend high schools, and giving them the motivation to pursue their academic goals in a college by preparing them for higher education is one of the aims of ASE.

Most middle and high school students are not aware of the opportunities to compete in global math and science competitions (i.e., science and math Olympiads). ASE will raise students' awareness and begin the process of guiding them toward developing skills and the desire to compete at the highest level. Students in middle and high school will be introduced to research methods. ASE students will be asked to complete a science project every year. This research effort will be an enrichment activity, a family experience, an early start to academic work, an opportunity to develop a portfolio, a reference for the best colleges, and a way to establish connections with universities. Students will have the opportunity to work on advanced projects under the supervision

of college professors and students. Students in our schools need and can greatly benefit from this type of exposure.

The Career Education Program will address the needs of middle and high school students by helping them learn more about themselves, the corporate world, and various professions in order for students to make the perfect match. In the Career and Technology, students will be guided to follow different tracks such as business, health, technology, trade, etc.

V. EDUCATIONAL PLAN

A. CURRICULUM FRAMEWORK

1. Philosophy and Approach to Instruction

Albuquerque School of Excellence will use strategies predicated on diverse research-based approach in that the age and individual learning preferences will determine the way skills are taught (e.g., use of Learning Styles and Multiple Intelligences). All students will learn together. Special needs students and students speaking other languages will learn along with peers and will not be segregated to learn a second curriculum. Additional services will be contracted to provide a comprehensive program for identified special learners (i.e. special education, ELL, etc.)

Goals, objectives, and content in all subject areas and grade levels under the New Mexico Content Standards have been established by NM PED and codified in the New Mexico Administrative Code, Title 6 Chapters 30 part 2 (6.30.2 NMAC). Albuquerque School of Excellence embraces all the state's goals and objectives related to curriculum. Educational programs mirror and support the state's aims through:

- Selecting textbooks and other instructional materials that are aligned to the NM Content Standards.
- Maintaining updated information provided by PED related to the NM Content Standards' requirements.
- Requiring curriculum for each content area and grade level that is consistent with the state's Content Standards.
- Ensuring rigor in the school's curriculum.
- Articulating the parents, students and others in the community as to what students should know and be able to do at each grade level.
- Ensuring that knowledge and skills meet the learning needs of all students.
- Providing professional development to teachers and others related to the state's Content Standards (from resources provided by the Regional Education Cooperative #5 (REC), and other appropriate sources)
- Ensuring student assessment measures that are aligned with the SBA and NM Content Standards.

Albuquerque School of Excellence's core curriculum will integrate and require mastery and skill development in the areas of science, computer, technology applications, English language arts, social studies, and mathematics. In addition, Albuquerque School of Excellence will incorporate an enrichment curriculum, which includes a secondary language (Language Other Than English-LOTE), fine arts, health and physical education, economics, especially laboratory instruction for secondary school along with the science and technology education. Oral and written language activities will be embedded in the curriculum in conjunction with adventure projects, technology, art, music, movement, drama, dance, and games.

The curriculum of Albuquerque School of Excellence will combine traditional teaching methods with student-based curriculum in an inter-disciplinary, collaborative classroom environment; Project and service based learning, individualized attention to each student's educational needs, and a rigorous process of assessment and evaluation.

Student-centered curriculum will give priorities to the students' interests. The teacher's role is to guide these interests, providing the skills and tools, as they are needed. The teacher, an expert in his/her discipline of study, will guide student interests to that discipline, finding opportunities for demonstrating relevance by asking essential questions, questions of relevance to the students' lives, questions that are worthy of the effort to think and questions whose answers might make a difference in this world. Student-centered curriculum is best taught through inter-disciplinary project based learning.

While the teaching plans of a scripted curriculum may provide a series of activities, no scripted curriculum can reflect the needs, interests and varied skill levels of an individual class of students. Student-centered curriculum is not a set of textbooks and teacher-proof teaching plans. Student-centered curriculum calls on commitment from teachers and students to go beyond Chapter One and the questions at the end. This curriculum provides a forum for thinking, calling on teachers to facilitate the students' desire to

learn how to think about the world, how to assess information, how to integrate new knowledge into what they have learned and experienced, and how to become a contributing member of society.

These interdisciplinary projects will allow the students to prepare for real-world challenges, connecting the core subjects instead of segmenting them. The ability to read is the key to knowledge; the ability to perform math is the key to analyzing that knowledge; the ability to speak, listen and write are the keys for clarifying and sharing new knowledge. English/language arts and math skills support all disciplines, providing a vehicle for examining scientific and social problems. When these interdisciplinary projects are supported through service learning, which is a method of connecting service to the curriculum and fostering growth through reflection; school becomes the student's vehicle for becoming a contributing member of society.

Integrating standards into the curriculum is a complex endeavor that brings added dimensions to the curriculum-development process. Traditionally the school curriculum provides a plan of instruction that indicates structured learning experiences and outcomes for students. It specifies the details of student learning, instructional strategies, the teachers' roles, and the context in which teaching and learning take place. More recently, teaching and learning and research on the characteristics of successful schools have broadened the scope of curriculum to include everything that affects what happens in the classroom and consequently affects student learning. The process of integrating standards into the curriculum emphasizes learning and growth for all as the natural and desired outcome of reform in the schools. From that perspective, a standards-based curriculum includes goals, objectives, and standards, but also everything that is done to enable attainment of those outcomes and, at the same time, foster reflection and revision of the curriculum to ensure students' continued growth. Curriculum development is most successful when educators collaborate with parents, community members, and students.

"Before" and "after" school services will be provided to facilitate working households and single parent homes at the school. The programs will deepen the educational offerings of the day school and extend the learning time for the students in an atmosphere that is both relaxed and supportive. Students will experience situations that are both structured and student driven. The school will be open from 7:30 a.m. to 5:00 p.m. The school will offer the following educational settings:

- Multi-age grouping when appropriate
- Integration of the visual and performing arts into the curriculum
- Character Education
- Core Knowledge
- Learning Styles
- Placement in appropriate learning groups based on assessment
- Individualized instruction
- Developmentally appropriate practices
- Parent and community education
- Technology
- Intensive English and oral language development

The academic staff including teachers will pay close attention to the sequence of courses taken and place the students in courses in a logical order based on the cumulative nature of certain core subjects. Using Content Standards as a foundation, teachers will have curricula for each course that meets all the objectives through written assignments, projects, group discussions, formal instruction, peer tutoring, or computer assignments. Many resources will be used such as state-adopted textbooks and other educational materials, teacher created lessons, as well as educational software systems.

The curriculum of the school will be comprehensive and broad in scope. An ongoing review and analysis process of all aspects of the curriculum ensures that students are always afforded a challenging program. The sequence of all program courses is matched with the local school districts program offerings, thereby enabling students a smooth transition into and out of the school as well as to the local school districts.

We will strengthen our educational plan over time through the following activities designed for continuous improvement in educational service delivery:

- Ongoing professional development activities provided by REC will enhance the knowledge base of instructional staff, thereby providing additional strategies and classroom activities that add value.
- Regional, state, and national conference and seminars attended by the administrators and staff members will provide additional resources to increase the academic services.
- Retention of qualified staff members will ensure that continuous improvement in the educational plan occurs. As experience increases so will the quality of services.
- Onsite professional development for both administrators and instructional staff will broaden the knowledge base and add value to the educational services.
- The utilization of technology and the internet will offer unlimited resources for instructional staff.
- Annual evaluations regarding academic progress, parent satisfaction, and teacher satisfaction will provide feedback that will strengthen the educational plan.

Albuquerque School of Excellence strongly encourages those students who are performing higher than their age level to advance by taking courses from an upper grade. Therefore the sequence given in this section has students taking the same subject at different grade levels.

Students will be provided with opportunities to expand their mental and physical abilities in socially acceptable activities. Students and teachers will be considered as partners in the students' educational program, where there will be mutual respect and support. We believe that addressing students' successes and setbacks are equally important for the students' growth. Because thought and expression develop out of experience, learning should nurture a sense of caring for other people and the environment. The following list is examples of teaching methods that will be utilized by the instructional staff throughout the year at Albuquerque School of Excellence.

The thematic approach will be used as the basis for planning six-week academic term. The theme topic will be driven by student interest and group consensus. Once a theme topic is chosen, a variety of core activities across the curriculum will be brainstormed by group members. Students will then examine these activities and choose several to complete, based on time constraints, group and individual interest, availability of camp

and community resources, and general compatibility with the school program. The group will then set a schedule of completion with input from program, education, and other support staff.

Cooperative learning will be integral and essential to all learning experiences. Success will be measured at the group level as well as the individual level. Group work and portfolio work will be an essential part of the therapy that will take place in the program, so it will become a natural part of instructional opportunities as well.

Goal-setting will be another strategy that bridges academic and therapeutic boundaries. Students will be expected to write long-term and short-term goals for every aspect of their life. Educational goals will be evaluated for every activity throughout the day. Goals will be expected to be realistic, reliable, and measurable.

Individualized instruction will be one of the most important instructional strategies of Albuquerque School of Excellence, which will be provided to students all the time they need. It will be accommodated in group settings because of the favorable student/teacher ratio. Each student's education plan will be individualized according to his or her education, emotional, and psychological needs.

By using a **multi-sensory** approach to learning, students will be provided opportunities to learn through auditory, visual, tactile, and kinesthetic activities. Students will be guided through the process of determining which learning style is best suited to their needs.

In **Role modeling**, teachers will actively participate in the daily routine and educational process of the group. The power of role modeling is especially important in demonstrating a respect for others and the environment.

Modular Instruction; A learner-centered and self-directed learning experience will be designed for individuals or for small teams in the school. Learning teams will be

randomly assigned so cooperation will be required of students who may be from diverse backgrounds or groups.

Simulation is a learning process that involves students as participants in role-playing presentations and/or problem-solving games imitating real-life situations or workplace environments will be used as instructional strategies.

Demonstrations; Showing practical applications of theory, product, or equipment; will be done by teacher, guest, and/or students.

There are many forms of **Multiple Intelligence**; many ways by which we know, understand, and learn about the world. Seven intelligences have been identified: verbal/linguistic, logical/mathematical, visual/spatial, body/kinesthetic, musical/rhythmic, interpersonal, and intrapersonal. Instructional staff will use the following areas to challenge the students' various intelligences.

- **Visual/Spatial:** charts, graphs, photography, visual awareness, organizers, visual metaphors, visual analogies, visual puzzles, 3D experiences, painting, illustrations, story maps, visualizing, sketching, patterning, mind maps, color, and symbols.
- **Verbal/Linguistic:** stories, retelling, journals, process writing, reader's theatre, storytelling, choral speaking, rehearsed reading, book making, speaking, nonfiction reading, research, speeches, presentations, listening, reading, reading aloud, and drama.
- **Bodily Kinesthetic:** field trips, activities, creative movement, hands on experiments, body language, manipulative, physical education activities, crafts, and drama.
- **Logical/Mathematical:** problem solving, tangrams, coding, geometry, measuring, classifying, predicting, logic games, data collecting, serialing, attributes, experimenting, puzzles, manipulative, scientific model, money, time, sequencing, and critical thinking.
- **Musical/Rhythmic:** singing, humming, rhythms, rap, background music, music appreciation, mood music, patterns, form, rhythm, and playing instruments.
- **Intrapersonal:** individual study, personal goal setting, individual projects, journal log keeping, personal response, personal choice, individualized reading, and self-esteem activities.
- **Interpersonal:** co-operative learning, sharing, group work, peer teaching, social awareness, conflict mediation, discussion, peer editing, cross age tutoring, social gathering, study groups, clubs, and brainstorming.

Strong Reading and Writing Emphasis: English teachers and ESL teacher focus on pronunciation and spelling of vocabulary used in the classroom, cafeteria, home, and school. All classroom teachers and parents are involved in and out of class in helping children overcome typical errors in English in intonation, pluralizations, grammar, tenses, etc. High school students are also be trained with Literary, Interpretative and Creative Writing skills.

Grade Advancement Policy: The school develops a grade advancement policy for exceptional learners who demonstrate outstanding skills in Reading, Science, and Mathematics. Acceleration of the student allows the student to continue his or her education at his or her own pace.

Performance Assessments: Performance assessments - also known as "alternative" or "authentic" assessments -- augment norm-referenced multiple-choice tests in all grade levels. Portfolios and presentations are widely used.

Cross-disciplinary learning: Students work on projects that require cooperative teaching efforts in Language Arts, Fine Arts, Math, Social Studies and Science. Teachers make cooperative lesson plans and student product consists of material covered in different subjects.

Character Education and Leadership development: The aims of education are to support the growth of pupils' whole personality. The cognitive goals of education are to strengthen study skills and thinking skills of pupils. The affective and social goals of education are met by providing socio-ethical and aesthetic education alongside the conventional learning of facts. Keeping these in mind, a strong character education and leadership development program are implemented at all grade levels. The Character Education class encourages students to take responsibility for their actions. It aims to familiarize them with good character traits, to place teachers as role models before them and to help develop good citizens with high moral values.

Career Education: All students attend an annual Career Day at Albuquerque School of Excellence and meet professionals from different occupations. 8th graders and high school students take a “Career Choices” class. The purpose of this program is to enable students to apply the knowledge and skills needed to design personal plans for achieving their goals in college and after college. Career Education attempts to give general information about career theories, opportunities, tests, financial aid, scholarships, and instill in the student college awareness through preparing him/her for the senior year in high school.

Dual-credit: Students in high school especially in their junior and senior year have completed many of the credits required by the state. These last two years are a perfect period to sign up for AP classes and dual credit program. Students are encouraged to take at least 15 hours of college credit.

Next Step Plan (NSP): The school counselor acts as an advisor who helps the student make an individual Next Step Plan. The plan consists of a four year plan that outlines the career track, classes that the student will sign up for, electives, research area, AP courses, and dual credits. The counselor meets with the student twice a year to check the progress and update the plan. The student’s file must include academic strengths and weaknesses, NMSBA and NMHSCE scores, EXPLORE, PLAN, ACT/SAT scores, all credits, and any transfer credit. The counselors are highly qualified and use software programs to keep track of the NSPs.

For students who are in danger of not graduating in time, tutorials are arranged with their teachers (all Albuquerque School of Excellence teachers are highly qualified) and paper-based and online diagnostic assessments are done frequently to track the progress.

Participation in Contests: Students in gifted and talented and the regular program are encouraged to participate in local, statewide, national and international competitions. This keeps the students engaged and excited about learning. Some of these competitions are American Mathematics Contest (AMC), Math League, Math Counts,

International Science Olympiads, Science Fair, Science Olympiad, History Fair, Geography Bee, Spelling Bee, Science Bowl, and Art Exhibitions.

Integration of technology and Constructivist Learning: Another recent change in the area of learning and teaching is due to the emerging concept of human, knowledge and learning that refers to cognition-based views on learning and to constructivism in particular. If constructivist principles are implemented in teaching practices, they will certainly have an effect on teachers' and students' roles. The modern concepts of learning emphasize the students' responsibility for their own learning and their active role in seeking and using information. The role of the teacher changes from being an information-transmitter into being an instructor who guides the students. This innovation is a great step towards individualizing education.

Technology contributes to (1) student learning through involvement with authentic, challenging tasks; (2) professionalization of teachers; and (3) creation of a culture that supports learning both in the classroom and beyond the school walls.

By using a multi-sensory approach to learning, students will be provided with opportunities to learn through auditory, visual, tactile, and kinesthetic activities. Students will be guided through the process of determining which learning style is best suited to their needs.

Technology helps students by making learning fun. The Internet allows students to explore resources, new horizons, and other people. Computers can be used to individualize education for students. Students can pace themselves and drills, simulations and games can contribute to regular class teaching.

Technology, if used wisely, is a most useful tool for teachers. Teachers learn how to use technology to the benefit of children. Teacher's role is to facilitate learning by offering different learning styles through the use of multimedia instructional aids. Teachers have access to their laptops 24 hours. By establishing safety and general use guidelines,

faculty will be able to benefit from technology constantly. Teachers have cell phones that are open to calls from students and parents.

Communication through computers allows students and faculty to exchange ideas and information instantaneously. Our school offers an online database which keeps the school community informed of everything from grades to meetings. Parents are given a username and a password to check their children's attendance, homework, grades, conduct, teacher comments and messages from school.

The school offers online drills and homework for some classes. Students take tests, do drills, and write reports at their own pace. The feedback is sent to the teacher and parent immediately.

The school employs an instructional technologist who will educate the administration and faculty on effective ways of integrating technology into education. This person is responsible for laying out a technology infrastructure plan for technology use across the disciplines

Higher Education Connections

The connection between Albuquerque School of Excellence and higher education listed below;

- The school is a college-prep academy. Every opportunity will be used to convey the message out to students and parents. In middle school and high school, students will take a Career Education class. The purpose of this course is to enable students to apply the knowledge and skills needed to design personal plans for achieving their goals in college and after college. The course attempts to give general information about career theories, opportunities, and instill in the student college awareness through preparing him/her for the senior year in high school.
- During teacher in-services, college professors will be invited to train our teachers. They expose the faculty to original ideas and updates in K-12 education.
- Researchers and doctoral students at the University of New Mexico will supervise our students on their science fair projects. Students will take trips to college campuses and use the library, computer center, and science labs.
- With seminars, career fairs, individual and group counseling, students will demonstrate awareness of careers and terminology regarding colleges, financial aid, etc. and become familiar with application and financial aid forms.

- The high academic and behavior expectations, challenging promotion standards, and graduation plans the students are required to follow create a college culture. All students will be expected to graduate on regular or scholar diploma. Students are awarded for their accomplishments, highly regarded for being in honor roll, and encouraged to participate in academic competitions.
- Students will have an opportunity take AP classes starting in 9th grade. Some of the AP classes that will be offered are AP Spanish, AP Calculus AB, AP Calculus BC, AP Statistics, AP World History, AP Human Geography, AP US History, AP Biology, AP Chemistry, AP Physics, AP English Language, AP English Literature, AP Computer Science A, AP Computer Science AB, and AP Environmental Science.
- Students will be able to take dual credit courses at local community colleges or 4-year colleges. The class load of a high school student will not exceed two dual credit courses per semester (fall, spring, and summer). However, under special circumstances that indicate a student with exceptional academic abilities is capable of additional college-level work, the academic dean may grant exceptions to this requirement. There is no limit on the hours of college credits a student will earn. Some students may earn up to 36 hours of college credit with a combination of AP, dual credit, and tech prep courses.
- Every student will be required to present a major research project in their high school years. The project will be in one of the following areas; Mathematics, Computer Science, Physics, Biology, Chemistry, Biochemistry, Botany, Zoology, Engineering, Environmental Science, Earth Science, or Behavioral Sciences including Psychology, Statistics, and Education.

Students will be expected to set up an experimental design, follow scientific research guidelines and use technology to create their product. The product could be a PowerPoint presentation, a video, or an animation that explains the student's work. During the defense of the project, 2 judges will ask questions and score the presentation. Members of the judging committee will be professors, doctoral students, engineers, doctors, researchers, technology specialists, and teachers at other high schools.

Award Program

The student recognition program is a very important aspect of school life. Students in all grades are recognized at the end of each grading period for accomplishments in attendance, academics, and responsibility. The awards are presented in each homeroom class at the end of each semester. At the end of the school year, school also holds annual Awards Day ceremonies with recognition for year-long accomplishments.

Other types of awards are awarded for each subject due to the teachers' policies. These might be homework pass, candy, gift card, coupon, trophy, medal etc. However, attendance, academics and responsibility are important components for at-risk students and they are awarded based on the following criteria:

Attendance: School targets to reach the maximum attendance limits. In order to promote the importance of attendance, students who attended over 93% of the semester period will be awarded. Students with 100% attendance rate will receive special awards.

This award will help the school improve the level of attendance.

Academics: Students who get all A's in courses will be awarded with special awards in each semester. Students with As and Bs will be awarded as well as students with all Bs. This will help students gain encouragement and appreciation in their education.

Responsibility: Students accomplished exemplary course projects in science, math, reading etc will be awarded to special awards at the end of each semesters. The name of the awards will be designed by the school principal's proposal to SB. The award decision approved by the board will be presented to students of each grade level.

Parent Visitations by the homeroom teachers

Communication is absolutely essential for success in any human endeavor. The administration and staff recognize this and will strive to facilitate open and frequent communications with parents at all times.

It is imperative that parents speak with the child's teacher first for classroom issues. It is the desire of the administrators and the faculty to be of service to both parent and student, and every teacher welcomes a conference with any parent. At no time is it appropriate for a teacher to meet with parents while students are present, including the arrival time of the student. Therefore, conferences need to be scheduled ahead of time, so the teacher and/or administrator will be available to meet with the parents.

It is the parents' responsibility to stay informed. If parents don't have access to the Internet, a copy of the information available at the school internet site will be posted in the School Lobby. Also, parents will check their child's backpacks daily for emergency notices and school website every week for new information.

Parents are welcome to visit and observe our classes. However, for sound educational planning, school requests that a visitation appointment be made by calling the school office at least one day prior to the planned visit.

School visitors, including parents are not permitted to go to their child's classroom unannounced during school hours because this disrupts normal routine and instruction. For the safety and protection of all students, visitors (including parents) must present a valid New Mexico Drivers License which will be processed through the front desk service.

Parents must also sign in and out, state why they are visiting, and what the purposes of the visit are, and obtain a pass before proceeding to a classroom. Cooperation will enable the school to provide a safe and orderly learning environment for all students.

In order to solidify the communication among parents, student and teacher, homeroom teachers will schedule to visit to student's parent/guardian at least once a semester. Teacher will give a little briefing about the school, students' classroom and student's performance in classroom. If there is any specific question raised by the parent/guardian teacher will try to answer or invite them to school further follow-up. Student's performance in all curricular areas, school activities and attendance and academic progress will be discussed with the parent. Feedback about student, teachers and school received from the parent will be reported to school's principal for the success of student and continues improvement of the school.

Parent Participation Program

Parental involvement is recognized as a crucial factor in school success. The Albuquerque School of Excellence will be most appropriate for parental involvement due to its educational program and small size, and individual attention. Each classroom and

homeroom teacher will mentor a number of students, monitor their progress in each subject matter, and contact their parents regularly. This will be a unique way of increasing parental awareness and involvement with school activities and their children's education. To establish more organized parental involvement and help parents enhance their children's learning at home. Albuquerque School of Excellence will initiate Parent Participation Program which is composed of series of parent seminars.

Seminar for Parents will be organized to assist parents in understanding, living with, and educating their children. Through parent seminars, parents will be educated on:

- Increasing understanding of parents to become a more supportive, encouraging and effective parent
- Increasing awareness to specific factors affecting their school experience; • How to monitor academic progress, attitude, and social adjustment, and provide opportunities for teachers to outline for parents appropriate learning strategies to be implemented at home to reinforce classroom learning.
- How to spare time each evening to monitor nightly homework and to provide assistance and encouragement to their child as needed, and as directed by the classroom teacher.
- Encouragement, support, and strategies to be implemented at home to enhance their child's prospects for academic progress.
- Setting high expectations and motivation strategies.

In addition to parent seminars, parents will be recommended to do followings for an active involvement in their child's education;

- Ask parents to read to their children regularly or listen to the children read aloud.
- Lend books, workbooks, and other materials to parents.
- Ask parents to take their children to the public library. (Provide the necessary information about how to get there, how to get a library card, and so forth needed.)
- Ask parents to get their children to describe (in detail, daily) what they did in school.
- Give an assignment that requires children to ask their parents questions.
- Ask parents to watch a specific television program with their children and discuss it afterward.
- Suggest ways for parents to include their children in any of their own educationally enriching activities.
- Suggest games or group activities related to the children's schoolwork that can be played by either parent or child or by child and siblings.

- Suggest how parents can use home materials and activities to stimulate their children's interest in reading, math and other subjects.
- Establish a formal agreement whereby parents supervise and assist children in completing homework tasks.
- Establish a formal agreement by which parents provide rewards or penalties (or both) based on children's school performance and behavior.
- Give a questionnaire to parents, so that they can provide feedback about their children's progress.
- Explain certain techniques for teaching, making learning materials, or correcting mistakes appropriately.
- Ask parents to sign homework to ensure its completion.
- Ask parents to provide spelling practice, math drills, or other practice.

To avoid assignments being used as useless attachments to current duties, faculty will be assigned to work closely with parents using one-on-one settings and group activities. Working with parents in this way will be the responsibility of each faculty member. The Dean of Academics will supervise these activities. The following actions will be taken to improve the effective communication and partnerships with parents:

- Publish a clear policy welcoming parental involvement, publicize it, and post it in the school buildings in an obvious place for all to see.
- Home visit by teachers will be a great tool for parents' education and building strong relation between student and teacher.
- Organize the staff, so that at least one person knows each student well- how he or she is doing in all subjects; whether he or she is making friends; whether he or she is anxious, afraid of failing, and so forth.
- Make sure that the school office is friendly and open and that parents are treated with respect and are not kept waiting.
- School's web page will be used effectively for constant communication. Parents will be able to have access to daily homework assignments, grades, attendance via school's secure web page.
- School will assign individual email account to its parents who need it.
- Sponsor parent-to-parent events, so that parents can get to know one another and develop common standards for their children's behavior and social life.
- Set up a parent room in the school building. Equip it with comfortable places to sit, a telephone, books about school age-children and what they need, and access to a copying machine.
- Provide in-person contact with parents whose primary language is not English, and be sure that translators are involved in all parent-teacher interaction as needed.

At Albuquerque School of Excellence, we believe that involving more parents more often and more productively requires changing the major location of parent involvement

from the school to the home, changing the major emphasis from general policies to specific skills, and changing the major target from the general population of students or school staff to the individual child at home as specified above.

Albuquerque School of Excellence will provide a real choice among education opportunities for students, parents, and teachers. The availability of choice is an important element in educational accountability that promotes higher standards throughout the system. The accountability that choice encourages will also help maintain strong public support for public education as a whole.

By meeting its objectives, Albuquerque School of Excellence will provide children with a positive educational and social experience in a structured, challenging, yet nurturing environment. It will be a community in which students, teachers, and parents are jointly aware of and committed to the mission and goals of the school

2. Description of the Curriculum, 3. Alignment with NM Standards, and 4. Strategies and Methods

(Please note that section 2, 3, and 4 are combined under this section).

Albuquerque School of Excellence's comprehensive curriculum will be written and aligned with New Mexico content standards by a group of hired curriculum experts. The curriculum experts will be hired within one month right after the charter approval date. Since the school is planned to start at 2010-11 school year, there will be sufficient time to develop the school's comprehensive, standard-based curriculum. First, the curriculum for K-9 grade span will be developed by April 2010. Then, the high school portion of the curriculum will be finalized by April 2011. The curriculum plan will include scope and sequence of courses, chapter, and unit plans, lesson plans, resources, assessment tools, technology applications, strategies and methods by which the subject matter will be delivered aligning with the content standards, benchmarks and performance standards of the State of New Mexico.

Since the school will be focused on science, mathematics, and technology, the curriculum will be designed on inquiry based learning supported by lots of student-centered activities in the lesson plans rather than long lecturing, teacher centered lessons. While much of the research about inquiry based learning have been done on science, the other core subjects can also be taught by inquiry.

Inquiry based learning activities are well suited in cooperative learning classroom and small group, or team projects. Research shows that cooperative learning strategies are another highly effective method on the academic progress of all students, and even more effective on that of minority students. Therefore, cooperative learning groups will be widely implemented at all grades and subjects in the school. This will also help to the English Language Acquisition progress of ELL students at school, since ELL students improve their language mostly by interacting with their teachers and peers in the school. In cooperative learning groups ELL students will have more chance to talk, discuss, share ideas, and knowledge, and excel in English in a shorter period of time.

The curriculum framework basically founded on the inquiry based learning in the cooperative learning groups, because research shows that this strategy improves not only students' academic achievement, but also their critical thinking skills, problem solving skills as well as their social skills. Students are encouraged to work cooperatively, each of them given a role, and task within small groups, but still held responsible from their own learning as well as teammates' learning. Teacher becomes a guider or helper who monitors the process, and creates an environment in which students can learn and challenge themselves, ask questions, share ideas, and teach each other. This role of the teacher in Albuquerque School of Excellence is very different than the role of a teacher in traditional classrooms.

The curriculum will also provide tools to the teachers to best distinguish their instruction for individual needs. The Accelerated Math Program for Math and Accelerated Reader for English Language Arts are perfect programs to individualize the instruction and help teachers to challenge each student within diverse and heterogeneous classrooms, and on the other hand encourage each student to reach their highest potential.

While delivering the rich and rigorous content of the school's standard-based curriculum, teachers will use technology tools to enhance academic achievement of all students. Students will visit computer lab starting at kindergarten level. Computer classes will be delivered by computer teachers. The rich and vertically aligned computer curriculum will be integrated with core courses content to make the technology more meaningful, and this will also help students to comprehend the core course content. After school remediation and enrichment programs are essential component of Albuquerque School of Excellence. Students who left behind the curriculum will be assigned to visit after school remediation programs. Students will be assessed to remediation programs either by teacher recommendation or the students' performance results at the STAR Reading, STAR Early Literacy, STAR Math, Accelerated Math, Study Island, and teacher driven assessment tools. Other students will be challenged at the Math Counts, Science Olympiad, Spelling Bee, and other programs in which they will have chance to compete with their peers around the state at high academic competitions.

School science fair will be another essential activity in which all students will have a chance to take participating. Science teachers will guide students to prepare a science fair project. School will prepare a science fair handbook for students, parents and teachers to guide all parties to a successful school science fair. It will include all the information about science fair projects, scientific method, resources, timeline, and documents that students need to submit in a timely manner. The school will organize a science fair informational night to inform, and involve parents in the process. Students will gain an understanding of the scientific method and implement it to the real life by asking questions and conducting an experiment, and eventually come to a conclusion. Students will have many chances to improve their presentation skills by presenting their work to the judges, teachers, their peers and other guests in the Science Fair. A sample portion of the school's standards-based curriculum with New Mexico standards alignment is shown below;

5th Grade SCIENCE SAMPLE CURRICULUM MAP				
9 Weeks	Standards/ Benchmarks	Performance Standards	Activities/Labs/ Assessments	Resources
First Month of 1st Nine Weeks	Scientific Investigation Strand I- Scientific thinking and practice NMSC I- observing, experimenting, predicting and validating BI-use scientific method to develop questions, designs, and conduct investigations ... PS1, 4, 5 BII-Understand processes of SI and how that results in scientific knowledge. PS2	PS 1. Plan and conduct investigations, including formulating testable questions, making observations, developing logical conclusions, and communicating findings PS 2. Explain that scientific conclusions are subject to peer and public review PS 4. Design scientific investigations using reproducible elements including single variables, controls, and appropriate sample sizes to produce valid scientific results PS 5. Identify and use observation, data collection, controlled experiments, or other investigations to answer different kinds of questions	Students will test questions in cooperative groups using scientific methods. Students will decide on a question to be tested using the scientific method - and share results during School Science Fair. Note: Students will receive continuous instruction, and support from their science, ELA, and computer teachers. Science Fair booklet including rubrics will be provided. Parent Informative Meetings will be scheduled to reach parents.	AIMS Education Hands on Activities: Where's Safe-T? Rubber Band Shoot Puff Mobiles Just Drop It! Discovery Channel Videos on Scientific Methods (Each teacher will have www.unitedstreaming.com account). Virtual Investigations of ExploreLearnig's GIZMO activities. (Each teacher will have an online account.) SciLink Resources (online educational tool) will be provided to teachers.

How will the school handle the first year with new administration, new teachers, new curriculum, and new students?

Following explanations can show what is planned to not only survive but have a successful first year of school.

Orientation and Professional Developments for Teachers before the First Day of School

The curriculum and scope & sequence will be ready before teacher orientation which will be held three weeks before the first day of the school. All teachers, administrators and staff will participate to a mandatory two-day retreat in order to get to know each other. After this two-day team forming retreat, the teachers will have two-week long orientation program. The School's mission, vision, educational philosophy and approach will be explained by the principal. School resources, curriculum, scope and sequence, instructional methodology will be introduced by the dean of academics. Teachers will get their laptops, teacher resources, and other materials that they will need throughout the program. Teachers will meet daily with department chairs, curriculum expert, dean of students and dean of academics. They will have some time to digest the given information, meet informally with each other and administrators, and prepare their rooms. After the first week, they will start to work on lessons based on expectations and strategies explained during the first week of orientation. Teachers will learn their weekly schedule, extra assignments, weekly and monthly meeting times, and calendar during this time as well.

Communication with Parents & Parental Involvement

Communication well with the parents is the first step in parental involvement. Parent involvement is crucial in student's success, and Albuquerque School of Excellence is aware of its importance. All activities, improvements and problems will be shared with parents through two main channels:

1- Wednesday Mails: One week before the school starts, parents and students will go through school orientation and have a chance to meet with teachers and administrators. They will get their student handbook and sign their agreement. In this agreement, parents will be notified of Wednesday mails, and its requirements. Every Wednesday, students will take Wednesday Mail to home

and give it to their parents/guardians. Students will be required to get the first page of the Wednesday mail signed and return it the next school day. Wednesday Mails will be prepared in two versions (English and Spanish). This way, parents will be informed about the school activities, tutorials, clubs, upcoming tests and programs. Wednesday Mails consist of two parts: General Announcements and Individual Discipline and Educational Report parts. Wednesday Mails are a very important part of schools' transparency and openness policy.

2- School Database and Website: For those who have access to internet, all information in the Wednesday mail will be available online as well. Parents will have online access to their students educational records through password protected secure website. Parents will be able to see weekly, sometimes daily progress and assignments of their children.

Meetings and After School Schedule

Department Meetings: For the best curriculum implementation, and success of the students, weekly department meetings are the heart of the program. But how can teachers meet weekly for curriculum and other program implementation, along with their many other duties, clubs and tutorials? With the help of a scheduling program, school will organize department meetings during school time. Teachers of the same department will have double planning period that meeting day to use one of it for the meeting. Each department will meet on a different day of the week. This way Instructional leader of the campus, and/or principal and dean of academics will have a chance to meet with every department on weekly basis. Implementation progress, trainings regarding ongoing programs, sharing the problems and discussing the improvement plans can be done during this weekly meeting time.

Weekly After-School Schedule 3:00PM-4:00PM

The schedule below will enable teachers to have two different days for tutorials, and two different days for after school clubs. The schedule will enable students to go to variety of clubs, after school activities, and if needed four different tutorial groups as well. Student who struggle reading, writing, math and science will get immediate help by signing up for the tutorials. Depending on the monthly benchmark test results, STAR Math, STAR Reading, STAR Early Literacy, Accelerated Math, and teacher

recommendations students will be required to attend one or more of the after school tutorials.

ELA Department		Social Studies Department	
Monday	Subject Tutorial	Monday	General Tutorial
Tuesday	General Tutorial	Tuesday	Subject Tutorial
Wednesday	Staff Meeting	Wednesday	Staff Meeting
Thursday	Club Day 1	Thursday	Club Day 1
Friday	Club Day 2	Friday	Club Day 2
Math Department		Science Department	
Monday	Club Day 1	Monday	Club Day 1
Tuesday	Club Day 2	Tuesday	Club Day 2
Wednesday	Staff Meeting	Wednesday	Staff Meeting
Thursday	Subject Tutorial	Thursday	General Tutorial
Friday	General Tutorial	Friday	Subject Tutorial

Staff Meetings: There will be no tutorials or club activities on Wednesdays. This day is reserved strictly for Staff Meetings and/or professional developments. Principal will update the teachers on recent developments, ask their opinions on school problems, and explain weekly goals.

First Two Months of School

First Two Weeks: There will be no after school activities, clubs, tutorials, or programs in the first two weeks of the school. Students will be dismissed at 3:00PM and staff meeting will be held to evaluate the day. General operational problems will be discussed. During these staff meetings, implementation progress, test results, weekly and monthly goals will be discussed.

Students will go through class routines and procedure at this time of the year. Depending on their grade level, students will take certain tests that will help teachers to understand each individual student in details. The test results will be shared among teachers through password protected database and website.

Second Two Weeks: Based on the test results, teachers will work on individual learning plans and share the result with ELL, Special Ed., and GT departments. During weekly meetings, required updates will be announced. Teachers will share their experiences and best practices as well.

Second Month: After all meetings, test results and interactions in class, teachers are ready to meet with parents to inform and discuss students' progress and plans. First Open House will also be organized during this time of the year. Parents will see the school in action, have a chance to see students' actual work and meet with other parents. Parents will also have a chance to schedule meetings with teachers to talk individually regarding their students' needs, progress, and future plans.

Monthly Assessments

Albuquerque School of Excellence will collect data on students' learning monthly and evaluate the results in the department and staff meetings that are held weekly. Each teacher and administrator will go through intense training of assessment and instructional tools. Parents will have daily online access to some of the assessment data through Home Connect feature. For all other assessments; Parents who do not have access to web, Spanish and English version of the reports –depending on the need- will be sent on Wednesdays via Wednesday mails. Every quarter, teachers will invite parents to parent-teacher conferences to share the test results.

	Tests & Assignments	Starting From	How Often
Kindergarten	STAR Early Literacy	1st week	monthly
	STAR Reading	2nd quarter	monthly
	Accelerated Reader	2nd quarter	daily
1st-3rd Grades	STAR Early Literacy	1st week	monthly
	STAR Reading	1st week	monthly
	STAR Math	1st week	monthly
	Accelerated Math Assignments	1st week	daily
	Accelerated Reader	2nd week	daily
4th-8th Grades	STAR Reading	1st week	monthly

	STAR Math	1st week	monthly
	Accelerated Reader	2nd week	daily
	Accelerated Math Assignments	2nd week	daily
	If students struggle in reading assignments and scores low on STAR Reading tests, they will take STAR Early Literacy as needed.		

STAR Early Literacy, STAR Reading and STAR Math tests are 15-20minute tests that are taken in computer classes. As soon as the test is over, results are available to teachers and school administrators. Many different reports can be generated online to monitor the implementation processes.

B. EDUCATIONAL PROGRAM

1. Length of School Day and School Year:

The proposed length of the school day will be at least six hours of instructions each day for grades 6th through 12th and 5 hours and a half hour for kindergarten through 5th grades. Students will have 45 minutes of lunch break.

Educational year will be consisting of 180 days and total number of instructional hours will be at least nine hundreds ninety hours per year for kindergarten through 5th grades, one thousand eighty hours per year for grades sixth through twelfth.

2. Grade Levels, Class Size and Projected Enrollment:

Table below show projected enrollment and grade level configuration for the next 5 years.

School Year		Grade Levels	Total Projected Student Enrollment
First Year	2010-11	K-9	388
Second Year	2011-12	K-10	588
Third Year	2012-13	K-11	610
Fourth Year	2013-14	K-12	706
Fifth Year	2014-15	K-12	917

Projected class sizes are listed below;

Grades	Class Size
K	20
Grade 1	20
Grade 2	22
Grade 3	22
Grade 4	22
Grade 5	24
Grade 6	24
Grade 7	25
Grade 8	25
Grade 9	25
Grade 10	25
Grade 11	25
Grade 12	25

3. Graduation Requirements (if applicable):

High School Graduation Requirements

The following graduation requirements apply to students entering Grade 9 and after.

Discipline	New Mexico Diploma of Excellence
English	Four Credits must consist of: <ul style="list-style-type: none"> – English/Language Arts I – English/Language Arts II – English/Language Arts III or AP English Language and Composition – English/Language Arts IV or AP English Literature and Composition
Communication Skills	One credit: <ul style="list-style-type: none"> – Communication Skills
Mathematics	Four Credits* must consist of: <ul style="list-style-type: none"> – Algebra I – Geometry – Algebra II – Interactive Math Program (IMP-I thru III), Pre-Calculus or Probability & Statistics or AP Calculus AB or AP

	<p>Calculus BC or Concurrent Enrollment in College Courses (*one unit must be equal or higher than algebra 2 level)</p>
Science	<p>Three Credits</p> <ul style="list-style-type: none"> – A biology credit (Biology or AP Biology) – A chemistry credit (Chemistry or AP Chemistry) – A physics credit (Physics or AP Physics (B or C) or Principles of Technology I) – The science courses can also be selected from the following <ul style="list-style-type: none"> ○ Astronomy, Anatomy and physiology, Environmental Science, Earth and Space Science, AP Biology, AP Chemistry, AP Physics B or C, and AP Environmental Science
Social Science	<p>Three and one-half credits must consist of:</p> <ul style="list-style-type: none"> – World History and Geography (one credit) – New Mexico History (one-half credit) – US History and Geography or AP US History (one credit) – US Government or AP US Government (one-half credit) – Economics (one-half credit) or AP Macroeconomics or AP Microeconomics or Principals of Democracy (substitutes for Government and Economics if taken for a year)
Physical Education	<p>One credit of the Physical education or other physical activity.</p>
Health Education	<p>One-half credit of Health Education</p>
Languages other Than English	<p>Two Credits must consist of Level I and Level II in the same language. An AP course can also be substituted for each level (must also be the same language).</p>
Technology Applications	<p>One credit choose one from the followings:</p> <ul style="list-style-type: none"> – Computer Science – Desktop Publishing – Digital Graphics – Multimedia

	<ul style="list-style-type: none"> – Video Technology – Web Mastering – BCIS – AP Computer Science A
Fine Arts	One credit choose one from the followings: <ul style="list-style-type: none"> – Art – Dance – Music – Theatre – AP Music Theory – AP Studio Arts – AP Art History
Elective Courses	Two and one half credits from: <ul style="list-style-type: none"> – Student Service Learning – Financial Literacy – AP Psychology – AP European History – Photography – Multiculturalism – Journalism – Debate – Psychology – Creative Writing – Sociology – Or any other course approved by PED and School administration
Honor Requirement	students shall earn at least one credit as an: <ul style="list-style-type: none"> • honors, • advanced placement, • dual credit, or distance learning course
Community Service	100 hours
Final Examination	Final examinations shall be administered to all students in all Classes offered for credit.
Next Step Plan	All high School students will complete and file Next Step Plan from the end of grades eight through twelfth grade. The Next Step Plan will be revisited and updated each year by the

	parents/guardians, advisor and student. Each student must complete a final next-step plan during the senior year and prior to graduation.
State Testing	Pass all components of the New Mexico Competency Exam to be administered during the second semester of the sophomore year and during the junior and senior year.

Middle School Coursework

6TH GRADE	7TH GRADE	8TH GRADE
Mathematics	Mathematics	Algebra 1
Science	Science	Science
Language Arts	Language Arts	Language Arts
Social Studies	NM history and geography	United States history
Physical Ed./Health	Physical Fitness	Physical education/Health
Computer Literacy	Computer Science	Computer Science
Elective	Elective*	Elective*
Elective	Elective*	Elective*

* The electives can be selected from the following list: industrial arts, chorus, band, home economics, typing, creative writing, speech, drama, Spanish, computer literacy, American Sign Language and other electives approved by the PED and school administration.

High School Coursework

9TH GRADE	10TH GRADE	11TH GRADE	12TH GRADE
Geometry	Algebra II	Pre Calculus	AP Calculus
English 9	English 10	English 11/	English 12
Biology	Chemistry	Physics	AP Biology AP Chemistry AP Physics B/ AP Environmental Science (Optional)
Social Studies	Social Studies	Social Studies	Social Studies
PE	Elective	Elective	Elective
Elective	Elective	Elective	Elective
Elective	Elective	Elective	Elective

Detailed course descriptions for the core courses are given in **Appendix H**.

Measurable School Goals and Objectives

Activities		Responsibility	Performance Indicators
1	Necessary interventions will be implemented to meet the needs of students who demonstrated deficiency on either a NMSBA exam or a curriculum-based assessment.	Principal, Campus Administrators	The number of tutorial hours conducted & % of students who pass the NMSBA test in each subgroup & % of students who promote to the next grade level.
2	Students starting at the 8 th grade level will be offered an opportunity to take a Career Education course to ensure that students have an opportunity to continually raise their personal and academic expectations.	Principal, Dean of Academics	% of students taking the class in 8 th and upper grades.
3	Albuquerque School of Excellence students will start to take AP classes starting in 9 th grade. AP classes that will be offered in 2014-2015 school years are: AP Calculus AB, AP Calculus BC, AP Statistics, AP World History, AP Human Geography, AP US History, AP Biology, AP Chemistry, AP Physics, AP English Language, AP English Literature, AP Computer Science A, and AP Environmental Science.	Principal, Dean of Academics	% of students taking AP classes in 9 th and upper grades.
4	In High School, students will be able to take dual credit courses at local community colleges or 4-year colleges. The class load of a high school student will not exceed two dual credit courses per semester (fall, spring, and summer).	Principal, Dean of Academics	% of students taking dual credit courses in 11 th and upper grades.

5	In high school, each student will be required to join a career and technology program. At the end of this program, students will earn a certificate. The school will offer the following career clusters; Business Education, Health Sciences Technology, and Technology Education.	Principal, Dean of Academics	% of students involving career and technology program in high school.
6	Internship Programs will be a requirement for high school students. These programs will be available to students during the summer months. Based on their interest, students will choose a program where they can experience working in a professional environment, enhance their skills, build their résumés, and complete community service hours. Students must commit to complete 100 hours as an intern during their high school years.	Principal, Dean of Academics	% of students involving internship programs in high school & % of students completing internship programs in high school
7	At Albuquerque School of Excellence, teachers take the extra mile to establish rapport with the students and parents. Home visits have a great role in relationships and partnerships with families.	Principal, Campus Administrators	% of parents visited
8	At the beginning of each school year, the school will organize a two-day workshop for parents at the beginning of the first semester in order to encourage them to be actively involved in educating their child, organizing and monitoring their time and discussing school matters.	Principal, Campus Administrators	The number of workshop days & The number of the parents attending the workshop
9	At the beginning of each school year, the school will organize an in-service program to train teachers who will take part in the implementation of school goals.	The Central Office, Principal, Campus Administrators	The number of the teachers attending the in-service program

10	In order to increase the level of partnerships with other organizations, 20% of the high school science fair projects will be prepared under the supervision of neighboring university staff and, once a month, the school administration will invite a Career Guest Speaker from the local community to mentor students. .	Principal, Dean of Academics	% of science fair projects prepared with the help of neighboring university staff & The number of speakers invited
11	Albuquerque School of Excellence will offer online supplementary classes to the regular ones. With the implementation of this program, teachers will be able to prepare more appropriate and individualized classes according to the different ability levels of student groups. Also, students will be able to take tests online, do drills, and write reports at their own pace.	Principal, Dean of Academics, IT Manager, Computer Department Chair	The number of supplementary on-line classes offered
12	In order to improve the skills of students who are gifted in technology, Albuquerque School of Excellence will offer an elective Electronics class as a part of the school's Gifted and Talented program starting from 7 th graders and Robotics class starting from 6 th graders.	Principal, Dean of Academics	% of GT students taking these classes
13	In high school, as a part of Gifted and Talented program, Logic and Mathematical Applications classes will be offered to all grades as electives to enrich the mathematics curriculum and Astronomy, Environmental Science, Introduction to Genetics Engineering to enrich the science curriculum.	Principal, Dean of Academics	% of GT students taking these classes in high school
14	Starting from 4 th grade, every student will be required to prepare a science fair project under the supervision of the science teacher. The project will be in one of the following areas: Mathematics, Computer Science, Physics, Biology,	Principal, Dean of Academics	% of students preparing science fair projects

	Chemistry, Biochemistry, Botany, Zoology, Engineering, Environmental Science, Earth Science, Literature, Social or Behavioral Sciences including Psychology, Statistics, and Education.		
15	Starting from 4 th grade, Albuquerque School of Excellence will offer a character education class. The Character Education class will encourage students to take responsibility for their actions.	Principal, Dean of Academics	% of students taking character education class

C. STUDENT PERFORMANCE EXPECTATIONS AND

D. PLAN FOR EVALUATING STUDENT PERFORMANCE

GOAL-1: READING

Educational Goal: *Student proficiency and achievement in reading would grow academically at least one month of growth for each month of instruction determined by the STAR Reading test and STAR Early Literacy Tests.*

Strategies	Performance Measure/Structure	Progress & Results
<p>1- At the beginning of the school year, students will be given STAR Reading test, and STAR Early Literacy Tests. These data will help teachers and administrators to adjust the instructional level, and arrange appropriate supportive programs for students at risk.</p> <p>A Spanish reading test will be given to students whose primary or home language is Spanish. These students will take New Mexico English Language Placement Test (NMELPT) within 20 days of enrollment.</p>	<p>Based on the data gathered from both STAR Reading and STAR Early Literacy Tests, each student's individual Reading Achievement Goals will be determined by a group of trained ELA teachers. These tests will be given throughout the year (monthly) in equal intervals to monitor the progress. Each individual student's growth will be carefully watched. At risk students will be easily detected and provided extra help (after school tutorials, Saturday programs) in order to catch up their peers. The Spanish reading test results will be used as a separate data to understand students' actual reading level as well. NMELPT results help teachers to see students' English Language levels.</p>	<p>The results of first test will be used as baseline data to determine 3 year improvement plan for each grade level. A general school improvement strategy will be determined based on these grade level improvement plans.</p>

2-Teachers will develop individual instructional plans for all students who require remediation or enrichment.	Students who need individual instructional plans can be easily identified with STAR Reading and STAR Early Literacy tests. These two tests will be given every month throughout the year to see if students are responding to their individual instructional plans.	Special education coordinator, ELA teachers and dean of academics will meet regularly to improve the results of students who require remediation and enrichment. Department meetings held on regular basis can also help to find solutions to the problems of students who need individual instructional plans.
3-Teachers will instruct all students at instructional reading levels.	STAR Reading test results indicate each student instructional reading levels. From time to time, students at the same instructional level can be taught in small group settings.	Dean of academics and ELA department chair will make regular weekly class walk-ins to observe ELA teachers. ELA department chair should also make sure that all ELA teachers have access to test results and know how to form and instruct students in small groups.
4- Accelerated Reader: AR (Renaissance Learning) program will be implemented in school's reading curriculum in order to get students excited about reading.	Students, parents, teachers, and administrators will have access to HomeConnect website where everybody can monitor student's reading progress online.	ELA teachers will set individual goals for each student (initially based on STAR Reading Test results). School administrators and department chairs will monitor the success of the program. Teachers will receive Professional development programs until AR program is successfully implemented in the campus.
5- Students will have at least 30 min daily independent reading time during school hours.	Classroom logs of family/at home reading time will be used along with AR test results. Each student will have individual achievement goals. The	Improvements of monthly taken STAR Reading test results will be a good indicator of successful implementation of reading program for all grade levels.

	progress of students will be monitored and encouraged closely by school administrators and ELA teachers.	School administrators and ELA teachers will meet weekly to discuss how to improve reading program. School administrators and ELA teachers will set goals for the following year by using baseline data of the first year test results.
6-Expose all students to a wide variety of literary genres.	Book drives, and fund raising programs will be organized to enhance the school library.	First year, the goal is to have minimum 3000 books in the school library.
7-Specially trained teachers will employ strategies in reading to meet the needs of individual learners.	ELA Department Chair and the school administrators will plan each teacher's personal development based on class observations and students test results.	Teachers will be required to participate 60 hours of professional development every year. School administrators will keep track of each teacher's professional development program and consult with department chairs on the effectiveness of the program.
8-Complete NMSBA Item analysis to determine program strengths and areas of concern.	Until the second year of school, when the actual NMSBA results will be available to all teachers to make NMSBA item analysis to determine program strengths and weaknesses, Study Island's benchmark test results will be used to find the ways to improve instructions to make it more aligned to New Mexico State standards and NMSBA.	After each benchmark tests, the results will be discussed in one of the weekly department meetings, and then teachers will give item analysis reports to dean of academics. Instructions will be modified based on (benchmark) NMSBA item analysis.

9-Family at home reading will be encouraged.	Parents will be invited to school for informative meetings. Parents will be informed on STAR Reading, STAR Early Literacy, Accelerated Reader, HomeConnect (website where parents can have access to their kid's test results), AR Book Find (website where parents find appropriate books for their kids). Parents will be encouraged to meet with their kids ELA teachers to discuss test results. Parents will also be informed on how to establish a good reading environment at home.	Teachers will be required to keep track of parent meetings. During weekly department meetings. Teachers will be asked if they have contacted with the parents of struggling students.
10-A school-wide celebration of reading will occur.	A good school-wide reading incentive program is essential.	Principal and PTO will raise money to have good sustainable incentive program that will last for the entire year. After every grading period, students who reached their individual goals will be recognized.

GOAL-2: WRITING

Educational Goal: Student proficiency and achievement in written language will improve to at least proficient level determined by New Mexico Standards Based Assessment (NMSBA).

Strategies	Performance Measure	Progress & Results
1-Complete NMSBA item analysis to determine program strengths and areas of concern.	Based on the data gathered from both Benchmark Tests and SBA Tests, the writing curriculum improvement plans will be determined by a group of trained ELA teachers.	The results of first year SBA tests will be used as baseline data to determine 3 year improvement plan for each grade level. A general school improvement strategy will be planed based on these grade level improvement plans.
2-Students will practice writing daily.	Maintain student-writing portfolios.	
3-Special trained teachers will employ differentiation strategies in writing across all curriculum areas to meet the needs of individual learners, including G/T, Special Education, and Dyslexic.	Essays, exams, portfolios, exhibitions, and oral examinations.	Differentiating the education is a key to succeed. In order to check if each student reaches his/her potential, ELA teachers and dean of academics will meet regularly to go over each student's progress.
4-Teachers will demonstrate and model examples of good writing across grade levels.	Varied writing assignments, portfolios, exhibition, and standardized tests	
5-Teachers will use targeted writing skills across grade levels.		

6- Writing will be integrated into other curricular areas.	ELA teachers will work with Science and social studies teachers on certain assignments such as Science Fair Projects, Research Paper assignments, power point presentations of certain topics.	Dean of academics and department chairs of ELA, science, and social studies will plan this collaboration and work on the implementation throughout the year. Every semester the activities will be reported to principal. At the end of the first year, based on the experiences of the first year, a new plan will be developed.
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GOAL-3: MATHEMATICS

Educational Goal: *Students would grow academically at least one month of growth for each month of instruction determined by STAR Mathematics Test.*

Strategies	Performance Measure	Progress & Results
1- At the beginning of the school year, students will take STAR Mathematics Test. These data will help teachers and administrators to adjust the instructional level, and arrange appropriate supportive programs for students at risk.	Based on the data gathered from STAR Mathematics Tests, each student's individual Math Improvement Plans will be determined by a group of trained Math teachers. Star Math tests will be given throughout the year (monthly) in equal intervals to monitor the progress. Each individual student's growth will be carefully watched. At risk students will be easily detected and provided extra help (after school tutorials, Saturday programs) in order to catch up their	The results of first year STAR Math test results will be used as baseline data to determine 3 year improvement plan for each grade level. A general school improvement strategy will be planed based on these grade level improvement plans.

	peers.	
2-Every grade level will increase the use of math manipulative.	Teachers will be trained on how to use math manipulative.	Math department chair will monitor the usage of math manipulative.
3-Students will complete daily problem solving activities in the grade levels.	Performance on daily practice activities. Accelerated Math Program will be used daily to monitor students' progress.	By using the online reporting features of Accelerated Reader, administrators and department chairs will monitor grade level progress.
3-Specially trained teachers will employ strategies in math to meet the needs of individual learners, including BE, G/T, and Special Education.	Essays, exams, standardized tests, portfolios, exhibitions, lab practical and oral examinations. Different libraries of Accelerated Math can be used to address the needs of different groups of students, such as special education, G/T, etc.	Differentiating the education is a key to succeed. In order to check if each student reaches his/her potential, math department chair and dean of academics will meet regularly to go over each student's progress monitoring report. This feature of Accelerated Math will give clear picture if each student is challenged according to his/her capacity, or not.
4-Complete NMSBA item analysis to determine program strengths and areas of concern.	Study Island's New Mexico State (Web based testing and monitoring system) Online Benchmark testing system will be utilized to see students' readiness to SBA. If the test results (or upon student's or parent's requests) indicate a need, students will be provided after school and Saturday tutorials.	Study Island's New Mexico Benchmark Test results will be closely monitored by school administrators, math department chairs, and math teachers. The first benchmark test results will be compared with first year actual SBA results to determine the effectiveness of the testing (Study Island) program. If student's actual test results are close to their benchmark test results, than the curriculum and instruction will be

		modified throughout the following year based on following year's benchmark results.
5-Provide staff training to assist in the implementation of the new math adoption.	Weekly department meetings are great opportunities to share the good practices, get some new training and solve problems that teachers faces.	Department Chairs will share the meeting minutes with dean of academics and principals and explain next step of the implementation progress.
6-Develop site-based pre and posttests for math skills at each grade level.	Accelerated math provides great tools to give pre and post tests (diagnostic tests and regular tests). This way instruction can focus on the concepts that are missed by the majority of the students. Others can be delivered in small group instructions while other students are working on their practice problems.	Accelerated Math enables school administrators, parents, and students to reach learned objectives data with just a few clicks. This way, anybody within the system can see the progress, or identify any problem.
7-Start a Math Olympics team after school program.	GT students will have a good opportunity to get in-depth math instructions during after school math Olympiad classes.	Math department chair will try to communicate with neighborhood schools to have small mathcounts competitions among these schools before participating regional ones.

GOAL-4: SCIENCE

Educational Goal: *Students will improve in gathering research, understanding content, and making connections. Students at 5th grade will improve to at least proficient level determined by New Mexico Standards Based Assessment (SBA).*

Strategies	Performance Measure	Progress & Results
1-Teachers will increase the number of hands-on activities and investigate labs at every grade level.	Teachers will keep a copy of graded lab reports and activity hand-outs in their portfolios as a proof of students' work. They will share their experiences with other science teachers during weekly department meetings.	Science department chair and dean of academics will check the teacher portfolios at the end of each grading period. Teachers will be encouraged to increase the number of hands-on activities.
2-Implement technological applications as appropriate. Vernier (electronic measuring interfaces/sensors) Elementary Science Lab program will be used along with traditional methods.	Teachers will keep a copy of graded lab reports and activity hand-outs in their portfolios as a proof of students' work. They will share their experiences with other science teachers during weekly department meetings.	Science department chair and dean of academics will evaluate the portfolios and talk with the teachers to determine if professional developments are needed to implement more technological applications.
3-Teachers will implement activities and provide resources to meet the individual needs of all students, including LEP, G/T, and Special Education.	Cooperative learning techniques will be used to address the needs of different individuals. Each student in a team will have certain responsibilities and the roles will be switched after each activity, including LEP, G/T, and Special Education.	During weekly department meetings, science teachers will share their experiences and get feedbacks from department chair. New cooperative learning techniques will be introduced by the department chair throughout the year.
4-Staff will continue to develop technical skills through in-service, training, classes, and mentors.	Continuous training is essential part of implementing a new program.	Principal and dean of academics will monitor the progress of staff and make some changes/improvements on the development plan as needed.

5- Students will utilize classroom, lab, and library technology as appropriate to the learning activities.	Science teachers will work with ELA teachers and social studies teachers on certain assignments such as Science Fair Projects, Research Paper assignments, power point presentations of certain historical achievements in history of science.	Dean of academics and department chairs of ELA, science, and social studies will plan this collaboration and work on the implementation throughout the year. Every semester the activities will be reported to principal. At the end of the first year, based on the experiences of the first year, a new plan will be developed.
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GOAL-5: TECHNOLOGY

Educational Goal: *Students will use technology as an integrated tool in learning and teaching.*

Strategies	Performance Measure/Structure	Progress & Results
1- Staff will continue to develop technical skills through in-service, training, classes, and mentors. 2- Staff will utilize school technology. 3- Staff will investigate to inform and facilitate discussion surrounding the issue of computer lab vs. classroom technology.	Classroom documentation of usage. At the beginning of the school year, one full day and two half days will be spent on training of staff on database, technology and software that school will utilize.	Training of staff will continue throughout the year. Principal will meet with technology specialist once a month and based on the feedbacks and observations made during staff meetings, class visits and walk-ins, new trainings will be planned as needed.

4- Students will utilize classroom, lab, and library technology as appropriate to the learning activities.	<p>Check list of classroom software use. Pre/Post keyboarding assessment in grades 4 and 5</p> <p>Teachers will work on a platform that will hold digital portfolio of students. The rubrics and details will be discussed with other department chairs as well.</p>	First year of school operation, dean of academics will make sure that department chairs will discuss and work on digital portfolio project throughout the year. Second year teachers will start to use the system for their work, and third year, 5th graders will start to use a simple system that was developed by the school to post their projects.
5- Purchase and utilize needed software, hardware, and technology tools.	As need arises, new software, hardware, and technology tools might be purchased. This will bring a new cycle of training and implementation and integration cycle.	Principal along with other staff members, will evaluate the effectiveness of the purchased programs and technology tools, and then decide if they will be used for another year. If yes, they will discuss how to improve implementation and integration of the technology product to school environment.
<p>6- Support and encourage after school parent and student computer use.</p> <p>7- Assign a staff member/parent volunteer to monitor the computer lab.</p>	<p>Computer lab(s) will be used in the most effective way. To do this, a lab will be accessible before school, during lunch, and after school to both students and parents.</p> <p>During normal school day, teachers will have access to computer lab(s) at least once every other week for each of their classes. This way, if they need to use the computer lab to use either internet or</p>	After the second grading period, dean of academics will prepare a report on the usage of computer lab(s) and multimedia room. During staff meeting, principal and teachers will discuss to find more efficient/effective use of these rooms.

other programs, they can go, if not stay in their classrooms.

GOAL-6: CITIZENSHIP

Educational Goal: *The school will provide an exemplary academic program while instilling strong character education built upon respect and responsibility, including violence and drug prevention strategies.*

Strategies	Structure	Progress & Results
1-Counselor will provide weekly lessons and morning announcements to all students.	narratives, notebook	Logs will be recorded. Results will be discussed at the end of each semester.
2-Students will develop leadership skills through character education and Student Council.		Logs will be recorded. Results will be discussed at the end of each semester.
3-Counselor and Character Education program will promote responsible behavior including violence and drug prevention.	All discipline data will be recorded in school's database and will be available to the parents online.	Discipline data will be analyzed at the end of each semester.
4-Diversity Club will promote cultural awareness by highlighting various cultures in the community.	Volunteer hours	
5-Students will participate in community service projects via Club activities.		
6- The principal will plan avenues for effective communication among parents, staff and administration.	Home visits will be conducted to establish effective parent-school relationships. Parent-Teacher	Results (home visit number etc...) will be collected and analyzed at the end of each semester

7- A strong parent council will work toward activities and projects that enhance the educational programs and school climate.	Organization will be established. Surveys will be administered to evaluate parent-school relationships.	
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GOAL-7: ATTENDANCE

Strategies	Performance Measure	Progress & Results
1-Maintain current monitoring of attendance by staff.	Daily recording and informing parents monthly with regular mails and immediately if student is not attending regularly. Attendance data will be available to the parents online through the school database also.	Albuquerque School of Excellence will maintain an “average daily attendance “of 93% or more.
2-Maintain current recognition of attendance and current incentives.		
3-Teachers will conference with parents.		

E. SPECIAL POPULATIONS

Albuquerque School of Excellence will hire its own staff to provide an array of Special Education Services so that children with a wide variety of learning disabilities and different education plans can be placed in a program that works for them. These services will include:

1. General Education Classroom Placement in which the needs of the students with learning disabilities are met in a general education classroom with no additional outside help. The special education teacher monitors the performance of the student periodically and supports the general education teacher outside the classroom.
2. Resource Room Placement in which students spend most of their day in general education classrooms but then participate in resource room programs for the other part of the day. Resource room will include a small number of students working with a special education teacher on reading, language, and math.
3. Special Education Placement with Part Time Inclusion in which special education students are taught by a special education teacher for most of the day but join their peers for subjects such as physical education, art, and music.

Albuquerque School of Excellence will have in effect policies and procedures to ensure that all children with disabilities enrolled, regardless of the severity of their disability, and who are in need of special education and related services, are identified, located, and evaluated in compliance with IDEA, Section 504 of the Rehabilitation Act of 1973, and Title II of the ADA of 1990 as applicable to LEAs.

Albuquerque School of Excellence will ensure that a free appropriate public education (FAPE) is provided to all individuals with disabilities, ages 3-21 (although the school may not serve all students in this range, as a local education agency, it will carry out its responsibilities to locate such students as described in 34 C.F.R. §300.125 and direct them to relevant agencies) rules and regulations who qualify for special education services in accordance with 6.31.2.10 NMAC. To carry out these responsibilities, Albuquerque School of Excellence will implement: a comprehensive system of "Child Find" in which Albuquerque School of Excellence personnel actively search for all individuals with disabilities or developmental delay who are 3-21 years of age.

Albuquerque School of Excellence will continuously inform the community concerning programs available for students who are eligible for special education services by means of public awareness announcements and articles. Albuquerque School of Excellence's newsletters will be sent to parents to inform parents about special education services. In addition, school will discuss with parents available services with parents during parent night meetings. Albuquerque School of Excellence will maintain a list of its dissemination network including community agencies and facilities, individuals, and locations that child find information, and evidence of on-going communication.

A variety of instructional arrangements and settings is provided along a continuum from the least restrictive to the most restrictive environment. The IEP team, when placing a student in special education, considers all available options in the process of determining the most appropriate instructional setting(s) for the student.

As determined by the IEP meeting, students may be served in a combination of appropriate instructional arrangements during any given semester. Some of these arrangements are: Mainstream, Resource Room, Self-contained, Mild and Moderate, Regular Campus, Severe, Regular Campus, Vocational Adjustment Class, Homebound, Hospital Class, and Speech Therapy. In addition to these arrangements, Albuquerque School of Excellence will provide direct services such as inclusive support, instructional modifications/accommodations, content mastery support, physical and occupational therapy, and consultation with special education staff.

Referral and Identification Process for Special Education Services: Albuquerque School of Excellence's referral process for special education services consists of Response to Intervention (RTI) method. According to this method, there are three main intervention categories. These categories include research-based scientific interventions that are applied prior to special education.

RTI Tiered Intervention Categories:

1. Tier I interventions: These interventions are universal and available to all students. Teachers often deliver these interventions in the classroom. Tier I

interventions are those strategies that instructors are likely to put into place at the first sign that a student is struggling.

2. Tier II interventions: These interventions are individualized to the unique needs of struggling learners. They are reserved for students with significant skill gaps who have failed to respond successfully to Tier I strategies. There are two different methods that can be used to deliver Tier II interventions:

a) Problem-solving (Classroom-based) interventions: The classroom teacher is often responsible for carrying out these interventions. In this approach, the intervention can be customized to the student's needs. However, developing intervention plans for individual students can be time consuming.

b) Standard-protocol (Stand-alone) interventions: In this method, group intervention programs based on scientifically valid instructional practices are created to address frequent students referral concerns. These services are provided outside of the classroom. It is efficient and consistent because large numbers of students can be put into these group interventions. However, standard protocol interventions cannot be often individualized easily to accommodate a specific student's unique needs.

3. Tier III interventions: These interventions are the most intensive academic supports available in school and are generally reserved for students with severe and chronic academic delays or behavioral problems. They are mostly given only through special education.

Identification steps of a student with disabilities are as follows:

1. Classroom teacher notices the sign of academic difficulty.
2. Teacher independently puts Tier I interventions into place and monitors/documents the performance.
3. If the student fails Tier I, the teacher refers him/her to Student Assistance Team (SAT) for Tier II interventions by completing a referral form.
4. SAT Team starts collecting data and meets with the teacher in order to brainstorm about interventions (must be scientific, research-based interventions) likely to meet the needs of the referred student.
5. The student is observed/monitored with Tier II by SAT Team for a reasonable period of time (Ex: 6 weeks). If the student fails, change the intervention.
6. A student, who continues to show chronic and significant academic deficits despite a history of intervention attempts, may need to be found eligible for special education. If a child continues to experience difficulty in general education after above interventions, school personnel may refer the child for an evaluation for special education services.
7. A parent may directly ask for an evaluation for special education services. A parent may begin this process of referral by indicating in writing to the teacher or administrator that he or she believes that the child is in need of special education services.
8. During the initial referral process, notice of procedural safeguards should be given to the parent and receipt should be signed by parent.

9. If a parent makes a referral for an evaluation and the school decides an evaluation is not needed, the school must give prior written notice to the parent of its refusal to evaluate.

Evaluation Process

- 1) School asks for consent from the parent to conduct evaluation.
- 2) SAT team reviews observations and additional data collected from teachers and parent.
- 3) Within 60 calendar days from the date of parental consent, necessary evaluations will be completed.
- 4) IEP initiation meeting will be conducted after evaluation in order to discuss child's eligibility for special education and provision of appropriate instructional and/or related services. The meeting committee includes the following members:
 - (a) the parents of the child;
 - (b) not less than one regular education teacher of the child (if the child is, or may be, participating in the regular education environment);
 - (c) not less than one special education teacher of the child or when appropriate, not less than one special education provider of the child;
 - (d) a representative of the public agency (LEA) who:
 - (i) is qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of children with disabilities;
 - (ii) is knowledgeable about the general education curriculum; and
 - (iii) is knowledgeable about the availability of resources of the public agency (LEA);
 - (e) an individual who can interpret the instructional implications of evaluation results;
 - (f) at the discretion of the parent or the agency (LEA), other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and
 - (g) whenever appropriate, the child with a disability.
- 5) Parental consent to initiate special education and related services will be separately obtained from the parent. If parent refuses consent, no special education and related services will be provided.

SAT team collects the following data before evaluation:

1. Parent Consent for Evaluation
2. Oral Language Rating Scale
3. Behavior Rating Scale
4. Vision and Hearing Screening
5. Sociological Data
6. Classroom Observation Form
7. Classroom Based Assessment
8. Referral Letter to the Parent (for initial evaluation only)

Access to Ancillary Services Including Counseling and Health

Based on the individual student's needs, Albuquerque School of Excellence will provide access to ancillary services such as counseling and health. These services may include, but are not limited to, the following types of modifications and services.

- Maintaining Cumulative Student Health Records for each student.
- School-wide vision and hearing screening
- Provision of individual and class-wide counseling services as determined by the Student Assistance Team.
- Provision of related services such as occupational therapy, physical therapy, and speech therapy as specified in student IEPs.
- Provision of full handicap accessibility in accordance with all Federal and State requirements, etc.

Bilingual/ESL

It is the policy of Albuquerque School of Excellence that every student enrolled who has a home language other than English and who is identified as limited English proficient (LEP) shall be provided a full opportunity to participate in a English as a second language (ESL) program, as required by law. To ensure equal educational opportunity, Albuquerque School of Excellence will:

- identify limited English proficient students based on criteria established by the state
- provide English as a second language programs, as integral parts of the regular program
- seek certified teaching personnel to ensure that limited English proficient students are afforded full opportunity to master the essential skills and knowledge
- assess achievement for essential skills and knowledge to ensure accountability for limited English proficient students.

Identification will be the first part of the school's program of services available to ELLs. All students entering the school for the first time will complete the Home Language Survey (HLS), which will be included in the permanent record of every student enrolled in school and it will elicit the following information:

1. First language learned by the student
2. Language other than English used at home
3. Language student uses most often

Any student whose completed HLS indicates use of a home language other than English is considered a language minority student and will be screened for English language proficiency. Students who first learned a language other than English or who speak another language most of the time will be screened for English Language proficiency.

For a student identified as language minority, Albuquerque School of Excellence will use a standard, objective screening instrument to assess for English proficiency in order to determine whether the student is “limited English proficient” and, therefore, to be offered a specialized language program(s). The instrument will measure proficiency levels in each of the four language domains: listening, speaking, reading, and writing. The designated school staff members will be trained in the administration of the screening instrument in order to place ELLs in a specialized language program(s).

Albuquerque School of Excellence will place students identified as limited English proficient (LEP) based on the results obtained through the screening instrument. The goal of English as a second language programs shall be to enable limited English proficient students to become competent in the comprehension, speaking, reading, and composition of the English language through the integrated use of second language methods. The English as a second language program shall emphasize the mastery of English language skills, as well as mathematics, science and social studies, as integral parts of the academic goals for all students to enable limited English proficient students to participate equitably in school.

English as a second language program shall be integral parts of the total school program. Such program shall use instructional approaches designed to meet the special needs of limited English proficient students. In order for an ELL to be exited from a language education instructional program, he or she must attain levels of English proficiency in speaking, reading, writing, and comprehension so that the student will be able to meaningfully participate in general education classes and reach levels of academic achievement commensurate with that of his/her English-speaking peers. If an

ELL scores full English proficiency on the English Language Development Assessment (ELDA) in listening, speaking, reading, and writing, the school will no longer provide a specialized language program(s) or services.

Educational programs that Albuquerque School of Excellence will provide for English Language Learners (ELLs) will be based on sound theory, ensure that ELLs will learn English in a timely manner, and provide them with equal access to the full range of the school's academic programs and content that other students have. When developing a specialized language program for ELLs, the school will foster collaboration among administrators, teachers, educational assistants, school counselors, and other staff who work with school's ELL population. Albuquerque School of Excellence will include parents and community members in the planning and evaluation of the programs. Albuquerque School of Excellence affirms that all students, regardless of language proficient, will be provided the necessary curriculum and instruction to allow them to achieve to the high standards set for all students in the school. The services provided in instructional program will ensure that ELLs learn English in a timely manner, learn the same content as their English-speaking peers, and have equal access to all educational programs that the school provides.

Instructional Arrangements for ESL/ELL

The approaches to English Language Learner (ELL) programs are multifaceted due to diverse student populations and variant languages groups represented by those culturally diverse language groups. Often, the variety of programs, the definitions and the legal requirements for program implementation are confusing to educators. Services provided for second language learners should be addressed as an instructional continuum and delivery should be dependent on the students' needs and the program in which those needs are served. ELL, the primary program of second language instruction, focuses on assisting the student to learn content area subject matter. The following are descriptions of specific second language programs.

ELL Program Models define diversity and are dependent on state and federal laws. The students considered ELL in this scenario are those who are in transition from bilingual education to regular education classes. The sole use of ELL as an instructional medium is likely to be used in districts where language minority groups are diverse and represent many different language groups. ELL programs can accommodate students from different backgrounds in the same classroom, and teachers do not need to be proficient in the student's home language(s).

Sheltered English is an approach to teaching content area subject matter through specific teaching techniques to homogeneous language leveled groups. Sheltered English teaching techniques facilitate the acquisition of the second language through content area curriculum. Teachers use challenging materials at appropriate reading levels, which help the student acquire the content, as well as vocabulary in the target language. The teacher uses clear concrete language with plenty of visuals, supporting clues, and relevant teaching strategies combined with appropriate manipulatives allowing the students to have real world experiences. Teachers control their speech speed and vocabulary and use few idiomatic expressions.

ELL Class Period Students receive ELL instruction during a regular class period and also receive course credit for the class. Students may be grouped for instruction according to their second language proficiency level.

ELL Resource Center is a variation of the pull out design bringing students from several classroom or schools to a central location. The resource center, which will be located in the campus, concentrates material and staff in one place and is generally staffed by at least one certified ESL\ELL teacher. A resource center can also provide services for recent arrival, such as general school and community orientation classes for students and parents.

Staff working with ELLs at all levels will be appropriately trained and available in sufficient numbers to effectively implement the school's educational programs.

Teachers will be proficient in both oral and written communication in the language of instruction. The quantity and quality of available instructional materials will be adequate for the effective implementation of the school's educational approach. Resources provided for specialized language programs will be comparable to those provided to students in general education. ELLs will be provided with classroom facilities comparable to those provided to their English-speaking peers.

Albuquerque School of Excellence affirms that LEP students will not be excluded categorically from curricular and extra-curricular activities because of an inability to speak and understand English. The programs will be regularly evaluated, modified, and replaced as needed in order to meet legal requirements stipulated by the Civil Right Act. Evaluation on an annual basis will be implemented. Data on academic achievement and retention, dropout, and graduation rates of exited ELLs will be compared against the data for their English-speaking peers.

Albuquerque School of Excellence will provide information regarding important policy, school activities, programs, and services to the parents of ELLs in a language that they can understand. Students will not be used as translators or messengers for this information. Albuquerque School of Excellence ensures quality education for every student enrolled. To accomplish this objective, it will develop and maintain partnerships with parent/guardians, house parents, and surrogates and will create open communication lines that will expand and enhance learning opportunities for everyone involved.

VI. FINANCIAL PLAN

A. BUDGET

• Provide a completed revenue projection form 910B5

Please see **Appendix C**.

• Provide a balanced proposed operating budget covering each year of the charter term based on current unit value using the Budget Spreadsheet.

Please see **Appendix D**.

• Provide a detailed narrative description of the revenue and expenditure assumptions on which the operating budget is based. The budget narrative should provide sufficient information to fully understand how budgetary figures were determined. Address the following:

• major start-up expenses, including staffing and benefits; special education services; facility costs; materials and services; and contracted services; and

• spending priorities that align with the school's mission, educational program, management structure, professional development needs, and growth plan.

The proposed five year operating budget provides a sound fiscal plan intended to meet the needs and requirements of our educational operation. The budget plan has been prepared conservatively to provide the maximum resources to students under any circumstance. However the School intends to consider other funding sources in its first year of operation and afterwards. The School is partnered with Cosmos Foundation (Harmony Public Schools) to provide additional resources to fulfill its obligations to offer exemplary math and science focused education to public. These resources have not been included in the budget.

The programs that have not been included in the budget but the school intends to apply for the following sources available to New Mexico Charter schools:

PSCOC Lease Payment Assistance

One of the most costly expenses of charter school operation is facility rent. The School intends to apply for this lease payment assistance program as it grows into its 2nd year. Having this assistance will enable the Schools to allocate more resources to direct instruction.

Instructional Materials

The Schools understands the vitality of allocating maximum resources to instructional materials and has allocated funds sufficiently in its budget. The additional funds from this fund will enhance the curriculum by supplying best instructional materials to our students.

Federal Stimulus Funds

The School intends to apply for the Federal Stimulus fund in its first year of operation. This additional fund will enhance our educational program by dedicating more funds to direct instruction. The School will use some of the stimulus funds to send its teachers to more AP workshops offered by the College Board.

State Stimulus Funds

The School intends to apply for the Federal Stimulus fund in its first year of operation. The Schools understands that the use of these funds is limited and must be spent in the areas determined by the guidelines.

The School acknowledges that the above mentioned funding sources are not a comprehensive list of all resources but resources that New Mexico charter schools have consistently been awarded.

Start Up Expenses

The school's start up budget priorities consistently fits with school's start up objectives. These objectives are: hiring school administrators; hiring teachers and clerical/auxiliary

staff; purchasing instructional materials (furniture, computers, classroom materials, etc.); student recruitment (open houses, printing/ mailing brochures, etc.); opening bank accounts and related accounts with various agencies; finding/renovating school facility; establishing school computer network, planning staff development, and establishing the education plan in its place.

A lean start budget had been prepared for the start up period considering the potential financial constraints before the SEG funds starts flowing in. The start-up budget gives surplus even without the federal start up grant-planning funds. Purchase of major items such as furniture, computers, and instructional materials will be done by purchase to lease contracts as such that the lease payments of these purchases will begin after the school opens. Staff development fees will be paid after the school opens. An assistant principal will be hired in start-up period to help principal establish special education services before the School opens its doors.

Revenues		Explanation
Loan from New Mexico Focus Foundation	\$ 130,000	
Start Up Grant - Planning	\$ 250,000	
Total Revenues	\$ 380,000	
Expenditures		
Principal	\$ 30,000	6 months at \$60,000/yr
Assistant Principal	\$ 16,667	4 months at \$50,000/yr
Secretary	\$ 12,000	6 months at \$24,000/yr
Employee Benefits	\$ 13,736	FICA, ERA, Retirement, Medicare, Workers Comp, etc.
Payroll and Accounting	\$ 1,000	Contracted Services
Maintenance and Repair	\$ 1,000	Contracted Services
Utilities	\$ 4,000	
Facility Rental (temporary office rent for	\$ 2,667	8 months at \$4,000/yr

start up operations)		
Supplies and Materials	\$ 10,000	
General Supplies	\$ 4,000	
Insurance	\$ 2,500	
Miscellaneous Operating Costs	\$ 3,000	
Advertisement (brochure design, print, mail)	\$ 15,000	
Total Expenditures	\$ 115,570	
Surplus or Deficit - with Start Up Grant	\$ 264,430	
Surplus or Deficit - without Start Up Grant	\$ 14,430	

Budget Structure

The School has developed a lean financial engine with tight fiscal management, resulting in financially sustainable school. The School's gives spending priority to professional development and training. The budget's spending priorities are aligned with the school's mission, educational program, management structure, professional development needs, and growth plan. The overall 5 year budget is summarized in the table below. As seen from the table school runs a fiscally sound fiscal system. As a result, the School's budget gives surplus even after more than sufficient funds are allocated to direct instruction and curriculum.

Revenues	Year 1	Year 2	Year 3	Year 4	Year 5
with Start Up grant	\$2,540,405	\$3,322,864	N/A	N/A	N/A
without Start Up grant	\$2,290,405	\$3,072,864	\$3,762,124	\$4,334,725	\$5,594,892
Expenditures	\$2,260,032	\$2,923,037	\$3,601,146	\$4,136,251	\$5,242,699

Surplus or (Deficit) - with Start Up grant	\$280,373	\$399,827	N/A	N/A	N/A
Surplus or (Deficit) - without Start Up grant	\$30,373	\$149,827	\$160,978	\$198,474	\$352,193

Some of the major items that may need further explanation in the budget form are explained below.

Function-2500 - Central Services, 11000 2500 53414 0000, Other Professional Services: The School intends to contract out the New Mexico Coalition for Public Charter School for financial and payroll services. Fees are allocated for this service. This fee slightly increases in years to compensate the additional number of students added.

Function-2500 - Central Services, 11000 2500 55400 0000, Advertising: As part of the student recruitment efforts, the School will have brochures designed, printed, and mailed to the parents of prospectus students and reach out to the community.

Function-2600 - Operation and Maintenance of Plant, 11000 2600 53711 0000, Other Charges: The School will contract out its cleaning services. This fee is budgeted to compensate that service. The fee will slightly increase in years as size of the instructional facility increases due to student number increase in years.

Function-2600 - Operation and Maintenance of Plant, 11000 2600 54610 0000, Rental - Land and Buildings: The School will rent out a facility ask the building owner to renovate the building to fit the school's educational needs. Increase in rental in years is due to facility expansion in years.

Function-2600 - Operation and Maintenance of Plant, 11000 2600 54620 0000, Rental - Equipment and Vehicles: The School will purchase furniture by lease to purchase. This fee is to compensate the yearly lease payments.

Function-2600 - Operation and Maintenance of Plant, 11000 2600 54630 0000, Rental - Computers and Related Equipment: The School will purchase computers and technology equipment by lease to purchase. This fee is to compensate the yearly lease payments.

Function-3100 - Food Service Operations, 11000 3100 53414 0000, Other Professional Services: The School will contract out its food services for students. This fee is to compensate the yearly fee to the outside contractor. Food catering company will be selected by PED and USDA Child and Adult Care Food Program guidelines.

• Provide a detailed narrative description of all revenue sources other than SEG funding, to include any federal, state, or private funds and/or grants.

The following federal flow through grants has been budgeted. These grants historically have been awarded to charter school by PED.

Public Charter School Program, Planning, Public Charter School Program, Implementation, Title I - Resources for high poverty schools, Title III - Immigrant funding for ELL learners, Title IV-A Safe & Drug Free Schools & Community, Title V-Part A Innovative Ed Pro Strategies, Entitlement IDEA-B Resource for special education students.

The School understands that the funds from these federal grants may be used only for their specific purposes. A grant director will be assigned for each grant to make sure that the staff complies with the related requirements.

• Provide a detailed narrative description of the expenditure assumptions for these other revenue sources.

The expenditure assumptions for other sources are explained below.

24140 - Public Charter School Program, Planning: The School will apply to PED for federal start up grant. \$250,000 is budgeted to be used in the start-up period. The funds will be used for the refinement of the desired educational results, professional development of teachers, and acquiring or developing curriculum materials.

24141 - Public Charter School Program, Implementation: The School will apply to PED for federal start up grant. \$500,000 is budgeted to be used in the first and second of the school. The funds will be used for the refinement of the desired educational results, professional development of teachers, and acquiring or developing curriculum materials.

24101 - Title I - Resources for high poverty schools: The School will cater to the needs of students of low income families and use funds from this grant for the activities of enriched and extended educational programs.

24163 - Title III - Immigrant funding for ELL learners: The School will use this fund to enrich educational activities for ELL learners.

24157 - Title IV-A Safe & Drug Free Schools & Community: This fund will be used to supplement the activities to create a safe and drug free learning environment and communities.

24150 - Title V-Part A Innovative Ed Pro Strategies: This fund will be used to supplement the instructional technology expenses as an aid to education.

24106 - Entitlement IDEA-B Resource for special education students: This fund will be used to enrich curriculum available to special education students and provide extended opportunities for them.

B. FISCAL MANAGEMENT

• Provide a detailed plan indicating how the charter school will manage its fiscal responsibilities.

The founding group understands that the board of directors of NMFF has the ultimate responsibility for the fiscal oversight and compliance of the foundation. The principal will be responsible for the daily operation of the School whereas Business Manager will be responsible for daily fiscal operations. Principal will report to the School Board; Business Manager will report to Principal. The Principal will ensure that Business Manager and the staff in the business office are properly trained and implement sound accounting practices and procedures in accordance with the Public School Code, the New Mexico Public School Finance Act, The New Mexico Procurement Code, The Public School Accounting and Budgeting Manual, rules and regulations of the General Accounting Standards Board, and other applicable local, state, and federal rules and regulations.

The School Board will be responsible for development, adoption of fiscal policies and ensure their implementation. The SB will receive necessary trainings of public School finance, School budgeting process, and applicable rules and regulations. Business Manager will present monthly financial statements to the SB to report on the financial status of the School. The Treasurer of the SB will chair the Finance Committee of the SB will be designated to meet with the Business Manager to prepare financial reports.

The SB is responsible for reviewing and approving the School's annual budget. The SB will consider timely requests from Business Manager and the principal regarding budget adjustments. A revised budget will be presented to Public Education Department right after the classes begin in August 2010 reflecting the actual student count.

The SB will adopt policies and procedures in the New Mexico Public Schools Manual of Procedures as well as 6.20.2.2 NMAC, *et seq.*, and will develop its own business procedures manual. The School will follow Generally Accepted Accounting Principles

and New Mexico state laws and regulations in accounting for all local, state, and federal funds in its accounts, pursuant to 6.20.2 NMAC. The School will use accounting software that will accommodate the accounting fund, function, and object code structure and chart of accounts as required by the Public Education Department. The School will hire a licensed Business Manager who will ensure the appropriate use of public funds pursuant to 6.63.12 NMAC. The SB will adopt a policy stating that the Principal will immediately notify the SB of any notices from the Public Education Department if the School fails to follow the reporting requirements or commit any act that would potentially harm the School's financial good standing.

The School understands that SEG and most of the revenues will come from the State of New Mexico. The Public Education Department (PED) will retain 2% of SEG as administrative cost. The School also understands that PED may adjust the funding based on the 40th and 80th day STARS enrollment counts to reflect the actual student count. The Schools acknowledges the mechanism that STARS system works such as any transfer student who has not been included in the School's enrollment chart at the beginning will bring the School the pro-rated portion of the SEG, and vice versa. The School will share the student enrollment information with other districts, and vice versa. The School will provide special education services to its students. Actual special education student counts will be reported in the 40th and 80th day STARS enrollment counts as part of the SEG.

The School will work with PED for timely reporting and any fiscal issues in a collaborative manner. The School understands that it is held accountable for its fiscal performances as being an entity of custodian of public funds (1999 Charter Schools Act) and a business to deliver sound business practices. The School agrees to maintain all required financial records in accordance with all applicable local, state, and federal laws and regulations. The School will have its financial and administrative operations audited annually by an outside certified public accountant. The results of the audit will be provided to the PED and published and posted as required by law. The School will assume the cost of the audit.

Annual Budget

Development: It is the responsibility of the SB to adopt and present the Public Education Department annual operating budget of the School. The budget will reflect the School's mission, goal and objectives and be prepared according to generally accepted accounting principles; rules adopted by the Public Education Department, and adopted policies of the SB.

The Principal in conjunction with the Business Manager prepare, or cause to be prepared, a proposed budget covering all estimated revenue and proposed expenditures of the School. The SB gives general instructions to the Principal to prepare a balanced budget that reflects school's priorities to fulfill its mission as explained in its charter. The draft budget will meet all deliverable deadlines established by the PED. When the budget has been prepared, it will be presented to the PED; the PED then will provide the School the submittal schedule to the assigned PED budget analyst and set a meeting and obtain PED approval of the budget.

Budget Formulation and Reporting/Monitoring: Budget will be submitted to PED for each cost account. PED may be asked to establish additional cost accounts if there are requirements for which cost accounts have not been assigned. The School will provide the SB and the Public Education Department with Quarterly Revenue and Expenditure Reports as required by law.

Amendment of Budget: Public funds of the School may not be spent in any manner other than as provided for in the budget adopted by the SB, but the Board may amend a budget or adopt a supplementary emergency budget to cover necessary unforeseen expenses. The School presents the Board approved Budget Adjustment Requests (BAR's) with the appropriate documentation (new revenue, proposed amended expenditure costs, etc.). The amended budget is then submitted to PED for approval. PED approval will be sought for any transfers between different budget functions. After PED approval, such amendment requests will become effective.

Records Retention: Record retention ensures that critical records are identified and retained in accordance with State and Federal guidelines. Records will be retained according to 1.20.2 NMAC and applicable sections of 1.15.1 NMAC.

Signatory Authority on Contracts: The SB will establish who has the signatory authority for the School. According to the separation of duties principles, the following responsibilities will be borne by different individuals to protect the school from fraudulent use of funds: initiating the purchase; approving the purchase; acknowledging the receipts of the goods or services; recording the receipts; authorizing the payment to the provider of goods or services.

Procurement: The Provisions of the New Mexico Procurement Code will be the Procurement Policy of the School. The School will comply with all requirements in 13-1-21 et seq. NMSA 1978. In the first year the School will follow the General Services Department (GSD) procurement regulations as established in Title 1 Chapter 4 of NMAC. The School may modify these regulations after its start up year to fit better to the needs of the School. Principles of separation of duties as explained in internal control procedures section will be heeded in all purchases.

Disbursements: To protect the school from the fraudulent use of funds, The School will charge following responsibilities on different individuals: initiating the disbursement; approving the disbursement; approving the disbursement; distributing the payment.

Non-Payroll Disbursements: The School will pay all approved school business related bills according to the appropriate school policies as explained in Charter Schools Act, as amended.

Payroll: All new employees are required to attend orientation offered prior to their first day of duty. All professional and paraprofessional employees are paid on a monthly basis - no monetary advances for employees are given. The SB will adopt a payroll policy regulating the payment schedule for employees. Separation of duties and

approval of payroll time records to ensure employees are paid only for the services rendered will be main guidelines when payroll payments are made. Time records will be maintained for all employees. Proper employment documentation from all employees will be warranted before disbursing any payroll payments. Principal will be responsible for the documentation of all employees. The SB will be responsible for Principal's employment documentation. The Business Manager will be responsible for proper payroll disbursement to employees and proper tax, retirement account, worker's compensation and such payments resulting from payroll to appropriate local, state, and federal agencies as prescribed by applicable laws.

Worker's Compensation: The School will provide worker's compensation coverage to all employees on its payroll as required by the Workers' Compensation Act. As enacted, this Act provides benefits to any employee who has been injured in an on-the-job accident or who has been disabled by an occupational disease (one arising out of and in the course of employment), or to the surviving spouse and children of the injured worker.

Fixed Assets and Property Management: A fixed asset and equipment inventory will be kept and made available for audit at all times. All fixed asset purchases will initially be tagged and sent to the business office. Internal audits will be conducted to ensure sound inventory practices. A thorough property management plan will be enforced by the School to ensure proper allocation, control, care, use and safeguarding of property and assets. Responsibilities will be charged on individuals for loss, damage or destruction resulting from mismanagement, misuse, or unauthorized use. The School personnel will be trained to ensure that school property is protected and conserved. The School property and equipment will be managed according to 6.20.2 NMAC. Recording, reporting, and management guidelines of the School property will meet guidelines provided in the Policies and Procedures Manual of the Department of Finance and Administration, General Services Department.

Grants: The School's grant application will be handled by the Grants Department and adhere to the principles and policies established by the SB and all applicable laws and regulations.

Travel and Other Reimbursements: Employees of the School may be entitled to reimbursement of registration fees, mileage, per diem, and other costs associated with authorized trips for official school business. All travel (in and out of state) must be approved in advance by the Principal or SB for reimbursement. The Approved Leave Request Form will serve as the formal authorization for the trip and reimbursement. All reimbursements are disbursed in accordance with the Per Diem and mileage Act as outlined in New Mexico Department Finance and Administration regulations. Appropriate invoices/receipts must be attached to the reimbursement form to obtain reimbursement. Separation of duties will be observed such as the person initiating the leave request will be different than the person who approves the request; and a third party will disperse the approved request.

Student Activity Funds: Activity funds consist of monies received and held by the campus to be expended or invested for the benefit of students in accordance with Charter School policy. The Principal is responsible for the proper collection, disbursement, and control of all campus activity funds. This responsibility includes the physical safeguard, accounting, administration, and disbursement of funds in compliance with Charter School policy. All fund raising activities involving a vendor or requiring public solicitation must first be approved by the Principal. The teacher or advisor in charge of the student activity will be responsible for receipting and depositing funds collected. The teacher or advisor in charge of the student activity will adhere to the 24 hour banking rule outlined in 6.2.2.14.3 NMAC. Cash receipts for student activity funds shall be given to the front office where a pre-numbered receipt will be issued which identifies the activity for entry into the school's accounting system. In the case of an off-site activity such as an intramural sports function, the teacher or advisor in charge of the activity will ensure that all cash is accounted for. It is recommended that two people independently verify cash receipts and, after arriving at the same conclusion,

place their initials on a count sheet verifying that all receipts have been tallied. The count sheet shall be given to the school Business Manager for verification. In a situation where activity fund receipts are taken after school hours, the teacher or advisor in charge of the activity shall make sure that all receipts are properly safeguarded pursuant to 6.2.2.14.1 NMAC. The teacher or advisor in charge of the activity shall adhere to the school's adopted policy regarding the Procedures for the Receipt of Funds at all times.

• Provide a description of the school's internal control procedures that it will utilize to safeguard assets, segregate its payroll and other check disbursement duties, provide reliable financial information, promote operational efficiency, and ensure compliance with all applicable federal statutes and regulations and state statutes and rules relative to fiscal procedures.

The School's internal control procedures have been developed in accordance with COSO Internal Control over Financial Reporting - Guidance for Smaller Public Companies (2006) to adhere to all applicable federal statutes and regulations and state statutes and rules relative to fiscal procedures.

The School will open an account in an acclaimed bank to be used as the depository bank of the School. All bank accounts will be established to require multiple signatures on checks or other form of disbursement. As required by law, the School assumes responsibility to obtain all necessary federal, state, and local tax and employer identification numbers to establish itself as a public school in the State of New Mexico.

All federal, state, and local funds received by the School will be deposited within 24 hours or one banking day of receipt in accordance with NM Statute 6.20.2 and Federal OMB Circular A-102. The School will deposit its funds in interest bearing accounts in conjunction with Sections 22-8-40 A through G, NMSA 1978; Section 6-10-17, NMSA 1978; Section 6-10-31, NMSA 1978 and other applicable federal and state laws regarding the investment of public school funds.

Finance and Business Operations: The School will operate its finances according to all applicable state and federal laws in regards to financial responsibility and competence. The Board of Directors is ultimately responsible for school's financial operations. In the light of this, the School will establish a control system in accordance with New Mexico state laws and COSO principles. The Schools understand that charter schools are funded through the State under the School Finance Act. The School will assign 2% of its funds for its authorizer's (Public Education Department) administrative costs. The Schools also acknowledges that the School is responsible for establishing its budget in accordance with state audit guidelines.

Accounting Basis: The School's financial books and records will be kept by accounting software that uses modified accrual basis of accounting. The software will have the capacity to generate financial statements and reports to a cash basis, as needed.

Governmental Accounting Standards Board (GASB) 14: In accordance with Governmental Accounting Standards Board, Statement No. 14, "The Financial Reporting Entity" (Issued 6/91), the School will follow the standards defined for a financial reporting entity based on its site based financial accountability as established in the Charter Schools Act, as amended.

Anti-Donation Clause: As a public school, the School will comply with the Anti-Donation Clause of the New Mexico Constitution. In accordance with this Clause, neither the "state nor any county, school district or municipality, except as otherwise provided in the New Mexico Constitution (Article IX, Section 14), shall directly or indirectly lend or pledge its credit or make any donation to or in aid of any person, association or public or Private Corporation."

Budgeting and Reporting Requirements of PED: The School will use a financial system and finance software that will utilize the PED required chart of accounts. The software will have the capabilities to execute all required budget submissions by

established deadlines as well as the capabilities to generate quarterly and end of the year reports.

Separation of Duties: The School's separation of duties policy requires that the approval function, the accounting/reconciling function, and the asset custody function will be separated among employees. As describes in sections of Signatory Authority on Contracts, Disbursements, and Fixed Assets and Property Management, separation of accountabilities and duties have been put in place to ensure fiscal control. Financial practices ion these controlled environments will protect the School from fraud by requiring that no individual will perform itinerating and approving the same transaction under any circumstance.

Cash Management: The School will follow rigorous cash management practices will be followed to safeguard all of its monies and funds against theft or loss. The School will establish a cash management program to protect all cash in its custody pursuant to 6.20.2.14 NMAC. The School will place control mechanisms and authorize only certain staff to checks. Only properly trained and designated personnel will handle disbursement of funds and monies and checks. The School's accounting software will have capabilities to print checks and code and record transactions properly according to PED guidelines. All check stocks will be pre-numbered and protected from unauthorized access at all times.

All fund disbursements will be made by check. All purchase order requests, check requests, payment vouchers will be approved for payment by the Principal or Business Manager. Under no circumstances, checks payable to cash will be issued; all checks will be made out to specified vendors. Proper documentation will be sought (W9, etc.) from all vendors before making payment.

Monthly bank reconciliation of all bank accounts and cash accounts will be done by the Business Manager. Periodic internal audits as part of the control environment will be performed on all cash accounts.

• Provide a description of the manner in which the annual audit of the financial operations of the charter school is to be conducted.

The SB understands that the School, as a recipient of public funds, must be audited once a year by an outside independent auditor or by the Office of the State Auditor. The School also understands that an audit of activity fund must be performed pursuant to 6.20.2.23 NMAC. The audit will be done in accordance with the current Office of the State Auditor Rules, the Manual of Governance Audits of Entities of the State of Mexico, and generally accepted auditing standards.

The School will select the auditor from the approved list of auditors obtained from the State Auditor. The SB will then seek State Auditor's approval of the auditing firm selected to begin the audit process. The Principal, with the assistance from the Treasurer of the School Board, will be in charge of providing all requests of the independent auditor. President and the Treasurer of the SB as well as the Principal and the Business manager will attend the audit exit conference. The President and the Treasurer of the SB will respond to audit findings, if any, by providing a corrective action plan. The SB is responsible for following up with the implementation of corrective action plan items and correcting any audit findings.

VII. GOVERNANCE/MANAGEMENT PLAN

A. GOVERNANCE STRUCTURE

• Describe how the school will be governed.

New Mexico Focus Foundation (NMFF), the sponsoring entity, is a non-profit corporation that was established according to New Mexico non-profit corporation laws. The board of directors of the NMFF is dedicated to quality education and promotes science, mathematics, and technology in school environments. The primary purpose of the foundation is to organize and operate exclusively for charitable, educational, scientific and literary purposes.

The New Mexico Focus Foundation board will provide the general governance function, which encompasses legal responsibilities, general oversight, planning, and fiduciary obligations. The board members of NMFF will carry out their statutory responsibilities associated with establishing and monitoring the charter school in an efficient and ethical manner and in compliance with local and all other applicable state and federal laws and regulations.

Upon approval of this charter proposal, the New Mexico Focus Foundation, the sponsoring entity, will form a School Board (SB) for Albuquerque School of Excellence (see below diagram: Governing Structure). The purpose of creating the SB is to have local input and broaden community support in the greater Albuquerque area. Because the proposed school location has not been determined, some of the SB members will be selected from the community where school is established.

The NMFF will ultimately be responsible for the affairs of the foundation and its school. The NMFF will have the final authority to elect and/or approve members of the SB. This process will ensure that new members will share the vision and the mission of the founding coalition. Continuity between the sponsor's vision and the SB will also be

assured by having at least two members of the Board of Directors of the sponsoring entity to serve as members of the SB. These two members will be nominated and appointed to the SB annually by the Board of Directors of the sponsoring entity according to its bylaws. Another key in maintaining the continuity between the sponsor's vision and the SB is that the decisions are made for and only for the welfare of Albuquerque School of Excellence as a whole rather than in response to personal priorities.



Governing structure of New Mexico Focus Foundation and the proposed school board.

Members of the NMFF understand that the ultimate responsibility lies within its governing body and the Board members of the NMFF are accountable to the New Mexico Department of Education. The NMFF will ensure that the SB shall operate the school according to this charter. The NMFF may not delegate the following duties to the SB:

- a. final authority to approve, adopt and/or amend the budget of the charter school,
- b. final authority to approve direct disposition or safekeeping of public records; and
- c. final authority to approve audit reports.

The School Board

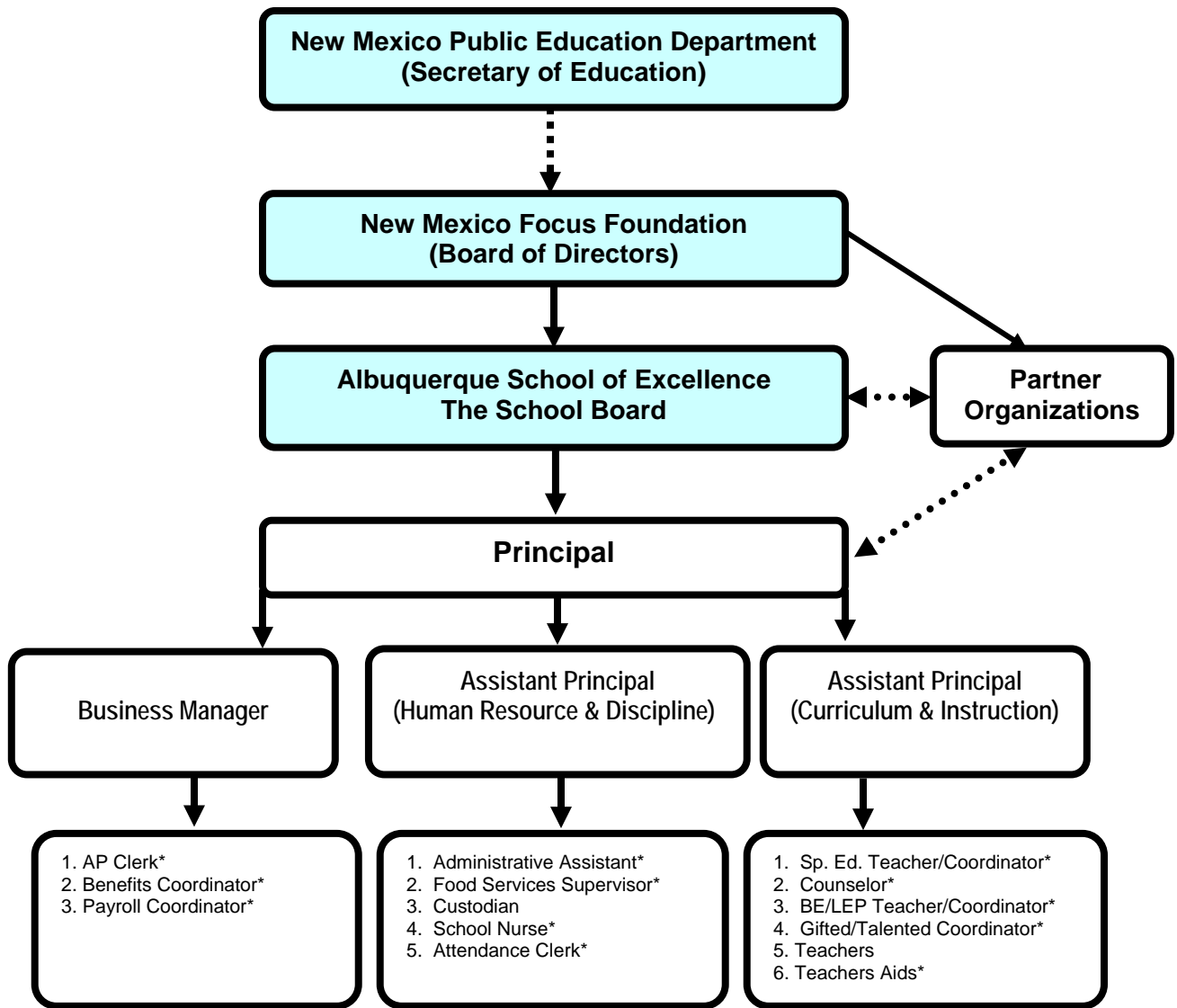
The School Board shall have minimum five (5) voting members. The number of the directors in the SB may be increased or decreased as needed by amendments. The proposed school principal shall sit in SB meetings as a non-voting member to inform them of daily operations. The SB protects the public interest and upholds the public's trust by applying the highest standards of service in governing the school according to its by-laws, and relevant state and federal statutes. It is the duty of the SB to make plans, establish policies, and assess the performance of the school as a whole. The SB also bears full responsibility for the school's finances and physical plant.

• Provide an organizational chart for the school and a narrative description of the chart that explains the proposed school site-based personnel reporting structure to the governing body and the relationship of the governing body to the school's leader and administration.

Organizational Chart and Line of Authority

The above flow chart shows the organizational structure and line of authority of each campus. Each arrow points to the flow of leadership of each position from top-to-bottom. A dotted line shows mutual communications rather than a line of authority between the management company and the campus principal. Within this line of authority, teachers, aids, coordinators, nurse etc. report to assistant principals. Payroll and benefit coordinators report to the business manager. Assistant principals and the business manager report to the principal. The principal gathers relevant data and evaluates all of his or her personnel. The principal also prepares a monthly board reports to be submitted to the School Board.

ORGANIZATIONAL FLOW CHART



***Please Note:** The chart above is designed to show administrative functions rather than individual positions. In other words, multiple tasks can be performed by the same person if need arises (i.e. a payroll coordinator can be account payable clerk and benefit coordinator). Additional positions may be created as needed.

The Partner Organization's Role in the Organizational Structure

The Cosmos Foundation, a non-profit educational organization, will offer comprehensive school advisory services to the SB and the Albuquerque School of Excellence. The

Cosmos Foundation will not interfere nor will be involved in daily school activities; although, the foundation will periodically review school activities and operations and provide periodic reports to the SB. The Cosmos Foundation will work closely with the School Board and the principal of ASE during and after the establishment phase as needed. The Cosmos Foundation will advise and provide services as needed in the following areas;

- staff hiring and management trainings including recruiting, training, professional development, evaluation, and (if necessary) termination;
- develop strategies for student enrollment;
- business management and comprehensive administrative services;
- advice on school operations management;
- advise on facilities planning and management;
- special education services; and
- reporting and compliance issues.

• Delineate the roles and responsibilities of parent councils, advisory committees, and/or community groups in relation to the governing body.

We strongly believe that family involvement in the governance of the school is an important component for our student success. The parent involvement creates a positive bond between the school community and the School Board. Therefore, we will create a more responsive and inviting school climate to increase the level of family engagement. A strong continuing family and community involvement in all aspects of school programs and activities provides support for measurable improvement in student achievement.

Educators, local community groups, industry professionals have shown interest to help establish a school with an outlined mission and educational programs. These individuals will be involved in the school's operation and advertisement upon approval of this charter. Albuquerque School of Excellence commits to building involvement capacity in: communication, parenting across the grades, volunteering, at -home learning, decision making, collaborating with the community, and advocacy.

Upon approval of this charter proposal, members of the School Board will hold several open houses. In these open houses, the new administrative team will provide power-point presentations regarding our proposed programs and school expectations from its prospective parents and students. Following the establishment of the proposed school, parents will be asked to form various committees (i.e., PTO, Family-School Action Team, School Improvement Committee, Parent Advisory Committee, fundraising committee, etc.) in conjunction with faculty and staff.

The SB and the administrators will annually hold a public meeting for and with parents, family, and school community members to inform, explain, and discuss yearly school and student progress data and school program plans, including financial program information. Parents, families, and school community members will annually assess the effectiveness of its school program, including the family and community engagement component.

In addition to parents, faculty and staff from local universities and community colleges have also shown interest in and support establishing a new charter school with an outlined mission and educational programs. The proposed school will collaborate with members of these higher education institutions.

• Provide policies and procedures by which the governing body will operate in compliance with all applicable statutes and regulations, including the open meetings act.

Board of Directors of the New Mexico Focus Foundation and the SB of Albuquerque School of Excellence are aware that they are subject to the Open Meetings Act, NMSA 1978, Chapter 10, Article 15, and the Code of Governmental Ethic. In addition, board members are prohibited from receiving any compensation other than reimbursement of actual expenses incurred while fulfilling duties as a member of such a board. Accordingly, current by-laws of NMFF is consistent with the laws applicable to charter schools and their unique status.

All board of meetings and committee meetings will be open to the general public with the exception of executive sessions. Following is the proposed policies regarding Open Meetings;

Public Notice;

1. A board meeting calendar will be posted at the proposed location at all times.
2. The board president will provide notice of the time and place of any board meeting at least 72 hours prior the meeting time.
3. The meeting notice will include agenda items, location, and time of the board meeting.
4. The meeting notice will be posted in a place where regular public has access 72 hours.
5. The board secretary will provide a written notice of meetings to the member of the board at least 72 hours prior to the meeting.

Minutes of Meetings:

1. The board secretary will take minutes at all open and executive sessions. All minutes will contain the date of the meeting, a summary of all motions, proposals, resolutions and any other matter formally voted upon as well as a record of how each board member voted.
2. Minutes from open meetings will be made available to the public within two weeks of the meeting date. Minutes from executive sessions will be made available to the public within one week of the meeting date. Minutes will be available public view at the proposed schools.

Executive Sessions:

An executive session may be called via motion and majority vote by the board members to enter an executive session. All executive sessions will be conducted as part of an open meeting and are not considered separate meetings. The motion must specifically identify the general area or areas of the subjects to be considered. Executive sessions will be called only for the provisions mentioned in the Open Meeting Act, NMSA 1978, Chapter 10, Article 15.

• Policies and procedures will address:

• board powers and duties;

The SB members' main goal is to ensure that all necessary resources are available to accomplish the mission and goals of the proposed school. Thus, the SB will delegate to the appointed administrator authority and decision making responsibility for day-to-day operations of the school, including but not limited to: hiring and firing school staff, designing the school's curriculum, and creating the school's annual budget (subject to board approval). The SB members' responsibilities include but are not limited to:

- Affirm the mission, goals and objectives,

- Attend regular and special board meetings,
- Provide leadership to the SB sub-committees,
- Prepare the budget along with the principal and business manager
- Commit time to developing financial resources for the charter school,
- Evaluate the performance of the principal,
- Establish and maintain all policies governing the operation of the charter school,;
- Ensure that the school adheres to the mission and goals outlined in the charter,
- Hold the principal accountable for the academic success and fiscal responsibility of the school;
- Provide support to the school for additional fund-raising, marketing and other services as needs arise,
- Hear and render decisions on issues brought to the SB's attention,
- Participate in disputes that are brought to the SB's attention as they relate to the school's discipline policy, especially disputes arising in the areas of expulsion and long-term suspension,
- Handle complaints submitted to the SB in a timely manner per the complaints process detailed in the charter application.
- Responsibly review and act upon sub-committee recommendations brought to the SB for action,
- Assist in identifying resources and attract resourceful people, and
- Advocate on behalf of the school by working to establish partnerships with community organizations, institutions of higher learning, nonprofit foundations and corporate entities that support education through noncommercial relationships.

The members of the SB will play an active role in the activities of the sub-committees listed below:

1. Academic Policy: Reviews curriculum to ensure compliance with the mission of the school; recommends policy changes to the SB where appropriate; and participates in the development of program development and evaluation.

2. Personnel: Recommends job descriptions to the SB; reviews principal's recommendations for hiring and firing employees and makes recommendations to the SB; and provides advice on personnel matters to the SB and the principal.

3. Community Relations: Seeks out active involvement of the community; acts as a liaison between SB, parents, volunteers, and community to ensure smooth operation of the school; plans social events; and oversees a strong home/school communication program.

4. Finance: Drafts annual operating and capital budgets for approval by the sponsoring entity; reviews monthly actual revenues and expenditures of the operating, capital, and enterprise activities and presents the same to the SB; and provides advice on financial matters to the SB, the sponsor, and principal.

5. Facilities and Equipment: Determines space and equipment needs and costs associated therewith; negotiates lease; ensures compliance with all regulations; develops plans for any necessary renovations to site; monitors ongoing compliance with regulations; and oversees maintenance of building and equipment.

• the criteria and the process that will be used to select the school's head administrator;

New Mexico Focus Foundation and the SB are equal opportunity employer and their policy is to seek and employ the best qualified personnel without regard to race, religion, color, creed, national origin, citizenship, age, gender, marital status, or disability.

The foundation will seek to find strong, capable leaders to be effective in a charter school environment. The principal/school's chief operating officers must have understanding and knowledge in the following areas: Organizational Leadership and Culture, Academic Leadership, Operations Management and Community Development. The principals and other school leaders must hold at least a bachelor's degree. The following points are characteristics of a principal who will be sought after: being a relentless achiever, demonstrating potential for instructional leadership, being self-aware, having respect for others, possessing the ability to prioritize, remaining flexible and inspiring others.

Principal candidate should be able to operate as chief operating subordinates to the board and consults with the management company in orchestrating program and service delivery to students through teaching and auxiliary staff including the following duties:

Supervisory Responsibilities:

Supervise and evaluate the performance of staff assigned to campus including assistant principal(s), the business manager, teacher(s), counselor(s), librarian(s), instructional aides, clerical support staff, and custodians.

Skills:

- Knowledge of school law, finance, and curriculum.
- Able to manage personnel.
- Able to interpret policy, procedures, and data.
- Exceptional organizational, communication, public relations, and interpersonal skills.

Working Conditions:

- Maintain emotional control under stress.
- Occasional district wide and statewide travel.
- Moderate bending, lifting kneeling, and stopping.
- Frequent prolonged and irregular hours.

Responsibilities and Duties:**Management:**

- Monitor instructional and managerial processes to ensure that program activities are related to program outcomes and use findings to take corrective actions.
- Regularly consult the campus-level committee about planning, operation, supervision, and evaluation of campus education program. Include students and community representatives when appropriate.

School or Organization Morale:

- Provide instructional resources and materials to support teaching staff in accomplishing instructional goals.
- Foster collegiality and team building among staff members. Encourage their active enrolment in decision-making process.
- Provide for two way communications with the board and the Management Company, staff, students, parents, and community.
- Communicate and promote expectations for high-level performance to staff and students. Recognize excellences and achievement
- Ensure the effective and quick resolution of conflicts

School or Organization Improvement

- Build common vision for school improvement with staff. Direct planning activities and put programs in place with staff to ensure attainment of school's mission.
- Develop and set annual campus performance objectives for each of the Academic Excellence Indicators using the campus planning process and site-based decision making committee.
- Develop, maintain, and use information systems and records necessary to show campus progress on performance objectives addressing each Academic Excellence Indicator.

Personnel Management:

- Interview, select, and orient new staff. Approve all personnel assigned to campus.
- Define expectation for staff performance with regard to instructional strategies, classroom management, and communication with public.
- Observe employee performance, record observations and conduct evaluation conferences with staff:
- Work with campus-level planning and decision-making committees to plan professional development activities.

Management of Fiscal, Administrative, Facilities Functions:

- Comply with district policies and state and federal laws and regulations affecting the schools.
- Develop campus budgets based on documented programs needs, estimated enrollment, personal, and other fiscal needs. Keep programs within budget limit
- Maintain fiscal control. Accurately report fiscal information.
- Compile, maintain, and file all physical and computerized report, records, and other documents required including accurate and timely reports of maximum attendance to requisition textbook.
- Manage use of school facilities. Supervise maintenance of facilities to ensure a clean, orderly and safe campus.
- Direct and manage extra curricular and intramural programs. Including management of multiple activity funds.

Student Management:

- Work with faculty and student to develop a student discipline management systems that results in positive student behavior and enhances the school climate.
- Ensure that school rules are uniformly observed and that student discipline is appropriate and equitable in accordance with Student code of Conduct and student handbook.
- Conduct conferences about student and school issues with parents, student, and teachers.

School or Community Relations:

- Demonstrate awareness of school and community needs and initiate activities to meet those needs.
- Use appropriate and effective techniques to encourage community and parent involvement.

• budgeting and operation of the school; and

The principal is required to submit a Budget Status Report (or Board Report) every month. The SB will review these reports in its regular meetings. The principal and/or the business manager will provide any further explanation or clarification sought by the board members. These monthly reports will enable the board to closely monitor the financial status of each school. In addition, periodic internal audits will be conducted by the financial sub-committee to identify any financial corrections that may be required. The following section briefly explains the internal audit process.

Internal Audit and Scope: Internal Audit is an independent appraisal function established to examine and evaluate the School's activities as a service to the Board and the principal. The following areas have been identified for audit coverage:

Account Payable	Maintenance & Operations
Account Receivable	Personnel & Payroll
Attendance	Travel Expenses
Cash	Purchasing & Warehouse Operations
Budget Formation	State/Federal Grants
Capital Projects	Food Service
Data Processing	Assets & Liabilities
Financial Reporting	Energy/Utilities

• how decisions will be made.

Members of the School Board will carry out its statutory responsibilities associated with operating the charter school in an efficient and ethical manner and in compliance with local and other applicable state and federal laws. The School Board will have the authority for policy and operational decisions of the proposed school. In the meantime, neither the School Board nor the New Mexico Focus Foundation, the sponsor intends to manage daily school activities. It is the school principal/director's primary responsibility to run day-to-day school operation.

The following table shows key decisions and the decision making authority;

Key Decisions	Decision making authority
Hiring and evaluating school the principal	The School Board
Hiring and evaluating teacher performance	The School principal
Setting the budget and managing the school's expenses and revenues against the approved budget	The School Board along with principal prepares the budget. However, final approval is given by NMFF. The principal and business manager will play active roles in managing the school's expenses and revenue against the approved budget.
Defining key school policies including code of conduct, enrollment procedures, and grievance process	The School Board
Setting goals and objectives	The School Board
Establish and maintain all policies governing the operation of the charter	The School Board

school	
Handle complaints submitted to the board	The School Board

B. DESCRIPTION OF THE GOVERNING BODY

• Provide a description of the responsibilities and obligations of the governing body as a whole, individual members, and officers of the governing body.

Albuquerque School of Excellence will provide an atmosphere of caring and respect for its students and staff. The fundamentals of a productive relationship between the teachers and the administration will be laid out during the hiring process by effectively communicating the goals and objectives of the school to the teachers. The SB will be responsible for making sure that both the administration and the faculty are aware of being part of the same team and the only way to become successful is if everyone does his or her job with integrity and efficacy.

Roles and Responsibilities: The School Board members will carry out its statutory responsibilities associated with operating the charter school in an efficient and ethical manner and in compliance with local and other applicable state and federal laws. The SB shall always consist of no fewer than five (5) voting members. The officers of the SB shall be one president, two vice presidents, a secretary, and a treasurer. The SB members may create additional officer positions, define the authority and duties of each such position, and elect or appoint persons to fill the positions. Any two or more offices may be held by the same person, except the offices of president and secretary. The officers of the SB and their roles and responsibilities of each of these positions are detailed below:

President: The president shall be the chief executive officer of the SB and is to ensure that the mission of the school is being fulfilled at all times. The president shall supervise and control all of the business affairs of the school. The president shall preside at all meetings of the members and of the SB. The president may execute any deeds, mortgages, bonds, contracts, or other instruments that the

SB members have been authorized to be executed. However, the president may not execute instruments on behalf of the school if this power is expressly delegated to another officer or agent of the school by the SB members, the bylaws, or statute. The president shall perform other duties prescribed by the SB members and all duties incident to the office of president.

Vice President: The role of vice president is to serve as chief executive officer if the president is absent or unable to act, or refuses to act, a vice president shall perform the duties of the president. When a vice president acts in place of the president, the vice president shall have all the powers of and be subject to all the restrictions upon the president. If there is more than one vice president, the vice presidents shall act in place of the president in the order of the votes received when elected. A vice president shall perform other duties as assigned by the president or Board of directors.

Secretary: The role of the Secretary is to administrate documentation and communication of SB activities. The Secretary shall:

- Give all notices as provided in the bylaws or as required by law;
- Take minutes of the meetings of the members and the SB of directors and keep the minutes as part of the corporate records.;
- Maintain custody of the corporate records and of the seal of the School;
- Prepare any correspondence the Board deems necessary;
- Maintain a calendar of all scheduled board meetings; and
- Perform duties as assigned by the president or by the SB.

Treasurer: The role of the Treasurer is to oversee the financial processes of the foundation and the proposed school to ensure that: 1) the corporation is fiscally stable; and 2) all transactions are documented in accordance with GAAP principles. The treasurer shall:

- Have charge and custody of and be responsible for all funds and securities of the School;
- Oversee the implementation and management of school budget;
- Maintain the financial books and record of the School;
- Prepare financial reports;

- Perform other duties as assigned by the president or by the SB members.
- Review the school's annual budget periodically;
- Oversee the preparation of monthly accounting statements to the SB.

Management: The SB shall be notified of progress in the areas of academics, financial and parental involvement via monthly meetings by the school administrators. All information provided by the school administrators will be verified by random, spot checks by a designated member of the SB. Academic reports must take the form of results from the most recent state, city or teacher-generated tests and must benchmark these results to the school's prior results.

Notices: All meeting (Annual, Regular, and Special Meetings) notices must be in writing. The written notices must be posted and must be readily accessible by the general public at all times for at least 72 hours before the scheduled time of the meeting. The written notice shall include agenda items, day, time, and the location of the meeting. The written notice shall use plain, concise English.

Election of Officers: The officers of the SB shall be elected annually by the SB members at the regular annual meeting of the SB. If the election of officers is not held at this meeting, the election shall be held as soon thereafter as is conveniently possible. Each officer shall hold office until a successor is duly selected and qualified. An officer may be elected to succeed him or herself in the same office.

Removal of Officers: Any officer elected or appointed by the SB members may be removed by the SB members and the sponsor with a simple majority with or without good cause. The removal of an officer shall be without prejudice to the contract rights, if any, of the officer.

Election of SB Member: A person who meets the qualification requirements to be a SB member and who has been duly nominated by SB members may be elected as SB member. SB members shall be elected by the vote of a majority of the Sponsor. Each

member shall hold office until a successor is qualified and elected. A SB member may – not be elected to succeed himself or herself as director.

Removal of SB Member: Board of directors of the Sponsor may vote to remove a SB member at any time, only for good cause. Good cause for removal of a director shall include the unexcused failure to attend three consecutive meetings of the SB. A meeting to consider the removal of a member may be called and notified following the procedures provided in the bylaws. The notice of the meeting shall state the issue of possible removal of the member will be on the agenda and the notice shall state the possible cause for removal. The member shall have the right to be represented by an attorney at and before the meeting. At the meeting, the Sponsor shall consider possible arrangements for resolving the problems that are the mutual interest of the school and NA and the SB members. A member may be removed by the affirmative vote of fifty-one (51) percent of the SB members.

Vacancies: Any vacancy occurring in the SB, and any members' position to be filled due to an increase in the number of directors, shall be filled by the SB members. A vacancy is filled by the affirmative vote of a majority of the remaining members, even if it is less than a quorum of the SB of directors, or if it is a sole remaining member. A new member elected to fill a vacancy shall be elected for the unexpired term of the predecessor in office.

Terms: The officers of the SB shall be elected annually by the Sponsor at the regular annual meeting of Board of Directors of the Sponsor. If the election of officers is not held at this meeting, the election shall be held as soon thereafter as is conveniently possible. Each officer shall hold office until a successor is duly selected and qualified.

Code of Ethics: It is important that each board member recognize that he or she is a public official charged with an important responsibility. In view of the fact that each and every board member is elected to his or her position and pledges to properly serve the citizens of the given community, each member has a profound responsibility to the voters who have elected him or her. Following this, representation should at all times

serve the best interests of the students in the school as a whole rather than the interests of other entities. Members of this unique board are volunteers and no board member is paid for the services he or she provides. To this end, the board members, officers, and employees of Albuquerque School of Excellence will declare their acceptance of the standards of practice set forth herein, and their solemn intent to honor them to the limits of their ability as outlined in the following Code of Ethics:

1. The board members and the school administrators shall not engage in any "self-dealing transactions," except as approved by the board. "Self-dealing transaction" means a transaction to which the school is a party and in which one or more of the directors has a material financial interest. Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the board's general standard of care: a transaction that is part of a public or charitable program of the corporation, if the transaction;
 - (a) is approved or authorized by the board in good faith and without unjustified favoritism, and
 - (b) results in a benefit to one or more board member or their families because they are in a class of persons intended to be benefited by the program.
2. Every board member has the right to participate in the discussion and vote on all issues before the board or any board committee, except that any director shall be excused from the discussion and vote on any matter involving such director relating to;
 - (a) a self-dealing transaction,
 - (b) a conflict of interest,
 - (c) indemnification of that director uniquely; or
 - (d) any other matter at the discretion of a majority of the board members.
3. Not more than twenty percent (20) of the people serving on the school's board of may be comprised of any sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person.
4. Any director, officer, or key employee having an interest in a contract, other transaction or program presented to or discussed by the board of directors for authorization, approval, or ratification shall make a prompt, full and frank disclosure to the board of his or her interest prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction, which might reasonably be construed to be adverse to the board's interest. A person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the school, or is

- a director, trustee or officer of or has a significant financial or influential interest in the entity contracting or dealing with the school.
5. Directors representing any not-for-profit corporation proposing to do business with the charter school shall disclose the nature and extent of such business propositions.
 6. No director, officer, or employee of a for-profit corporation having a business relationship with the charter school shall serve as voting member of the board of directors for the duration of such business relationship, provided, however, that this provision shall not apply to the following:
 - Individuals associated with a partnership, limited liability corporation, or professional corporation, including but not limited to doctors, accountants and attorneys;
 - Individuals associated with an educational entity (including but not limited to schools of education) some of whose faculty may be providing paid services directly or indirectly to such charter school;
 - Individuals associated with a bank, insurance, mutual fund, investment bank, stock brokerage, financial planning, or other financial services organization; or
 - Members of the faculty of the charter school.
 7. In no instance shall a director, officer, or employee of a for-profit educational management organization having a business relationship with the charter school serve as a voting member of the board of directors for the duration of such business relationship.
 8. Directors shall avoid at all times engaging in activities that would appear to be unduly influenced by other persons who have a special interest in matters under consideration by the board. If this occurs, a director shall write a letter disclosing all known facts prior to participating in a board discussion of these matters and the director's interest in the matter will be reflected in the board minutes.
 9. Directors shall make all appropriate financial disclosures whenever a grievance of conflict of interest is lodged against them.
 10. Directors shall not use his or her position with the school to acquire any gift or privilege worth \$20 or more that is not available to a similarly situated person, unless that gift is for the use of the charter school.
 11. Directors, officers, or employees may never ask a subordinate, a student, or a parent of a student to work on or give to any political campaign.

If the member of the school board or a committee has reasonable cause to believe that a member has failed to disclose actual or possible conflicts of interest, it shall inform the

member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose. If, after hearing the response of the member and making such further investigation as may be warranted in the circumstances, the board of directors or committee determines that the member has in fact failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

The minutes of the board of directors and all committees with board-delegated powers shall contain:

- *Names of Persons with Financial Interest:* The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the board of directors' or committee's decision as to whether a conflict of interest in fact existed.
- *Names of Persons Present:* The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection therewith.

Each board member, principal officer and member of a committee with board-delegated powers shall annually sign a statement which affirms that such person;

- Understands that the foundation is a charitable organization and that, in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

To ensure that the foundation operates in a manner consistent with its charitable purposes and that it does not engage in activities that could jeopardize its status as an organization exempt from federal income tax, the foundation may conduct periodic reviews.

• **List each of the members of the school's governing body.**

Below are the names, contact information and short biographies of the New Mexico Focus Foundation board members, as well as their experience in relevant areas such as elementary and/or postsecondary education, administration and management in areas of business, finance, and law. Please note that the SB will be established upon

approval of this charter application. At least two individuals from this board will serve in the SB. The SB will include additional stakeholders (i.e., educational and financial professionals regarding school operation) to reach out community members and also seek their expertise when necessary.

President : Dr. Sam S. Altunc
Vice President : Dr. Unal Sakoglu
Vice President : Dr. Mehmet Fatih Su
Treasurer : Dr. Arife Burcu Colak,
Secretary : Mr. Mustafa Zengin

Position	Name	Address	Phone / email
President	Sam S. Altunc	1904 Bold Ruler St SE Albuquerque, NM 87123	505-363-4325 saltunc@ece.unm.edu
Vice President	Unal Sakoglu	14000 Grant Pl. NE Albuquerque NM 87123	505-710-7645 usakoglu@salud.unm.edu
Vice President	M. Fatih Su	1620 Dr. MLK Ave NE #7 Albuquerque, NM 87106	505-816-8489 mfatihsu@ece.unm.edu
Secretary	Mustafa Zengin	High St,NE,208, Apt:R, 87102, Albuquerque	310-866-6624 mustafa.zengin@gmail.com
Treasurer	Arife B. Colak	1904 Bold Ruler St SE Albuquerque, NM 87123	505-440-3855 burcu@unm.edu

• Provide a brief description of the qualifications of each governing body member.

Dr. Sam S. Altunc received his B.S. degree in Electronics and Communication Engineering in 2000; his M.S. degree is in Communication Engineering; and his Ph.D. degree in Electrical Engineering from the University of New Mexico (UNM), Albuquerque, in 2007. He worked as a research/teaching assistant at the University of New Mexico from 2004 to 2008. Currently, he is a Postdoctoral Research Fellow at UNM, where, since August 2004 he has been working in the Transient Antenna Measurement Laboratory. His main research interests are in impulse radiating antennas, UWB antenna design, and their applications. He is also interested in the areas of electromagnetic systems, antenna design and characteristics, RF and

microwave engineering, computational electromagnetics and RF measurements. He has published over 30 papers in journals, conferences and has one book chapter. He is a member of IEEE and URSI. Dr. Altunc has been teaching higher level math and engineering courses. Dr. Altunc volunteered countless hours in various charter schools.

Dr. Unal Sakoglu has a B.S. degree in electrical and electronics engineering and received his M.S. and Ph.D. in electrical and computer engineering from the University of New Mexico in Albuquerque. He is currently working as a post-doctoral research fellow at the Mind Research Network at UNM. His research interests are analysis of Functional Magnetic Resonance Imaging (fMRI) data from brain, post-processing, detection, estimation, identification and separation in fMRI signals in brain. Dr. Sakoglu worked with charter school students on Robotics design and competitions. Dr. Sakoglu taught various rigorous course work to high school and college students.

Mustafa Zengin has a B.S. degree in Computer Science. Currently, he is working on his graduate degree in Computer Science at University of New Mexico. He worked at MilSoft Software Technologies Inc. as a software engineer; MilSoft is one of the leading software companies in defense and security industry and the first CMMI Level 5 Company in Europe.

His first project was Acoustic Mission Planning System which is for Maritime Forces. This project was established under MELTEM II and MilSoft was subcontractor of Thales Underwater Systems. By MELTEM II CN235 CASA planes have gained surveillance capability and have been converted to maritime patrol aircrafts. One of his recent projects in MilSoft was a command and control system (GEMKOMSIS, SARSHIP) which started as a R&D project. It was a naval platform working on MilSoft-DDS (Data distribution system) middleware, an in-house middleware adapted from DDS OMG (Object Management Group) standards. His research interest are designing, development and unit-test of navigation system, helicopter control system, and message handling components between search radar, gun simulator and command and control system. Mr. Zengin helped designed software for charter schools in Texas.

Dr. Mehmet F. Su received his M.S. degree in Computer Engineering from University of New Mexico (UNM) in 2006, followed by a PhD in Engineering in 2008. He is currently employed as a Postdoctoral Research Fellow in Electrical and Computer Engineering Department at UNM. Dr. Su is the author/co-author of more than 14 publications in the fields of photonic and photonic crystal research. Dr. Su has a great deal of teaching and research experiences. Dr. Su helped organized and co-directed science projects and competitions for middle and high school students.

Dr. Arife B. Colak has B.S. and M.S. degrees in Industrial Engineering; and received her Ph.D. degree in Industrial Engineering from Arizona State University (ASU), Tempe, Arizona. She worked as a research/teaching assistant at various universities. She is currently teaching math at Central New Mexico Community College and working as a Postdoctoral Research Fellow at University of New Mexico, Albuquerque. Her main research interests are in combinatorial optimization, hybridizing heuristics and simulations with optimization and their real-life applications.

• Describe the plans for governing body member recruitment and selection, including the orientation process for new members and ongoing professional development.

One of our goal regarding school board membership and diversity is to build a school board team around the core values rather than around the unpredictable results of school board elections or friendship. Current members of the New Mexico Focus Foundation intend to recruit its future school board members from the volunteers who participate in activities of the foundation and its charter school. In general, these volunteers may share similar goals and objectives of the foundation. Identification and recruitment of new board member is a long-term process and takes a step-by-step approach accomplish this goal.

In order to have an effective board recruitment and nominations process the following elements will be considered;

- **Establish year-round committee;** Because board recruitment and nominations

is such an important activity, a year-round committee will be established.

- **Link recruitment to the strategic plan;** The board, or the board development committee, will reviews the mission, vision, goals and strategies, and then determines any new skills, knowledge, personal contacts and other attributes future board directors will need to possess in order for the board to do its part in advancing the strategic plan.
- **Profile the current board;** The board development committee will create a profile of the current board using a matrix designed for this purpose. Key factors that define sought-after expertise, knowledge, skills, experience, as well as relevant demographic factors will be arranged down the side of the matrix.
- **Focus the recruiting priorities;** By reviewing the charter school strategic plan, the performance requirements of the charter school contract, as well as the profile of current board strengths and weaknesses, the board development committee will identify the gap between the skills and knowledge needed on the board, and what board directors currently possess. Based on this analysis, the board development committee will set clear recruiting priorities for future board recruitment.
- **Write a board director job description;** To operate successful charter schools each board member must understand and accept the specific duties and responsibilities that come with board directorship. Key responsibilities include the following:
 - Consistent attendance at regular board meetings,
 - Participation as an active member on it least one committee,
 - Participation in the fund-raising activities of the school in a manner appropriate for that board director; and
 - Preparation in advance before regular board meetings by reading and studying materials sent in advance regarding key actions the board is expected to take at the next meeting.

The following steps will be utilized for board member recruitment:

- Step 1.** Establish a board development committee,
- Step 2.** Prepare for active board director recruitment,
- Step 3.** Develop a profile of the current foundation board,
- Step 4.** Determine strategies to build board diversity;

According to research by Aspen Institute, factors related to building and maintaining board diversity include but not limited to the following:

- Having a nominating committee that is committed to building diversity.
- Making diversity a priority for the organization.
- Engaging in cultural diversity training and activities.

Step 5. Develop an initial list of prospective board members,

Step 6. Conduct first round of personal contact with top recruiting prospects,

Step 7. Schedule and conduct orientation sessions with prospective members, and

Step 8. Selection/appointment of new members to the board.

Training: In order to establish a strong foundation, orientation and training is necessary for Board members to understand the school laws, accountability and compliance requirements, and their overall responsibilities. Upon approval of the charter proposal, the Board president and the secretary will organize an orientation program along with the campus principals. The goals of the Board orientation will be to:

- Discuss the mission, vision, and goals of the proposed school ;
- Communicate the mission, goals, and values of the proposed school;
- Define the roles and responsibilities of the Board;
- Provide an overview of the proposed school's educational program; and
- Discuss the bylaws of the Board.

In addition to initial Board orientation, board members along with outside professional consultants and legal advisors will be responsible for developing and implementing an effective training for all board members. Board member will receive 12 hours of training during his or her first year of service. The Board members training will include six major topics. These topics are: School law, public records, open meetings, school finance, health and safety, and public accountability. The subsequent years, the Board training will be 5 hours for returning members. Board trainings will be on-going and will address issues pertinent to non-profit governance, school management, and administration.

To complete this twelve-hour training, Board members will participate in workshops, seminars, and conferences at local and national levels. Additionally professional consultants, lawyers, educators who have extensive knowledge and expertise in those

six areas listed below will be hired to provide board training workshops. At the end of each training Board members will take a written test on those topics.

There will be on-going opportunities for additional training and professional development for the Board including, but not limited to visits to other top performing public and private schools in the area. Members of the Board will be encouraged to participate in annual meetings and trainings of the New Mexico Coalition for Public Charter Schools and New Mexico Public Education Department.

• Explain the nature and extent of staff, families, and the community involvement in the governance of the school, and how they will be notified of the opportunity to participate in the school governance.

We recognize that parent involvement is essential as we partner to educate our students and to prepare them for life-long learning. The schools, families, and community must all be actively involved in developing strong programs and policies that support the academic success of every student in our school. A strong continuing family and community involvement in all aspects of school programs and activities provides support for measurable improvement in student achievement. The parent involvement creates a positive bond between the home and the school. Therefore we will create a more responsive and inviting school climate to increase the level of family engagement.

Upon approval of this charter proposal, members of the Board of Directors of the NMFF will hold several open houses. In these open houses, the new administrative team will provide power-point presentations regarding our proposed programs and school expectations from its parents and students. Following these presentations, parents will be asked to form various committees (i.e., PTO, LEP, Family-School Action Team, School Improvement Committee, Parent Advisory Committee, fundraising committee, etc.) in conjunction with faculty and staff.

The school will annually hold a public meeting for and with parents, family, and school community members to inform, explain, and discuss yearly school and student progress data and school program plans, including financial program information. Parents, families, and school community members will annually assess the effectiveness of its school program, including the family and community engagement component.

In addition to parents, local business owners/officers, faculty and staff from local universities and community colleges will be invited to the school to discuss our proposed mission and educational programs. Community members will be asked to support our proposed program and advertise it to larger community. The SB will invite many community leaders, government officials, and law makers to the school to share their experiences with school officials, students, and their parents.

C. PARTNERSHIPS (optional)

• Name of the partner organization.

Cosmos Foundation Inc., a non-profit organization, doing business as Harmony Schools in Texas.

• Name of the contact person at the partner organization and that person's full contact information.

Soner Tarim, Ph.D.
Superintendent of Schools
The Harmony School System
Phone : 713-343-3333 Ext. 120
Fax : 713-777-8555
e-mail : starim@harmonytx.org

• A description of the nature and purpose of the school's partnership with the organization.

The Cosmos Foundation, a non-profit educational organization, will offer comprehensive school advisory services to the SB and the Albuquerque School of Excellence. The

Cosmos Foundation will not interfere nor will be involved in daily school activities; although, the foundation will periodically review school activities and operations and provide periodic reports to the SB. The Cosmos Foundation will work closely with the School Board and the principal of ASE during and after the establishment phase as needed. The Cosmos Foundation will advise and provide services as needed in the following areas;

- staff hiring and management trainings including recruiting, training, professional development, evaluation, and (if necessary) termination;
- develop strategies for student enrollment;
- business management and comprehensive administrative services;
- advice on school operations management;
- advise on facilities planning and management;
- special education services; and
- reporting and compliance issues.

• An explanation of how the partner organization will be involved in the governance of the school, if applicable.

Cosmos Foundation will not be directly involved in the governance of the SB. However the Cosmos Foundation will work closely with proposed school principal, the SB and NMFF board members. In addition, the Cosmos Foundation will provide periodic reports to the SB and NMFF regarding services that are provided by the Cosmos.

• Evidence (in the form of a letter of support or intent to partner) that the school has a formal partnership agreement with the partner organization.

Letter of support from our partner organization is provided in **Appendix G**.

D. SCHOOL ORGANIZATIONAL STRUCTURE

• Based on the organizational chart provided under subsection A. GOVERNANCE STRUCTURE above, describe the site-based management structure at the school. Include job descriptions that identify key roles, responsibilities and accountability for each position listed on the organizational chart.

The school principal will be responsible for daily school activities. Within this line of authority, teachers, aids, coordinators, nurse etc. report to assistant principals. Payroll and benefit coordinators report to the business manager. Assistant principals and the business manager report to the principal. The principal gathers relevant data and evaluates all of his or her personnel. The principal also prepares a monthly board reports to be submitted to the SB.

There will be a site based decision committee that reports to Principal. These committees will include teachers, administrators, and other staff. Parents will be participating to those as well.

Narrative Description of the organizational Chart

Job description and role and responsibilities of each position that are mentioned in the organization chart are listed below:

PRINCIPAL/DIRECTOR:

Principal shall operate as chief operating subordinates to the school board in orchestrating program and service delivery to students through teaching and auxiliary staff including the following duties:

Supervisory Responsibilities:

Supervise and evaluate the performance of staff assigned to campus including assistant principal(s), the business manager, teacher(s), counselor(s), librarian(s), instructional aides, clerical support staff, and custodians.

Skills:

- Knowledge of school law, finance, and curriculum.
- Able to manage personnel.
- Able to interpret policy, procedures, and data.
- Exceptional organizational, communication, public relations, and interpersonal skills.

Working Conditions:

- Maintain emotional control under stress.
- Occasional district wide and statewide travel.
- Frequent prolonged and irregular hours.

Responsibilities and Duties:

Management:

- Monitor instructional and managerial processes to ensure that program activities are related to program outcomes and use findings to take corrective actions.
- Regularly consult the campus-level committee about planning, operation, supervision, and evaluation of campus education program. Include students and community representatives when appropriate.

School or Organization Morale:

- Provide instructional resources and materials to support teaching staff in accomplishing instructional goals.
- Foster collegiality and team building among staff members. Encourage their active enrolment in decision-making process.
- Provide for two way communications with the board and the Management Company, staff, students, parents, and community.
- Communicate and promote expectations for high-level performance to staff and students. Recognize excellences and achievement
- Ensure the effective and quick resolution of conflicts

School or Organization Improvement

- Build common vision for school improvement with staff. Direct planning activities and put programs in place with staff to ensure attainment of school's mission.
- Develop and set annual campus performance objectives for each of the Academic Excellence Indicators using the campus planning process and site-based decision making committee.
- Develop, maintain, and use information systems and records necessary to show campus progress on performance objectives addressing each Academic Excellence Indicator.

Personnel Management:

- Interview, select, and orient new staff. Approve all personnel assigned to campus.
- Define expectation for staff performance with regard to instructional strategies, classroom management, and communication with public.
- Observe employee performance, record observations and conduct evaluation conferences with staff:
- Work with campus-level planning and decision-making committees to plan professional development activities.

Management of Fiscal, Administrative, Facilities Functions:

- Comply with district policies and state and federal laws and regulations affecting the schools.
- Develop campus budgets based on documented programs needs, estimated enrollment, personal, and other fiscal needs. Keep programs within budget limit
- Maintain fiscal control. Accurately report fiscal information.
- Compile, maintain, and file all physical and computerized report, records, and other documents required including accurate and timely reports of maximum attendance to requisition textbook.
- Manage use of school facilities. Supervise maintenance of facilities to ensure a clean, orderly and safe campus.

- Direct and manage extracurricular and intramural programs. Including management of multiple activity funds.

Student Management:

- Work with faculty and student to develop a student discipline management systems that results in positive student behavior and enhances the school climate.
- Ensure that school rules are uniformly observed and that student discipline is appropriate and equitable in accordance with Student code of Conduct and student handbook.
- Conduct conferences about student and school issues with parents, student, and teachers.

School or Community Relations:

- Demonstrate awareness of school and community needs and initiate activities to meet those needs.
- Use appropriate and effective techniques to encourage community and parent involvement.

ASSISTANT PRINCIPALS:

Assistant Principals will assist principal in instructional program administration, human resources organizations, student activities and services.

Skills:

- Working knowledge of charter operations.
- Exceptional organizational, communication and interpersonal skills.
- Capable of coordinating charter support operations.

Responsibilities and Duties:

Share supervisory duties for charter professional staff with charter principal. Oversee teachers, custodians, paraprofessionals, clerical personnel and others as assigned.

Instructional Management

- Assist in planning and assessing the educational programs.
- Encourage planning of innovative education programs, assist teachers in implementing such efforts when appropriate.
- Encourage the use of technology in the instructional process.

Charter Atmosphere

- Encourage a constructive, thoughtful climate for learning.
- Promote fairness of students and staff from all cultural backgrounds.
- Communicate with students and staff in an effective manner.

Charter Improvement

- Assist in organization of school improvement plan with staff, parents and community members.
- Help principal design, manage and implement information systems to manage and track progress on charter goals and academic excellence indicators.

Personnel Management

- Hold employee evaluation conferences based on records of performance evaluation.

- Assist principal in interviewing, selecting and orienting new charter employees.

Administration and Fiscal/Facilities Management

- Oversee charter operations in principal's absence.
- Assist in scheduling student activities by participating in the development of class schedules, teacher assignments and extracurricular activity schedules.
- Oversee student attendance records and assist the attendance clerk on truancy issues.
- Requisition supplies, textbooks and equipment; verify inventory; manage records; and confirm receipts for materials.
- Aid in safety drill practices and inspections.
- Manage support services including transportation, custodial and cafeteria.
- Abide by all federal and state laws that apply to charter schools and charter policy.

Student Management

- Provide for supervision of students during non-instructional hours.
- Help students develop positive behavior through a student discipline management system.
- Provide for uniform enforcement of school rules and oversee appropriate and reasonable student discipline.
- Hold parent/teacher/student conferences in regard to student and school issues.
- Demonstrate use of productive and efficient skills to raise community and parent involvement.

BUSINESS MANAGER:

The primary role and purpose of the business manager is to oversee and maintain the operation of all financial and business affairs of the charter including accounting, payroll, purchasing, and risk management and act as the chief financial adviser to the principal and the board. Business manager must have an understanding of school accounting principals.

Skills:

- Applicable knowledge of school finance, budgeting, accounting systems, and economics.
- Effective communication, public relations, and interpersonal skills.
- Knowledge of personal computers and software to compile spreadsheets, perform data analysis, and do word processing.
- Capable of interpreting policy, procedures, and data.
- Capable of managing budget and personnel.
- Capable of coordinating charter activities.

Responsibilities and Duties:

Fiscal Management

- Ensure that the principal is advised on the business affairs of the charter school.
- Analyze accounting practices, systems, and controls in all charter departments and advise on improvements in their structure, implementation, and maintenance.

- Manage a revolving auditing program for all funds and work with the charter's independent and internal auditors while conducting audits.
- Maintain accounting systems that comply with laws and regulations.
- Devise period cash flow analysis to determine cash available for investment and payment of bills.
- Manage charter investment portfolio.
- Supervise monthly bank settlement preparations for the operating, special revenue, debt service, construction, tax, cafeteria, and athletic accounts. Audit statements of vendor and payroll clearing accounts.
- Compile and enter all budget adjustments, additions, and deletions.
- Assess and authorize all purchase orders and check requests and manage budget by certifying availability of funds.
- Help with drafting of budget and assessing the long- and short-range objectives for the business operations of the charter.
- Oversee needs evaluation for the enhancement of the charter business operations.
- Collaborate with charter personnel to project student enrollments, staff needs, building and facilities needs, energy needs, capital equipment needs and other cost items for the charter and individual school improvement.
- Monitor the business office budget and see that programs are cost effective and funds are managed effectively.
- Act as charter leader to achieve cost-effective practices throughout the school.
- Confirm that business operations support the charter mission.

Documentation and Law

- Ensure policies established by federal and state law that apply to charter schools and local board policy in area of business operations is being followed.
- Manage all hardcopy and computerized reports, records, and other documents required.
- Compile and review monthly financial statements and budget reports.
- Draft comprehensive annual financial report.
- Compile semi-annual financial reports for submission.
- Draft quarterly and final reports for all federal funds.

Inventory

- Ensure accurate computerized inventory records of all of the charter's assets.
- Maintain and direct sales of surplus salvage equipment for disposal.
- Oversee maintenance of replacement cost-asset inventory for insurance purposes.
- Receive and register bids, calculate results and draft written recommendations.
- Oversee the drafting of bids and bid specifications.

Personnel Management

- Compile, check and revise business department job descriptions.
- Devise training options and/or improvement plans to maintain superior business operations.
- Assess job performance of employees to maintain effectiveness.
- Oversee personnel and make accurate recommendations in regards to assignments, retention, discipline, and dismissal.

Community Affairs

- Show knowledge of charter and community needs and implement programs to meet those needs.

Supervisory Responsibilities:

Supervise and assess the performance of the risk manager, purchasing manager, bookkeeper, accounts payable clerk, and payroll clerk.

Job Related Conditions:

- Maintain control in stressful situations.
- Travel may be required.
- Extended or irregular hours.

TEACHER:

The primary role and purpose of a teacher is to provide students with appropriate educational activities and experiences that will enable them to fulfill their potential for intellectual, emotional, physical and social growth. Teachers will help students develop the skills necessary to be a productive member of society.

Skills:

- Understanding of subjects assigned.
- Working knowledge of curriculum and instruction.
- Capable of instructing students and managing their behavior.
- Exceptional organizational, communication and interpersonal skills.

Responsibilities and Duties:

Instructional Strategies

- Design, write and use lesson plans that conform to the charters curriculum. Ensure written plans are available for review.
- Ensure lesson plans show modifications for differences in student learning styles.
- Teach instructional subjects according to guidelines established by Louisiana Department of Education, charter polices and administrative regulations.
- Implement appropriate instructional and learning strategies, activities, materials and equipment to ensure comprehension of learning styles and student needs.
- Design instructional activities by using data from student learning style assessments.
- Collaborate with special education teachers on student Individual Education Plans to ensure all modifications are met.
- Collaborate with staff to determine charter requirement for the instructional goals, objective and methods.
- Produce and oversee teacher aide and volunteer assignments.
- Employ technology practices to strengthen the instructional process.

Growth and Development

- Help students assess and enhance their study methods and habits.
- Produce formal and informal testing to evaluate student success.
- Coordinate and manage extracurricular duties as assigned. Sponsor outside activities approved by the charter principal.

- Serve as an example for students, support mission of charter.

Classroom Management and Organization

- Prepare classroom to enhance learning and to aid in physical, social and emotional development of students.
- Control student behavior in agreement with the student handbook.
- Ensure necessary and reasonable measures are taken to protect students, equipment, materials and facilities.
- Provide input on book, equipment and material selection.

Communication

- Establish communication rapport with parents, students, principals and teachers through conferences.
- Create and maintain a professional relationship with colleagues, students, parents and community members.
- Present information accurately through clear communication skills.

Professional

- Enrich job skills through professional development activities.

Other

- Keep up to date on and abide by state and charter regulations and policies for classroom teachers.
- Gather, manage and file all reports, records and other documents required.
- Be active in faculty meeting and assist in staff committees as necessary.

Job Related Conditions:

- Maintain control in stressful situations.
- Extended hours may be required.
- Some lifting may be required.

SPECIAL EDUCATION TEACHER:

The primary role and responsibility is to provide services to special education students with appropriate learning activities and experiences that will enable them to fulfill their potential for intellectual, emotional, physical and social growth. The Special Education teacher will develop student ability level instructional materials through modified curriculum and prepared lesson plans. Special Education teacher will conduct work in self-contained, team, departmental or itinerant capacity as necessary.

Skills:

- Complete knowledge of special needs of students in assigned area.
- Complete knowledge of Individual Education Plan Committee process and Individual Education Plan (IEP) goal setting process and implementation.
- Working knowledge of curriculum and instruction.

Responsibilities and Duties:

Instructional Strategies

- Work in conjunction with students, parents and other members of staff to develop IEPs through the IEP Committee process for each student assigned.
- Design, write and use instructional, therapeutic or skill development program for assigned students and ensure written plan is available for review.
- Ensure comprehension of learning styles and student needs are met through creation and implementation of appropriate instructional and learning strategies, activities, materials and equipment.
- Collaborate with classroom teacher on student IEP to ensure all modifications are met and help special education students in regular class when appropriate.
- Participate in IEP Committee meetings on an ongoing basis.
- Design instructional activities by using data from students learning styles assessment.
- Ensure IEP guidelines are met when presenting subject matter.
- Use an assortment of media and techniques to meet the needs and capabilities of each student assigned.
- Produce and oversee the teacher aide and volunteer assignments.
- Employ technology practices to strengthen the instructional process.

Growth and Development

- Produce formal and informal testing to evaluate student success.
- Oversee or ensure personal care, medical care and feedings of students as stated in IEP.
- Manage and care for all extracurricular duties as assigned. Sponsor outside activities approved by charter principal.
- Serve as an example for students; support mission of charter.

Classroom Management

- Prepare classroom to enhance learning and aid in the physical, social and emotional development of the students.
- Control student behavior and implement discipline plan. This includes handling crisis situations and physically restraining students as necessary according to IEP.
- Collaborate with the classroom teachers regarding student behavior management programs according to IEP.
- Collaborate with charter and outside resource people regarding education, social, medical and personal needs of student.
- Ensure necessary and reasonable measures are taken to protect students, equipment, materials and facilities.
- Provide input on books, equipment and material selection.

Communication

- Ensure good communication rapport with parents, students, principals and teachers through conferences.
- Create and maintain a professional relationship with colleagues, students, parents and community members.
- Present information accurately through clear communication skills.

Other

- Enrich job skills through professional development activities.

- Keep up to date and abide by federal, state and charter policies for special education teachers.
- Gather, manage and file all reports, records and other documents required.
- Be active in faculty meetings and assist in staff committees as required.

Job Related Conditions:

- Maintain control in stressful situations.
- Some lifting may be required.
- May be required to restrain students to control behavior.

SPECIAL EDUCATION AIDE:

Primary role and purpose of a special education aid is to provide assistance to the special education teacher for the physical and instructional needs of the charter student with disabilities in the special education program. The special education aid will help implement educational programs, including self-help, behavior management and instructional programs for students. The special education aid will work under direct supervision of a certified special education teacher and indirect supervision of the principal.

Skills:

- Capable of working with children with disabilities.
- Capable of following verbal and written instructions.
- Capable of communicating effectively.
- Able to use general office equipment.

Responsibilities and Duties:

Instructional Support

- Prepare educational materials and displays for the classroom with the assistance of the classroom teacher.
- Assist in keeping class neat and orderly.
- Assist teacher in handling administrative records and reports.
- Help substitute teachers with classroom layout, or other pertinent classroom management.
- Assist with inventory, care and maintenance of equipment.

Student Management

- Help physically disabled students according to their needs, including but not limited to, transferring to and from wheelchairs, lifting or positioning.
- Help students with physical needs and personal care, including but not limited to, feeding, bathroom needs, and personal hygiene.
- Assist in student behavior management. This includes handling crisis situations and restraining disruptive or dangerous students as needed.
- Take responsibility for learning and conforming to each student's special medical, physical, communicative and emotional needs.

- Coordinate educational activities assigned by the teacher; help individual students or small groups.
- Assist in overseeing students throughout school day, inside and outside classroom. This includes lunchroom, bus and playground duty.
- Advise teacher on special needs or problems of individual students.

Other

- Ensure confidentiality.
- Enhance job skills by participating with staff development programs.
- Be active in faculty meetings and special events as assigned.

ADMINISTRATIVE ASSISTANT:

Primary Role and Purpose of the administrative assistant is to organize and maintain the normal work activities of the office of administration. Provide clerical duties to the principal, assistant principals, and other charter staff.

Skills:

- Exceptional keyboarding, word processing and file maintenance skills.
- Strong communication and interpersonal skills.
- Basic math skills.
- Knowledge of personal computer and software in order to compile spreadsheets and databases and do word processing.

Responsibilities and Duties:

Records and Correspondence

- Draft correspondence, forms, reports, etc., for the principal and other department staff members using a personal computer.
- Prepare data as needed when completing state and local reports.
- Organize and manage hardcopy and computerized departmental files.
- Manage student records as needed.

Accounting

- Attend to routine bookkeeping duties, including basic math operations, for the department.
- Assist with the completion of purchase orders and payment authorizations.
- Maintain personnel time records including leave requests and reports. Draft and submit information to the central office.

Other

- Answer incoming calls, take accurate messages and transfer to appropriate staff.
- Oversee appointment schedule and make travel arrangements for department staff.
- Receive, sort and deliver mail and other documents to department staff.
- Ensure confidentiality of information.

Job Related Conditions:

- Maintain control in stressful situations.
- Manage time with frequent interruptions.
- Extended computer time.

COUNSELOR:

Primary Role and Purpose of the counselor is to develop, implement, and assess a comprehensive guidance program for the charter including counseling services.

Promote a guidance program that shows students how their personal growth and development can be maximized.

Skills:

- Working knowledge of counseling procedures, student appraisal and career development.
- Superior organizational, communication and interpersonal skills.
- Capable of instructing students and managing their behavior.

Responsibilities and Duties:

Guidance

- Communicate the guidance program to students and parents.
- Assist teachers to include guidance program with charter curriculum.
- Administer education programs and career awareness to individuals and student groups on an ongoing basis.
- Ensure individual and small group counseling needs are met.

Consultation

- Confer with individuals associated with students to enhance their work with students.
- Collaborate with charter personnel and community residents to obtain resources for students.
- Ensure special programs and services are utilized by students with an efficient referral process.

Evaluation

- Assist in devising and assessing a charter standardized testing program.
- Evaluate test and assessment results effectively.

Program Management

- Develop a comprehensive guidance/counseling program that meets the identified needs of the student.
- Plan and implement an ongoing assessment of the guidance program and make adaptations based on the results.
- Gather, manage and file all required hardcopy and computerized reports, records and other documents.

Administration

- Abide by policies established by federal and state law that apply to charter schools, Commission's Rules that apply to charter schools, and charter policy in guidance and counseling area.
- Abide by all charter routines and regulations.
- Ensure a positive and constructive relationship with supervisors.
- Communicate with colleagues, students and parents in an effective manner.

Professional

- Provide role model behavior that is professional, ethical and responsible.
- Partake in professional development to enhance skills related to job assignment.

Job Related Conditions:

- Maintain control in stressful situations.

FOOD SERVICE SUPERVISOR:

Primary Role and Purpose of the food service supervisor is to oversee charter food service operations. Ensure that appropriate quantities of food are prepared and served. Abide by menu time constraints established by charter administration. Ensure health codes are met.

Skills:

- Working knowledge of methods, materials, equipment and appliances used in food preparation.
- Capable of managing personnel.
- Planning and organizational skills.
- Capable of understanding food preparation and safety instructions.
- Knowledge of kitchen equipment and food production procedures.
- Capable of operating large and small kitchen equipment and tools.
- Capable of performing basic arithmetic operations.

Responsibilities and Duties:**Cafeteria Management**

- Compile and manage work schedules and production records.
- Oversee daily kitchen and cafeteria activities.
- Comply with serving schedules and prepare all food items according to menu guidelines defined by departmental policies and procedures.
- Collaborate with charter principal to see that temporary schedule changes and special serving requirements are met, and to handle personnel problems.
- Oversee and tutor employees at charter level, ensuring efficiency, morale and teamwork.

Documentation and Law

- Provide safe and high quality food and prepare according to policies, procedures and department requirements.
- Compile precise reports of daily and monthly financial, production and activity records.
- Manage accurate information for payroll reporting and forward to appropriate department.

Safety

- Provide safe and hazard-free environment for storing food.
- Produce and abide by standards of cleanliness, health and safety following health and safety codes and regulations.

- Keep a safe work environment.

Inventory and Equipment

- Guarantee that adequate food and supplies are maintained through daily orders and periodic inventories.
- Keep records on required equipment maintenance within campus food service department.
- Provide ongoing preventive maintenance and keep records of all equipment repairs needed.
- Advise replacement of equipment to meet department needs.
- Inventory equipment and supplies annually.

Other

- Help review, select and train cafeteria workers. Make sound recommendations about the assignment, discipline and retention of cafeteria workers.

Supervisory Responsibilities:

Oversee and assess food service workers assigned to charter cafeteria.

Job Related Conditions:

- Maintain control in stressful situations.

CUSTODIAN:

Primary Role and Purpose:

Oversee charter's maintenance and custodial operations. Maintain facilities so that full educational use may be made at all times. Ensure facilities provide an excellent working environment that is safe, clean, attractive and functional.

Skills:

- Working knowledge of basic principles of construction, school plant maintenance and custodial operations.
- Capable of managing maintenance department budget and personnel.
- Capable of coordinating district functions.
- Capable of interpreting policy, procedures and data.
- Capable of reading blueprints and schematics.
- Effective organizational, communication and interpersonal skills.

Responsibilities and Duties:

Facility Maintenance

- Supervise custodial, maintenance and repair, security and central warehouse operations of charter.
- Process work orders for repair and maintenance of charter facilities and grounds.
- Provide written working procedures for maintenance, repair, operations and security of all charter facilities and equipment.
- Organize plans and requirements for contracted repair work and locations improvement for submission to appropriate department for bids.

Documentation and Law

- Follow federal and state laws that apply to charter schools, Commissioner's Rules that apply to charter schools, and local charter policy in maintenance area.
- Gather, manage and file all reports, records and other documents required in maintenance area.
- Compile necessary information to process maintenance payroll.

Finance and Inventory

- Oversee maintenance budget and verify that programs are cost efficient and funds are managed accordingly.
- Record program needs in order to provide budget and cost estimates.
- Supervise inventory and stock control program for equipment and supplies.
- Write purchase orders and bids within charter budget and following charter policies.
- Replace and maintain an adequate inventory of supplies and parts.
- Approve and forward maintenance department invoices and purchase orders to accounting department.
- Propose disposal of obsolete equipment and acquire updated equipment as necessary.

Personnel

- Assign work to maintenance personnel and supervise job completion.
- Draft and revise maintenance department job descriptions.
- Assess effectiveness of employees' job performance.
- Employ, train, oversee and make sound recommendations about maintenance personnel placement, transfer, retention and dismissal.

Safety

- Implement safety standards that abide by federal, state, and insurance regulations and implement a safety prevention program.
- Keep all equipment in ideal operating condition.

Other

- Work as disaster duty personnel when needed.
- Participate in professional growth activities to keep informed of new methods in maintenance operations.
- Be available for after-hours emergencies.

Supervisory Responsibilities:

Oversee performance of craftsmen, head custodian, grounds foreman, warehouse supervisor, head security, and support staff assigned to maintenance department.

Job Related Conditions:

- Maintain control in stressful situations.
- Frequent travel required.
- Extend hours may be required.

SCHOOL NURSE:

Primary Role and Purpose:

Ensure complete health services program for charter. Provide students with health services. Incorporate students into health education program and teach preventive health practices.

Skills:

- Ability to evaluate students to identify health defects.
- Exceptional organizational, communication and interpersonal skills.
- Capable of implementing policies and procedures.

Responsibilities and Duties:

Nursing Services

- Provide medical care, minor or emergency, to students and staff according to charter policy.
- Act as health mentor for students.
- Contact parents or guardian in cases of accident or illness. Obtain outside medical care in emergency cases when parents or guardian cannot be reached.
- Implement plan to ensure student medications are administered properly. Ensure plan is in compliance with charter policy and procedures.
- Issue health screening for staff and students as required by the Department of Health. Make referrals as necessary.
- Plan and implement an ongoing evaluation of charter health program and make adaptations based on the results.

Instruction

- Assist in drafting of charter health education curriculum and teach health education to individuals and groups.
- Ensure individual students receive health counseling and instruction.

Consultation

- Work as health partner between school, physicians, parents and community.
- Assess and refer student problems with the assistance of students, teachers, parents and medical and health care professionals as needed.
- Assist with Admission, Review, and Dismissal Committee, crisis team and school committees.
- Assess and report cases of suspected child abuse.
- Initiate home health care for students with health problems with permission of the charter administration.
- Keep ongoing communication with principal and health services coordinator on issues of health services.

Administration

- Manage and assess immunization records.
- Ensure correct program administration by following program charter procedures.
- Oversee nurse aides and ensure training of clinic policies according to charter regulations.
- Gather, manage and file all reports and other documents required, including clinic records and accurate, updated health records on all students.
- Maintain clinic inventory as needed by requisition of supplies and equipment.

- Abide by policies established by federal and state laws that apply to charter schools, Department of Health rule that apply to charter schools.
- Inform principal of potential health and safety hazards.
- Abide by all charter routines and regulations.

Professional Development

- Keep current CPR, vision and hearing screening and health screening certification.
- Provide role model behavior that is professional, ethical and responsible.

Supervisory Responsibilities:

- Direct the work of assigned nurse aides.

Job Related Conditions:

- Maintain control in stressful situations.
- Possible exposure to bacteria and communicable diseases.

• Provide a staffing plan for each year of the first charter term, including the proposed pupil-teacher ratio to support the educational plan.

Estimated Staffing for Instructional and Non-Instructional Personnel (FTE)					
ASE	Year 1	Year 2	Year 3	Year 4	Year 5
Grade Level Served	K - 9	K - 10	K - 11	K - 12	K - 12
Expected Enrollment	388	508	610	706	917
Principal	1	1	1	1	1
Asst Principals	0	0	1	1	2
Business Manager					
Counselor	1	1	1	1	1
Full Time Teachers	19.5	25.8	30.6	35.9	44.9
ESL teacher	1	1	1.5	1.5	2
Sp. Ed. Teachers	1	2	2.5	3	4
Teacher Aid	1	1.5	2	2.5	3
IT Coordinator	1	1	1	1	1.5
Secretary	1	1.5	2	2	2.5
Nurse	1	1	1.5	1.5	2
Custodian					
Curriculum Director	1	1	1	1	1
Librarian	1	1	1.5	1.5	2

E. EMPLOYEE RELATIONS

• Provide an explanation of the relationship that will exist between the school and its employees, including evidence that the terms and conditions of employment will be addressed with affected employees and their recognized representatives, if any.

The SB is dedicated to the principles of equal employment opportunity in any term, condition, or privilege of employment. The SB will not discriminate against applicants or employees on the basis of age, race, sex, color, religion, sexual orientation, veteran status, national origin, disability, or any other status protected by state or local law.

The school will have a traditional employer-employee relationship. The terms of employment will be in compliance with all federal and state laws and regulations as well as conforming policies adopted by the SB. The SB will adopt an employee handbook to govern the terms and conditions specific to the school. In addition, all certified personnel will be employed pursuant to a contract, the terms of which will substantially comply with a form adopted by the New Mexico Public Education Department. NMSA 1978 §22-10A-21 and NMAC 6.66.1, *et seq.* If an employee(s) chooses through proper procedures to establish a relationship with a labor representative, the SB and the administration of the school will comply with the establish labor relations contract.

School board will adopt a Policy to provide an accessible and fair procedure for the reporting and resolution of legitimate employment-related concerns of, or conflicts between, school employees in a timely and equitable manner. The intent of this process is to support communication and dialogue among staff, to encourage internal resolution of conflicts between staff/staff administration/staff and the SB in a safe environment, at the lowest appropriate level, and to clarify the roles of administration and council in dispute resolution. All grievances and disputes shall be processed as provided in this policy. This policy should address the terms and conditions of employment for the affected employee or their recognized representatives.

• Provide a description of the school's personnel policies and procedures that comply with all applicable federal statutes and regulations, including the School Personnel Act.

Albuquerque School of Excellence will operate pursuant to the provisions of the School Personnel Act, 22-10A-1 NMSA 1978. Proposed Employee Handbook is attached in **Appendix A.**

• Provide proposed salary schedules for all employees that comply with the minimum salary requirements as identified in the School Personnel Act.

Albuquerque School of Excellence will utilize the following minimum salary schedules. These salary schedules are subject to available funding and final approval of the principal. As needed this schedule may be modified to be competitive with local school districts.

Administrative Salary Schedule	
Position	Annual
Principal/Director	70,000
Business Manger	50,000
Counselor	35,000
Administrative Assistant	25,000
Custodial	20,000
Teacher Aid	19,000
Nurse	31,000
Special Education Director	50,000
Special Ed. Teacher	30,000

Minimum Salary Schedule for Teachers					
Years	Level I BA	Level II BA	BA + 12	MA +	Level III MA +
1	30,000				
3	31,500	40,000	40,500	41,000	
5		40,500	41,000	41,500	
7		41,000	41,500	42,000	

9		41,500	42,000	42,500	50,000
11		42,000	42,500	43,000	50,500
13		42,500	43,000	43,500	51,000
15		43,000	43,500	44,000	51,500
17		43,500	44,000	44,500	52,000
19		44,000	44,500	45,000	52,500
21		44,500	45,000	45,500	53,000
23		45,000	45,500	46,000	53,500
25		45,500	46,000	46,500	54,000

• Describe the evaluation process for staff that will include evaluation of teachers by a licensed school administrator.

Principal will be primary responsible evaluating his/her staff (i.e., assistant principals, special education coordinator, and teachers). Together they will to work to assess progress of students and teachers in meeting the program and academic goals for the School. The principal and school leaders are ultimately responsible to enact the goals of the proposed school. The school officers will be evaluated according to the degree to which those goals are achieved.

The nature of ASE will permit teacher/staff evaluation to be both informal and formal. Informal evaluation of teachers will be ongoing during staff meetings, parent-teacher conferences, and daily interaction among students, teachers, and parents. The degree to which teachers are able to work compatibly towards ASE mission with other staff, students, parents, administration, and school volunteers is the major element in the informal evaluation. A detailed list of formal responsibilities and the job description will be provided to teachers in ASE employee manual, which may be amended by School Board from time to time in a manner consistent with the applicable laws and this charter.

Formal evaluation will be overseen by the executive director/principal or a designee and will at least be conducted four times for new teachers and twice for experienced teachers per academic year. A licensed school administrator (The Principal or the designee) will observe the class. There are eight domains in this evaluation: Teaching

Plans and Materials, Clarity of Content Presented, Classroom Management, Proficiency in Instruction, Professional communication, Professional Development , Compliance With policies, Operating Procedures and Requirements, Improvement of Academic Performance of All Students. Teachers will be evaluated from each of these domains (See table below). The principal will write a brief summary of the observation period noting learning goals, activities, strengths, and a reflection on which teacher actions/attitudes might have enhanced the learning activities. These summaries will be completed and exchanged within one week of the observation, after which the teacher and principal will meet to discuss them. Subsequent observations will build upon the objectives from each previous observation. The weaknesses and strengths of teacher will be communicated to teacher in a timely manner after observations to ask for improvement or encourage continuing their good work. Principal will write a final evaluation for termination, probation, or continuing of employment close to the end of the school year.

The SB will have the ultimate responsibility of evaluating the principal. The SB will develop an evaluation process for principal and school officers. The school officer evaluation criteria will be based on job performance, professionalism, and officer's efforts to contribute to the positive learning environment of the school. Additionally, the SB will adopt a procedure evaluating school officers. The following main domains will be part of evaluation criteria for principal and school leaders; 1) Instructional management, 2) School or organization morale, 3) School or organization improvement, 4) Personnel management, 5) Management of administrative, fiscal and facilities, 6) Student management, 7) School or community relations, 8) Professional growth and development, 9) Academic excellence indicators and campus performance, 10) School Board relations, 11) A student performance domain.

Formal Teacher Evaluation Rubric

DOMAIN I: Teaching Plans and Materials		Exceeds (x 5)	Proficient (x 3)	Below (x 1)	Unsatisfactory (x 0)
1	Specifies or selects learner objectives for lessons.				
2	Specifies or selects teaching procedures for lessons.				
3	Specifies or selects content, materials, and media for lessons.				
4	Specifies or selects materials and procedures for assessing learner progress in the objectives.				
5	Plans instruction at a variety of levels.				
6	Organizes instruction to take into account differences in capabilities.				
7	Organizes instruction to take into account differences in learning styles.				
8	Communicates with individual learners about their needs and progress.				
9	Obtains and uses information about learners from cumulative records.				
10	Identifies learners who require the assistance of specialists.				
11	Identifies desired/appropriate student behaviors expected for activity.				
SUBTOTAL					

DOMAIN II: Clarity of Content Presented		Exceeds (x 5)	Proficient (x 3)	Below (x 1)	Unsatisfactory (x 0)
12	The lesson was presented in a logical manner				
13	The teacher identified important points for the students				
14	Important points were written on the board or a chart				
15	Important points were repeated				
16	Summaries and reviews were included within the lesson				
17	Important points were clearly explained				
18	Examples were presented to reinforce each major point				
19	The teacher paused to reinforce important points or to allow learners to ask questions				
SUBTOTAL					

DOMAIN III: Classroom Management		Exceeds (x 5)	Proficient (x 3)	Below (x 1)	Unsatisfactory (x 0)
20	Furniture, equipment, and materials are placed appropriately for the lesson.				
21	Is aware of what is occurring in all areas of the classroom.				
22	Outlines rules/routines or students are familiar with rules/routines – students behave accordingly.				
23	Helps children acquire good habits; work and study				
24	Handles behavior problems individually when possible; anticipates friction and guards against it.				
25	Is proactive and positive with interventions				
26	Makes certain that the children know what is expected of them				
27	Keeps the atmosphere of the room free from hurry and tenseness				
28	Teacher moves throughout the room to help or hinder classroom control.				
29	Willingly gives extra help or instruction to an individual child				
30	Teacher demonstrates caring for student responses and their work, and is available to individual students throughout the lesson.				
31	Humor used appropriately throughout lesson.				
SUBTOTAL					

DOMAIN IV: Proficiency in Instruction		Exceeds (x 5)	Proficient (x 3)	Below (x 1)	Unsatisfactory (x 0)
32	Uses teaching methods appropriate for objectives, learners and environment.				
33	Adjusts plans to meet unusual or difficult situations				
34	Arouses and holds student interests; stimulates critical thinking				
35	Helps children relate new ideas to previous learning				
36	Uses instructional equipment and other instructional aids.				
37	Gives directions and explanations related to lesson content.				

38	Clarifies directions and explanations when learners misunderstand lesson content.				
39	Provides for the needs of individual pupils by differentiating assignments to meet the needs of students with different learning styles				
40	Makes assignments clear; provides definite direction for study				
41	Makes smooth transitions from one activity to another				
42	Implements learning objectives in a logical sequence.				
43	Uses responses and questions from learners in teaching				
44	Provides feedback to learners throughout the lesson.				
45	Uses acceptable written and oral expression with learners.				
46	Maintains learner involvement in lessons.				
47	Provides learners with opportunities for participating.				
48	Reinforces and encourages the efforts of learners to maintain involvement.				
SUBTOTAL					

DOMAIN V: Professional Communication		Exceeds (x 5)	Proficient (x 3)	Below (x 1)	Unsatisfactory (x 0)
49	The teacher uses appropriate and accurate written, verbal, and non-verbal modes of communication with students.				
50	The teacher uses appropriate and accurate written, verbal, and non-verbal modes of communication with parents, staff, community members, and other professionals.				
51	The teacher's interactions are supportive, courteous, respectful, and encouraging to students who are reluctant and having difficulty.				
SUBTOTAL					

DOMAIN VI: Professional Development		Exceeds (x 5)	Proficient (x 3)	Below (x 1)	Unsatisfactory (x 0)
52	The teacher determines and participates in professional development goals and activities that are aligned with the goals of the campus and the goals of the district.				
53	The teacher correlates professional development activities with assigned subject content and the varied needs of students.				
54	The teacher exhibits a willingness to collaborate with colleagues and other professionals for continuous growth and development.				
55	The teacher correlates professional development activities with the prior performance appraisal.				
SUBTOTAL					

DOMAIN VII: Compliance with Policies and Rules		Exceeds (x 5)	Proficient (x 3)	Below (x 1)	Unsatisfactory (x 0)
56	The teacher contributes to making the whole school safe and orderly, and a stimulating learning environment for children.				
57	The teacher respects the rights of students, parents, colleagues, and the community.				
SUBTOTAL					

DOMAIN VIII: Improvement of Academic Performance		Exceeds (x 5)	Proficient (x 3)	Below (x 1)	Unsatisfactory (x 0)
58	The teacher diagnoses student needs and provides performance feedback related to all appropriate State objectives.				
59	The teacher aligns the planning and delivery of instruction to all appropriate State objectives.				
60	The teacher collaborates with other faculty and administration to improve performance of all students on the campus.				
61	The teacher identifies students who are at-risk and develops appropriate strategies to assist these students.				
62	The teacher monitors the attendance of all students and intervenes to promote regular attendance.				
SUBTOTAL					

• **Explain the school's staff discipline process that provides for due process.**

Purpose of the due process is to support positive communication among ASE employees, to encourage internal resolution of conflicts among staff, between staff and administration and the School Board in a safe environment, at the lowest appropriate level, and to clarify the roles of administration and council in dispute resolution. This policy will provide a clear process of reporting and resolution of any concerns of employees.

ASE's employment policies will conform to the New Mexico School Personnel Act. In accordance with NMSA 1978 §22-10A-24, non-certified employees may be terminated from their position for any reasons up until they have been employed by the charter school for three full consecutive years. Consequently, employment policies will reflect the school's authority to terminate non-certified "non tenured" employees consistent with the law; i.e. no due process is required for either discipline or for termination for employees with less than three full years of consecutive employment at ASE.

Certified staff, who will work pursuant to a contract are entitled to due process pursuant to the School Personnel Act prior to discharge from their contract or if they are tenured, but not renewed. The employee policies for termination and discharge will be consistent with NMSA 1978 §22-10A-24 through §22-10A-28, which describe the required process due a certified school employee.

Disciplinary actions of letter of reprimand or written warning, including disciplinary actions relating to compliance with rules, procedures and lawful directives of supervisors shall be handled in the following way:

An informal grievance/appeal will be brought to the attention of the employee's immediate supervisor within seven (5) days of the occurrence of the incident or action.

The immediate supervisor will have ten (10) days in which to resolve the informal grievance/appeal to the satisfaction of the employee and the supervisor. If the employee is not satisfied with the review, the employee will within five (5) days formally request in writing that the Principal hear the grievance/appeal.

The Principal will have fifteen (15) days in which to review the grievance/appeal and to make a final administrative decision resolving the grievance/appeal. If the Principal's decision does not satisfy the employee or no action has been taken within the fifteen (15) days, the employee will have five (5) days to submit a written appeal to the Personnel Committee of the School Board.

The Personnel Committee will have fifteen (15) days in which to review documentation related to the matter and make a decision resolving the employee's grievance/appeal. If the employee is not satisfied with the Personnel Committee's decision, the employee can take the grievance/appeal to the final step within ASE and submit a written appeal to the School Board within five (5) days after receiving notice of the Personnel Committee's decision.

The School Board will have fifteen (15) days in which to review the information and documentation submitted by the employee and the Principal related to the grievance/appeal and to make a final decision.

Note: The School Board reserves the right to have a hearing and to identify parties to be present for the hearing. The School Board also reserves the right to make a decision based on the information submitted by the employee and the Principal without a hearing. Throughout the grievance process, all documentation related to the grievance/appeal will be forwarded to appropriate individuals from one step to the next. Copies of documentation, materials, etc., will be made available to the employee. Further, any decision/resolutions made in will be put in writing and made a part of the employee's personnel file.

F. STUDENT ENROLLMENT PROCEDURES AND DISCIPLINE POLICY

• Describe the school's enrollment policies and procedures, including an explanation of the enrollment timeline.

All students who meet the eligibility requirements for attending a public school can apply for admission to the Albuquerque School of Excellence. ASE does not discriminate in admissions based on gender, age, national origin, ethnicity, religion, disability, or academic, artistic, or athletic ability. ASE is a New Mexico non-sectarian, non-home based public charter school that does not charge tuition or have admission requirements.

ASE will comply with all federal and state laws and regulations regarding student admissions. The School will require the following documentation for enrollment: birth certificate, immunization records, registration form, authorization for Release of Information form, free/reduced lunch forms, special education documents (if applicable), health insurance information form, emergency contact information form, and emergency medical authorization form.

ASE will employ various means of advertisement for student recruitment. The School's recruitment efforts are comprised of the following: radio and TV ads; mailing school's brochure to homes of potential students; canvassing, recruitment volunteers and staff focus efforts in communities to deliver fliers, brochures and speak directly with potential students; direct contact with community based organizations (work force development office, immigration services, temporary help agencies, etc.); and word of mouth.

The School will start its recruitment campaign around January using the advertisement methods explained above. The brochures will be distributed in pueblos, neighborhood organizations, and youth development organizations. All announcements will be done in both English and Spanish. The application deadline will be communicated in these announcements.

Students will be enrolled on a first come first served basis. If the total number of applications exceeds the number of spaces available, the School will hold a lottery. In following years of operation, the School will give priority to its current students and siblings of current students. Students will be asked to register for subsequent school year by no later than thirty days before the end of each academic year. So that the student will ensure his/her enrollment at ASE. The School will comply with 22-8B-4.1 NMSA 1978 (start up schools, existing charter school thereafter).

• Describe the school's lottery process that is in accordance with applicable law.

The applications will be taken up by 5:00 p.m. of the application deadline. A lottery will be conducted if the number of applicants exceeds the maximum enrollment in accordance with the applicable laws. The lottery will take place within fifteen days after the closing date of the admission. Each student will be assigned a number, and the numbers will be selected at random by the principal or his designee from the lottery box under the supervision of board members of the sponsoring entity. The students will be listed as admitted in the order they are drawn until all slots are filled. Thereafter the names will be placed on a waiting list in the order they are drawn from the lottery box. If a student applies to the School outside of the designated application period, the student will be placed on a waiting list in the order of the date in which the application is received. In this case, the student will be placed in the waiting list after the students who were placed on the waiting list during the lottery process.

Students will be notified and asked to register by completing and bringing the appropriate registration documents within ten days of being notified or forfeit their seats at the School.

• Provide the proposed student discipline policy that complies with the Student Rights and Responsibilities set forth in the Public Education Department rules and regulations [6.11.2 NMAC].

The founders of ASE believe that it is crucial that the School provides a safe learning environment which is conducive to learning and in which students can grow and

develop both academically and socially. Therefore the School will maintain an environment which is free of harassment, bullying, violence, abuse, and discrimination. Establishing and maintaining school safety can be accomplished by shared sense of ownership by students, staff, parents, and the community partners.

The School's code of conduct emphasizes respect for self and others. Student expectations and consequences for infractions are clearly explained in Student Handbook (**Appendix B**). Student handbook will be distributed to each student at the beginning of the school year and students will be asked to return a signed copy of acknowledgement of receipt and understanding form.

Discipline of students who qualify under IDEA will be addressed in accordance with applicable federal and state law and regulations. The discipline procedures for these students follow the requirements of 20 USC 1415(k)(1) and (7), CFR 300.530, and 300.531 NMSA.

The intent of having the code of conduct in place is to promote a sense of safety, security, and community among students, parents, teachers, and staff of the School. It is also our goal to develop social, civic, and leadership skills in all students and to foster an educational environment in which all members of the community are treated with respect. To this end, behaviors that are disruptive or disrespectful towards others and school property will not be tolerated.

G. FACILITIES

• If the school site has already been selected/secured:

N/A. The proposed school site has not been selected.

If the school site has not been selected/secured:

• Explain the needs of a facility that will support the implementation of the school's educational plan, including desired location, size, and layout of space.

The school site has not been selected or secured yet. However board members have been actively engaged in finding a suitable site for the school in greater Albuquerque. The founders of the school believe that space required for the first year of operation will be approximately 25,000 square feet based on 6.27.30 NMAC (New Mexico Public School Adequacy Standards). Size of the facility has to be increased over the years to accommodate the additional number of students coming in.

The School's educational program requires 15 classrooms, 2 science labs (chemistry/physics, biology), a computer lab, teacher's lounge, administrative offices, clerical offices, cafeteria/multipurpose hall. If the space allows, a gym will be included in the renovation plans.

A professional architect who has experience in public school planning will be hired to design the layout the of the school facility. The Public School Facility Authority will be consulted in this process as needed.

The School Board members understand that the School is required to meet educational adequacy standards on or before the date of its next renewal pursuant to 22-8B-4.2 NMSA 1978. The founders are looking for a site that will meet the guidelines ahead of time. However if it is not financially feasible to meet all of these standards when initially securing the facility, the founders will work with the building owner and the architect to phase in these requirements. However the facility will meet educational occupancy requirements before it opens its doors to students.

The founders plan to identify a school site by the fall of 2009 after the charter is approved. When the space is leased, the building owner will be asked to work with the school's architect to make sure that the renovation will meet the applicable code requirements for a public school. The school will then present the plans to PSFA. After

PFSA and local code officials agree that plans are sufficient to meet the code requirements, and then the School will enter into a lease contract with the building owner. The school may be constricted in this timeline by timelines of approving agencies.

• Describe a reasonable plan to identify and secure an adequate facility.

A real estate agent who has experience in public school buildings will be hired to help the founders position a suitable school building. The founders understand the requirements of 22-8B-4.2 NMSA 1978 and importance of compliance with all applicable laws, including local health and safety ordinances, and the Statewide Adequacy Standards for public schools. PSFA, Bernalillo County, and City of Albuquerque will be consulted to ensure that the site identified is appropriate for a public school building before entering into a lease contract. The founders also understand that an appropriate educational occupancy certificate must be obtained before beginning operations. The founders acknowledge that the site also must comply with 22-8B-12B NMSA 1978.

The School will demonstrate that the facility meets the requirements of 22-8B-4.2 NMSA 1978 on accordance with applicable rules of PEC.

• Provide the proposed capital outlay needs for the facility, including projected requests for capital outlay assistance for the school.

No access to funding for a down payment towards a facility lease payment has been granted yet because the School's charter has yet been approved. Specific facility needs will be determined once the site has been secured. The school intends to apply for lease reimbursement payments in compliance with the Public School Facility Authorities procedures.

H. OTHER STUDENT SERVICES

Describe the school's plans for meeting the transportation needs of its students and plans for contracting services for transportation, if applicable.

The School does not plan to provide transportation for its students. It will be the responsibility of parents to provide transportation to and from school for their children.

Describe the school's plans for meeting the food services needs of its students and plans for contracting services for food services, if applicable.

The School will offer hot lunches to students via a contract arrangement with a food service provider. The School also intends to enter into USDA National School Lunch and Breakfast Program. All food services will meet or exceed state and national standards for health, nutrition, safety, and food service. Breakfast will be provided if an agreement is reached with the food service provider.

Describe the school's plans for providing student access to counseling services and plans for contracting services, if applicable.

The School will provide its students access to counseling services via an in house counselor. If in house counselor is not available, contract services will be sought. Background checks will be performed for any contract service sought from outside sources.

Describe the school's plans for providing student access to health services and plans for contracting services, if applicable.

The School plans to provide health services in house. A health assistant will be employed for this purpose. The number of health assistants will be increased as the number of student increases.

VIII. REQUIREMENTS

A. LEGAL LIABILITY AND INSURANCE COVERAGE

• Provide a statement that the charter school will participate in coverage by the public school insurance authority and will comply with all applicable rules of that authority.

Albuquerque School of Excellence will participate in applicable coverages by the Public School Insurance Authority and will comply with rules of that authority. ASE will retain liability, property, workers compensation and any other insurance required from the New Mexico Public School Authority unless it is specifically released from this obligation by the NMPSIA board, pursuant to NMSA 1978 §22-29-9A.

In addition, ASE will provide Workman's Compensation Insurance and will adhere to all statutory requirements. As per the NM Charter Schools Act, ASE agrees that the Public Education Commission and the Public Education Department are not liable under the 1999 *Charter Schools Act* for any and all acts or omissions made by ASE or its Board.

B. WAIVERS

• List the specific waivers that will be requested from the department's requirements, rules, and provisions of the Public School Code pertaining to individual class load, teaching load, length of the school day, staffing patterns, subject areas, purchase of instructional material, evaluation standards for school personnel, school principal duties, driver education, and graduation requirements.

Teaching load NMAC 6.30.2.10G	The school does not await that teaching loads in the core classes will exceed the statutory maximum. However, this waiver is requested so the school administration may have the flexibility to adjust given enrollment and program demands.
Evaluation of School Personnel 22-10-6	The Council shall approve the content of the evaluation of the school principal.

Individual class load NMAC 6.30.2.10G	The school proposes to have a student ratio of no greater than 1:20 and consequently class loads will not exceed the mandatory maximum as set forth in NMAC 6.30.2.10G. However, depending on the student enrollment, it is possible that certain classes and individual class loads may require a waiver.
School principal duties NMSA 1978 §22-10A-18	The school requests a waiver from the traditional duties assigned to a public school principal. The school principal will not report to the local superintendent of schools, nor the Charter Schools Division or the Public Education Commission. He/she will act as liaison between the authorizer and the charter school.
Purchase of instructional materials NMAC 6.75.2.1-12	The school requests a waiver to purchase the instructional material selected from the multiple list adopted by the department. Materials purchased will align with the materials identified in the curriculum as well as materials that may later identified by the professional staff ultimately hired by the school. All materials purchased will be justified through the programs offered at the school.
Length of school day NMAC 6.30.2.10H	The school requires rigor and extra time to achieve its curricular and service standards. A longer school day may be required to accommodate the program.
General use classroom NMAC 6.27.30.13	The School has not determined the site yet. Due to the unknown condition of the site, flexibility to lay out the learning space may be required.
Specialty classroom NMAC 6.27.30.14	The School has not determined the site yet. Due to the unknown condition of the site, flexibility to lay out the learning space may be required.
Site recreation and outdoor PE NMAC 6.27.30.11	The School has not determined the site yet. Due to the unknown condition of the site, flexibility to lay out the learning space may be required.
Physical education NMAC 6.27.30.15	The School has not determined the site yet. Due to the unknown condition of the site, flexibility to lay out the learning space may be required.
Libraries/Media centers NMAC 6.27.30.16	The School has not determined the site yet. Due to the unknown condition of the site, flexibility to lay out the learning space may be required.
Food service NMAC 6.27.30.17	The School has not determined the site yet. Due to the unknown condition of the site, flexibility to lay out the learning space may be required.
Other facility areas NMAC 6.27.30.18	The School has not determined the site yet. Due to the unknown condition of the site, flexibility to lay out the learning space may be required.
General storage NMAC 6.27.30.19	The School has not determined the site yet. Due to the unknown condition of the site, flexibility to lay out the

	learning space may be required.
Maintenance/janitorial NMAC 6.27.30.20	The School has not determined the site yet. Due to the unknown condition of the site, flexibility to lay out the learning space may be required.
Site (staff and student parking) NMAC 6.27.30.10	The School has not determined the site yet. Due to the unknown condition of the parking lot, a waiver may be required for the number of parking lots.
Professional development NMAC 6.30.2.10.H	The School may require a waiver to allocate more time to offer a quality teacher training program.
Staffing patterns NMAC 22-10A-20	The School may require extra resources to be able to provide its students a rigorous and challenging program. Therefore the School may require a waiver to accommodate its students' needs better.
Subject Areas NMAC 22-8B-5	The School will offer its students well rounded program which provides unique classes. A waiver may be required to accommodate the nature of the program.

• If any waivers will be requested that are not pertaining to those listed above, cite the applicable statute and/or state rule that the school is requesting to be waived.

Albuquerque School of Excellence will operate in compliance with all applicable federal, state and local laws, rules and regulations, unless specifically waived. Waivers from specific state law may be requested, now and at later date, by the Charter School by submitting such a request, in writing, to the Public Education Commission. NMSA 1978 §22-8B-5(2006) provides that the department will waive requirements or rules and provisions of the Public School Code pertaining to individual class load, teaching load, length of the school day, staffing patterns, subject areas, purchase of instruction materials, evaluation standards for school personnel, school principal duties and drivers education. Pursuant to this provision, ASE is identifying the automatic waivers it intends to implement and how it will address the waiver from the Public School Code. The School Board reserves the right to request other waivers from PED codes and regulations during the length of its charter. The SB will formally approve a request for additional waivers from time to time, and forward such request to the PED and the charter authorizer.

IX. APPENDICES

The contents of the appendices will be evaluated as they pertain to the appropriate sections IV through VIII of the application.

Please provide each of the following documents as an appendix:

- The School's proposed personnel policies; **(Appendix A)**
- The School's proposed student discipline policy; **(Appendix B)**
- A completed Form 910B5; **(Appendix C)**
- A completed Budget Spreadsheet; **(Appendix D)**
- If applicable, a bibliography of citations using the *APA References Citation* format; **(Appendix E)**
- If applicable, an acronyms list (*an alphabetical listing of all acronyms used in the application [Example: CSD – Charter Schools Division]*). **(Appendix F)**
- Letter of partnership with Cosmos Foundation **(Appendix G)**
- Course descriptions **(Appendix H)**

APPENDIX A

PERSONNEL POLICIES

Important note to the reader: The following terms are used interchangeably in this application.

“District” means Albuquerque School of Excellence; and “Academy” means Albuquerque School of Excellence.

NOTICE OF NONDISCRIMINATION

It is the policy of the district not to discriminate on the basis of race, color, national origin, sex, or handicap in its vocational programs, services, or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

It is the policy of the district not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VII of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

The District will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

1. Purpose

New Mexico Focus Foundation ("NMFF") has adopted certain employment policies and procedures, which are contained in this personnel handbook. This personnel handbook is effective as of the 20th day of August 2009.

The policies in this handbook are a source of information for employees who have questions about the NMFF's personnel practices. These policies are not contractual in nature and may be unilaterally rescinded, revised, or added to by the NMFF from time to time. Additionally, although management generally will follow these policies, the Principal/Director may, in his or her sole discretion, authorize deviations from or exceptions to these policies if, in the Principal's/Director's opinion, such a deviation or exception is warranted under the circumstances. The provisions of this handbook control over any contrary statements, representations, or assurances by any supervisory personnel.

This handbook is not to be construed as or declared to be a contract of employment by any employee of the NMFF. Absent a written contract, New Mexico Focus Foundation is an at-will employer. As an at-will employee, any employee may voluntarily leave employment or may be terminated by the NMFF at any time, for any or no reason, with or without notice.

This personnel handbook is the property of the NMFF. All employees and trainees will be provided with a copy of the handbook and will be required to read and abide by it. While the NMFF intends to notify employees whenever there has been a significant modification or addition to any of the policies in the handbook, the policies are subject to change at any time, with or without notice, at the NMFF's sole discretion.

2. Code of Ethics

An effective educational program requires the services of men and women of integrity, high ideals, and human understanding. To maintain and promote these essentials, the NMFF expects all professional staff members to maintain high standards in their working relationships, and in the performance of their professional duties, to:

- A. recognize basic dignities of all individuals with whom they interact in the performance of duties;
- B. represent accurately their qualifications;
- C. exercise due care to protect the mental and physical safety of students, colleagues, and subordinates;
- D. understand and apply the knowledge and skills appropriate to assigned responsibilities;
- E. keep in confidence legally confidential information as they may secure;
- F. ensure that their actions or those of another on their behalf are not made with the specific intent of advancing private economic interests; refrain from using position or public property, or permitting another person to use an employee's position or public property for partisan political or religious purposes. (This will in no way limit constitutionally or legally protected rights as a citizen.);

- G. avoid accepting anything of value offered by another for the purpose of influencing judgment.

3. Reporting Child Abuse or Neglect

All employees are required by state law to report any suspected child abuse or neglect to a law enforcement agency, Child Protective Services, or appropriate state agency (e.g. state agency operating, licensing, certifying, or registering a facility) in county where child resides or tribal law enforcement or social services for Indian child must immediately report to Child Protective Services can be made to a local office or to the New Mexico Abuse Hotline (800) 797-3260 (24 hours). Under state law, any person reporting or assisting in the investigation of reported child abuse or neglect is immune from liability unless the report is made in bad faith or with malicious intent.

Please note: A certified employee's failure to report suspected child abuse may result in misdemeanor up to 1 yr. jail and/or fine up to \$1000.

Employees who suspect that a student has been or may be abused or neglected should also report their concerns to the campus principal. Employees are not required to report their concern to the principal before making a report to the appropriate agencies. In addition, employees must cooperate with child abuse and neglect investigators. Reporting the concern to the principal does not relieve the employee of the requirement to report to the appropriate state agency. Interference with a child abuse investigation by denying an interviewer's request to interview a student at district or requiring the presence of a parent or district administrator against the desires of the investigator is prohibited.

4. Staff Dress and Grooming

The Board of Directors (New Mexico Focus Foundation) (the Board) believes that all staff members set an example in dress and grooming for their students to follow. A professional staff member who understands this precept and adheres to it enlarges the importance of his/her task, presents an image of dignity, and encourages respect for authority. These factors act in a positive manner toward the maintenance of discipline.

The Board retains the authority to specify the following dress and grooming guidelines for staff that will prevent such matters from having an adverse impact on the educational process.

Faculty and staff members are expected to dress in a professional and appropriate manner. The campus principal and/or supervisor will be solely responsible for initially interpreting and enforcing the faculty/staff dress requirements; questions concerning dress requirements may be appealed as provided by Board Policy.

Employees will keep themselves neatly groomed and dressed and will keep their hair neat and clean. Grooming and dress that will disturb, interfere with, or detract from the educational process will not be allowed. "Neatly groomed and dressed" shall be defined as dress and grooming that is standard and conforms to local community and district etiquette and decorum. It is within these principles that New Mexico Focus

Foundation will enforce the following dress code items, specifically but not limited to:

1. No Shorts, Wind Pants/Shorts, or Warm-Ups may be worn on any district-day (i.e., a day for which a person is being paid) except for:
 - A. P. E. class (but not worn in the regular classroom)
 - B. Field-based, Class Activity Days (but not worn in the regular classroom).
2. No Jeans of any color may be worn on any district-day (i.e., a day for which a person is being paid) except for:
 - A. Campus Designated Days (designation is done by the administration); and
 - B. Field-based Activities (but not worn in the regular classroom).
3. Male Grooming:

Hair length is the same as student grooming code and must be neatly trimmed and no earrings may be worn. Men must always wear business shirt.
4. Female Dress:
 - A. Short and mini skirts are prohibited. Skirt and dress length is not less than three inches from the bottom of the kneecap ;
 - B. Fitted leggings and spandex-type leggings are not permitted as outer wear; they may be worn under a dress, skirt or tunic top provided that outer wear meets the student skirt and dress code length requirements. Loose-fitting stirrup pants and loose-fitting leggings are permitted.
 - C. Dress culottes, skorts, and split skirts must meet the student dress and skirt code length requirements. These are clothes that have the appearance of a skirt in the front but are split.
 - D. Appropriate undergarments must be worn at all times.
 - E. Clothing that exposes cleavage, private parts, the midriff or undergarment is prohibited.
 - F. Tight clothing exposing body parts is prohibited.
 - G. Capri pants are not acceptable on any district day except on a workday and field day.
 - H. Women must be in business attire.
5. Shirts, Blouses, and Tops
 - A. All tops (etc.) shall cover the back and stomach. No skin is to show at the waist.
 - B. Shirts and blouses must be buttoned appropriately.
6. Shoes
 - A. No sandals, slippers, flip-flops or thongs
7. Pants/Slacks
 - A. Pants must be worn with a belt, unless designed without belt loops.
8. Jewelry and Other Accessories
 - A. All tattoos shall be covered and hidden from view.
 - B. Jewelry used in conjunction with body piercing (such as nose rings, eyebrow or tongue studs) is prohibited.

5. Drug-Free Workplace

The board believes that quality education is not possible in an environment affected by drugs. It will seek, therefore, to establish and maintain an educational setting which is not tainted by the use or evidence of use of any controlled substance.

The board shall not permit the manufacture, possession, use, distribution, or dispensing of any controlled substance, including alcohol, by any member of the professional staff at any time while on district property or while involved in any district-related activity or event. Any staff member who violates this policy shall be subject to disciplinary action in accordance with Board policy.

The District prohibits the unlawful distribution, possession, or use of illicit drugs; tobacco and alcohol on district premises or as part of any of the District's activities.

New Mexico Focus Foundation is committed to maintaining a drug-free environment and will not tolerate the use of illegal drugs in the workplace. Employees who use or are under the influence of alcohol or illegal drugs as defined by the New Mexico Controlled Substances Act during working hours shall be subject to disciplinary sanctions. Such sanctions may include referral to drug and alcohol counseling or rehabilitation programs or employee assistance programs, termination from employment with the District, and referral to appropriate law enforcement officials for prosecution.

Compliance with these requirements and prohibitions is mandatory and is a condition of employment. Board policy establishes standards of conduct for District employees. (This notice complies with notice requirements imposed by the federal Drug-Free Districts and Communities Act Amendments of 1989, 20 U.S.C. 3224a and 34 CFR 86.201.)

Liability-Report of Drug Offense:

Teachers, district administrators, or district employees are not liable in civil damages for reporting to a district administrator or governmental authority a student whom the teacher suspects of using, passing, or selling on district property, marijuana or a controlled substance, a dangerous drug, an abuse-able glue or aerosol paint, a volatile chemical, or an alcoholic beverage.

Searches and Alcohol and Drug Testing:

Non-investigatory searches in the workplace, including accessing an employee's desk, file, cabinets, and classroom or work area to obtain information needed for usual business purposes may occur when an employee is unavailable. Therefore, employees are hereby notified that they have no legitimate expectation of privacy in those places. In addition, the district reserves the right to conduct searches when there is reasonable cause to believe a search will uncover evidence of work-related misconduct. Such an investigatory search may include drug and alcohol testing if the suspected violation relates to drug or alcohol use. The district may search the employee, the employee's personal items, work areas, lockers, and private vehicles parked on district premises or worksites or used in district business.

Employees required to have a commercial driver's license:

The purpose of alcohol and drug testing is to ensure safety and prevent accidents and injuries resulting from the misuse of alcohol and drugs by drivers of commercial motor vehicles. Any employee who is required to have a commercial driver's license (CDL) is subject to drug and alcohol testing. This includes all drivers who operate a motor vehicle designed to transport 16 or more people, counting the driver; drivers of large vehicles; or drivers of vehicles used in the transportation of hazardous materials. Teachers, coaches, or other employees who primarily perform duties other than driving are subject to testing requirements when their duties include driving.

Alcohol and drug tests may be conducted when reasonable suspicion exists, at random, when an employee returns to duty after engaging in prohibited conduct, and as a follow-up measure. Testing may be conducted following accidents. Return-to-duty and follow-up testing will be conducted when an employee who has violated the prohibited alcohol conduct standards or tested positive for alcohol or drugs return to duty.

All employees required to have a CDL who are subject to alcohol and drug testing will receive a copy of the district's policy, the testing requirements, and detailed information on alcohol and drug abuse and the availability of assistance programs. Employees with questions or concerns relating to alcohol and drug policies and related educational material should contact the district administration.

6. Policy Statement against Sexual Harassment and Harassment

Because New Mexico Focus Foundation believes in the dignity of each person and values working in conditions that enhance that dignity, New Mexico Focus Foundation views sexual harassment and coercive sexual advances as unacceptable in the district workplace. Such behavior will not be tolerated or condoned.

Sexual Harassment:

Employee-to-Employee: Sexual harassment of a coworker is a form of discrimination and is prohibited by law. Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct under the following conditions:

- Submission to such conduct is explicitly or implicitly a term or condition of employment
- Submission to or rejection of such conduct is used as the basis for employment decisions
- The conduct unreasonably interferes with an individual's work performance or creates an intimidating, hostile, or otherwise offensive work environment

Employees who believe that they have been sexually harassed by another employee are encouraged to come forward with complaints. The district will promptly investigate all allegations of sexual harassment and will take prompt and appropriate disciplinary action against employees found to have engaged in conduct constituting sexual harassment of other employees.

Employee-to-Student: Sexual harassment of students by employees is a form of discrimination and is prohibited by law. Sexual harassment of students includes any

welcome or unwelcome sexual advances, requests for sexual favors, and other oral, written, physical, or visual conduct of a sexual nature. Romantic relationships between district employees and students are strictly prohibited, regardless of the age of the student. Other prohibited conduct includes the following:

- Engaging in sexually-oriented conversations for the purpose of personal sexual gratification
- Telephoning students at home or elsewhere and engaging in inappropriate social relationships
- Engaging in physical contact that would reasonably be construed as sexual in nature
- Enticing or threatening students to get them to engage in sexual behavior in exchange for grades or other district-related benefits

In most instances, sexual abuse of a student by an employee violates the student's constitutional right to bodily integrity. Sexual abuse may include, but is not limited to, fondling, sexual assault, or sexual intercourse.

Employees who suspect a student is being sexually harassed or abused by another employee are obligated to report their concerns to the campus principal. All allegations of sexual harassment or sexual abuse of a student will be reported to the student's parents and promptly investigated. Conduct that may be characterized as known or suspected child abuse also must be reported to the appropriate authorities, as required by law. Employees with questions or concerns relating to the alleged sexual harassment of a student should contact the principal.

Harassment:

Harassment of a coworker or student motivated by race, color, religion, national origin, disability, or age is a form of discrimination and is prohibited by law. A substantial charge of harassment against a student or employee shall result in disciplinary action. The term harassment includes repeated unwelcome and offensive slurs, jokes, or other oral, written, graphic, or physical conduct relating to an individual's race, color, religion, national origin, disability, or age that creates an intimidating, hostile, or offensive educational or work environment.

Employees who believe they have been harassed are encouraged to promptly report such incidents to the campus principal or supervisor. If the campus principal or supervisor is the subject of a complaint, the employee shall report the complaint directly to the superintendent. An employee who suspects or knows that a student is being harassed by a district employee or by another student shall inform his or her principal or immediate supervisor.

Any allegation of harassment of students or employees shall be investigated and addressed. An employee may appeal the decision of the principal or supervisor regarding the investigation into the allegations in accordance with the employee complaint policy and procedures (See *Complaints* section). To the greatest extent possible, complaints shall be treated as confidential. Limited disclosure may be necessary to complete a thorough investigation. The district will not retaliate against an employee who in good faith reports perceived harassment.

7. Solicitation and Distribution

There will be no soliciting of employees by other employees or any person anywhere on NMFF property unless prior approval is obtained in writing from the Principal/Director. This includes selling and delivery of merchandise (e.g., Girl Scout cookies, Tupperware, or tickets to fundraising events) and/or the distribution of literature, petitions, etc.

8. Intellectual Property Rights

Any materials created by staff members for use by NMFF, or produced using the staff or resources of the district, are works-for-hire and all intellectual property rights are vested in the district.

9. Equal Employment Opportunity

The Board of New Mexico Focus Foundation and its agents, employees or administrators shall not discriminate in the payment of wages on the basis of race, color, religion, sex, age, national origin or ancestry by paying wages to any employee at a rate less than the rate at which wages are paid to any other employee for equal work on jobs which require equal skill, effort and responsibility and which are performed under similar conditions, unless payment is made pursuant to the following:

- A. a seniority system;
- B. a merit system;
- C. a system which measures earnings by the quantity or quality of production;
- D. a wage rate differential determined by any factor other than race, color, religious, sex, age, national origin or ancestry.

10. Hiring and Rehiring Standards

NMFF believes that the quality of the professional staff determines the quality of education offered in the district. It is therefore the responsibility of the district Principal/Director to locate, recruit and rehire the best qualified teachers to meet the district's educational needs.

Staff evaluation and selection shall be based on; ♦Strong academic preparation, ♦Professional competence, ♦Intellectual rigor, ♦Emotional maturity, ♦Enthusiastic professional attitude, ♦Knowledge of instructional practices, ♦Ability to contribute to the furtherance of the district's educational goals.

Attention shall be paid, among other factors, to the candidate's academic records, and his/her previous relevant experience.

Staff must demonstrate that they are aware that children have many different family circumstances and that they are willing and able to provide the educational support that a diverse student population needs in district.

The NMFF teaching staff members must fulfill their individual responsibilities and work in concert with the other members of the teaching team.

The Principal/Director of the district will be responsible for evaluation of the teachers and also advertising available jobs and soliciting applications from new qualified candidates.

The Principal/Director will evaluate the teachers and screen all applicants for vacancies and make recommendations to The Personnel Committee for hiring/rehiring. By a majority of votes, the Board shall approve employment for hiring/rehiring with the salary.

NMFF is committed to hire/rehire the individuals who are best qualified for the job without regard to race, sex, religion, age, nationality or handicap unrelated to the job.

Performance Evaluation

Evaluation of an employee's job performance should be a continual process that focuses on improvement. Performance evaluation is based on an employee's assigned job duties and other job-related criteria. All employees will participate in the evaluation process with their assigned supervisor at least annually. Written evaluations will be completed on forms approved by the district. Reports, correspondence, and memoranda also can be used to document performance information. All employees will receive a copy of their written evaluation, have a performance conference with their supervisor, and get the opportunity to respond to the evaluation.

11. Personnel Files

Personnel File. The NMFF personnel office maintains an official permanent record file for each employee.

Contents. Only that information which pertains to the professional role of the employee and is submitted by duly authorized district administrative personnel and the Board may be entered in the official record file. This file should contain the following items and other employment documents and records:

♦ Application; ♦ Employment contract; ♦ Retirement registration; ♦ Applications for health insurance; ♦ Resume; ♦ Reference letters; ♦ Signed Consent Form for Fingerprinting Records Checks; ♦ Records Check; ♦ Certificates (copies); ♦ I-9 Immigration Form (completed after employment); ♦ W-4 forms; ♦ Copy of Disclaimer/Receipt of District Handbook. ♦ Diploma

Employee Inspection Rights. Upon request, the employee will be allowed to inspect his or her own file. Under state law employee has the right to copy his/her file, except for pre-employment recommendations and records and such other information as may be privileged under law and not subject to employee inspection.

Employees who wish to review their own personnel **file** shall: request access in writing; review the record in the presence of the administrator designated to maintain said records or designee; make no alterations or additions to the record nor remove any material there from.

Employees who wish copies of material in their personnel file shall: request copies in writing; pay a copying fee of ten (10) cents per page.

Employees wishing to appeal material in their record shall make a request in writing to the Principal/Director and specify therein: name and date; materials to be appealed; reason for appeal. The Principal/Director shall make a determination within ninety (90) days of the appeal.

Employment References: The NMFF provides references regarding former employment only if the NMFF receives written authorization and release from the former employee. Otherwise, the NMFF will only verify dates of employment, the position held, and rate of pay. Requests for references should be directed to the Principal/Director.

12. Pay and Compensation

Payroll: Professional and paraprofessional staff members receive their pay in twelve (12) equal monthly payments based upon the total contracted salary. All employees are required to be on automatic payroll deposit. With direct deposit, an employee's pay is immediately available on the pay date. During the district year direct deposit slips are delivered to district districts. Direct deposit slips will not be released to any person other than the district employee named on the slip without the employee's written authorization.

Payments for substitute teachers, hourly and part-time staff members will cover the period from the 16th working day of the current month to the 16th working day of the next month. Any substitute, extra duty, hourly and overtime (for nonexempt employees) payments accrued after the 16th working day of the current month will be included in next month's payroll.

Automatic payroll deductions for the New Mexico Educational Retirement Board (NMERB) and federal income tax are required for all full-time employees. Medicare tax deductions are also required for all employees hired after March 31, 1986. Temporary and part-time employees who are not eligible for NMERB membership must have their Social Security contributions deducted. Salary deductions are automatically made for unauthorized or unpaid leave.

Retirement: The Board shall not require the retirement of any employee. It is recommended that personnel considering retirement discuss the matter with the Superintendent of Districts several months in advance in order for the necessary procedures and actions to be completed. Prior planning can be to the advantage of the person who is retiring.

Teacher Retirement: All personnel employed on a regular basis for at least one-half of the normal work schedule are members of the New Mexico Teacher Retirement System (NMERB). Substitutes not receiving NMERB service retirement benefits who work at least 90 days a year are also eligible for NMERB membership and to purchase a year of creditable service.

Employees who plan to retire under NMERB should notify their campus principal and the Business Office Manager as soon as possible. Information on the application procedures for NMERB benefits is available. Additional inquiries should be addressed to: Teacher Retirement System of New Mexico, 6201 Uptown Blvd NE, Suite 204

Albuquerque, NM 87110 , or call (505) 827-80 30. NMERB information is also available on the Web (www.nmerb.org).

Reimbursement upon Retirement: Upon retirement from the Teacher Retirement System (NMERB), all employees with five or more years of service with the District and with accumulated state personal or state sick leave shall be paid one-half the wellness stipend daily rate for all state leave days accumulated in or out of the District.

Payment shall be made after 45 days from the date of retirement, as verified by NMERB.

Overtime: The district compensates overtime for nonexempt (paraprofessional and auxiliary) employees in accordance with federal wage and hour laws. Professional and administrative employees are ineligible for overtime compensation.

Overtime worked may result in compensatory time off, additional compensation at regular rate of pay, or additional compensation at a rate equal to time and a half.

When overtime work time is under 40 hours, the employee accrues one hour of compensatory time for each hour of work time. When work time exceeds 40 hours in a work week, employees accrue compensatory time off at a rate of one and one-half hours for each hour of employment in excess of the 40 hour work week.

The limit to accrual of compensatory time off is generally 240 hours. Any employee who has accrued more than 240 hours must be paid overtime compensation. Administrators must allow the use of compensatory time within a reasonable time. Employees who accrue compensatory time off are entitled to payment for unused compensatory time upon termination.

Advance approval from a supervisor is required for overtime work that will result in additional compensation. Unauthorized use of compensated overtime hours may result in disciplinary action being taken, up to and including termination. Exceptions are granted for advanced approval if the overtime is in support of unforeseeable or emergency circumstances and approval is obtained within one working day of the event.

Payment for hours worked in excess of 40 hours per week is made at a rate equal to time and a half. If the scheduled workweek is less than 40 hours, extra hours up to 40, are paid at the regular rate.

Health Insurance:
TBD

Supplemental Insurance Benefits: At their own expense, employees may enroll in supplemental insurance programs for Dental, Vision, Disability, Group Life, and Accidental Death and Dismemberment. Premiums for these programs can be paid by payroll deduction. Employees should contact the principal for more information.

13. Employment after Retirement

TBD

14. Employee Leave

Leaves and Absences: New Mexico Focus Foundation offers employees paid and unpaid leaves of absence in times of personal need.

Employees who take an unpaid leave of absence may continue their insurance benefits at their own expense. Health care benefits for employees on leave authorized under the Family and Medical Leave Act will be paid by the district as they were when they were working. Otherwise, the district does not make benefit contributions for employees who are not on active payroll status.

Employees must follow the district and campus procedures to report or request any leave of absence and complete appropriate leave request form. Any employee who is absent more than two (2) consecutive days because of a personal or family illness must submit a medical certification form from a qualified health care provider confirming the specific dates of the illness, the reason for the illness, and in the case of personal illness-the employee's fitness to return to work. Medical certification shall be made by a health care provider as defined by the Family and Medical Leave Act. Upon request for family and medical leave for the employee's serious health condition or that of a spouse, parent, or child, and at 30-day intervals thereafter, the employee shall provide medical certification of the illness or disability.

Personal leave is earned on an accrual basis. Leave is available for the employee's use as anticipated and unanticipated leave. If an employee leaves the district before the end of the work year, the cost of any unearned leave days taken shall be deducted from the employee's final paycheck.

Personal Leave: The district only grants **five (5) personal leave** days annually to all district employees as entitled by state law. The district does not grant any local leave days other than personal leave.

Personal leave is earned at a rate of one-half a workday for each eighteen (18) workdays of employment. A day of earned personal day is equivalent to an assigned workday. There is no limit on the accumulation of state personal leave, and it can be transferred to other New Mexico district districts and generally transferable to education service centers.

There are two types of personal leave **anticipated and unanticipated:**

Unanticipated: Leave that is taken for personal and family illness, emergency, a death in the family, or active military service is considered unanticipated leave. This type of leave allows very little or no advance planning.

Anticipated: Leave that is taken at an employee's discretion and that can be scheduled in advance is considered anticipated leave.

An employee wishing to take anticipated personal leave must submit a written notice of the request (5) days in advance of the anticipated absence to his or her principal or supervisor. The reasons for which personal leave may be used shall not be limited by the District. In deciding to approve anticipated personal leave, however, the supervisor

or designee shall consider the effect of the employee's absence on the educational program, as well as the availability of substitutes. Anticipated personal leave will be granted on a first-come first-served basis.

Anticipated personal leave may not be taken for more than three consecutive days, except in extenuating circumstances as determined by the Superintendent or Principal.

Anticipated personal leave shall not be allowed in the following circumstances except in extenuating circumstances as determined by the Superintendent or Principal:

1. The day before a district holiday.
2. The day after a district holiday.
3. Days scheduled for end-of-semester or end-of-year exams.
4. Days scheduled for New Mexico Standards Based Assessment tests (SBA).
5. District norm-reference testing days.
6. Professional or staff development days.

Family and Medical Leave: Employees who have been employed by the district for at least 12 months, and have worked at least 1,250 hours in the 12 months immediately preceding the need for leave are eligible for family and medical leave. Eligible employees can take up to 12 weeks of unpaid leave each year between August 1st and May 31st for the following reasons:

- The birth, adoption, or foster placement of a child
- To care for a spouse, parent, or child with a serious health condition
- An employee's serious health condition

A husband and wife who are both employed by the district are subject to limits in the amount of leave that they can take to care for a parent with a serious health condition or for the birth, adoption, or foster placement of a child.

Eligible employees are entitled to continue their health care benefits under the same terms and conditions as when they were on the job and are entitled to return to their previous job or an equivalent job at the end of their leave. Under some circumstances, teachers who are able to return to work at or near the conclusion of a semester may be required to continue their leave until the end of the semester.

Family and medical leave runs concurrently with accrued sick and personal leave, temporary disability leave, and absences due to a work-related illness or injury. The district will designate the leave as family and medical leave, if applicable, and notify the employee that accumulated leave will run concurrently.

In some circumstances, employees may take family and medical leave in blocks of time or by reducing their normal weekly or daily work schedule. Intermittent leave may be taken under the following circumstances:

- An employee is needed to care for a seriously ill spouse, child, or parent
- An employee requires medical treatment for a serious illness
- An employee is seriously ill and unable to work
- An employee becomes a parent or has a foster child placed in his or her home

When the need for family and medical leave is foreseeable, employees who want to use it must provide 30-day advance notice of their need. When the need for leave is not foreseeable, employees must contact their supervisor as soon as possible. Employees may be required to provide the following:

- Medical certification from a qualified health care provider supporting the need for leave due to a serious health condition affecting the employee or an immediate family member
- Second or third medical opinions and periodic recertification of the need for leave
- Periodic reports during the leave regarding the employee's status and intent to return to work
- Medical certification from a qualified health care provider at the conclusion of leave of an employee's ability to return to work

Employees requiring family and medical leave should contact the personnel office for details on eligibility, requirements, and limitations.

Maternity Leave: Employees will be allowed up to 20 days paid sick leave for maternity purposes, if necessary. The Academy may allow the employee four weeks (28 consecutive days) from the date of the child's birth for maternity purposes, if absolutely necessary. This period of time includes weekends, vacations, and, as well as other days in the consecutive 28 days; of which, 20 days is the maximum allowed for sick leave for maternity purposes.

Extended Sick Leave: An employee who has exhausted earned leave benefits shall be permitted up to 20 days of extended sick leave to be used only for the employee's personal illness or disability, including pregnancy-related disability. The substitute's daily rate shall be deducted from the employee's pay during this time whether or not a substitute is employed.

Extended sick leave is to be used for single, long-term illnesses or conditions. Single is defined as one illness or condition; long-term is defined as an absence of ten or more consecutive days. An employee is eligible for extended sick leave every three years. To be eligible for extended sick leave, an employee must have worked for the District for one full district year.

Medical certification from the employee's doctor must accompany the extended sick leave request.

Temporary Disability: The purpose of temporary disability leave is to provide job protection to full-time educators who cannot work for an extended period of time because of a mental or physical disability nature. A full-time educator may request to be placed on temporary disability leave or be placed on leave. Pregnancy and conditions related to pregnancy are treated as any other temporary disability.

Employees must request approval for temporary disability leave. The leave request must be accompanied by a physician's statement confirming the employee's inability to work and estimating a probable date of return. If disability leave is approved, the maximum length of leave is no longer than 180 calendar days. If disability leave is not approved, the employee must return to work or be subject to termination procedures.

If an employee is placed on temporary disability leave involuntarily, he or she has the right to request a hearing before the Board of Trustees. The employee may protest the action and present additional evidence of fitness to work.

When an employee is ready to return to work, their supervisor and the business office should be notified at least 30 days in advance. The return-to-work notice must be accompanied by a physician's statement confirming that the employee is able to do the job. Professional employees returning from leave will be reinstated to the district to which they were previously assigned as soon as an appropriate position is available. If a position is not available before the end of the district year, professional employees will be reinstated at the beginning of the following district year.

Medical Release: The employee's request for reinstatement shall be accompanied by medical certification of the employee's ability to perform essential job functions.

Jury Duty/Other Court Appearances: Employees will receive leave with pay and without loss of accumulated leave for jury duty. Employees must present documentation of the service.

Employees will be granted paid leave to comply with a valid subpoena to appear in a civil, criminal, legislative, or administrative proceeding. Absences for court appearances related to an employee's personal business must be taken as personal leave or leave without pay (if no personal leave is available). Employees may be required to submit documentation of their need for leave for court appearances.

Substitute Teacher's Pay: Substitute teachers/aides should have prior authorization and training from the superintendent's office before being used on the campus level. Substitute's paperwork must be processed through the business office in order to be paid. Teachers are not permitted to employ a substitute without the proper authorization and going through the proper procedures. The daily rate for New Mexico Focus Foundation is \$80.00.

15. Leaving District during District Hours

All staff members should obtain authorization from the principal when leaving assigned district campuses during work hours. This procedure will prevent many misunderstandings, etc., as well as protect the professional employee.

16. Discipline and Termination

Absent a written employment contract, employment with the NMFF is terminable at will, meaning that the employment relationship can be terminated by either the employee or the NMFF at any time, with or without notice and with or without cause. The at-will nature of an individual's employment with the HE may not be modified except by a written document approved by the NMFF's Principal/Director. Any express or implied agreements or assurances concerning the terms, conditions, or duration of an individual's employment with the NMFF are not binding upon the NMFF unless they are in writing, approved by the Principal/Director. Nothing in this Handbook is intended to modify the at-will employment status of any employees.

With the exception of substitute employees and temporary employees (one year or less), these policies apply to all employees of the NMFF, including certified, classified, and administrative personnel, and apply to all job-related activities of such employees.

Bases for Disciplinary Action: The following acts or omissions, among others which evidence unfitness to perform duties, by an employee in the scope of employment are prohibited and shall constitute grounds for disciplinary action:

1. Insubordination, including the willful refusal of an employee to perform an assignment or to comply with a directive given by the employee's supervisor.
2. Unprofessional job-related conduct.
3. Incompetence or inefficiency in the performance of duties.
4. Corporal punishment of students.
5. Improper conduct toward students and other employees.
6. Conduct in violation of any NMFF policy or established expectation of performance.
7. Conviction of a felony related to the employee's employment, or which seriously impairs the employee's ability to perform his or her assigned duties.
8. Serious misconduct related to the employee's job.
9. Abuse of the NMFF's sick leave policy.
10. Excessive tardiness.
11. Excessive absenteeism.
12. Unexcused absences from work.
13. Gross negligence or gross carelessness in the performance of duties.
14. Use of NMFF policy or property for personal gain.
15. Negligent or willful damage to NMFF property.
16. Gross waste of NMFF supplies or equipment.
17. Dishonesty or falsification of any information involving the NMFF, including grades, credits, data on forms, employee records, or any other information involving the NMFF.
18. Possession of alcohol or other intoxicants or illegal narcotics, or other controlled substances without prescription on district property or at any district function.
19. The use of or being under the influence of alcohol or other intoxicants or illegal narcotics, or other controlled substances without prescription on district property or at any district function.
20. Deliberate conduct which has the apparent purpose of exposing the NMFF to censure, ridicule, or reproach (this prohibition is not intended to deprive employees of any free speech rights guaranteed by the United States or New Mexico Constitutions).
21. Verbal and/or physical fighting on district premises or at any district related activities.
22. Falsification of records or data with intent to defraud.
23. Sexual misconduct which deviates from the ordinary standards of morality prevalent in the area served by the NMFF.

Persons Authorized to Initiate and Carry Out Disciplinary Actions:

1. Verbal and written warnings may be issued by the Board of Education, principal/director, supervisor, administrator, or other supervisory personnel relative to employees under their jurisdiction.

2. Suspensions with and without pay, final warnings, probation, and dismissal may be administered only by the Principal/Director and the Board of Education.

Termination of Employment

Resignation: Employees who resign from the NMFF should give at least two weeks' notice. The letter of resignation should state fully the reason(s) for leaving and should be turned in to the employee's supervisor.

Resigning employees will be given their final paychecks no later than the next regularly scheduled payday if the resignation date is prior to the 21st working day of the current month. Final paychecks will be given next month if the resignation date is after the 21st working day of the current month. All applicable mandatory and optional, authorized deductions will be made from the employee's last paycheck. The NMFF reserves the right to pay the resigning employee for the notice period and accept the resignation immediately.

Dismissal of Employees: Unless otherwise provided in a written employment contract with an employee, employees are employed at will and may be dismissed without notice, a description of the reasons for dismissal, or a hearing. It is unlawful for the district to dismiss any employee for reasons of race, religion, sex, national origin, disability, military status, any other basis protected by law, or in retaliation for the exercise of certain protected legal rights. Employees who are dismissed have the right to grieve the termination. The dismissed employee must follow the district process outlined in this handbook when pursuing the grievance. (See *Complaints* section).

17. Complaints

All employees are encouraged to bring their work-related problems or concerns to the immediate attention of their supervisors. In turn, NMFF supervisors will try to reach a quick and fair solution. If, however, an employee is not satisfied with the supervisor's solution, he or she may bring the matter to the attention of the Principal/Director.

18. Health Services

District Health Services supplement the efforts of parents and personal health care providers to promote, improve, and maintain the health and well-being of students. Certified district nurses provide care for pupils who become ill or injured while at district and assist with the health policies of New Mexico Focus Foundation. District Health Services are not intended to replace outside health care and should not be viewed as an alternative to seeking medical attention outside of the district.

Teachers should be alert for signs of illness in their students and report such signs immediately to the district nurse and / or Principal/Director.

The following procedure should be followed in case of serious accidents, injuries, or sudden illness:

Accidents, Injuries, or Sudden Illness:

- A. Administer first aid.
- B. Notify parents.
- C. Call district nurse or family doctor if unable to locate parents or others listed in contact information.
- D. If indicated, call an ambulance to transport to the emergency room of local hospital. New Mexico Focus Foundation does not assume the responsibility for the payment of ambulance, hospital, or doctor's fees.
- E. Complete an incident form.

Administering Medication to Students: Only designated employees can administer medication to students. A student who must take medicine during the district day must bring a written request from his or her parent and the medicine, in its original, properly labeled container. Contact the principal or district nurse for information on procedures that must be followed when administering medication to students.

19. Lesson Plans

The lesson plan is the basic teaching tool. It is valuable to the teacher because it tells where the learners are going, how they will get there, and when they will arrive.

All teachers are expected to write lesson plans. Lesson plans shall be made available to the supervisor upon request.

Procedure:

1. Overall yearly plan: Provides an overview of the course in harmony with the New Mexico Focus Foundation Curriculum. It indicates the units to be taught and the time devoted.
2. The daily lesson plan: A written account of what a teacher would like to have happen during a certain lesson or class period. It should contain the concept or objective, the time block, the procedure and the instructional materials needed.
3. Substitute teacher plan: Lesson plans for substitute teachers should be carefully planned and written in detail. Detailed plans give the substitute teacher a feeling of confidence and security. The lesson plans should be placed on the teacher's desk in plain view.
4. Each teacher should use the written plan that is most practical and usable for him/her. Lesson plans may be written in a lesson plan book, notebook, log, journal, etc.
5. The degree to which a teacher needs to engage in detailed lesson planning will depend upon the teacher's knowledge of the subject matter and the familiarity with course objectives. The first year teacher must realize that as a general rule, it will be necessary to plan in considerable more detail than the teacher with more experience and training.
6. Teachers should feel free to chart their own course (following the NMFF Curriculum). The plan should be practical and usable, be economical in terms of teacher time, and strengthen the educational program.

Important Parts of a Lesson Plan:

1. Concept or objectives to be taught (tells the student what they will learn).
2. Time block (approximate time you expect to devote to lesson).
3. Procedure to be used (design for instruction).
4. Materials needed (student/teacher).
5. Questions (to check student understanding).
6. Independent practice (student time on task).

7. Evaluation (student understanding & application).

20. Extra Duties

Each campus has extra duties which must be performed in order to ensure the proper supervision of students outside the classroom. Professional and paraprofessional staff members are expected to assume and perform these responsibilities in a professional manner.

Tutorials: Each professional staff member shall assume responsibility for providing tutorial services to students in his/her classes. Students who are failing or in danger of failing shall be given priority regarding tutorial services. It is the responsibility of the staff member to notify parent(s)/guardian(s) when a student is in need of tutorial assistance.

21. District Activities

Staff members should attend and participate in as many district activities as possible. A teacher's presence projects support and interest to the students, the district, and the community.

Many staff members will be involved in district related organizations, clubs, etc. No activities may be scheduled by district personnel the night before SBA.

Staff members should receive permission from Principals regarding the use of district facilities for meetings, etc.

Extracurricular Vehicle Trips: Staff members should initiate with the principal, requests for field trips and excursions. The principal, in turn, may approve or disapprove the request.

22. Student Attendance

Punctual and regular district attendance is expected. Excessive absenteeism and/or tardiness shall be reported by the teacher to the principal as this problem may not be recognized in the district's office. A student is to be readmitted to class following an absence only after receiving an admission slip from the office. The absence shall be recorded in the teacher(s) grade book. No student should ever be excused from a class or district unless authorized by the principal or his/her designee.

A student shall not be given credit for a class if he or she has been in attendance less than 95 percent of the days the class is offered, unless an attendance committee established according to district policy gives credit because there were extenuating circumstances for the absences. The district shall establish guidelines for determining what constitutes extenuating circumstances and shall establish alternative ways for students to make up work or regain credit lost because of absences for extenuating circumstances.

23. Bad Weather Make-up

New Mexico Focus Foundation may close because of bad weather or emergency conditions. When such conditions exist, the principal will make the official decision concerning the district day(s) that was/were lost(s).

24. Building Use

The campus principal and superintendent are responsible for scheduling the use of facilities after district hours. Contact the campus principal to request to use district facilities and to obtain information on the fees charged.

25. Technology Use and Data Management

The district's electronic communications systems, including its network access to the Internet, are primarily for administrative and instructional purposes. Limited personal use of the system is permitted if the use:

- Imposes no tangible cost to the district
- Does not unduly burden the district's computer or network resources
- Has no adverse effect on job performance or on a student's academic performance

Electronic mail transmissions and other use of the electronic communications systems are not confidential and can be monitored at any time to ensure appropriate use. All computers used by New Mexico Focus Foundation employees are the property of the district, and any and all data stored on those computers likewise becomes the property of the district. New Mexico Focus Foundation reserves the right to review all data stored on district computers or software loaded on district computers – including any data showing Internet use – to ensure that district technology is being used for appropriate purposes.

Employees and students who are authorized to use the systems are required to abide by the provisions of the district's communications system policy and administrative procedures. Failure to do so can result in suspension or termination of privileges and may lead to disciplinary action. Employees with questions about computer use and data management can contact the district technology director.

Online System Utilization: New Mexico Focus Foundation employees use several online systems and forms to accomplish many of their daily tasks. It is the responsibility of each staff member to be aware of these systems, understand their use, and utilize them when appropriate. The list of online systems we employ increase often and currently includes, but is not limited to, the following examples: e-mail, schedules, conferences, substitute request forms, and absence from duty forms.

Telephone Usage at the District: Professional staff members are expected to use reasonable judgment regarding the use of the district phone. When there is an emergency call for a teacher, the teacher will be called to the phone immediately; otherwise, the party will be requested to give a return number and advised that the

teacher will return the call. The district phone is for district use only; its use for personal business matters is discouraged.

If a personal long distance call must be made on a district phone, the staff member should charge the call to his/her home number. The Business Office will not honor calls unless authorized and approved by the Principal as district related business. Utilization of cell phones and a regular phone for personal use must not occur during student instructional time and/or assigned duty time with students.

26. Copyrighted Materials

Employees are expected to comply with the provisions of copyright law relating to the unauthorized use, reproduction, distribution, performance, or display of copyrighted materials (i.e., printed material, videos, computer data, web material, and programs, etc.). Rented videotapes are to be used in the classroom for educational purposes only. Duplication or back-ups of computer programs and data must be made within the provisions of the purchase agreement.

27. Criminal History Record Information

New Mexico Focus Foundation is authorized by state law to obtain criminal history record information on applicants New Mexico Focus Foundation intends to employ (New Mexico District Personnel Act Section 22-10A-5). Additionally, New Mexico Focus Foundation obtains a report on each employee annually.

28. Employee Arrests and Convictions

An employee who is arrested for any felony or any offense involving moral turpitude must report the arrest to the principal or immediate supervisor within three calendar days of the arrest. An employee who is convicted of or receives deferred adjudication for such an offense must also report that event to the principal or immediate supervisor within three days of the event. Moral turpitude includes, but is not limited to, the following:

- Dishonesty
- Fraud
- Deceit
- Theft
- Misrepresentation
- Deliberate violence
- Base, vile, or depraved acts that are intended to arouse or gratify the sexual desire of the actor
- Drug- or alcohol-related offenses

29. Dietary Supplements

New Mexico Code, Section 61-7A-4, prohibits employees from knowingly selling, marketing, or distributing dietary supplement that contains performance-enhancing compounds to students. In addition, it also prohibits district employees from endorsing or suggesting the ingestion, intranasal application, or inhalation of a performance-enhancing dietary supplement to any student.

30. Emergencies

All employees should be familiar with the evacuation diagrams posted in their work areas. Fire, tornado, and other emergency drills will be conducted to familiarize employees and students with evacuation procedures. Fire extinguishers are located throughout all district buildings. Employees should know the location of the extinguishers nearest their place of work and how to use them.

31. Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Acts, 20 U.S.C. § 1232g (FERPA) is the federal law that sets forth basic privacy requirements for personally identifiable information contained in educational records maintained by districts. Only district employees with an 'educational need to know' are allowed to access an individual student's records; disclosing such information to persons other than the parent(s) or another district employee with a legitimate education interest is a violation of this act.

32. Instructional Supplies

Staff members should initiate requests for supplies through the principal's office. The district will assume no fiscal responsibility for merchandise or services purchased without a purchase order issued through proper channels.

33. Name and Address Change

It is important that employment records be kept up-to-date. Employees should notify the campus office and the Business Office if there are any changes or corrections to their name, home address, home telephone number, marital status, emergency contact, or beneficiary. Forms to process a change in personal information can be obtained from the campus office or at the Administration Building.

34. Outside Employment and Tutoring

Employees who wish to accept outside employment or engage in other activities for profit must submit a written request to the Principal. Approval for outside employment will be determined by the Principal and superintendent and based on whether outside employment interferes with the duties of the regular assignment. Teachers are not allowed to privately tutor students of the campus for pay, except during the summer months and not on district property.

35. Parent/Guardian Communications

Instructional and administrative staff members are expected to notify a parent or guardian when, in his/her opinion, the student is performing or beginning to perform failing academic work or the student is displaying or beginning to display improper district conduct (poor attitude or classroom behavior, poor attendance, excessive tardiness, etc.) which could possibly lead to academic failure and/or serious disciplinary actions.

36. Parent and Student Complaints

In an effort to hear and resolve parent and student complaints in a timely manner and at the lowest administrative level possible, the Board has adopted orderly processes for handling complaints on different issues. Any campus office or the superintendent's office can provide parents and students with information on filing a complaint.

Parents are encouraged to discuss problems or complaints with the teachers or the appropriate administrator at any time. Parents and students with complaints that cannot be resolved should be directed to the campus principal. The formal complaint process provides parents and students with an opportunity to be heard up to the highest level of management if they are dissatisfied with a principal's response. Once all administrative complaint procedures are exhausted, parents and students can bring complaints to the Board of Trustees.

37. Possession of Firearms and Weapons

Employees, visitors, and students are prohibited from bringing firearms, illegal knives, or other weapons onto district premises or any grounds or buildings where a district-sponsored activity takes place. For the safety of all persons, employees who observe or suspect a violation of the district's weapons policy should report it to their supervisors immediately.

38. Professional Staff Accountability

Teachers

Each teacher is a professional educator and is responsible for the classroom instruction using the established curriculum, time allotments, and educational resources and, therefore, for the learning of each student in the class. It is expected that each teacher will fully utilize all instructional resources, including time, and that students will receive professional supervision when in the charge of the teacher. Each teacher may receive unscheduled walk-throughs during the district year by campus administrators.

Teachers' Responsibilities and Duties:

- Design, write and use lesson plans that conform to the academy's curriculum. Ensure written plans are available for review.
- Ensure lesson plans show modifications for differences in student learning styles.

- Teach instructional subjects according to guidelines established by New Mexico Public Education Department, academy's policies and administrative regulations.
- Implement appropriate instructional and learning strategies, activities, materials and equipment to ensure comprehension of learning styles and student needs.
- Design instructional activities by using data from student learning style assessments.
- Collaborate with special education teachers on student Individual Education Plans to ensure all modifications are met.
- Collaborate with staff to determine academy's requirement for the instructional goals, objective and methods.
- Produce and oversee teacher aide and volunteer assignments.
- Employ technology practices to strengthen the instructional process.
- Growth and Development
- Help students assess and enhance their study methods and habits.
- Produce formal and informal testing to evaluate student success.
- Coordinate and manage extracurricular duties as assigned. Sponsor outside activities approved by the academy's principal.
- Serve as an example for students, support mission of academy
- Prepare classroom to enhance learning and to aid in physical, social and emotional development of students.
- Control student behavior in agreement with the student handbook.
- Ensure necessary and reasonable measures are taken to protect students, equipment, materials and facilities.
- Provide input on book, equipment and material selection
- Establish communication rapport with parents, students, principals and teachers through conferences.
- Create and maintain a professional relationship with colleagues, students, parents and community members.
- Present information accurately through clear communication skills
- Enrich job skills through professional development activities.
- Keep up to date on and abide by state and academy's regulations and policies for classroom teachers.
- Gather, manage and file all reports, records and other documents required.
- Be active in faculty meeting and assist in staff committees as necessary
- Maintain control in stressful situations.

Principals/Assistant Principals

The principal and assistant principal are professional educators and are responsible for teachers carrying out classroom instruction using the established curriculum, time allotments, and educational resources and, therefore, for the learning of each student. It is expected that each administrator see that all instructional resources, including time, are fully utilized, and that students will receive professionally adequate or acceptable supervision when in the charge of the teacher and while at district (breakfast, lunch, before/after district).

Principal's Responsibilities and Duties:

- Monitor instructional and managerial processes to ensure that program activities are related to program outcomes and use findings to take corrective actions.
- Regularly consult the campus-level committee about planning, operation, supervision, and evaluation of campus education program. Include students and community representatives when appropriate.
- Provide instructional resources and materials to support teaching staff in accomplishing instructional goals.
- Foster collegiality and team building among staff members. Encourage their active enrolment in decision-making process.
- Provide for two way communications with the board and the Management Company, staff, students, parents, and community.
- Communicate and promote expectations for high-level performance to staff and students.
- Ensure the effective and quick resolution of conflicts
- Build common vision for district improvement with staff. Direct planning activities and put programs in place with staff to ensure attainment of district's mission.
- Develop and set annual campus performance objectives for each of the Academic Excellence Indicators using the campus planning process and site-based decision making committee.
- Develop, maintain, and use information systems and records necessary to show campus progress on performance objectives addressing each Academic Excellence Indicator.
- Interview, select, and orient new staff. Approve all personnel assigned to campus.
- Define expectation for staff performance with regard to instructional strategies, classroom management, and communication with public.
- Observe employee performance, record observations and conduct evaluation conferences with staff:
- Work with campus-level planning and decision-making committees to plan professional development activities.
- Comply with district policies and state and federal laws and regulations affecting the districts.
- Develop campus budgets based on documented programs needs, estimated enrollment, personal, and other fiscal needs. Keep programs within budget limit
- Maintain fiscal control. Accurately report fiscal information.
- Compile, maintain, and file all physical and computerized report, records, and other documents required including accurate and timely reports of maximum attendance to requisition textbook.
- Manage use of district facilities. Supervise maintenance of facilities to ensure a clean, orderly and safe campus.
- Direct and manage extra curricular and intramural programs. Including management of multiple activity funds.
- Work with faculty and student to develop a student discipline management systems that results in positive student behavior and enhances the district climate.
- Ensure that district rules are uniformly observed and that student discipline is appropriate and equitable in accordance with Student code of Conduct and student handbook.

- Conduct conferences about student and district issues with parents, student, and teachers.
- Demonstrate awareness of district and community needs and initiate activities to meet those needs.
- Use appropriate and effective techniques to encourage community and parent involvement.

Assistant Principals' Responsibilities and Duties:

- Assist in planning and assessing the educational programs.
- Encourage planning of innovative education programs, assist teachers in implementing such efforts when appropriate.
- Encourage the use of technology in the instructional process.
- Encourage a constructive, thoughtful climate for learning.
- Promote fairness of students and staff from all cultural backgrounds.
- Communicate with students and staff in an effective manner.
- Assist in organization of district improvement plan with staff, parents and community members.
- Help principal design, manage and implement information systems to manage and track progress on academy' goals and academic excellence indicators.
- Hold employee evaluation conferences based on records of performance evaluation.
- Assist principal in interviewing, selecting and orienting new academy' employees.
- Oversee academy' operations in principal's absence.
- Assist in scheduling student activities by participating in the development of class schedules, teacher assignments and extracurricular activity schedules.
- Oversee student attendance records and assist the attendance clerk on truancy issues.
- Requisition supplies, textbooks and equipment; verify inventory; manage records; and confirm receipts for materials.
- Aid in safety drill practices and inspections.
- Manage support services including transportation, custodial and cafeteria.
- Abide by all federal and state laws that apply to academy' districts and academy' policy.
- Provide for supervision of students during non-instructional hours.
- Help students develop positive behavior through a student discipline management system.
- Provide for uniform enforcement of district rules and oversee appropriate and reasonable student discipline.
- Hold parent/teacher/student conferences in regard to student and district issues.
- Demonstrate use of productive and efficient skills to raise community and parent involvement.

Other Professional Staff

Other professional staff includes the librarians, counselors, and nurses. Their responsibilities shall include planning, implementing, and evaluating respective assigned programs; complying with all district and/or campus routines and regulations; communicating effectively with colleagues, students, and parents; and compiling, maintaining, and filing all reports, records, and other required documents.

Librarian's Responsibilities and Duties:

- Manage the planning, administrative and budgetary functions of library and information services
- Establish and implement library and information policies and procedures
- Develop and manage convenient, accessible library and information services
- Establish and manage the budget for library and information services, technology and media
- Develop and manage cost-effective library and information services, technology and media
- Order materials and maintain records for payment of invoices
- Analyze and evaluate library and information services, technology and media service requirements
- Prepare reports related to library and information services, technology and media services, resources and activities
- Develop and maintain collections management policies and procedures
- Perform original cataloguing and classification of print, audio-visual and electronic resources
- Develop and maintain special indexing systems and files for special collections
- Ensure an accurate inventory of resources
- Ensure efficient retrieval by users
- Search external database programs for the availability of cataloguing copy
- Maintain inventories, compile statistics and generate reports as required
- Develop and maintain cataloguing procedures
- Distribute materials for cataloguing
- Determine the type of cataloguing required
- Enter cataloguing data into the library's automated system
- Process resources for placement on shelf
- File cards in shelf list
- Complete cataloguing records where only partial copy is available
- Index materials for the pamphlet collection
- Respond to daily on-site requests for information
- Train library users to effectively search the Library catalogue, Internet and other electronic resources
- Provide an interlibrary loan service for both book and audiovisual materials and maintain records
- Maintain records for the interlibrary loan service
- Maintain circulation files, records and statistics
- Perform other related duties

Counselor's Responsibilities and Duties:

- Develops, implements, and evaluates an annual local district counseling and guidance plan in

- accordance with standards set forth by the State
- Implements the district counseling and guidance program curriculum.
- Provides individual and group counseling and guidance including guiding and counseling students through the development of personal, social, educational, and career plans.
- Consults and collaborates with parents/guardians, teachers, and staff about understanding and meeting the special needs of students and makes appropriate referrals.
- Participates in activities that contribute to the effective operation of the district.
- Provides orientation for new students, parents/guardians, and faculty.
- Provides appropriate appraisal services to assist teachers, parents/guardians, and students.
- Administers tests and analyzes and interprets test results to provide information about educational, career, and personal/social needs.
- Assists with placement and follow-up services for students.
- Assists students in selecting programs of study to enhance career planning.
- Provides information and resource services for students, parents/guardians, and faculty.
- Assists students in building self-esteem and developing decision-making, problem-solving, and positive human relations skills.
- Plans with teachers, principal, parents/guardians, and students steps for modifying student behavior.
- Utilizes community resources in addressing the needs of students.
- Provides data concerning students' needs to determine curricula development.
- Prepares and manages annual budget pertinent to the counseling and guidance program.
- Maintains comprehensive records and reports.
- Develops personal professional growth plan and demonstrates professional ethics and leadership.
- Exhibits positive human relations skills.
- Demonstrates proficiency in written and oral communication.
- Complies with local, state, and federal policies, regulations, and laws affecting area of responsibility .
- Performs other related duties as assigned.

Nurse's Responsibilities and Duties:

- assessing the health needs of the whole district community and developing a health plan, including a policy on bullying;
- providing confidential health advice for individual children;
- supporting, advising, counseling and referring children experiencing mental health problems, such as depression;
- promoting good parenting skills by helping and supporting parents;
- coordinating immunization program;
- supporting vulnerable children by working alongside teachers, social workers, education welfare officers and other professionals;

- providing district-based drop-in advice services in secondary districts;
- producing individual health plans for children with disabilities or long-term conditions;
- providing training for district-based staff to support children with healthcare needs, such as asthma, diabetes or epilepsy, and contributing to Physical Education and Health curriculum;
- providing advice for parents, careers and district staff on childhood illnesses and the management and control of infectious diseases.

Director of Curriculum & Instruction

The curriculum and instruction director is a professional educator and is responsible for evaluating and providing leadership for the overall instructional program of the district, which includes curriculum and staff development. Responsibilities include planning, implementing, and evaluating instructional programs with teachers and principals, including learning objectives, instructional strategies, improving the public relations program as it relates to personnel and instructional services, assessment techniques; and facilitating the effective use of computers and other technology in instruction programs district-wide.

Director of Curriculum & Instruction's Responsibilities and Duties:

- Directs district-wide curriculum, instruction, assessment, and staff development programs. Articulates a clear philosophy and shared vision of learning and Promotes an effective learning environment.
- Participates as an active member of the management team. Upholds board policies and follows administrative guidelines/procedures.
- Promotes a professional image of the district.
- Maintains open and effective communications. Promotes the district's mission, philosophy, and vision. Serves as an information resource. Keeps stakeholders informed about emerging issues.
- Analyzes data to improve district operations. Helps develop and implement the district's continuous improvement plan. Identifies and develops partnerships that enhance district services.
- Helps manage the instructional program. Promotes academic excellence in a nurturing environment.
- Directs the development, assessment, and revision of curriculum guides and courses of study.
- Manages the planning process to select instructional materials and equipment.
- Keeps current with the K-12 courses of study, the district's scope and sequence framework, and state standards/guidelines.
- Promotes the continuity of the instructional program.
- Provides insights about student skill progression and key contributions made by staff at each level.
- Oversees student testing programs. Analyzes test results. Provides leadership for instructional modifications and interventions that enhance student learning and improve test performance.

- Provides staff leadership and consensus development. Advances the change process. Implements strategies and timeframes to accomplish organizational objectives. Helps resolve problems.
- Administers the board-approved budget for assigned areas of responsibility. Approves the purchase of supplies and equipment. Ensures that program resources are equitably apportioned.
- Manages the district curriculum committees. Develops, implements, and evaluates curriculum for all K-12 courses.
- Organizes curriculum for summer district intervention programs.
- Provides guidance, communicates expectations, and shows an active interest in student progress.
- Helps staff resolve problems that impede student participation in appropriate learning activities.
- Supervises collection, verification, and recording of program information as directed.
- Pursues funding opportunities. Prepares grant/foundation applications. Encourages program innovations. Implements funded proposals and complies with reporting requirements.
- Develops relationships with philanthropic organizations and foundations.
- Pursues partnerships with Oberlin College sponsored programs office and other entities/organizations specializing in soliciting grants.
- Participates in staff selection and orientation processes. Expresses high expectations and provides support to improve staff performance (e.g., observations, consultations, meetings, etc.).
- Promotes professionalism. Implements state mandated and locally developed personnel appraisal standards. Assists with the planning and delivery of effective professional development programs that improve teaching outcomes and student learning (e.g., methods, skills, commitment, etc.).
- Advises Superintendent on human resource activities that include labor/employee relations, recruiting, selection, classification, compensation, benefits, training, organizational development, personnel records, regulatory compliance, and employee services.
- Monitors labor/employment laws, rules, and regulations.
- Recommends administrative procedures that facilitate compliance with legal mandates.
- Updates the personnel policy manual and employment section of the staff handbook.
- Contributes to the development of new and updates existing job descriptions.
- Recruits candidates. Conducts interviews and background investigations.
- Recommends appointments. Coordinates employee orientation processes.
- Assists in recruiting and maintaining a pool of qualified substitutes.
- Participates in negotiations with bargaining units to formulate salary schedules, benefits, and terms/conditions of employment.
- Assists with the district's internal and external public communications.
- Assists with the preparation of public relations materials.
- Plans and manages production timelines.
- Ensures that information is accurate and appropriate.

- Secures administrative approval prior to publication and/or distribution of materials.
- Assists with district annual report.
- Assists with planning, producing, and distributing district newsletters.
- Assists with the district website as directed.
- Works with building-level staff to develop articles publicizing district programs and activities.
- Respects personal privacy. Maintains the confidentiality of privileged information.
- Reports suspected child abuse and/or neglect to civil authorities as required by law.
- Pursues growth opportunities that enhance professional performance and advance district goals.
- Strives to develop rapport and serves as a positive role model for others.
- Performs other specific job-related duties as directed.

Director of Finance & Operations

The director of finance and operations is a professional and shall be of administrative assistance to the Superintendent and shall assume responsibility for the operations of the district in the absence of the Superintendent. Responsibilities shall include implementing organizational and management plans, improving the public relations program as it relates to finances, assisting other administrators, providing direction and plans for maintenance and repair of district facilities and equipment, purchasing of supplies and equipment, preparing bid specifications, assisting with preparation of campus and district budgets, providing direction for the business affairs, maintaining all insurance policies, assisting in complying with all state and federal mandates, and using effective management practices.

Director of Finance's Responsibilities and Duties:

- Ensure that the principal is advised on the business affairs of the academy' district.
- Analyze accounting practices, systems, and controls in all academy' departments and advise on improvements in their structure, implementation, and maintenance.
- Manage a revolving auditing program for all funds and work with the academy''s independent and internal auditors while conducting audits.
- Maintain accounting systems that comply with laws and regulations.
- Devise period cash flow analysis to determine cash available for investment and payment of bills.
- Manage academy' investment portfolio.
- Supervise monthly bank settlement preparations for the operating, special revenue, debt service, construction, tax, cafeteria, and athletic accounts. Audit statements of vendor and payroll clearing accounts.
- Compile and enter all budget adjustments, additions, and deletions.
- Assess and authorize all purchase orders and check requests and manage budget by certifying availability of funds.
- Help with drafting of budget and assessing the long- and short-range objectives for the business operations of the academy'.

- Oversee needs evaluation for the enhancement of the academy' business operations.
- Collaborate with academy' personnel to project student enrollments, staff needs, building and facilities needs, energy needs, capital equipment needs and other cost items for the academy' and individual district improvement.
- Monitor the business office budget and see that programs are cost effective and funds are managed effectively.
- Act as academy' leader to achieve cost-effective practices throughout the district.
- Confirm that business operations support the academy' mission.
Ensure policies established by federal and state law that apply to academy' districts and local board policy in area of business operations is being followed.
- Manage all hardcopy and computerized reports, records, and other documents required.
- Compile and review monthly financial statements and budget reports.
- Draft comprehensive annual financial report.
- Compile semi-annual financial reports to LDE for submission.
- Draft quarterly and final reports for all federal funds.
- Ensure accurate computerized inventory records of all of the academy's assets.
- Maintain and direct sales of surplus salvage equipment for disposal.
- Oversee maintenance of replacement cost-asset inventory for insurance purposes.
- Receive and register bids, calculate results and draft written recommendations.
- Oversee the drafting of bids and bid specifications.
- Compile, check and revise business department job descriptions.
- Devise training options and/or improvement plans to maintain superior business operations.
- Assess job performance of employees to maintain effectiveness.
- Oversee personnel and make accurate recommendations in regards to assignments, retention, discipline, and dismissal.
- Show knowledge of academy' and community needs and implement programs to meet those needs.

Director of Special Programs

The director of special programs is a professional educator and is responsible for evaluating and providing leadership for the overall special programs of the district, which includes, Title I, Gifted and Talented, Special Education, Vocational Education, English as a Second Language, Dyslexia, Migrant, and Section 504 Programs. Responsibilities include planning, implementing, and evaluating special programs with teachers and principals, including learning objectives, improving the public relations program as it relates to personnel and special programs services, assessment techniques, and facilitating the effective use of computers and other technology in special programs district-wide.

Director of Special Programs Responsibilities and Duties:

- Work in conjunction with students, parents and other members of staff to develop IEPs through the IEP Committee process for each student assigned.

- Design, write and use instructional, therapeutic or skill development program for assigned students and ensure written plan is available for review.
- Ensure comprehension of learning styles and student needs are met through creation and implementation of appropriate instructional and learning strategies, activities, materials and equipment.
- Collaborate with classroom teacher on student IEP to ensure all modifications are met and help special education students in regular class when appropriate.
- Participate in IEP Committee meetings on an ongoing basis.
- Design instructional activities by using data from students learning styles assessment.
- Ensure IEP guidelines are met when presenting subject matter.
- Employ technology practices to strengthen the instructional process
- Produce formal and informal testing to evaluate student success.
- Oversee or ensure personal care, medical care and feedings of students as stated in IEP.
- Manage and care for all extracurricular duties as assigned. Sponsor outside activities approved by academy's principal.
- Serve as an example for students; support mission of academy.
- Collaborate with the classroom teachers regarding student behavior management programs according to IEP.
- Collaborate with academy and outside resource people regarding education, social, medical and personal needs of student.
- Ensure necessary and reasonable measures are taken to protect students, equipment, materials and facilities.
- Provide input on books, equipment and material selection
- Ensure good communication rapport with parents, students, principals and teachers through conferences.
- Create and maintain a professional relationship with colleagues, students, parents and community members.
- Present information accurately through clear communication skills
- Enrich job skills through professional development activities.
- Keep up to date and abide by federal, state and academy' policies for special education
- Gather, manage and file all reports, records and other documents required.
- Be active in faculty meetings and assist in staff committees as required
- Maintain control in stressful situations.

Director of Technology

The director of technology is professionally trained, licensed, and certified in the field of technology, and is responsible for providing leadership and evaluation for the overall technology program for the district. Responsibilities include planning, implementing, and evaluating technology applications with teachers and principals, including learning objectives, assessment techniques, and facilitating the effective use of computers and other technology in technology programs district-wide.

Director of Technology's Responsibilities and Duties:

- Develop the District Technology Plan. Coordinate implementation of the plan and evaluate and recommend modifications as needed

- Chair the District Technology Committee and provide leadership and direction when necessary.
- Provide assistance to teachers and administrators to facilitate the effective integration of technology into the curriculum.
- Provide consultation for teachers, administrators, and support staff on a daily basis to assist with technology problems and concerns.
- Support district wide software applications. (i.e. Office 2000, voicemail, GroupWise, etc.)
- Develop and assist in the implementation of technology outcomes. Evaluate and modify as necessary.
- Supervise the District Technology Support Specialist.
- Recommend budget requirements to support the district's Technology Plan.
- Assist in securing State, Federal and other funds through grant writing. Administer those technology grants that are awarded.
- Ensure district compliance with state and federal technology mandates and initiatives.
- Recommend technology protocols and modifications to existing protocols as needed. Protocols will include but not be limited to the ethical and legal use of technologies,
- network security and provision for stability of technology systems. Supervise adherence to protocols by administrators, teachers, staff and students.
- Consult with the administration on network related security issues.
- Evaluate, recommend, and purchase hardware and software. Verify purchases and coordinate setup of equipment and installation of software.
- Maintain an inventory of district technology equipment and warranty information.
- Maintain an inventory of software purchases and licenses to insure district compliance to copyright laws and guidelines.
- Manage the district's voice, video, and data networks including but not limited to backup procedures, network accounts and maintenance.
- Troubleshoot and maintain technology equipment, systems and networks. Facilitate repairs when required. Supervise work by outside contractors.
- Participate in technology conferences and professional growth activities to keep abreast of current and future trends in instructional technology.
- Present reports to the Board of Education as requested.
- Assume responsibility to transport self to assigned worksites and maintain regular and predictable attendance.
- Additional responsibilities as assigned by the Superintendent.

Superintendent

The Superintendent is the educational leader and chief executive officer of the district and responsible for the effective execution of policies adopted by the district's Board of Trustees. The Superintendent assumes administrative responsibility for the planning, operation, supervision, and evaluation of the education programs, services, and facilities of the district and for the annual appraisal of district staff. The Superintendent has thorough knowledge of district law, district finance, and curriculum and instruction.

39. Purchasing and Reimbursements

Purchasing Procedures: All requests for purchases must be submitted to the business office on an official district purchase order (PO) form with the appropriate approval signatures. No purchases, charges, or commitments to buy goods or services for the district can be made without a PO number. The district will not reimburse employees or assume responsibility for purchases made without authorization. Employees are not permitted to purchase supplies or equipment for personal use through the district's business office. Contact the business office for additional information on purchasing procedures.

Reimbursement for Purchases, Travel, Expenses, etc.: New Mexico Focus Foundation will honor reimbursement requests only if the expenditure has had prior approval and requested according to established procedures. All requests of this nature must have original receipts attached. Staff members should consult with the principal regarding matters of this nature in order to prevent misunderstandings, assumptions, etc. Before any travel expenses are incurred by an employee, the employee's supervisor must give approval. For approved travel, employees will be reimbursed for mileage and other travel expenditures according to the current rate schedule authorized by the Board of Trustees and the Internal Revenue Service. Employees ***must submit original receipts*** to be reimbursed for expenses other than mileage.

40. Staff development

Staff development activities are organized to meet the needs of employees and the district. Staff development is predominantly campus-based. The teachers are required to attend the staff development days whether it falls weekdays or weekends.

Professional personnel, for reasons other than personal/family illness or death in the immediate family, may be granted permission to be absent from work only by the Superintendent or designee. A letter requesting prior approval and stating the reasons for the absence should be given to the campus principal and forwarded to the Superintendent or Assistant Superintendent of Curriculum/Instruction (see "Leaves and Absences"). Principals and administrators are responsible for ensuring that their assigned professional personnel are on duty during workdays and are in attendance at staff development activities.

41. Student Discipline

Students are expected to follow the classroom rules, campus rules, and rules listed in the Student Code of Conduct and Student Handbook. Teachers and administrators are responsible for taking disciplinary action based on a range of discipline management procedures that have been adopted by the district. Other employees that have concerns about a particular student's conduct should contact the classroom teacher or campus principal.

Teachers must file a written report with the principal or another appropriate administrator when they have knowledge that a student has violated the Student Code of Conduct. The principal or administrator will send a copy of this report to the student's parents within 24 hours.

Discipline should be handled by the professional staff members to the extent possible. The staff member should confer with the student, principal, and parents in all unusual problems. Cooperation and understanding between the parents and the district can often eliminate problems before they develop into unpleasant situations.

42. Student records

Student records are confidential and are protected from unauthorized inspection or use. Employees should take precautions to maintain the confidentiality of all student records. The following people are the only people who have general access to a student's records:

- Parents of a minor or of a student who is a dependent for tax purposes
- The student (if 18 or older) or attending an institute of postsecondary education
- District officials with legitimate education interests

The student handbook provides parents and students with detailed information on student records. Parents or students who want to review student records should be directed to the campus principal for assistance.

43. Substitute Teachers (Responsibilities of the Regular Classroom Teacher)

1. Upon arrival the substitute will be furnished the following materials in the Substitute Teacher's Folder:
 - a. Daily plans made out in sufficient detail
 - b. Weekly and daily time schedule of classes
 - c. List of pupils' names and seating chart
 - d. Grouping chart
 - e. List of supervisory responsibilities such as days on duty at noon, recess, etc.
 - f. Fire drill and other emergency procedures
 - g. Important or unusual information about any child (physical problems, daily medications, etc.)

- h. Name(s) of student helper(s) for each class
 - i. Classroom rules and consequences
 - j. Emergency lesson plans are available in the office and classroom; see campus administrator
2. Have on desk copies of textbooks, manuals, and workbooks being used.
 3. Three emergency lesson plans are to be filed in the office by the fourth week after district starts.

44. Textbook Responsibilities

Professional staff members are responsible for the control and use of textbooks by students, including control of classroom sets. Textbooks should be checked regularly for covers, damages, etc. Please notify the principal when a student loses or damages a book. It is the student's responsibility to pay for the lost/damaged book. Do not issue another textbook without authorization from the principal's office.

45. Tobacco Use

Smoking or using tobacco products is prohibited by law on all district-owned property. This includes all buildings, playground areas, parking facilities, and facilities used for athletics and other activities. Drivers of district-owned vehicles are prohibited from smoking while inside the vehicle.

46. Workload and Work Schedules

Professional employees: Professional and administrative employees are exempt from overtime pay. A district calendar is adopted each year designating the work schedule for teachers and all district holidays. Notice of work schedules, including required days of service and scheduled holidays, will be distributed each district year.

Teachers and other staff are entitled to a duty-free lunch period of at least 30 minutes. The district may require teachers to supervise students one day a week when no other personnel are available.

Paraprofessional and auxiliary employees: Support employees are employed at will and will be notified of the required duty days, holidays, and hours of work for their position on an annual basis. Paraprofessional and auxiliary employees are not exempt from overtime and are not authorized to work in excess of their assigned schedule without prior approval from their supervisor.

47. Work Hours

Professional and paraprofessional staff members generally shall adhere to the following work hour schedules:

Administrators	7:30 a.m. – 5:00 p.m.
Administrative Assistants	7:00 a.m. – 4:00 p.m. or 8:00 a.m. – 5:00 p.m. (8 hours a day and 1 hour lunch break)

Nurse	7:00 a.m. – 4:00 p.m. or 8:00 a.m. – 5:00 p.m. (8 hours a day and 1 hour lunch break)
Teachers	7:30 a.m. – 4:30 p.m.

Please note that these hours are not exclusive, but are simply the hours that an employee is expected to be at work.

48. Visitors in the Workplace

All visitors are expected to enter any district facility through the main entrance and sign in or report to the building's main office. Authorized visitors will receive directions or be escorted to their destination. Employees who observe an unauthorized individual on the district premises should immediately direct him or her to the building office or contact the administrator in charge.

Employee Acknowledgement

I have received a copy of and have read the foregoing NEW MEXICO FOCUS FOUNDATION Personnel Handbook and am familiar with its terms. I understand that it is not a binding contract, but a source of information and a set of guidelines for implementation of personnel policies. I understand that NEW MEXICO FOCUS FOUNDATION can unilaterally rescind, modify, or make exceptions to any of these policies, or adopt new policies, at any time. I also understand that the provisions of this Handbook will control over any contrary statements, representations or assurances made by any supervisory personnel except the Principal/Director.

I expressly authorize the District to withhold funds from my final paycheck upon my resignation or dismissal for debts owed and unpaid to the District and any District equipment I fail to return.

I acknowledge that the District pays its employees in twelve equal payments during any fiscal year (September through August) and expressly authorize the District to spread my salary over the 12 monthly payments.

I understand and acknowledge that all property purchased with public funds, including, but not limited to, computers, telephone systems, furniture, and lockers, are public property held in trust by the District for the benefit of students and that I shall not have any expectation of privacy in my use of such property including, but not limited to, email communications and telephone messages.

I acknowledge that the District is subject to the New Mexico Public Information Act and that information contained in my personnel file may be subject to disclosure unless I request confidentiality. I elect to deny public access to _____ Home Address; _____ Home Telephone Number; _____ Information that reveals whether I have family members (check any that apply)

I have read and understood this information. I acknowledge that my employment with the District is at-will and may be terminated by myself or the District at any time for any reason or no reason, in accordance with applicable federal and state law. I acknowledge that the District may change the policies and procedures within this Employee Handbook. I acknowledge and understand the District's actions may vary from this Employee Handbook. I have been given the opportunity to ask any questions I have regarding this information.

EMPLOYEE'S SIGNATURE

PRINTED NAME

DATE: _____

Please sign this page and return it to the Principal immediately. A copy of this acknowledgement will be retained in your personnel file.

APPENDIX B

STUDENT DISCIPLINE POLICY

School environments that are positive, preventive, predictable, relevant & effective (a) are safer, healthier, & more caring; (b) have enhanced learning & teaching outcomes; & (c) can provide continuum of behavior support for all students. The climate of a school is a major factor in establishing and maintaining high standards of behavior and discipline. This will involve a strong sense of community within the school and a high level of co-operation among staff and between staff, students and parents. The school staff needs to be aware of the fact that the values of the home and of the wider community which it serves may differ from the values which the school tries to promote.

Ideally, teachers should be familiar with the relevant factors influencing the families of their students. A high level of co-operation both within the school and between the school and the wider community is best achieved through good relationships.

A positive school climate, built on high expectations and standards of behavior, is essential for a successful learning environment, and for a happy, thriving place in which to learn and work.

Albuquerque School of Excellence's climate is based on the quality of relationships, both the professional relationships between teachers and the ways in which students and teachers treat each other. This positive climate permeates the activities of the school and helps in forming a strong sense of social cohesion within the school. The School Board will have a role to play in the maintenance of desirable standards of behavior in a school. It will be supportive of the Principal in the application of a fair code of behavior and discipline within the school. The policy will aim to create a positive school climate where learning and development can take place and to promote the highest possible degree of consensus about standards of behavior among staff, students and parents. A whole school policy will become part of the climate of the school and will be clearly understood by students, parents and the wider school community.

Albuquerque School of Excellence is committed to maintaining high standards of education for students in the schools. Because ASE believes that order and discipline are essential to being educated effectively, ASE is also committed to creating and maintaining high behavioral standards and expectations. An orderly educational environment requires that everyone in the school community play a role in contributing to an effective environment. It also requires the development and implementation of a code of discipline that clearly defines individual responsibilities and provides for appropriate disciplinary options and responses. ASE believes that order and discipline must be a shared responsibility between school, home and community. This Code of Conduct was developed in collaboration with student, teacher, administrator and parent organizations, school safety personnel and other Board-approved school personnel. Finally, it is our belief that, to be effective, such a code must:

- identify, recognize and emphasize acceptable behavior;

- identify, recognize and prevent unacceptable behavior;
- promote self-discipline;
- consider the welfare of the individual as well as that of the school community as a whole;
- promote a close working relationship between parents/guardians and the school staff;
- distinguish between minor and serious offenses, as well as between first time and repeated offenses;
- provide disciplinary responses that are appropriate to the misbehavior;
- outline procedures to ensure that it is administered in a way that is fair, firm, reasonable, and consistent;
- encourage a high regard for every person's right to reasonable hearing procedures and due process when accused of misconduct; and
- comply with the provisions of federal, state and local laws, as well as the guidelines and directives of the New Mexico Public Department of Education.

Our emphasis is on reinforcing positive behavior, rather than on a focus on failures or lapses. Methods used to encourage positive behavior are:

Rewards - The most common reward is praise, informal and formal, public and private, to individuals and groups. There are also some more formal reward systems which currently include:

- **Stickers and Certificates** – Sticker books accompany children throughout their time at Little Green and stickers will be collected by the child as a reward. Certificates are issued for a range of achievements.
- **Golden Time** - Golden Time works on the basis of rewarding children who consistently maintain good standards and is aimed primarily at the majority of children who day in and day out come to school and behave well. Each child starts each week with a basic entitlement of thirty minutes Golden Time, usually towards the end of each week. If a child continues to break a rule after a warning they lose this privilege. See overleaf.
- **Golden Time Plus** is an extra event held each term to reward children who behave well consistently throughout each half term. A fresh start is made each half term.
- **Encouraging Positive Play** - In order to encourage positive play at lunchtimes, a range of play equipment is provided. Its distribution and management is organized by the School Council and involves participation by all children in the school, in order to allow the children to take responsibility.

A school's primary concern in establishing a code of discipline is to enable our young people to become responsible, respectful and caring citizens within the

school and community settings. To that end, ASE provides a variety of programs and services which promote the development of good character, including the knowledge, skills, and abilities that enable each student to make informed, responsible choices. The Board of directors is responsible for ensuring that essential regulations are established and adequate discipline is maintained in the operation of the schools to effectively promote safety, as well as the social and educational growth of the students. Administrative regulations are developed and enforced by the school administration and staff.

The parent/guardian is expected to assume primary responsibility for control of his or her child. The parent/guardian may be called upon to actively cooperate with the school in providing the necessary structure to promote his or her child's social and educational growth. To this end, the school will encourage a high degree of parent-school communication.

Disciplinary measures available to the administration of each school building include conferences, detention, in-school suspension, out-of-school suspension, and administrative hearings with a designated hearing officer. Administrative hearings may result in out-of-school suspensions of more than five days and, in particularly serious cases, a student may be permanently suspended from school.

Albuquerque School of Excellence has as its goal helping every student fulfill his or her intellectual, social, physical, and emotional potential. Everything in and about the school has been designed to create an orderly and distraction-free environment in which all students can learn effectively and pleasantly. To foster this kind of learning environment, the ASE administrators and teachers shall not allow the following types of behavior during school, on school property, or at or during any school-sponsored activity.

The Board expects all charter school students to be treated with dignity and respect. Albuquerque School of Excellence prohibits corporal punishment. The Board will not approve a charter school that employs corporal punishment.

The school has disciplinary authority over a student:

- During the regular school day, when the student is within 300 feet of the school's real property boundary line, and while the student is going to and from school on school transportation.
- During lunch periods in which a student is allowed to leave campus.
- While the student is in attendance at any school-related activity, including summer school, regardless of time or location.
- For any school-related misconduct, regardless of time or location.
- When criminal mischief is committed on or off school property or at a school-related event.
- When retaliation against a school employee or volunteer occurs or is threatened, regardless of time or location.

- When the student commits a felony offense in the community, as provided by New Mexico Administrative Code and New Mexico Statutes Annotated 1978.
- Pursuant to any code of conduct adopted at the campus level relating to participation in a student club, organization, or extracurricular activity.
- For any mandatory expulsion offense committed while on school property or while attending a school sponsored or school-related activity of another ASE in New Mexico.

Note: In addition to disciplinary consequences, misdemeanor and felony offenses committed on campus will be reported to and handled by the appropriate law enforcement agency.

Classroom rules in every classroom:

1. Be in your assigned seat, ready to work before the tardy bell rings.
2. Bring pencils, pens, paper, books, and all assigned materials to class.
3. Keep your hands, feet, books and objects to yourself.
4. Do not engage in behavior that keeps the classroom from functioning.
5. Follow directions the first time they are given.
6. No gum, food, or drink allowed in the building except in designated food service areas.
7. Raise your hand before talking. If you are given permission, stand up and talk. (excluding normal class discussions)
8. Every student must have a hall pass with him/her at all times. No exceptions.
9. No students may leave the class without a hall pass.

Substitute teachers, part-time teachers, mentors, and tutors have the same authority and rights as the regular classroom teachers. Homerooms periods and after school class periods are also regarded as class periods in terms of validity and effectiveness of classroom rules.

One or a combination of following consequences for violating daily classroom rules may be implemented:

- Discipline points as part of the DPS
- Written warning
- Teacher's option
- Parent contacted
- Sent to the office or Dean of Discipline

Discipline - Positive Reinforcement

The teacher will reinforce positive behavior through any of these ways.

1. Oral praise
2. Note to parents
3. Phone call to parents
4. Parties

5. Trips, picnics
6. Personal notes to student
7. Notes accompanying report cards
8. Notes on papers, tests, etc.

Discipline: School-Wide Rules

Each student is expected to

- Demonstrate courtesy and respect, even when/if others do not.
- Behave in a responsible manner, always exercising self-discipline/control.
- Attend all classes, regularly and on time.
- Be prepared for each class; take appropriate materials and assignments to class.
- Meet ASE as well as campus standards for grooming and dress.
- Obey all campus and classroom rules.
- Respect the rights and privileges of all students, teachers, and other ASE staff as well as volunteers.
- Respect the property of others, including ASE property and facilities.
- Cooperate with and assist school personnel, including volunteers, in maintaining safety, order, and discipline.
- Adhere to all requirements of the currently adopted Student Code of Conduct.

Discipline: Severe Clauses-Immediate Office Referral

Immediate office referral can be warranted when the student does any of the following:

- Commits or threatens to commit physical harm to another student or adult.
- Possesses or uses tobacco and/or drugs on or near the school campus.
- Possesses a weapon or any object deemed as a weapon.
- Damages or destroys property belonging to a student, the school or to a teacher.
- Swears, makes rude gestures, cruel teasing or put-downs

If at any time a student's disciplinary record includes five (5) documented disciplinary actions within a school year or if serious or unacceptable behavior occurs, the student may be removed from school.

Serious misbehavior or actions occurring outside of a particular classroom are handled at the discretion of the administration. Lack of participation of student and/or parent(s) in the process does not preclude action taken by the ASE administration.

UNACCEPTABLE TYPES OF STUDENT BEHAVIOR AND CONSEQUENCES

As a student at Albuquerque School of Excellence, you shall not

1. Fight and Arrange Fights:

School is not a place to arrange fights, whether those fights take place on or off school grounds. Fighting is an instance of physical contact in anger, regardless of whether fists or weapons are used. In all but the rarest of occasions in which one student simply assaults an innocent bystander, any fight will involve disciplining all students involved in the fight. Students who involve themselves in fighting will be sent home for the remainder of the day and he/she will be noted as absent.

Consequences:

1st Offense: Parents/guardian contacted, Up to Three (3) day suspension, possible expulsion.

2nd Offense: Parents/guardian contacted. Possible expulsion

2. Bring Cellular Telephones or Other Electronic Devices:

Radios, Tape or CD Players, IPODs, Electronic Games, and/or similar devices are not allowed at school. They disrupt classes and distract others from learning. Students may bring a camera to school with a one-day advance approval notice from the Assistant Principal.

The possession of cellular phones on school property is allowed under the following condition.

All cellular phones must be kept out of sight and turned off between 7:30 am and the dismissal time. Albuquerque School of Excellence is not responsible for any lost or damaged devices. During school hours, parents should continue to call the school for any emergency situation. We will contact your son/daughter. Do not try to contact them by cell phone or pager. The use of camera phones is strictly forbidden on the school premises at any time. Such use may also be in violation of the criminal code.

Consequences:

1st Offense: Parents/guardian contacted. Confiscation of the devices with retrieval only by parents/guardian along with a \$10 fee. ASE is not responsible for the confiscated items which are not received one week after confiscation.

2nd Offense: Parents/guardian contacted; Up to Two (2) day suspension. Device will be confiscated and device will be given to parent on or after last day of school along with a \$10 fee. ASE is not responsible for the confiscated items which are not received one week after the last day of school.

3rd Offense: Parents/guardian contacted; Up to Three (3) day suspension, possible expulsion.

3. Cheat and/or Plagiarize:

Cheating on tests, plagiarism, and/or any other types of deception to get credit is unacceptable conduct. There must be clear, objective, evidence of cheating for this policy to be used. Examples are cheat sheets, answers on hand, copied tests, copying from another student's test, giving away the answers, passing notes or answers during quizzes or tests, copying homework or class

assignments and plagiarism (to take ideas, writing, answers, etc. from another and pass them off as one's own.)

- Looking on or in the possession of notes, papers, books, or other information not allowed by the teacher during any type of examination.
- Looking at another student's work during any type of examination.
- Allowing another student to look upon or use your information for any type of examination or activity.
- Talking about the test or test related information during any type of examination or activity. Plagiarism during the writing of a research paper or any type of assignment that is an obvious attempt to use somebody else's work. (without proper citation)

Each teacher sets his/her own standards of behavior for the classroom, and students are expected to know the standards and procedures for each of their classes and the expectations their teachers have. The administration has reviewed and accepted and will support individual teacher standards and procedures for cheating and plagiarism.

Consequences:

1st Offense: Parent/guardian contacted. Student will receive zero for the assignment; Administrative discretion. One day out of school suspension.

2nd Offense: Parent/guardian contacted. Student will receive zero for the assignment; Administrative discretion, Possible expulsion from the school.

4. Abuse and/or Misuse of Computers and Laboratory Equipments:

Computer hardware and software, and lab equipments are for the benefit of all students. No student may purposefully tamper with the hardware, software, or tools and equipment so that it is inaccessible to other students. Computers and lab equipment are in the school for educational purposes only. Abuse and or misuse of computers includes

- Loading private software, accessing inappropriate web sites or web pages using school equipment.
- Violating computer use policies including, rules, or agreements signed by the student and/or agreements signed by the student's parent.
- Using the Internet or other electronic communications to threaten one or more student or employee or to cause a material or substantial disruption of the educational environment.
- Sending or posting electronic messages that are abusive, materially or substantially disruptive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal.
- Using e-mail or Web sites at school to encourage illegal or materially or substantially disruptive behavior and/or to threaten school safety.

All science lab equipment and materials are to remain in the lab unless otherwise instructed.

Consequences:

1st Offense: Parents/guardians contacted. At Administrative discretion, under supervision, you will repair, undo, reset, delete, replace or whatever needs to be done to undo the tampering. You may have to pay for computer or lab technicians to undo tampering; Up to two (2) day suspension.

2nd Offense: Parents/guardians contacted; Administrative discretion. You will repair, undo, reset, delete, replace or whatever needs to be done to undo the tampering under supervision. You may have to pay for computer or lab technicians to undo tampering; Up to three (3) day suspension.

3rd Offense: Parents/guardians contacted. Administrative discretion, student will be banned from using any computer and science labs at ASE. Under supervision, you will repair, undo, reset, delete, replace or whatever needs to be done to undo the tampering. You may have to pay for computer or lab technicians to undo tampering; Recommendation for expulsion.

5. Disrupt Learning:

Disrupting learning includes any behavior that prevents other students from learning. It may include but is not limited to use of inappropriate written and verbal language, eating or drinking during class, chewing gum, insubordination, and making noise.

Consequences:

1st Offense: Parent/guardian contacted. Teacher discretion with the recommendation of detention, and/or up to one (1) day in-school suspension.

2nd Offense: Parent/guardian contacted. Administrative discretion including possible detention, and/or up to two (2) day suspension.

3rd Offense: Parent/guardian contacted. Administrative discretion including up to three (3) day suspension, and/or expulsion.

6. Uniform Violations:

Students shall come to school in uniform and in line with specific uniform and appearance limitations described in this handbook. Students will not be allowed to attend class until they are in proper attire. All missed work must be made up.

Consequences:

1st Offense: You will be sent to the office to fix the violation. Parent/guardian contacted. If the violation cannot be corrected, your parent/guardian will be contacted to bring proper attire. Possible one day in-school suspension.

2nd Offense: You will be sent to the office to fix the violation. Parent/guardian contacted. If the violation cannot be corrected, your parent/guardian will be contacted to bring proper attire to you. Possible one (1) day out of school suspension.

3rd Offense: You will be sent to the office to fix the violation. Parent/guardian contacted. If violation cannot be corrected, parent/guardian will be contacted to bring proper attire to you. Up to two (2) days out of school suspension.

4th Offense: You will be sent to the office to fix the violation. Parent/Guardian contacted. If the violation cannot be corrected, your parent/guardian will be contacted to bring proper attire to you. Up to three (3) day suspension with possible expulsion.

7. Use of Drugs and/or Alcohol and Sale or Intention to Sell Drugs and/or Alcohol:

Use of drugs or alcohol means to knowingly possess, consume, use, handle, give, store, conceal, offer to sell, sell, transmit, acquire, buy, represent, make, apply, or be under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, tranquilizer, non-prescription or prescription drug (except when under the direction of a physician/parent and within school procedure), alcoholic beverage, intoxicant, solvent, gas, or any mood-altering chemical, drug of abuse or any counterfeit-controlled substance of any kind including butane lighters. This prohibition also applies to any type of drug related paraphernalia. If caught, the student will be expelled and law enforcement officials may be contacted.

The sale, distribution, possession, or use of drugs, alcohol, fake drugs, steroids, inhalants, and look alike drugs is prohibited anywhere on school grounds, at any school activity, and on any school transportation. Many drug abuse offenses are also felonies.

Consequences:

Parent/guardian contacted. Direct expulsion proceedings.

8. Give A False Fire Alarm:

Issuing a false fire alarm is a violation of State law. Any student who issues a false fire alarm will be reported to appropriate legal authorities. The penalties for this, especially if any injuries result, are immense; ranging from fine of \$1,000 to \$10,000 and/or jail terms. Making false 911 calls is also a violation of State law. Any student who issues a false call is subject to prosecution by legal authorities. There will be \$100 dollars fine for each false call.

Consequences:

Parent/guardian contacted. Recommended for expulsion. Restitution for any damage. Possible prosecution by legal authorities.

9. Forgery

Any attempt by a student to sign a teacher's, administrator's, parent's/guardian's, or another student's name to any school document is considered forgery.

Consequences:

1st Offense: Parent/guardian contacted. Two (2) day suspension.

2nd Offense: Parent/guardian contacted. Three (3) day suspension.

3rd Offense: Parent/guardian contacted. Recommendation for expulsion

10. Gamble and Play Cards:

Gambling includes but is not limited to card playing, dice shooting and sports pools and involves the transfer of money or personal belongings or assistance from one person to another. Bringing, trading, and playing any cards such as Pokemon cards, Yu-Gi-Oh cards, non-sports cards, and any other trading cards are prohibited.

Consequences:

1st Offense: Parent/guardian contacted. One day out of school suspension and confiscation of the card(s), dice etc. with retrieval only by parents/guardians along with a \$10 fee. ASE is not responsible for the confiscated items which are not received one week after confiscation.

2nd Offense: Parent/guardian contacted. Up to two (2) day suspension. Card(s) will be confiscated and they will be given to parent only on or after last day of school along with a \$10 fee. ASE is not responsible for the confiscated items which are not received one week after last day of school.

3rd Offense: Parent/guardian contacted. Three (3) day suspension. Recommendation for expulsion.

11. Possession of Inappropriate Materials:

Possession or distribution of pornographic, criminal, hate related, etc materials.

Consequences:

1st Offense: Parent/guardian contacted. Three (3) day suspension.

2nd Offense: Parent/guardian contacted. Recommendation for expulsion.

12. Harass another Student and/or a Teacher, Administrator, or Staff Member:

Harassment means making unwelcome advances or any form of improper physical contact, gesture or sexual remark and any speech, written communication or action that creates a hostile, intimidating or offensive learning environment. Harassment is a violation of Federal Law and is contrary to the Board of Education's commitment to provide a physically and psychologically safe environment in which to learn. Even if harassment occurs as a "joke," the student will experience consequences for his/her behavior.

Consequences:

Parent/Guardian contacted. Administrative discretion with a recommendation for suspension. Possible expulsion. Possible prosecution.

13. Disrespect to teachers or staff or using inappropriate language and behavior.

Responding in a rude and/or impertinent manner (i.e., rolling eyes, sucking teeth, not being cooperative, or talking back). Follow the directions first time given.

Consequences:

1st Offense: Parent/guardian contacted. Up to two (2) day in school suspension.

2nd Offense: Parent/guardian contacted. Up to two (2) day suspension.

3rd Offense: Parent/guardian contacted. Three (3) day suspension.

Possible expulsion.

14. Hazing Students:

Hazing means to plan encourage or engage in any hazing activity. Hazing is defined as doing any act or coercing another, including the victim, to do any act of initiation into any student or other organization that causes or creates a substantial risk or causes mental or physical harm to any person. Permission, consent or assumption of the risk by an individual subjected to hazing does not lessen the prohibition contained in this policy. Hazing may also carry heavy legal consequences.

Consequences:

Parent/guardian contacted. Administrative discretion with a recommendation for suspension. Possible expulsion. Possible prosecution.

15. Smoke or Use of Other Tobacco Products and/or Bring Such Products to School:

This includes cigarettes, cigars, herbs, and smokeless tobacco. Possession of tobacco products in purses or lockers is prohibited under this policy.

Consequences:

Parent/Guardian contacted. Possible expulsion.

16. Steal and/or Vandalize Private Property

This means to cause or attempt to cause damage to private property or steal or attempt to steal private property either on school grounds or during a school activity, function, or event on school grounds. It also includes defacing or damaging school property—including but not limited to textbooks, lockers, furniture, and other equipment—with graffiti or by any other means. Students and their parents or guardians will be held responsible for any theft/vandalism that their student commits on school property. Please Note: The school may file a police report in cases of theft and vandalism. Either offense can carry heavy legal penalties.

Consequences:

1st Offense: Parent/guardian contacted. Administrative discretion. Restitution if required. Up to three (3) day suspension. Possible expulsion.

2nd Offense: Parent/guardian contacted. Administrative discretion. Up to three (3) day suspension. Restitution if required. Possible expulsion. Police report filed.

17. Be Habitually Tardy:

This means to be late for the beginning school day and/or late for classes.

Consequences:

- 5 tardy: A letter sent to parent. After School Detention
- 10 tardy: A letter sent to parent. In School Suspension
- 15 tardy: A letter sent to parent. 1 day out of School Suspension
- 20 tardy: A letter sent to parent. Up to 3 days out of school suspension

18. Display Threatening Behavior:

Threatening behavior can include verbal threats, both face to face, over electronic media (phone and/or computers), hand written notes, and/or non-verbal threats, including “hard” stares, gestures, and so on, that cause or attempt to cause any student, teacher, administrator, or staff member to feel frightened or intimidated.

Consequences:

- 1st Offense:** Parent/guardian contacted. Administrative discretion. Up to two (2) day school suspension.
- 2nd Offense:** Parent/guardian contacted. Administrative discretion. Three (3) day suspension recommended.
- 3rd Offense:** Parent/guardian contacted. Possible expulsion.

19. Be Truant:

Truancy means failing to attend school without excuse for either 9 or more days or parts of days within a six-month period or 4 or more days or parts of days within a four-week period. There are school and legal penalties that accompany truancy; in all cases a truant officer may be contacted and consulted.

Consequences:

- Parent/guardian contacted. Administrative discretion on full range of disciplinary measures.

20. Bring Any Kind of Weapon to School:

A weapon includes, but is not limited to, conventional objects like guns, pellet guns, knives, smoke bombs, stink bombs, fireworks, or club type implements as well as mace, tear gas, or other chemicals. It may also include any toy that is presented as a real weapon. It also includes objects converted from their original use to an object used to threaten or injure another. The Administration reserves the right to all final decisions regarding the definition of what is a weapon. School personnel may search lockers, book bags, gym bags, coats, and/or any other containers if they reasonably suspect the presence of a weapon.

Consequences:

- Parent/guardian contacted. Recommendation for expulsion. Possible prosecution.

21. Gang and Secret Society Symbols:

Disruption and/or intimidation caused by the wearing of any type of clothing/jewelry or by writing of any signs identified as or associated with gangs. Students can not promise to or be members of a gang, secret society, illegal club, sorority or fraternity.

Consequences:

1st Offense: Parent/guardian contacted. Administrative discretion. Up to 2 day suspension.

2nd Offense: Parent/guardian contacted. Administrative discretion. Up to three (3) day suspension.

3rd Offense: Parent/guardian contacted. Administrative discretion. Possible expulsion.

22. Possession of Stolen Property:

Having in one's possession property obtained without permission of the owner.

Consequences:

1st Offense: Parent/guardian contacted. Administrative discretion. Up to three (3) day suspension.

2nd Offense: Parent/guardian contacted. Administrative discretion. Possible expulsion.

23. Arson:

Intentionally starting any fire or combustion on school property.

Consequences:

1st Offense: Parent/guardian contacted. Administrative discretion. Possible expulsion.

24. Public Display of Affection

Inappropriate behaviors of affection, which are not for public places such as kissing, hugging, physical contact, etc.

Consequences:

1st Offense: Parent/Guardian contacted. Conference with student. Up to 2 day out of school suspension.

2nd Offense: Parent/Guardian contacted. Administrative discretion. Up to three (3) day suspension. Possible expulsion.

25. Provoking/Intimidating Behavior Encouraging or Urging Other Students to Violate School Rules:

Consequences:

1st Offense: Parent/guardian contacted. Administrative discretion. One day out of school suspension.

2nd Offense: Parent/guardian contacted. Administrative discretion. Up to two (2) day suspension.

3rd Offense: Parent/guardian contacted. Administrative discretion. Up to three (3) day suspension. Possible expulsion.

26. Bullying Policies

“Harassment, intimidation, and bullying” means any gesture, written or verbal expression, or physical act that a reasonable person should know will harm another student, damage another student’s property, place another student in reasonable fear of harm to the student’s person or damage to the student’s property, or insult or demean 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. “Harassment, intimidation, and bullying” include, but are not limited to, a gesture, written, verbal or physical act.

Consequences:

1st Offense: Parents/Guardian contacted. Up to Three (3) day out of school suspension. Possible expulsion.

2nd Offense: Parents/Guardian contacted. Possible expulsion.

27. Conspiracy

Any two (2) or more persons mutually agreeing to do any unlawful act.

Consequences:

1st Offense: Parents/Guardian contacted. Up to two (2) day out of school suspension.

2nd Offense: Parents/Guardian contacted. Up to Three (3) day out of school suspension. Possible expulsion.

28. Providing incorrect Information to the school personnel.

Refusal to provide name and/or other information when asked to do so by a staff member.

Consequences:

1st Offense: Parent/Guardian contacted. Up to Two (2) day out of school suspension.

2nd Offense: Parent/Guardian contacted. Up to Three (3) day out of school suspension. Possible expulsion.

29. Leaving Campus without Permission

Leaving campus without prior consent and authorization from school administration during school hours.

Consequences:

1st Offense: Parent/Guardian contacted. Up to Three (3) day out of school suspension.

2nd Offense: Parent/Guardian contacted. Possible expulsion.

30. Reckless Vehicle Use

Using any motorized or self-propelled vehicle on or near school grounds in a reckless manner or as a threat to health, safety, or as a disruption to the education process.

Consequences:

1st Offense: Parent/Guardian contacted. Up to Three (3) day out of school suspension.

2nd Offense: Parent/Guardian contacted. Possible expulsion.

31. Bus Misconduct

Failure to comply with rules of bus safety or disturbing others.

Consequences:

1st Offense: Parent/Guardian contacted. Up to Two (2) day out of school suspension. Loss of bus privilege.

2nd Offense: Parent/Guardian contacted. Up to Three (3) day out of school suspension. Withdrawal or restriction of bus privileges. Possible expulsion.

32. Trespassing

Entering any school property or into any school facility without proper authority. Includes any entry during a period of suspension.

Consequences:

1st Offense: Parent/Guardian contacted. Up to Two (2) day out of school suspension.

2nd Offense: Parent/Guardian contacted. Up to Three (3) day out of school suspension. Possible expulsion.

33. Inappropriate Postings

Students will be held responsible for posting, publishing or sending any "illegal or inappropriate" material (text, image, audio, and video) on campus, in newsletters, local newspapers, radio and TV programs, and over the internet or blogs such as YouTube, MySpace, Xanga, Facebook, etc. about the school, administrators, teachers, parents, and other students. Students must get a written approval from a chief administrator (i.e., superintendent or principal) to post, publish, or send any material pertaining faculty and staff, administrators, and all school activities.

Consequences: Up to three day school suspension or possible expulsion.

34. Not Attending Tutorials

Students are required to attend tutorials that they have been assigned to. Failure to attend the designated tutorials may result in suspension or other disciplinary action at the discretion of dean of discipline. Parents are responsible for arranging transportation.

DECISION MAKING PROCESS

The principal designates one of the assistant principals to be in charge of discipline. The discipline referrals were submitted to the dean of discipline. The dean of discipline may form a discipline committee to make decisions regarding discipline. The decisions of discipline committee or the dean of discipline may be appealed to the principal within two days of the date the decision was made. The principal decision's is final. For expulsion, see the expulsion policy.

DISCIPLINE POINT SYSTEM

Along with the established disciplinary procedures, Albuquerque School of Excellence will implement a Discipline Point System (DPS) in which students will be given points for unacceptable behavior. Each teacher and staff must use this system and the administration has the discretion to implement certain consequences for students who have earned points above a set limit. Parents will be notified about the consequences and the behavior resulting in DPS system.

Rules of Discipline Point System;

1. Every unwanted behavior has a numerical point. (See Discipline Point Case File)
2. Every teacher is required to mention about our DPS in his/her syllabus and use it.
3. If a student has at least one discipline point and does not receive any discipline points within 5 consecutive school days, the student's Discipline points will be reduced by 5 in the following school day.
4. A teacher can give points only once for the same incidence for one class period. The teacher shall fill out a Discipline Referral Form if the same case continues, and contact an Assistant Principal.
5. An accrue of 10 points or more within a semester period may result in attending After School Detention.
6. An accrue of 20 points or more within a semester period may result in attending second After School Detention.
7. Students required to attend After School Detention are rewarded -5 points for attending After School Detention and obeying the rules of conduct for After School Detention. Students may receive more DPS points, however for an unwilling behavior.
8. Failing to attend an After School Detention without any confirmed excuse may result in a 1 day out of school suspension.
9. An accrue of 25 points or more within a semester period may result in 1 day in school suspension.
10. An accrue of 50 points or more within a semester period may result in 1 day out of school suspension.
11. An accrue of 70 points or more within a semester period may result in 3 day out of school suspension
12. An accrue of 75 points or more within a semester period may result in expulsion.

Discipline Point Cases

Case	Points	Case	Points
Lack of materials	1	Throwing things in class/hallway/cafeteria	2
Lack of art materials	2	Not dressing for Gym class	2
Not working on assigned tasks	2	Vulgarity	3

Not turning in assigned work or homework	2	Not being in assigned location	2
Unexcused tardy to the class	1	Dress code violation	3
Bringing pop or drink to class	2	Talking back to teacher	5
Inappropriate behavior to another student	2	Gossiping/spreading tale	2
Sleeping in class	2	Back-pack in the classroom	1
Running in hallway	2	Wednesday envelope missing	1
Lack of cooperation	3	Humming/Singing/making noises	2
Leaning back in chair	1	Leaving the classroom without permission	5
Antagonistic behavior	3	Leaving paper/trash on the floor	2
Excessive talking	2	Being in the hallway without a pass	1
Inappropriate cafeteria behavior	2	Disturbing class	3
Eating/drinking in class	2	Using profanity	5
Chewing gum	2	Horse-playing	2
Tapping	1	Not receiving any DPS points within five consecutive school days	-5

More DPS cases may be added through out the year if needed.

Types of Consequences

A. Detention

Detention may be held on each day during school for up to eight (8) hours. Students who serve detention must make arrangements to be picked up from school. Parents may request in person a delay of the detention; no phone calls or notes will be accepted for this. There are two types of detentions: after school and Saturday detentions.

Detention (After School)

Rules

1. Students will bring materials to work on. (Homework, books to read from the Library, only school acceptable materials permitted.) Classroom materials may be sent by teacher.
2. Sleeping is not permitted.
3. Do not address staff or teachers. No other form of communication will be allowed.
4. Students should use the restroom before detention starts and be prepared to stay in the detention room for the entire length of time except during an emergency.
5. Students will not be permitted to go to their lockers. All materials must be brought to the room when reporting.

6. Students will follow all rules concerning classroom behavior. Failure to comply will mean suspension from school.
 7. Any student assigned to the detention room must sit the time. Students refusing to sit their time will be suspended from school.
 8. Detention time will be assigned within 24 hours of the Assistant Principal meeting with the student. This allows the parent time to make transportation arrangements.
 9. Note: Students placed on after school detention will not be permitted to participate in any extra-curricular activities that day.
 10. If a student arrives to detention room 5 minutes after designated time without confirmed excuse, the student will not be allowed into detention room, and the miss will be considered unexcused. This will result in one day out of school suspension, and redo the detention.
 11. If a student does not turn in Parent Notification form on the due date without any confirmed excuse, he/she will have 1 day out of school suspension.
- Failure to follow After School Detention Rules may result in one day School Suspension.

B. Suspension

Albuquerque School of Excellence will use two kinds of suspension: In school suspension and out of school suspension.

In School Suspension

Rules and Regulations

1. Report to the Detention room at 8:00 A.M. If you come after 8:05 you will be count as absent. In school suspension will be run from 8:00 A.M. to 3:00 P.M.
2. Students will bring materials to work on. Students are to bring IN-SCHOOL SUSPENSION ASSIGNMENT LIST with teacher's name, subject, and assignments. It is the student's responsibility to go and ask the teachers for assignment.
3. Students must sign the sign in paper when they report to the detention room. They must sign the paper when the suspension is over. Without assistant principal permission, a student can not go out of detention room. Students are to keep clean the detention room.
4. No talking or conversations. Students must be seated at all times.
5. Students will not be permitted to go their lockers. All materials must be brought to the room when reporting.
6. Students will not be permitted to go to lunch. They will have their lunch in detention room.
7. Suspension will be assigned within 24 hours of the Assistant Principal meeting with the student.
8. No disruptive behavior will be allowed.
9. Unexcused absences will be referred to the Assistant Principal.
10. No food, drinks, gum or illegal substances allowed.

11. No visits by parents, relatives or other students.
12. Sleeping is prohibited.
13. Students are responsible for lost, stolen or damaged items.
14. Transportation to the in-school suspension site is the responsibility of the students and their parents/guardians. Transportation arrangements must be made prior to arrival at the site. Telephones are not available for student use.
15. Student Handbook rules apply.
16. No physical contact of any kind between participants
17. If a student does not attend scheduled In School Suspension without any confirmed excuse, then the student will have 1 day out of school suspension and attend rescheduled In School Suspension. If it occurs again, it may require expulsion from the school.
18. If a student does not turn in Parent Notification form on the due date without any confirmed excuse, he/she will have 1 day out of school suspension.
19. Failure to comply with the rules will be reported to the Assistant Principal for further action. This further action may be up to 3 day school suspension.

Out of School Suspension

Notice of Suspension and the reasons for the suspension will be given to the student by the assistant principal after the discipline committee meeting. You and your parent/guardian may appeal a suspension within two (2) school days of the suspension being issued. This appeal must be in writing and be made to the Principal. Consequences will not be deferred pending the outcome of an appeal. Principal will make the decision within 2 school days after the appeal made. Principal's decision is final.

Suspension Policy

Grounds for suspension will include, but not be limited to:

1. Damage or destruction of school property or private property
2. Smoking
3. Profanity or obscene language or materials (These shall include obscene gestures or signs.)
4. Insubordination in refusing to comply with directions of school personnel
5. Truancy from, or repeated tardiness to, class or school
6. Theft of school property or equipment, or personal property of any school personnel, another student, or visitor
7. Fighting among two or more students on school property (including buses) or at any school sponsored activity
8. The act of extortion from any person on school property (including buses) or at any school sponsored activity
9. Repeated or flagrant violation of any school or classroom rules or accepted standards of school behavior
10. Using a fire exit door in inappropriate time.
11. Selling food or items without an approval form from an administrator.

12. Not being in assigned location. Skipping a class (including clubs and electives)

Rules and Regulations

1. A student who is suspended from the school is not allowed on school property.
2. A student who is suspended is responsible for all make-up work missed.
3. Parents or guardians of the student will be notified in advance of dates of suspension.
4. If the incidence is severe, then Principal or Assistant Principal may keep the student in detention room, until parents are notified and pick up the student.
5. Some suspensions may be extended, if further evidence is revealed. In such a case, parents or guardians will be notified either by phone or by mail.
6. If a student does not turn in Parent Notification form on the due date without any confirmed excuse, he/she will have 1 day out of school suspension.
7. Failure to follow School Suspension Rules may result in extra disciplinary action.

Any student suspended during the school year may be denied registration to ASE the following year.

If a student is suspended during the school year, the student will be denied a Re-enrolment Form for the following year. If you are interested in filing a petition and requesting your child to be re-enrolled, please submit the following to the Assistant principal within two weeks after suspension being issued. Letters must be dated and addressed to The Principal, Albuquerque School of Excellence.

- A one-page typed letter from the parent that includes:
 - Request for re-enrolment
 - Any improvement in the student
 - Measures that will be taken to avoid future discipline problems
 - Date, Parent Name and Signature
- A half-page typed letter from the student that includes:
 - Request for re-enrolment
 - An apology for the offense
 - A commitment to proper conduct
 - Date, Student Name and Signature

ASE Administration and The Discipline Committee will review the petition letters after they are submitted. During the decision making process, the student's up to date conduct will also be taken into consideration.

If suspension occurs before the re-enrolment deadline, and if the school decides not to deny re-enrolment, we will send you a letter and a Re-enrolment Form

postmarked earlier than the second Friday of March. You will have one week after receiving the letter to submit the Re-enrolment form. If your petition is not accepted, you will receive a letter postmarked earlier than the second Friday of March. If suspension occurs after re-enrolment deadline, and if the school decides not to deny re-enrolment, we will send you a letter postmarked earlier than the last day of school. If your petition is not accepted, you will receive a letter postmarked earlier than the last day of school.

C. Expulsion

The decision to expel any student will be made in writing and will include the reasons for the expulsion by the assistant principal after hearing about the events involved in a situation. In addition, suspensions may be used for students who have committed a removal or expulsion offense and for whom a conference or hearing is pending.

You and your parent/guardian may appeal an expulsion within two (2) school days of the expulsion being issued. This appeal will be made to the Superintendent in writing. Consequences will not be deferred pending the outcome of an appeal. All disciplinary hearings on expulsions will be held within four (4) school days of the appeal being made. The decision of Superintendent is final.

Expulsion Policy

Grounds for expulsion will include, but not be limited to:

1. Assault, assault and battery or threat thereof to any school personnel, other student or visitor while on school property, including buses, or at any school sponsored activity
2. False alarm, including fire, bomb threats, etc.
3. Use or possession of alcoholic beverages or illegal narcotics or drugs
4. Disruption of school by use of violence, force, coercion, threat, or disorderly conduct
(This shall include the use of same to incite others toward acts of disruption.)
5. Arson or attempted arson to any school building or property
6. Repeated offenses of flagrant violations where suspension is normally considered appropriate
7. Possession or use of weapons or any object which might be considered a dangerous weapon or instrument of violence.
8. Receiving a total of 75 DPS points within a semester.

Damage to School Property

Students who accidentally damage school property must report this promptly to the principal or classroom teacher. If the damage (e.g., a broken window) results from careless behavior, the student will be expected to pay the cost of repairs. Unreported damage will be regarded as vandalism.

Due Process

All rights will not knowingly be denied by the required code of conduct or by any disciplinary actions taken by the school. Any student who exhibits any of the “Unacceptable Types of Student Behaviors” listed in this handbook or added to this list at a later date will suffer immediate consequences. These consequences range from notification of parents, detention, and emergency removal from a school activity to suspension, expulsion, and criminal prosecution.

All students at ASE have the right to feel that they are students at ASE are entitled to the rights guaranteed by the United States Constitution and Bill of Rights, and their physically, emotionally, and intellectually safe. Therefore, if at any time you feel you are the subject of harassment, hazing, threats, or other intimidating behavior, you should immediately speak to an administrator about the problem. The situation will be investigated as soon as possible; similarly, if you are concerned about the safety of another student who seems to be the subject of harassment, hazing, or threats, you should immediately speak to an administrator about the problem. The situation will be investigated as soon as possible.

APPENDIX C

COMPLETED FORMS OF 910B5

YEAR 1 – 5

**STATE EQUALIZATION GUARANTEE REVENUE ESTIMATE WORKSHEET
BASED ON MEMBERSHIP PROJECTIONS**

Charter School Name	Albuquerque School of Excellence	Charter School Number	
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	3Y DD	4Y DD	C & C-GIFTED	D & D-GIFTED	*BASIC	GRADE TOTAL
<u>Kindergarten Program</u>						
ECE/KN						0.00
NEW FDK -						0.00
FDK					20.00	20.00
<u>Basic Program</u>						
Grade 1					40.00	40.00
Grade 2					44.00	44.00
Grade 3					44.00	44.00
Grade 4			2.00		42.00	44.00
Grade 5			2.00		46.00	48.00
Grade 6			2.00		46.00	48.00
Grade 7			2.00		48.00	50.00
Grade 8			1.00		24.00	25.00
Grade 9			1.00		24.00	25.00
Grade 10						0.00
Grade 11						0.00
Grade 12						0.00
Totals	0.00	0.00	10.00	0.00	378.00	
*INCLUDE STUDENTS RECEIVING A/B SERVICES						ECE FTE
						20.00
TOTAL GRADES 1-12						368.00
SUBTOTAL MEM						388.00
TOTAL MEM						388.00

Is this a Charter School?	Y
Is this for the 40th Day?	N

	ECE FTE	COST INDEX	PROGRAM UNITS		
<u>Kindergarten</u>					
ECE, FDK-New, and FDK	20.00	1.44	28.800	Kindergarten Units	28.800
<u>Basic Program (Grade Total)</u>					
Grade 01	40.00	1.20	48.000		
Grade 02	44.00	1.18	51.920		
Grade 03	44.00	1.18	51.920		
Grade 04	44.00	1.045	45.980		
Grade 05	48.00	1.045	50.160		
Grade 06	48.00	1.045	50.160		
Grade 07 *	50.00	1.25	62.500		
Grade 08 *	25.00	1.25	31.250		
Grade 09 *	25.00	1.25	31.250		
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					
<u>Special Education</u>	MEM	Factor			
			Basic Program Units		423.140

**STATE EQUALIZATION GUARANTEE REVENUE ESTIMATE WORKSHEET
BASED ON MEMBERSHIP PROJECTIONS**

C & C-Gifted	10.00	1.00	10.000		
D & D-Gifted	0.00	2.00	0.000		
3 Yr. DD	0.00	2.00	0.000		
4 Yr. DD	0.00	2.00	0.000		
A/B MEM (Reg/Gifted)	54.00	0.70	37.800	Special Ed. Uni	47.800

Adjusted Ancillary FTE	1.00	25.00	Ancillary FTE Units	25.000	
			Total Special Education Units		72.800

Elementary Fine Arts Program

MEM	Factor			
0.00	0.0500	Fine Arts Program Units		0.000

Bilingual Program

HOURS	MEM	FTE	Factor		
1	0.00	0.00			
2	0.00	0.00			
3	0.00	0.00			
Total Bilingual	0.00	0.00	0.500	Bilingual Units	0.000
<i>(May not total more than the no. of students in grades K-12.)</i>					

Elementary P.E. Program

MEM	Factor			
0.00	0.060	Elementary P.E. Units		0.000

TOTAL MEMBERSHIP PROGRAM UNITS 524.740

T & E Index (Oct 2006) 1.075

National Board Certified Teachers

FTE:	Factor			
0.00	1.500	National Board Certified Teachers Units:		0.000

Size Adjustment Units

	UNITS			
Elementary/Mid/Jr. High	0.000	District Size Adjustment Units		52.555
Senior High	0.000	Charter Schools not eligible for District Size		(52.555)
District Size	52.555	School Size Adjustment Units		0.000
		Rural Isolation Units		0.000
		New District Adjustment Units		0.000

<u>At-Risk Units</u>	At-risk index	MEM		
2007-2008:	0.061	388.00	At Risk Units	23.668

Charter Schools Student Activities

(Districts Only)	MEM	Factor		
	0.00	0.100	Charter Schools Student Activities Units	0.000
			(Charters not eligible for CS Student Activities)	0.000

Home School Student Activities

(Districts Only)	MEM	Factor		
	0.00	0.100	Home School Student Activities Units	0.000
			(Charters not eligible for Home School Student Activities)	0.000

**STATE EQUALIZATION GUARANTEE REVENUE ESTIMATE WORKSHEET
BASED ON MEMBERSHIP PROJECTIONS**

TOTAL PROGRAM UNITS 587.764

Save Harmless Units 0.000

GRAND TOTAL UNITS 587.764

x Unit Value \$ 3,674.26

PROGRAM COST \$ 2,159,597.75

Non-categorical Revenue Credits:

Tax Levy (41110, 41113, 41114)	
Federal Impact Aid (44103)	
Federal Forest Reserve (44204)	
Total Non-Cat Rev Credits	\$0.00

Less: 75% of Non-Categorical Revenue Credits \$ -

Other Credits/Adjustments:

Cash Balance Credit	\$ -
Energy Efficiency	
Other Misc Credits	

Total Other Credits \$ -

Less: Other Credits/Adjustments \$ -

(\$43,191.96)

STATE EQUALIZATION GUARANTEE	\$2,116,405.80
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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
Albuquerque School of Excellence		K-9	333.00	0.000
				0.000
				0.000
				0.000
				0.000

**STATE EQUALIZATION GUARANTEE REVENUE ESTIMATE WORKSHEET
BASED ON MEMBERSHIP PROJECTIONS**

			0.000
	TOTAL ELEMENTARY/MIDDLE SCHOOL/JUNIOR HIGH UNITS		<u>0.000</u>

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*):

$$((200 - \text{MEM})/200) \times (2.0 \times \text{MEM}) = \text{UNITS} \quad \text{or} \quad ((400 - \text{MEM})/400) \times (1.6 \times \text{MEM}) = \text{UNITS}$$

SCHOOL NAME	CODE	GRADES	MEM	UNITS
				0.000
				0.000
				0.000
				0.000
				0.000
				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

$$(4,000 - (\text{MEM} / \text{Eligible Senior High Schools})) \times 0.5 = \text{UNITS}$$

Enter the number of approved senior high schools (*exclude alternative schools*):

	N.A.		0.000
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Enter the number of approved senior high schools not eligible for senior high size units:

4. NEW DISTRICT ADJUSTMENT

If district is eligible, enter YES in the appropriate box.

	YES?		UNITS
a. NEWLY CREATED SCHOOL DISTRICT			0.000
$(\text{MEM for current year}) \times .147 = \text{UNITS}$			

b. DISTRICT WHOSE MEMBERSHIP DECREASES AS A RESULT OF A NEWLY CREATED DISTRICT			0.000
$(\text{MEM for prior year} - \text{MEM for current year}) \times .17 = \text{UNITS}$			

Charter School Name **Albuquerque School of Excellence**

Charter School Number

	3Y DD	4Y DD	C & C-GIFTED	D & D-GIFTED	*BASIC	GRADE TOTAL
<u>Kindergarten Program</u>						
ECE/KN						0.00
NEW FDK -						0.00
FDK					20.00	20.00
<u>Basic Program</u>						
Grade 1					40.00	40.00
Grade 2					44.00	44.00
Grade 3					44.00	44.00
Grade 4			2.00		42.00	44.00
Grade 5			3.00		69.00	72.00
Grade 6			3.00		69.00	72.00
Grade 7			3.00		69.00	72.00
Grade 8			2.00		48.00	50.00
Grade 9			1.00		24.00	25.00
Grade 10					25.00	25.00
Grade 11						0.00
Grade 12						0.00
Totals	0.00	0.00	14.00	0.00	494.00	

*INCLUDE STUDENTS RECEIVING A/B SERVICES

Is this a Charter School?	Y
Is this for the 40th Day?	N

ECE FTE	20.00
TOTAL GRADES 1-12	488.00
SUBTOTAL MEM	508.00
TOTAL MEM	508.00

	ECE FTE	COST INDEX	PROGRAM UNITS		
<u>Kindergarten</u>					
ECE, FDK-New, and FDK	20.00	1.44	28.800	Kindergarten Units	28.800
<u>Basic Program (Grade Total)</u>					
Grade 01	40.00	1.20	48.000		
Grade 02	44.00	1.18	51.920		
Grade 03	44.00	1.18	51.920		
Grade 04	44.00	1.045	45.980		

Grade 05	72.00	1.045	75.240
Grade 06	72.00	1.045	75.240
Grade 07 *	72.00	1.25	90.000
Grade 08 *	50.00	1.25	62.500
Grade 09 *	25.00	1.25	31.250
Grade 10 *	25.00	1.25	31.250
Grade 11 *	0.00	1.25	0.000
Grade 12 *	0.00	1.25	0.000

* Includes Vocational Weighting

			Basic Program Units		563.300
<u>Special Education</u>	<i>MEM</i>	<i>Factor</i>			
C & C-Gifted	14.00	1.00	14.000		
D & D-Gifted	0.00	2.00	0.000		
3 Yr. DD	0.00	2.00	0.000		
4 Yr. DD	0.00	2.00	0.000		
A/B MEM (Reg/Gifted)	71.00	0.70	49.700	Special Ed. Uni	63.700
Adjusted Ancillary FTE	2.00	25.00	Ancillary FTE Units	50.000	
			Total Special Education Units		113.700
<u>Elementary Fine Arts Program</u>	<i>MEM</i>	<i>Factor</i>			
	0.00	0.0500	Fine Arts Program Units		0.000
<u>Bilingual Program</u>	<i>MEM</i>	<i>FTE</i>	<i>Factor</i>		
HOURS					
1	0.00	0.00			
2	0.00	0.00			
3	0.00	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.)					
<u>Elementary P.E. Program</u>	<i>MEM</i>	<i>Factor</i>			
	0.00	0.060	Elementary P.E. Units		0.000
			TOTAL MEMBERSHIP PROGRAM UNITS		705.800
			T & E Index (Oct 2006)	1.075	
<u>National Board Certified Teachers</u>				ADJUSTED PROGRAM UNITS	758.735

	FTE:	Factor		
	0.00	1.500	National Board Certified Teachers Units:	0.000
<u>Size Adjustment Units</u>			District Size Adjustment Units	66.523
			Charter Schools not eligible for District Size	(66.523)
	UNITS		School Size Adjustment Units	0.000
Elementary/Mid/Jr. High	0.000		Rural Isolation Units	0.000
Senior High	0.000		New District Adjustment Units	0.000
District Size	66.523		At Risk Units	30.988
<u>At-Risk Units</u>	At-risk index	MEM	Growth Units	0.000
2007-2008:	0.061	508.00	Charter Schools Student Activities Units	0.000
			(Charters not eligible for CS Student Activities)	0.000
<u>Charter Schools Student Activities</u>			Home School Student Activities Units	0.000
(Districts Only)	MEM	Factor	(Charters not eligible for Home School Student Activities)	0.000
	0.00	0.100		
<u>Home School Student Activities</u>				
(Districts Only)	MEM	Factor		
	0.00	0.100		
			TOTAL PROGRAM UNITS	789.723
			Save Harmless Units	0.000

GROWTH & SAVE HARMLESS CALCULATION DATA	
2006-07 Actual 40th Day MEM:	508.00
(Enter the District Mem EXCLUDING Charter Mem)	
2007-08 Projected MEM:	508.00
(Enter the District Mem EXCLUDING Charter Mem)	
2007-2008 Actual 40th MEM	508.00
(Enter the District Mem EXCLUDING Charter Mem)	
2007-08 Projected MEM (Growth):	508.00

GRAND TOTAL UNITS	789.723
× Unit Value \$	3,674.26
PROGRAM COST \$	2,901,647.63
<u>Non-categorical Revenue Credits:</u>	
Tax Levy (41110, 41113, 41114)	
Federal Impact Aid (44103)	
Federal Forest Reserve (44204)	

Save-Harmless Data	
2007-2008 40th Day TOTAL PROGRAM UNITS	
(Not Grand Total Program Units)	
Growth Data	
2007-08 Operating Budget Calculation	0.000
Op-Bud takes 06-07 40 Day compared to 07-08 Mem Proj. FTE	
40th Day Calculation	0.000
Takes Prior Year 40th-Day and compares to Current Year 40th-Day	

Growth Data	
2007-08 Operating Budget Calculation	0.000
<i>Op-Bud takes 06-07 40 Day compared to 07-08 Mem Proj. FTE</i>	
40th Day Calculation	0.000
<i>Takes Prior Year 40th-Day and compares to Current Year 40th-Day</i>	

Less: 75% of Non-Categorical Revenue Credits	\$	-
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Cash Balance Credit	\$ -
Energy Efficiency	
Other Misc Credits	

Less: Other Credits/Adjustments \$ -

STATE EQUALIZATION GUARANTEE	\$2,843,614.68
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PED 910B-6

List each school with a projected MEM (Basic 1-9 and Operational Fund Early Childhood FTE EXCLUDING SPECIAL ED.) of less than 200.

$$((200 - \text{MEM})/200) \times (1.0 \times \text{MEM}) = \text{UNITS}$$

TOTAL ELEMENTARY/MIDDLE SCHOOL/JUNIOR HIGH UNITS

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):

$$((200 - \text{MEM})/200) \times (2.0 \times \text{MEM}) = \text{UNITS} \quad \text{or} \quad ((400 - \text{MEM})/400) \times (1.6 \times \text{MEM}) = \text{UNITS}$$

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.

$$(4,000 - (\text{MEM} / \text{Eligible Senior High Schools})) \times 0.5 = \text{UNITS}$$

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:

N.A.

0.000

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

Charter School Name **Albuquerque School of Excellence**

Charter School Number

	3Y DD	4Y DD	C & C-GIFTED	D & D-GIFTED	*BASIC	GRADE TOTAL
<u>Kindergarten Program</u>						
ECE/KN						0.00
NEW FDK -						0.00
FDK					20.00	20.00
<u>Basic Program</u>						
Grade 1					40.00	40.00
Grade 2					44.00	44.00
Grade 3					44.00	44.00
Grade 4			2.00		42.00	44.00
Grade 5			3.00		69.00	72.00
Grade 6			4.00		92.00	96.00
Grade 7			3.00		72.00	75.00
Grade 8			3.00		72.00	75.00
Grade 9			2.00		48.00	50.00
Grade 10					25.00	25.00
Grade 11					25.00	25.00
Grade 12						0.00
Totals	0.00	0.00	17.00	0.00	593.00	

*INCLUDE STUDENTS RECEIVING A/B SERVICES

Is this a Charter School?	Y
Is this for the 40th Day?	N

ECE FTE	20.00
TOTAL GRADES 1-12	590.00
SUBTOTAL MEM	610.00
TOTAL MEM	610.00

	ECE FTE	COST INDEX	PROGRAM UNITS		
<u>Kindergarten</u>					
ECE, FDK-New, and FDK	20.00	1.44	28.800	Kindergarten Units	28.800
<u>Basic Program (Grade Total)</u>					
Grade 01	40.00	1.20	48.000		
Grade 02	44.00	1.18	51.920		
Grade 03	44.00	1.18	51.920		
Grade 04	44.00	1.045	45.980		

Grade 05	72.00	1.045	75.240
Grade 06	96.00	1.045	100.320
Grade 07 *	75.00	1.25	93.750
Grade 08 *	75.00	1.25	93.750
Grade 09 *	50.00	1.25	62.500
Grade 10 *	25.00	1.25	31.250
Grade 11 *	25.00	1.25	31.250
Grade 12 *	0.00	1.25	0.000

* Includes Vocational Weighting

				Basic Program Units	685.880
<u>Special Education</u>	<i>MEM</i>	<i>Factor</i>			
C & C-Gifted	17.00	1.00	17.000		
D & D-Gifted	0.00	2.00	0.000		
3 Yr. DD	0.00	2.00	0.000		
4 Yr. DD	0.00	2.00	0.000		
A/B MEM (Reg/Gifted)	85.00	0.70	59.500	Special Ed. Uni	76.500
Adjusted Ancillary FTE	3.00	25.00	Ancillary FTE Units	75.000	
				Total Special Education Units	151.500
<u>Elementary Fine Arts Program</u>	<i>MEM</i>	<i>Factor</i>			
	0.00	0.0500			
				Fine Arts Program Units	0.000
<u>Bilingual Program</u>	<i>MEM</i>	<i>FTE</i>	<i>Factor</i>		
HOURS					
1	0.00	0.00			
2	0.00	0.00			
3	0.00	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.)					
<u>Elementary P.E. Program</u>	<i>MEM</i>	<i>Factor</i>			
	0.00	0.060			
				Elementary P.E. Units	0.000
				TOTAL MEMBERSHIP PROGRAM UNITS	866.180
				T & E Index (Oct 2006)	1.075
<u>National Board Certified Teachers</u>					ADJUSTED PROGRAM UNITS

	FTE:	Factor		
	0.00	1.500	National Board Certified Teachers Units:	0.000
<u>Size Adjustment Units</u>			District Size Adjustment Units	77.546
			Charter Schools not eligible for District Size	(77.546)
	UNITS		School Size Adjustment Units	0.000
Elementary/Mid/Jr. High	0.000		Rural Isolation Units	0.000
Senior High	0.000		New District Adjustment Units	0.000
District Size	77.546		At Risk Units	37.210
<u>At-Risk Units</u>	At-risk index	MEM	Growth Units	0.000
2007-2008:	0.061	610.00	Charter Schools Student Activities Units	0.000
			(Charters not eligible for CS Student Activities)	0.000
<u>Charter Schools Student Activities</u>			Home School Student Activities Units	0.000
(Districts Only)	MEM	Factor	(Charters not eligible for Home School Student Activities)	0.000
	0.00	0.100		
<u>Home School Student Activities</u>				
(Districts Only)	MEM	Factor		
	0.00	0.100		
			TOTAL PROGRAM UNITS	968.354
			Save Harmless Units	0.000

GROWTH & SAVE HARMLESS CALCULATION DATA	
2006-07 Actual 40th Day MEM:	610.00
(Enter the District Mem EXCLUDING Charter Mem)	
2007-08 Projected MEM:	610.00
(Enter the District Mem EXCLUDING Charter Mem)	
2007-2008 Actual 40th MEM	610.00
(Enter the District Mem EXCLUDING Charter Mem)	
2007-08 Projected MEM (Growth):	610.00

GRAND TOTAL UNITS	968.354
× Unit Value \$	3,674.26
PROGRAM COST \$	3,557,984.37
<u>Non-categorical Revenue Credits:</u>	
Tax Levy (41110, 41113, 41114)	
Federal Impact Aid (44103)	
Federal Forest Reserve (44204)	

Save-Harmless Data	
2007-2008 40th Day TOTAL PROGRAM UNITS	
(Not Grand Total Program Units)	
Growth Data	
2007-08 Operating Budget Calculation	0.000
Op-Bud takes 06-07 40 Day compared to 07-08 Mem Proj. FTE	
40th Day Calculation	0.000
Takes Prior Year 40th-Day and compares to Current Year 40th-Day	

Growth Data	
2007-08 Operating Budget Calculation	0.000
<i>Op-Bud takes 06-07 40 Day compared to 07-08 Mem Proj. FTE</i>	
40th Day Calculation	0.000
<i>Takes Prior Year 40th-Day and compares to Current Year 40th-Day</i>	

Less: 75% of Non-Categorical Revenue Credits	\$	-
--	----	---

Cash Balance Credit	\$ -
Energy Efficiency	
Other Misc Credits	

Less: Other Credits/Adjustments \$ -

STATE EQUALIZATION GUARANTEE	\$3,486,824.68
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PED 910B-6

List each school with a projected MEM (Basic 1-9 and Operational Fund Early Childhood FTE EXCLUDING SPECIAL ED.) of less than 200.

$$((200 - \text{MEM})/200) \times (1.0 \times \text{MEM}) = \text{UNITS}$$

TOTAL ELEMENTARY/MIDDLE SCHOOL/JUNIOR HIGH UNITS

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):

$$((200 - \text{MEM})/200) \times (2.0 \times \text{MEM}) = \text{UNITS} \quad \text{or} \quad ((400 - \text{MEM})/400) \times (1.6 \times \text{MEM}) = \text{UNITS}$$

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.

$$(4,000 - (\text{MEM} / \text{Eligible Senior High Schools})) \times 0.5 = \text{UNITS}$$

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:

N.A.

0.000

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

Charter School Name **Albuquerque School of Excellence**

Charter School Number

	3Y DD	4Y DD	C & C-GIFTED	D & D-GIFTED	*BASIC	GRADE TOTAL
<u>Kindergarten Program</u>						
ECE/KN						0.00
NEW FDK -						0.00
FDK					20.00	20.00
<u>Basic Program</u>						
Grade 1					40.00	40.00
Grade 2					44.00	44.00
Grade 3					44.00	44.00
Grade 4			2.00		42.00	44.00
Grade 5			3.00		69.00	72.00
Grade 6			4.00		92.00	96.00
Grade 7			4.00		92.00	96.00
Grade 8			3.00		72.00	75.00
Grade 9			3.00		72.00	75.00
Grade 10					50.00	50.00
Grade 11					25.00	25.00
Grade 12					25.00	25.00
Totals	0.00	0.00	19.00	0.00	687.00	

*INCLUDE STUDENTS RECEIVING A/B SERVICES

Is this a Charter School?	Y
Is this for the 40th Day?	N

ECE FTE	20.00
TOTAL GRADES 1-12	686.00
SUBTOTAL MEM	706.00
TOTAL MEM	706.00

	ECE FTE	COST INDEX	PROGRAM UNITS		
<u>Kindergarten</u>					
ECE, FDK-New, and FDK	20.00	1.44	28.800	Kindergarten Units	28.800
<u>Basic Program (Grade Total)</u>					
Grade 01	40.00	1.20	48.000		
Grade 02	44.00	1.18	51.920		
Grade 03	44.00	1.18	51.920		
Grade 04	44.00	1.045	45.980		

Grade 05	72.00	1.045	75.240
Grade 06	96.00	1.045	100.320
Grade 07 *	96.00	1.25	120.000
Grade 08 *	75.00	1.25	93.750
Grade 09 *	75.00	1.25	93.750
Grade 10 *	50.00	1.25	62.500
Grade 11 *	25.00	1.25	31.250
Grade 12 *	25.00	1.25	31.250

* Includes Vocational Weighting

			Basic Program Units		805.880
<u>Special Education</u>	<i>MEM</i>	<i>Factor</i>			
C & C-Gifted	19.00	1.00	19.000		
D & D-Gifted	0.00	2.00	0.000		
3 Yr. DD	0.00	2.00	0.000		
4 Yr. DD	0.00	2.00	0.000		
A/B MEM (Reg/Gifted)	98.00	0.70	68.600	Special Ed. Uni	87.600
Adjusted Ancillary FTE	3.00	25.00	Ancillary FTE Units	75.000	
			Total Special Education Units		162.600
<u>Elementary Fine Arts Program</u>	<i>MEM</i>	<i>Factor</i>			
	0.00	0.0500	Fine Arts Program Units		0.000
<u>Bilingual Program</u>	<i>MEM</i>	<i>FTE</i>	<i>Factor</i>		
HOURS					
1	0.00	0.00			
2	0.00	0.00			
3	0.00	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.)					
<u>Elementary P.E. Program</u>	<i>MEM</i>	<i>Factor</i>			
	0.00	0.060	Elementary P.E. Units		0.000
			TOTAL MEMBERSHIP PROGRAM UNITS		997.280
			T & E Index (Oct 2006)	1.075	
<u>National Board Certified Teachers</u>				ADJUSTED PROGRAM UNITS	1,072.076

	FTE:	Factor		
	0.00	1.500	National Board Certified Teachers Units:	0.000
<u>Size Adjustment Units</u>			District Size Adjustment Units	87.209
			Charter Schools not eligible for District Size	(87.209)
	UNITS		School Size Adjustment Units	0.000
Elementary/Mid/Jr. High	0.000		Rural Isolation Units	0.000
Senior High	0.000		New District Adjustment Units	0.000
District Size	87.209		At Risk Units	43.066
<u>At-Risk Units</u>	At-risk index	MEM	Growth Units	0.000
2007-2008:	0.061	706.00	Charter Schools Student Activities Units	0.000
			(Charters not eligible for CS Student Activities)	0.000
<u>Charter Schools Student Activities</u>			Home School Student Activities Units	0.000
(Districts Only)	MEM	Factor	(Charters not eligible for Home School Student Activities)	0.000
	0.00	0.100		
<u>Home School Student Activities</u>				
(Districts Only)	MEM	Factor		
	0.00	0.100		
			TOTAL PROGRAM UNITS	1,115.142
			Save Harmless Units	0.000

GROWTH & SAVE HARMLESS CALCULATION DATA	
2006-07 Actual 40th Day MEM:	706.00
(Enter the District Mem EXCLUDING Charter Mem)	
2007-08 Projected MEM:	706.00
(Enter the District Mem EXCLUDING Charter Mem)	
2007-2008 Actual 40th MEM	706.00
(Enter the District Mem EXCLUDING Charter Mem)	
2007-08 Projected MEM (Growth):	706.00

GRAND TOTAL UNITS	1,115.142
× Unit Value \$	3,674.26
PROGRAM COST \$	4,097,321.64
<u>Non-categorical Revenue Credits:</u>	
Tax Levy (41110, 41113, 41114)	
Federal Impact Aid (44103)	
Federal Forest Reserve (44204)	

Save-Harmless Data	
2007-2008 40th Day TOTAL PROGRAM UNITS	
(Not Grand Total Program Units)	
Growth Data	
2007-08 Operating Budget Calculation	0.000
Op-Bud takes 06-07 40 Day compared to 07-08 Mem Proj. FTE	
40th Day Calculation	0.000
Takes Prior Year 40th-Day and compares to Current Year 40th-Day	

Growth Data	
2007-08 Operating Budget Calculation	0.000
<i>Op-Bud takes 06-07 40 Day compared to 07-08 Mem Proj. FTE</i>	
40th Day Calculation	0.000
<i>Takes Prior Year 40th-Day and compares to Current Year 40th-Day</i>	

Less: 75% of Non-Categorical Revenue Credits	\$	-
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Cash Balance Credit	\$ -
Energy Efficiency	
Other Misc Credits	

Less: Other Credits/Adjustments \$ -

STATE EQUALIZATION GUARANTEE	\$4,015,375.21
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PED 910B-6

List each school with a projected MEM (Basic 1-9 and Operational Fund Early Childhood FTE EXCLUDING SPECIAL ED.) of less than 200.

$$((200 - \text{MEM})/200) \times (1.0 \times \text{MEM}) = \text{UNITS}$$

TOTAL ELEMENTARY/MIDDLE SCHOOL/JUNIOR HIGH UNITS

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*):

$$((200 - \text{MEM})/200) \times (2.0 \times \text{MEM}) = \text{UNITS} \quad \text{or} \quad ((400 - \text{MEM})/400) \times (1.6 \times \text{MEM}) = \text{UNITS}$$

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.

$$(4,000 - (\text{MEM} / \text{Eligible Senior High Schools})) \times 0.5 = \text{UNITS}$$

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:

N.A.

0.000

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

Charter School Name **Albuquerque School of Excellence**

Charter School Number

	3Y DD	4Y DD	C & C-GIFTED	D & D-GIFTED	*BASIC	GRADE TOTAL
<u>Kindergarten Program</u>						
ECE/KN						0.00
NEW FDK -						0.00
FDK					20.00	20.00
<u>Basic Program</u>						
Grade 1					40.00	40.00
Grade 2					44.00	44.00
Grade 3					44.00	44.00
Grade 4			2.00		42.00	44.00
Grade 5			6.00		144.00	150.00
Grade 6			6.00		144.00	150.00
Grade 7			4.00		96.00	100.00
Grade 8			4.00		96.00	100.00
Grade 9			3.00		72.00	75.00
Grade 10					75.00	75.00
Grade 11					50.00	50.00
Grade 12					25.00	25.00
Totals	0.00	0.00	25.00	0.00	892.00	

*INCLUDE STUDENTS RECEIVING A/B SERVICES

Is this a Charter School?	Y
Is this for the 40th Day?	N

ECE FTE	20.00
TOTAL GRADES 1-12	897.00
SUBTOTAL MEM	917.00
TOTAL MEM	917.00

	ECE FTE	COST INDEX	PROGRAM UNITS		
<u>Kindergarten</u>					
ECE, FDK-New, and FDK	20.00	1.44	28.800	Kindergarten Units	28.800
<u>Basic Program (Grade Total)</u>					
Grade 01	40.00	1.20	48.000		
Grade 02	44.00	1.18	51.920		
Grade 03	44.00	1.18	51.920		
Grade 04	44.00	1.045	45.980		

Grade 05	150.00	1.045	156.750
Grade 06	150.00	1.045	156.750
Grade 07 *	100.00	1.25	125.000
Grade 08 *	100.00	1.25	125.000
Grade 09 *	75.00	1.25	93.750
Grade 10 *	75.00	1.25	93.750
Grade 11 *	50.00	1.25	62.500
Grade 12 *	25.00	1.25	31.250

* Includes Vocational Weighting

Special Education

	MEM	Factor		
C & C-Gifted	25.00	1.00	25.000	
D & D-Gifted	0.00	2.00	0.000	
3 Yr. DD	0.00	2.00	0.000	
4 Yr. DD	0.00	2.00	0.000	
A/B MEM (Reg/Gifted)	128.00	0.70	89.600	Special Ed. Uni 114.600
Adjusted Ancillary FTE	4.00	25.00		Ancillary FTE Units 100.000

Basic Program Units

1,042.570

Special Ed. Uni 114.600

Ancillary FTE Units 100.000

Total Special Education Units

214.600

Elementary Fine Arts Program

	MEM	Factor
	0.00	0.0500

Fine Arts Program Units

0.000

Bilingual Program

HOURS	MEM	FTE	Factor
1	0.00	0.00	
2	0.00	0.00	
3	0.00	0.00	
Total Bilingual	0.00	0.00	0.500

(May not total more than the no. of students in grades K-12.)

Bilingual Units

0.000

Elementary P.E. Program

	MEM	Factor
	0.00	0.060

Elementary P.E. Units

0.000

TOTAL MEMBERSHIP PROGRAM UNITS

1,285.970

T & E Index (Oct 2006)

1.075

National Board Certified Teachers

ADJUSTED PROGRAM UNITS

1,382.418

	FTE:	Factor		
	0.00	1.500	National Board Certified Teachers Units:	0.000
<u>Size Adjustment Units</u>			District Size Adjustment Units	106.017
			Charter Schools not eligible for District Size	(106.017)
	UNITS		School Size Adjustment Units	0.000
Elementary/Mid/Jr. High	0.000		Rural Isolation Units	0.000
Senior High	0.000		New District Adjustment Units	0.000
District Size	106.017		At Risk Units	55.937
<u>At-Risk Units</u>	At-risk index	MEM	Growth Units	0.000
2007-2008:	0.061	917.00	Charter Schools Student Activities Units	0.000
			(Charters not eligible for CS Student Activities)	0.000
<u>Charter Schools Student Activities</u>			Home School Student Activities Units	0.000
(Districts Only)	MEM	Factor	(Charters not eligible for Home School Student Activities)	0.000
	0.00	0.100		
<u>Home School Student Activities</u>				
(Districts Only)	MEM	Factor		
	0.00	0.100		
			TOTAL PROGRAM UNITS	1,438.355
			Save Harmless Units	0.000

GROWTH & SAVE HARMLESS CALCULATION DATA	
2006-07 Actual 40th Day MEM:	917.00
(Enter the District Mem EXCLUDING Charter Mem)	
2007-08 Projected MEM:	917.00
(Enter the District Mem EXCLUDING Charter Mem)	
2007-2008 Actual 40th MEM	917.00
(Enter the District Mem EXCLUDING Charter Mem)	
2007-08 Projected MEM (Growth):	917.00

GRAND TOTAL UNITS	1,438.355
× Unit Value \$	3,674.26
PROGRAM COST \$	5,284,890.24
<u>Non-categorical Revenue Credits:</u>	
Tax Levy (41110, 41113, 41114)	
Federal Impact Aid (44103)	
Federal Forest Reserve (44204)	

Save-Harmless Data	
2007-2008 40th Day TOTAL PROGRAM UNITS	
(Not Grand Total Program Units)	
Growth Data	
2007-08 Operating Budget Calculation	0.000
Op-Bud takes 06-07 40 Day compared to 07-08 Mem Proj. FTE	
40th Day Calculation	0.000
Takes Prior Year 40th-Day and compares to Current Year 40th-Day	

Growth Data	
2007-08 Operating Budget Calculation	0.000
<i>Op-Bud takes 06-07 40 Day compared to 07-08 Mem Proj. FTE</i>	
40th Day Calculation	0.000
<i>Takes Prior Year 40th-Day and compares to Current Year 40th-Day</i>	

239

$$((200 - \text{MEM})/200) \times (2.0 \times \text{MEM}) = \text{UNITS} \quad \text{or} \quad ((400 - \text{MEM})/400) \times (1.6 \times \text{MEM}) = \text{UNITS}$$

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.

$$(4,000 - (\text{MEM} / \text{Eligible Senior High Schools})) \times 0.5 = \text{UNITS}$$

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:

N.A.

0.000

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

APPENDIX D

COMPLETED BUDGET SPREADSHEETS

Charter's Five Year Budget Plan

School Name: Albuquerque School of Excellence

Date: 6/25/2009

FUND	FUNCTION	OBJECT	OBJECT DESCRIPTION	PROJ. AMT (YEAR 1)	PROJ. AMT (YEAR 2)	PROJ. AMT (YEAR 3)	PROJ. AMT (YEAR 4)	PROJ. AMT (YEAR 5)
FUND 11000-Operational Revenue								
		Revenue From Local Sources						
11000	0000	41701	Fees Activities					
11000	0000	41702	Fees Educational					
11000	0000	41705	Fees Users					
11000	0000	41706	Fees Summer School					
11000	0000	41920	Contributions and Donations From Private Sources					
		Revenue From State Sources						
11000	0000	43101	State Equalization Guarantee	\$2,116,405.00	\$2,843,614.00	\$3,486,824.00	\$4,015,375.00	\$5,179,192.00
11000		TOTAL: OPERATIONAL		\$2,116,405.00	\$2,843,614.00	\$3,486,824.00	\$4,015,375.00	\$5,179,192.00
FUND 13000-Transportation Revenue								
		Revenue From State Sources						
13000	0000	43206	Transportation Distribution					
FUND 14000-Instructional Materials Revenue								
		Revenue From State Sources						
14000	0000	43207	Instructional Materials Credit (50%)					
FUND 21000-Food Services Revenue								
		Revenue From State Sources						
21000	0000	41603	Fees Adults/Food Services					
21000	0000	41604	Fees Students/Food Services	\$15,000.00	\$20,000.00	\$24,000.00	\$28,000.00	\$36,500.00
21000	0000	41605	Fees Other/Food Services					
		Revenue From Federal Sources						
21000	0000	44500	Restricted Grants Federal Flowthrough	\$40,000.00	\$52,500.00	\$63,000.00	\$73,000.00	\$95,000.00
21000		TOTAL: Food Services		\$55,000.00	\$72,500.00	\$87,000.00	\$101,000.00	\$131,500.00

Charter's Five Year Budget Plan

School Name: Albuquerque School of Excellence

Date: 6/25/2009

FUND	FUNCTION	OBJECT	OBJECT DESCRIPTION	PROJ. AMT (YEAR 1)	PROJ. AMT (YEAR 2)	PROJ. AMT (YEAR 3)	PROJ. AMT (YEAR 4)	PROJ. AMT (YEAR 5)
FUND 23000-Non-Instructional Support Revenue								
		Revenue From Local Sources						
23000	0000	41701	Fees Activities					
23000	0000	41705	Fees Users					
23000	0000	41920	Contributions and Donations From Private Sources					
23000		TOTAL: Non-Instructional Support		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
FUND 31xxx-Capital Outlay								
31200	0000	43209	PSCOC Awards					
31400	0000	43210	Special Capital Outlay State					
31xxx		TOTAL: Capital Outlay		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
FUND 24xxx, 25xxx, 26xxx, 27xxx, 28xxx, 29xxx-Other Federal, State, Local and Private Grants								
(PLEASE COMPLETE THE "OTHER GRANT REVENUE" WORKSHEET FOR ANY REVENUE LISTED BELOW)								
		Revenue From Federal Sources						
24xxx	0000	44500	Restricted Grants Federal Flowthrough	\$369,000.00	\$406,750.00	\$188,300.00	\$218,350.00	\$284,200.00
25xxx	0000	44301	Other Restricted Grants-Federal Direct					
		Revenue From Local Sources						
26xxx	0000	41921	Instruction-Categorical					
26xxx	0000	41922	Instructional Support-Categorical					
26xxx	0000	41923	Administration-Categorical					
		Revenue From State Sources						
27xxx	0000	43202	State Flowthrough Grants					
28xxx	0000	43203	State Direct Grants					
		Revenue From Local Sources						
29xxx	0000	41921	Instruction-Categorical					
29xxx	0000	41922	Instructional Support-Categorical					
29xxx	0000	41923	Administration-Categorical					
2xxxx		TOTAL: Other Grant Revenue		\$369,000.00	\$406,750.00	\$188,300.00	\$218,350.00	\$284,200.00

Other Grant Revenue - Year 1

School Name: Albuquerque School of Excellence
Date: 6/25/2009

Use this sheet only if you have entered revenue estimates for other federal, state, local or private grants, on the Revenues worksheet. Within each category below, list the fund number, grant name and brief description of the purpose of the grant. Please refer to the PED Uniform Chart of Accounts (UCOA) for grant names and fund numbers.

To Download the UCOA click below:

[Uniform Chart of Accounts \(UCOA\)](#)

24xxx - Federal Flowthrough Grants *Example: 24101 - Title I - Resources for high poverty schools*

24141 - Public Charter School Program, Implementation = \$250,000

24101 - Title I - Resources for high poverty schools = \$85,000

24163 - Title III - Immigrant funding for ELL learners = \$2,000

24157 - Title IV-A Safe & Drug Free Schools & Community = \$1,500

24150 - Title V-Part A Innovative Ed Pro Strategies = \$500

24106 - Entitlement IDEA-B Resource for special education students = \$30,000

25xxx - Federal Direct Grants *Example: 25153 Title XIX Medicaid 3/21*
26xxx - Local Grants *Example: 26123 - PNM Foundation*
27xxx - State Flowthrough Grants *Example: 27112 - Charter Schools - Planning*
28xxx - State Direct Grants *Example: 28178 - GEAR UP CHE*
29xxx - Combined Local/State Direct Grants *Example: 29130 School Based Health Center*

Other Grant Revenue - Year 2

School Name: Albuquerque School of Excellence

Date: 6/25/2009

Use this sheet only if you have entered revenue estimates for other federal, state, local or private grants, on the Revenues worksheet. Within each category below, list the fund number, grant name and brief description of the purpose of the grant. Please refer to the PED Uniform Chart of Accounts (UCOA) for grant names and fund numbers.

To Download the UCOA click below:

[Uniform Chart of Accounts \(UCOA\)](#)

24xxx - Federal Flowthrough Grants *Example: 24101 - Title I - Resources for high poverty schools*

24141 - Public Charter School Program, Implementation = \$250,000

24101 - Title I - Resources for high poverty schools = \$112,000

24163 - Title III - Immigrant funding for ELL learners = \$2,600

24157 - Title IV-A Safe & Drug Free Schools & Community = \$2,000

24150 - Title V-Part A Innovative Ed Pro Strategies = \$650

24106 - Entitlement IDEA-B Resource for special education students = \$39,500

25xxx - Federal Direct Grants *Example: 25153 Title XIX Medicaid 3/21*

26xxx - Local Grants *Example: 26123 - PNM Foundation*

27xxx - State Flowthrough Grants *Example: 27112 - Charter Schools - Planning*

28xxx - State Direct Grants *Example: 28178 - GEAR UP CHE*

29xxx - Combined Local/State Direct Grants *Example: 29130 School Based Health Center*

Other Grant Revenue - Year 3

School Name: Albuquerque School of Excellence

Date: 6/25/2009

Use this sheet only if you have entered revenue estimates for other federal, state, local or private grants, on the Revenues worksheet. Within each category below, list the fund number, grant name and brief description of the purpose of the grant. Please refer to the PED Uniform Chart of Accounts (UCOA) for grant names and fund numbers.

To Download the UCOA click below:

[Uniform Chart of Accounts \(UCOA\)](#)

24xxx - Federal Flowthrough Grants *Example: 24101 - Title I - Resources for high poverty schools*

24101 - Title I - Resources for high poverty schools = \$134,500

24163 - Title III - Immigrant funding for ELL learners = \$3,100

24157 - Title IV-A Safe & Drug Free Schools & Community = \$2,400

24150 - Title V-Part A Innovative Ed Pro Strategies = \$800

24106 - Entitlement IDEA-B Resource for special education students = \$47,500

25xxx - Federal Direct Grants *Example: 25153 Title XIX Medicaid 3/21*

26xxx - Local Grants *Example: 26123 - PNM Foundation*

27xxx - State Flowthrough Grants *Example: 27112 - Charter Schools - Planning*

28xxx - State Direct Grants *Example: 28178 - GEAR UP CHE*

29xxx - Combined Local/State Direct Grants *Example: 29130 School Based Health Center*

Other Grant Revenue - Year 4

School Name: Albuquerque School of Excellence

Date: 6/25/2009

Use this sheet only if you have entered revenue estimates for other federal, state, local or private grants, on the Revenues worksheet. Within each category below, list the fund number, grant name and brief description of the purpose of the grant. Please refer to the PED Uniform Chart of Accounts (UCOA) for grant names and fund numbers.

To Download the UCOA click below:

[Uniform Chart of Accounts \(UCOA\)](#)

24xxx - Federal Flowthrough Grants *Example: 24101 - Title I - Resources for high poverty schools*

24101 - Title I - Resources for high poverty schools = \$156,000

24163 - Title III - Immigrant funding for ELL learners = \$3,600

24157 - Title IV-A Safe & Drug Free Schools & Community = \$2,800

24150 - Title V-Part A Innovative Ed Pro Strategies = \$950

24106 - Entitlement IDEA-B Resource for special education students = \$55,000

25xxx - Federal Direct Grants *Example: 25153 Title XIX Medicaid 3/21*

26xxx - Local Grants *Example: 26123 - PNM Foundation*

27xxx - State Flowthrough Grants *Example: 27112 - Charter Schools - Planning*

28xxx - State Direct Grants *Example: 28178 - GEAR UP CHE*

29xxx - Combined Local/State Direct Grants *Example: 29130 School Based Health Center*

Other Grant Revenue - Year 5

School Name: Albuquerque School of Excellence

Date: 6/25/2009

Use this sheet only if you have entered revenue estimates for other federal, state, local or private grants, on the Revenues worksheet. Within each category below, list the fund number, grant name and brief description of the purpose of the grant. Please refer to the PED Uniform Chart of Accounts (UCOA) for grant names and fund numbers.

To Download the UCOA click below:

[Uniform Chart of Accounts \(UCOA\)](#)

24xxx - Federal Flowthrough Grants *Example: 24101 - Title I - Resources for high poverty schools*

24101 - Title I - Resources for high poverty schools = \$203,000

24163 - Title III - Immigrant funding for ELL learners = \$4,700

24157 - Title IV-A Safe & Drug Free Schools & Community = \$3,700

24150 - Title V-Part A Innovative Ed Pro Strategies = \$1,300

24106 - Entitlement IDEA-B Resource for special education students = \$71,500

25xxx - Federal Direct Grants *Example: 25153 Title XIX Medicaid 3/21*

26xxx - Local Grants *Example: 26123 - PNM Foundation*

27xxx - State Flowthrough Grants *Example: 27112 - Charter Schools - Planning*

28xxx - State Direct Grants *Example: 28178 - GEAR UP CHE*

29xxx - Combined Local/State Direct Grants *Example: 29130 School Based Health Center*

Charter's Five Year Budget Plan

School Name: *Albuquerque School of Excellence*

Date: *6/25/2009*

FUND	FUNCTION	OBJECT	JOB CLASS	OBJECT DESCRIPTION	PROJ. AMT (YEAR 1)	FTE	PROJ. AMT (YEAR 2)	FTE	PROJ. AMT (YEAR 3)	FTE	PROJ. AMT (YEAR 4)	FTE	PROJ. AMT (YEAR 5)	FTE
11000	EXPENDITURES													
	Function-1000 - Instruction													
	Personnel Services - Compensation													
11000	1000	51100	1411	Salaries Expense: Teachers Grades 1-12	\$799,500.00	19.50	\$1,083,600.00	25.80	\$1,337,300.00	31.10	\$1,601,600.00	36.40	\$2,065,500.00	45.90
11000	1000	51100	1412	Salaries Expense: Teachers Special Education	\$44,000.00	1.00	\$90,000.00	2.00	\$115,000.00	2.50	\$141,000.00	3.00	\$192,000.00	4.00
11000	1000	51100	1413	Salaries Expense: Teachers Early Childhood Ed.	\$40,000.00	1.00	\$41,000.00	1.00	\$42,000.00	1.00	\$43,000.00	1.00	\$44,000.00	1.00
11000	1000	51100	1414	Salaries Expense: Teachers Preschool (Excludes Special Ed.)										
11000	1000	51100	1415	Salaries Expense: Teachers Vocational and Technical										
11000	1000	51100	1416	Salaries Expense: Teachers Other Instruction										
11000	1000	51100	1611	Salaries Expense: Substitutes Sick Leave	\$10,000.00	0.25	\$13,500.00	0.30	\$16,000.00	0.37	\$18,700.00	0.42	\$23,500.00	0.52
11000	1000	51100	1612	Salaries Expense: Substitutes Other Leave										
11000	1000	51100	1613	Salaries Expense: Separation Pay										
11000	1000	51100	1618	Salaries Expense: Athletics										
11000	1000	51100	1621	Salaries Expense: Summer School/After School										
11000	1000	51100	1624	Salaries Expense: Activities Salaries										
11000	1000	51100	1711	Salaries Expense: Instructional Assistants Grades 1-12	\$16,000.00	0.80	\$26,400.00	1.20	\$32,200.00	1.40	\$45,600.00	1.90	\$55,000.00	2.20
11000	1000	51100	1712	Salaries Expense: Instructional Assistants Special Ed.	\$2,000.00	0.10	\$4,400.00	0.20	\$11,500.00	0.50	\$12,000.00	0.50	\$17,500.00	0.70
11000	1000	51100	1713	Salaries Expense: Instructional Assistants ECE	\$2,000.00	0.10	\$2,200.00	0.10	\$2,300.00	0.10	\$2,400.00	0.10	\$2,500.00	0.10
11000	1000	51100	1714	Salaries Expense: Inst Asst. Preschool (Excludes Spec. Ed.)										
	Total: Personnel Services Compensation				\$913,500.00	22.75	\$1,261,100.00	30.60	\$1,556,300.00	36.97	\$1,864,300.00	43.32	\$2,400,000.00	54.42
	Personnel Services - Employee Benefits													
11000	1000	52111	0000	Educational Retirement	\$106,422.75		\$156,376.40		\$204,653.45		\$259,137.70		\$333,600.00	
11000	1000	52112	0000	ERA - Retiree Health	\$11,875.50		\$16,394.30		\$20,231.90		\$24,235.90		\$31,200.00	
11000	1000	52210	0000	FICA Payments	\$56,637.00		\$78,188.20		\$96,490.60		\$115,586.60		\$148,800.00	
11000	1000	52220	0000	Medicare Payments	\$13,245.75		\$18,285.95		\$22,566.35		\$27,032.35		\$34,800.00	
11000	1000	52311	0000	Health and Medical Premiums	\$95,550.00		\$128,520.00		\$155,274.00		\$181,944.00		\$228,564.00	
11000	1000	52312	0000	Life	\$819.00		\$1,101.60		\$1,330.92		\$1,559.52		\$1,959.12	
11000	1000	52313	0000	Dental	\$5,541.90		\$7,454.16		\$9,005.89		\$10,552.75		\$13,256.71	
11000	1000	52314	0000	Vision	\$1,719.90		\$2,313.36		\$2,794.93		\$3,274.99		\$4,114.15	
11000	1000	52315	0000	Disability	\$7,582.00		\$10,500.00		\$13,000.00		\$15,500.00		\$19,920.00	
11000	1000	52316	0000	Other Insurance										
11000	1000	52500	0000	Unemployment Compensation										
11000	1000	52710	0000	Workers Compensation Premium	\$15,530.00		\$21,500.00		\$26,500.00		\$31,700.00		\$40,800.00	
11000	1000	52720	0000	Workers Compensation Employer's Fee	\$150.00		\$150.00		\$150.00		\$150.00		\$150.00	
11000	1000	52730	0000	Workers Compensation (Self Insured)										
11000	1000	52911	0000	Cafeteria Plan Fees										
11000	1000	52912	0000	Employee Assistance Programs										
11000	1000	52913	0000	Workers Compensation Employee Fees										
11000	1000	52914	0000	Deferred Sick Leave Reserve										
	Total: Personnel Services Employee Benefits				\$315,073.80		\$440,783.97		\$551,998.04		\$670,673.81		\$857,163.98	
	Purchased Professional and Technical Services													
11000	1000	53414	0000	Other Professional Services										
11000	1000	53711	0000	Other Charges										
	Total: Purchased Professional and Tech Services				\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
	Other Purchased Services													
11000	1000	55813	0000	Employee Travel - Non-Teachers										
11000	1000	55814	0000	Employee Training - Non-Teachers										
11000	1000	55817	0000	Student Travel	\$3,000.00		\$5,000.00		\$7,000.00		\$9,000.00		\$11,000.00	
11000	1000	55818	0000	Other Travel - Non-Employees										
11000	1000	55819	0000	Employee Travel - Teachers	\$10,000.00		\$13,000.00		\$17,000.00		\$19,000.00		\$24,000.00	
11000	1000	55820	0000	Employee Training - Teachers	\$10,000.00		\$15,000.00		\$22,000.00		\$30,000.00		\$37,000.00	
11000	1000	55914	0000	Contracts - Interagency										
11000	1000	55915	0000	Other Contract Services										
	Total: Other Purchased Services				\$23,000.00		\$33,000.00		\$46,000.00		\$58,000.00		\$72,000.00	
	Supplies													
11000	1000	56112	0000	Other Textbooks	\$2,000.00		\$6,000.00		\$10,000.00		\$15,000.00		\$20,000.00	
11000	1000	56113	0000	Software	\$4,000.00		\$4,000.00		\$10,000.00		\$10,000.00		\$15,000.00	
11000	1000	56118	0000	General Supplies and Materials	\$30,000.00		\$37,000.00		\$50,000.00		\$60,000.00		\$80,000.00	
	Total: Supplies				\$36,000.00		\$47,000.00		\$70,000.00		\$85,000.00		\$115,000.00	

Charter's Five Year Budget Plan

School Name: *Albuquerque School of Excellence*

Date: *6/25/2009*

FUND	FUNCTION	OBJECT	JOB CLASS	OBJECT DESCRIPTION	PROJ. AMT (YEAR 1)	FTE	PROJ. AMT (YEAR 2)	FTE	PROJ. AMT (YEAR 3)	FTE	PROJ. AMT (YEAR 4)	FTE	PROJ. AMT (YEAR 5)	FTE
11000	EXPENDITURES													
		Property												
11000	1000	57331	0000	Fixed Assets (more than \$5,000)										
11000	1000	57332	0000	Supply Assets (\$5,000 or less)										
				Total: Property	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
11000	1000			TOTAL: INSTRUCTION	\$1,287,573.80	22.75	\$1,781,883.97	30.60	\$2,224,298.04	36.97	\$2,677,973.81	43.32	\$3,444,163.98	54.42
	Function-2100 - Support Services - Students													
		Personnel Services - Compensation												
11000	2100	51100	1211	Salaries Expense: Coordinator/Subject Matter Specialist										
11000	2100	51100	1214	Salaries Expense: Guidance Counselors/Social Workers	\$55,000.00	1.00	\$57,000.00	1.00	\$59,000.00	1.00	\$61,000.00	1.00	\$63,000.00	1.00
11000	2100	51100	1215	Salaries Expense: Registered Nurse										
11000	2100	51100	1216	Salaries Expense: Health Assistants	\$25,000.00	1.00	\$26,000.00	1.00	\$40,500.00	1.50	\$42,000.00	1.50	\$58,000.00	2.00
11000	2100	51100	1217	Salaries Expense: Secretary, Clerical, Technical Assistants	\$25,000.00	1.00	\$39,000.00	1.50	\$54,000.00	2.00	\$56,000.00	2.00	\$72,500.00	2.50
11000	2100	51100	1218	Salaries Expense: School/Student Support										
11000	2100	51100	1311	Salaries Expense: Diagnostician										
11000	2100	51100	1312	Salaries Expense: Speech Therapist										
11000	2100	51100	1313	Salaries Expense: Occupational Therapist										
11000	2100	51100	1314	Salaries Expense: Physical Therapist/Recreational Therapist										
11000	2100	51100	1315	Salaries Expense: Psychologist Counselors										
11000	2100	51100	1316	Salaries Expense: Audiologists										
11000	2100	51100	1317	Salaries Expense: Interpreters										
11000	2100	51100	1318	Salaries Expense: Specialists										
11000	2100	51100	1319	Salaries Expense: Special Ed. Assistants										
11000	2100	51100	1511	Salaries Expense: Data Processing										
				Total: Personnel Services - Compensation	\$105,000.00	3.00	\$122,000.00	3.50	\$153,500.00	4.50	\$159,000.00	4.50	\$193,500.00	5.50
		Personnel Services - Employee Benefits												
11000	2100	52111	0000	Educational Retirement	\$12,232.50		\$15,128.00		\$20,185.25		\$22,101.00		\$26,896.50	
11000	2100	52112	0000	ERA - Retiree Health	\$1,365.00		\$1,586.00		\$1,995.50		\$2,067.00		\$2,515.50	
11000	2100	52210	0000	FICA Payments	\$6,510.00		\$7,564.00		\$9,517.00		\$9,858.00		\$11,997.00	
11000	2100	52220	0000	Medicare Payments	\$1,522.50		\$1,769.00		\$2,225.75		\$2,305.50		\$2,805.75	
11000	2100	52311	0000	Health and Medical Premiums	\$12,600.00		\$14,700.00		\$18,900.00		\$18,900.00		\$23,100.00	
11000	2100	52312	0000	Life	\$108.00		\$126.00		\$162.00		\$162.00		\$198.00	
11000	2100	52313	0000	Dental	\$730.80		\$852.60		\$1,096.20		\$1,096.20		\$1,339.80	
11000	2100	52314	0000	Vision	\$226.80		\$264.60		\$340.20		\$340.20		\$415.80	
11000	2100	52315	0000	Disability	\$880.00		\$1,020.00		\$1,300.00		\$1,350.00		\$1,610.00	
11000	2100	52316	0000	Other Insurance										
11000	2100	52500	0000	Unemployment Compensation										
11000	2100	52710	0000	Workers Compensation Premium	\$1,790.00		\$2,074.00		\$2,610.00		\$2,710.00		\$3,300.00	
11000	2100	52720	0000	Workers Compensation Employer's Fee	\$150.00		\$150.00		\$150.00		\$150.00		\$150.00	
11000	2100	52730	0000	Workers Compensation (Self Insured)										
11000	2100	52911	0000	Cafeteria Plan Fees										
11000	2100	52912	0000	Employee Assistance Programs										
11000	2100	52913	0000	Workers Compensation Employee Fees										
11000	2100	52914	0000	Deferred Sick Leave Reserve										
				Total: Personnel Services - Employee Benefits	\$38,115.60		\$45,234.20		\$58,481.90		\$61,039.90		\$74,328.35	
		Purchased Professional and Technical Services												
11000	2100	53211	0000	Diagnosticians - Contracted	\$2,000.00		\$4,000.00		\$6,000.00		\$8,000.00		\$11,000.00	
11000	2100	53212	0000	Speech Therapists - Contracted	\$3,000.00		\$4,000.00		\$5,000.00		\$8,000.00		\$11,000.00	
11000	2100	53213	0000	Occupational Therapists - Contracted										
11000	2100	53214	0000	Physical/Recreational Therapists - Contracted										
11000	2100	53215	0000	Psychologists/Counselors - Contracted	\$2,000.00		\$3,000.00		\$5,000.00		\$7,000.00		\$9,000.00	
11000	2100	53215	0000	Psychologists/Counselors - Contracted										
11000	2100	53216	0000	Audiologists - Contracted										
11000	2100	53217	0000	Interpreters - Contracted										
11000	2100	53218	0000	Specialists - Contracted										
11000	2100	53219	0000	Special Ed Assistants (Non-Instructional) - Contracted										
11000	2100	53414	0000	Other Professional Services										
				Total: Purchased Professional and Tech Services	\$7,000.00		\$11,000.00		\$16,000.00		\$23,000.00		\$31,000.00	

Charter's Five Year Budget Plan

School Name: *Albuquerque School of Excellence*

Date: *6/25/2009*

FUND	FUNCTION	OBJECT	JOB CLASS	OBJECT DESCRIPTION	PROJ. AMT (YEAR 1)	FTE	PROJ. AMT (YEAR 2)	FTE	PROJ. AMT (YEAR 3)	FTE	PROJ. AMT (YEAR 4)	FTE	PROJ. AMT (YEAR 5)	FTE
11000	EXPENDITURES													
				Purchased Professional and Technical Services										
11000	2100	53414	0000	Other Professional Services										
11000	2100	53711	0000	Other Charges										
				Total: Support Services - Students	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
				Other Purchased Services										
11000	2100	55200	0000	Property/Liability Insurance										
11000	2100	55813	0000	Employee Travel - Non-Teachers	\$500.00		\$700.00		\$1,000.00		\$1,000.00		\$1,500.00	
11000	2100	55814	0000	Employee Training - Non-Teachers	\$750.00		\$1,000.00		\$1,500.00		\$1,500.00		\$2,500.00	
11000	2100	55818	0000	Other Travel - Non-Employees										
11000	2100	55914	0000	Contracts - Interagency										
11000	2100	55915	0000	Other Contract Services										
				Total: Other Purchased Services	\$1,250.00		\$1,700.00		\$2,500.00		\$2,500.00		\$4,000.00	
				Supplies										
11000	2100	56113	0000	Software	\$1,000.00		\$1,000.00		\$2,000.00		\$1,000.00		\$2,000.00	
11000	2100	56118	0000	General Supplies and Materials	\$2,000.00		\$4,000.00		\$8,000.00		\$8,000.00		\$12,000.00	
				Total: Supplies	\$3,000.00		\$5,000.00		\$10,000.00		\$9,000.00		\$14,000.00	
				Property										
11000	2100	57331	0000	Fixed Assets (more than \$5,000)										
11000	2100	57332	0000	Supply Assets (\$5,000 or less)										
				Total: Property	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
11000	2100			TOTAL: SUPPORT SERVICES - STUDENTS	\$154,365.60	3.00	\$184,934.20	3.50	\$240,481.90	4.50	\$254,539.90	4.50	\$316,828.35	5.50
				Function-2200 - Support Services - Instruction										
				Personnel Services - Compensation										
11000	2200	51100	1211	Salaries Expense: Coordinator/Subject Matter Specialist										
11000	2200	51100	1212	Salaries Expense: Library/Media Specialist	\$29,000.00	1.00	\$30,000.00	1.00	\$46,500.00	1.50	\$48,000.00	1.50	\$66,000.00	2.00
11000	2200	51100	1213	Salaries Expense: Library/Media Assistants										
11000	2200	51100	1217	Salaries Expense: Secretary, Clerical, Technical Assistants										
11000	2200	51100	1511	Salaries Expense: Data Processing										
				Total: Support Services - Instruction	\$29,000.00	1.00	\$30,000.00	1.00	\$46,500.00	1.50	\$48,000.00	1.50	\$66,000.00	2.00
				Personnel Services - Employee Benefits										
11000	2200	52111	0000	Educational Retirement	\$3,378.50		\$3,720.00		\$6,114.75		\$6,672.00		\$9,174.00	
11000	2200	52112	0000	ERA - Retiree Health	\$377.00		\$390.00		\$604.50		\$624.00		\$858.00	
11000	2200	52210	0000	FICA Payments	\$1,798.00		\$1,860.00		\$2,883.00		\$2,976.00		\$4,092.00	
11000	2200	52220	0000	Medicare Payments	\$420.50		\$435.00		\$674.25		\$696.00		\$957.00	
11000	2200	52311	0000	Health and Medical Premiums	\$4,200.00		\$4,200.00		\$6,300.00		\$6,300.00		\$8,400.00	
11000	2200	52312	0000	Life	\$36.00		\$36.00		\$54.00		\$54.00		\$72.00	
11000	2200	52313	0000	Dental	\$243.60		\$243.60		\$365.40		\$365.40		\$487.20	
11000	2200	52314	0000	Vision	\$75.60		\$75.60		\$113.40		\$113.40		\$151.20	
11000	2200	52315	0000	Disability	\$240.00		\$361.00		\$390.00		\$400.00		\$550.00	
11000	2200	52316	0000	Other Insurance										
11000	2200	52500	0000	Unemployment Compensation										
11000	2200	52710	0000	Workers Compensation Premium	\$493.00		\$510.00		\$790.00		\$820.00		\$1,130.00	
11000	2200	52720	0000	Workers Compensation Employer's Fee	\$150.00		\$150.00		\$150.00		\$150.00		\$150.00	
11000	2200	52730	0000	Workers Compensation (Self Insured)										
11000	2200	52911	0000	Cafeteria Plan Fees										
11000	2200	52912	0000	Employee Assistance Programs										
11000	2200	52913	0000	Workers Compensation Employee Fees										
11000	2200	52914	0000	Deferred Sick Leave Reserve										
				Total: Personnel Services - Employee Benefits	\$11,412.20		\$11,981.20		\$18,439.30		\$19,170.80		\$26,021.40	
				Purchased Professional and Technical Services										
11000	2200	53414	0000	Other Professional Services										
11000	2200	53711	0000	Other Charges										
				Total: Purchased Professional and Tech Services	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	

Charter's Five Year Budget Plan

School Name:

Albuquerque School of Excellence

Date: 6/25/2009

FUND	FUNCTION	OBJECT	JOB CLASS	OBJECT DESCRIPTION	PROJ. AMT (YEAR 1)	FTE	PROJ. AMT (YEAR 2)	FTE	PROJ. AMT (YEAR 3)	FTE	PROJ. AMT (YEAR 4)	FTE	PROJ. AMT (YEAR 5)	FTE
11000	EXPENDITURES													
		Other Purchased Services												
11000	2200	55813	0000	Employee Travel - Non-Teachers	\$200.00		\$200.00		\$400.00		\$400.00		\$600.00	
11000	2200	55814	0000	Employee Training - Non-Teachers	\$500.00		\$500.00		\$1,000.00		\$1,000.00		\$1,300.00	
11000	2200	55818	0000	Other Travel - Non-Employees										
11000	2200	55914	0000	Contracts - Interagency										
11000	2200	55915	0000	Other Contract Services										
				Total: Other Purchased Services	\$700.00		\$700.00		\$1,400.00		\$1,400.00		\$1,900.00	
		Supplies												
11000	2200	56113	0000	Software										
11000	2200	56114	0000	Library And Audio-Visual										
11000	2200	56118	0000	General Supplies and Materials	\$10,000.00		\$15,000.00		\$20,000.00		\$20,000.00		\$30,000.00	
				Total: Supplies	\$10,000.00		\$15,000.00		\$20,000.00		\$20,000.00		\$30,000.00	
		Property												
11000	2200	57331	0000	Fixed Assets (more than \$5,000)										
11000	2200	57332	0000	Supply Assets (\$5,000 or less)										
				Total: Property	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
11000	2200			TOTAL: SUPPORT SERVICES - INSTRUCTION	\$51,112.20	1.00	\$57,681.20	1.00	\$86,339.30	1.50	\$88,570.80	1.50	\$123,921.40	2.00
	Function-2300 - General Administration													
		Personnel Services - Compensation												
11000	2300	51100	1113	Salaries Expense: Administrative Associates										
11000	2300	51100	1114	Salaries Expense: Administrative Assistants										
11000	2300	51100	1217	Salaries Expense: Secretary, Clerical, Technical Assistants										
11000	2300	51100	1511	Salaries Expense: Data Processing										
				Total: Personnel Services - Compensation	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00
		Personnel Services - Employee Benefits												
11000	2300	52111	0000	Educational Retirement	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
11000	2300	52112	0000	ERA - Retiree Health	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
11000	2300	52210	0000	FICA Payments	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
11000	2300	52220	0000	Medicare Payments	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
11000	2300	52311	0000	Health and Medical Premiums	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
11000	2300	52312	0000	Life	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
11000	2300	52313	0000	Dental	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
11000	2300	52314	0000	Vision	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
11000	2300	52315	0000	Disability										
11000	2300	52316	0000	Other Insurance										
11000	2300	52500	0000	Unemployment Compensation										
11000	2300	52710	0000	Workers Compensation Premium										
11000	2300	52720	0000	Workers Compensation Employer's Fee										
11000	2300	52730	0000	Workers Compensation (Self Insured)										
11000	2300	52911	0000	Cafeteria Plan Fees										
11000	2300	52912	0000	Employee Assistance Programs										
11000	2300	52913	0000	Workers Compensation Employee Fees										
11000	2300	52914	0000	Deferred Sick Leave Reserve										
				Total: Personnel Services - Employee Benefits	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
		Purchased Professional and Technical Services												
11000	2300	53411	0000	Auditing										
11000	2300	53412	0000	Bond/Board Elections										
11000	2300	53413	0000	Legal	\$20,000.00		\$25,000.00		\$25,000.00		\$25,000.00		\$30,000.00	
11000	2300	53414	0000	Other Professional Services										
11000	2300	53711	0000	Other Charges										
				Total: Purchased Professional and Tech Services	\$20,000.00		\$25,000.00		\$25,000.00		\$25,000.00		\$30,000.00	
		Other Purchased Services												
11000	2300	55400	0000	Advertising										
11000	2300	55811	0000	Board Travel										

Charter's Five Year Budget Plan

School Name: **Albuquerque School of Excellence**

Date: **6/25/2009**

FUND	FUNCTION	OBJECT	JOB CLASS	OBJECT DESCRIPTION	PROJ. AMT (YEAR 1)	FTE	PROJ. AMT (YEAR 2)	FTE	PROJ. AMT (YEAR 3)	FTE	PROJ. AMT (YEAR 4)	FTE	PROJ. AMT (YEAR 5)	FTE
11000	EXPENDITURES													
11000	2300	55812	0000	Board Training										
11000	2300	55813	0000	Employee Travel - Non-Teachers										
11000	2300	55814	0000	Employee Training - Non-Teachers										
11000	2300	55818	0000	Other Travel - Non-Employees										
11000	2300	55914	0000	Contracts - Interagency										
11000	2300	55915	0000	Other Contract Services										
				Total: Other Purchased Services	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
		Supplies												
11000	2300	56113	0000	Software										
11000	2300	56115	0000	Board Expenses										
11000	2300	56118	0000	General Supplies and Materials										
				Total: Supplies	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
		Property												
11000	2300	57331	0000	Fixed Assets (more than \$5,000)										
11000	2300	57332	0000	Supply Assets (\$5,000 or less)										
				Total: Property	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
11000	2300			TOTAL: GENERAL ADMINISTRATION	\$20,000.00	0.00	\$25,000.00	0.00	\$25,000.00	0.00	\$25,000.00	0.00	\$30,000.00	0.00
		Function-2400 - School Administration												
		Personnel Services - Compensation												
11000	2400	51100	1112	Salaries Expense: Principal	\$65,000.00	1.00	\$67,000.00	1.00	\$70,000.00	1.00	\$72,000.00	1.00	\$75,000.00	1.00
11000	2400	51100	1211	Salaries Expense: Coordinator/Subject Matter Specialist	\$55,000.00	1.00	\$57,000.00	1.00	\$118,000.00	2.00	\$122,000.00	2.00	\$189,000.00	3.00
11000	2400	51100	1217	Salaries Expense: Secretary, Clerical, Technical Assistants										
11000	2400	51100	1511	Salaries Expense: Data Processing	\$45,000.00	1.00	\$46,500.00	1.00	\$48,000.00	1.00	\$49,000.00	1.00	\$75,000.00	1.50
				Total: Personnel Services - Compensation	\$165,000.00	3.00	\$170,500.00	3.00	\$236,000.00	4.00	\$243,000.00	4.00	\$339,000.00	5.50
		Personnel Services - Employee Benefits												
11000	2400	52111	0000	Educational Retirement	\$19,222.50		\$21,142.00		\$31,034.00		\$33,777.00		\$47,121.00	
11000	2400	52112	0000	ERA - Retiree Health	\$2,145.00		\$2,216.50		\$3,068.00		\$3,159.00		\$4,407.00	
11000	2400	52210	0000	FICA Payments	\$10,230.00		\$10,571.00		\$14,632.00		\$15,066.00		\$21,018.00	
11000	2400	52220	0000	Medicare Payments	\$2,392.50		\$2,472.25		\$3,422.00		\$3,523.50		\$4,915.50	
11000	2400	52311	0000	Health and Medical Premiums	\$12,600.00		\$12,600.00		\$16,800.00		\$16,800.00		\$23,100.00	
11000	2400	52312	0000	Life	\$108.00		\$108.00		\$144.00		\$144.00		\$198.00	
11000	2400	52313	0000	Dental	\$730.80		\$730.80		\$974.40		\$974.40		\$1,339.80	
11000	2400	52314	0000	Vision	\$226.80		\$226.80		\$302.40		\$302.40		\$415.80	
11000	2400	52315	0000	Disability	\$1,370.00		\$1,420.00		\$2,000.00		\$2,220.00		\$2,820.00	
11000	2400	52316	0000	Other Insurance										
11000	2400	52500	0000	Unemployment Compensation										
11000	2400	52710	0000	Workers Compensation Premium	\$2,805.00		\$2,900.00		\$4,000.00		\$4,550.00		\$5,800.00	
11000	2400	52720	0000	Workers Compensation Employer's Fee	\$150.00		\$150.00		\$150.00		\$150.00		\$150.00	
11000	2400	52730	0000	Workers Compensation (Self Insured)										
11000	2400	52911	0000	Cafeteria Plan Fees										
11000	2400	52912	0000	Employee Assistance Programs										
11000	2400	52913	0000	Workers Compensation Employee Fees										
11000	2400	52914	0000	Deferred Sick Leave Reserve										
				Total: Personnel Services - Employee Benefits	\$51,980.60		\$54,537.35		\$76,526.80		\$80,666.30		\$111,285.10	
		Purchased Professional and Technical Services												
11000	2400	53414	0000	Other Professional Services										
11000	2400	53711	0000	Other Charges										
				Total: Purchased Professional and Technical Services	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
		Other Purchased Services												
11000	2400	55813	0000	Employee Travel - Non-Teachers	\$5,000.00		\$6,000.00		\$7,000.00		\$7,000.00		\$9,000.00	
11000	2400	55814	0000	Employee Training - Non-Teachers	\$2,000.00		\$4,000.00		\$5,000.00		\$5,000.00		\$7,000.00	
11000	2400	55914	0000	Contracts - Interagency										
11000	2400	55915	0000	Other Contract Services										
				Total: Other Purchased Services	\$7,000.00		\$10,000.00		\$12,000.00		\$12,000.00		\$16,000.00	

Charter's Five Year Budget Plan

School Name:

Albuquerque School of Excellence

Date: 6/25/2009

FUND	FUNCTION	OBJECT	JOB CLASS	OBJECT DESCRIPTION	PROJ. AMT (YEAR 1)	FTE	PROJ. AMT (YEAR 2)	FTE	PROJ. AMT (YEAR 3)	FTE	PROJ. AMT (YEAR 4)	FTE	PROJ. AMT (YEAR 5)	FTE
11000	EXPENDITURES													
		Supplies												
11000	2400	56113	0000	Software	\$1,000.00		\$1,000.00		\$1,000.00		\$3,000.00		\$5,000.00	
11000	2400	56118	0000	General Supplies and Materials	\$5,000.00		\$6,000.00		\$7,000.00		\$8,000.00		\$12,000.00	
				Total: Supplies	\$6,000.00		\$7,000.00		\$8,000.00		\$11,000.00		\$17,000.00	
		Property												
11000	2400	57331	0000	Fixed Assets (more than \$5,000)										
11000	2400	57332	0000	Supply Assets (\$5,000 or less)										
				Total: Property	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
11000	2400			TOTAL: SCHOOL ADMINISTRATION	\$229,980.60	3.00	\$242,037.35	3.00	\$332,526.80	4.00	\$346,666.30	4.00	\$483,285.10	5.50
	Function-2500 - Central Services													
		Personnel Services - Compensation												
11000	2500	51100	1113	Salaries Expense: Administrative Associates										
11000	2500	51100	1114	Salaries Expense: Administrative Assistants										
11000	2500	51100	1115	Salaries Expense: Assoc. Supt.-Fin./Business Manager										
11000	2500	51100	1217	Salaries Expense: Secretary, Clerical, Technical Assistants										
11000	2500	51100	1220	Salaries Expense: Business Office Support										
11000	2500	51100	1511	Salaries Expense: Data Processing										
				Total: Personnel Services - Compensation	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00
		Personnel Services - Employee Benefits												
11000	2500	52111	0000	Educational Retirement	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
11000	2500	52112	0000	ERA - Retiree Health	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
11000	2500	52210	0000	FICA Payments	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
11000	2500	52220	0000	Medicare Payments	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
11000	2500	52311	0000	Health and Medical Premiums	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
11000	2500	52312	0000	Life	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
11000	2500	52313	0000	Dental	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
11000	2500	52314	0000	Vision	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
11000	2500	52315	0000	Disability										
11000	2500	52316	0000	Other Insurance										
11000	2500	52500	0000	Unemployment Compensation										
11000	2500	52710	0000	Workers Compensation Premium										
11000	2500	52720	0000	Workers Compensation Employer's Fee										
11000	2500	52730	0000	Workers Compensation (Self Insured)										
11000	2500	52911	0000	Cafeteria Plan Fees										
11000	2500	52912	0000	Employee Assistance Programs										
11000	2500	52913	0000	Workers Compensation Employee Fees										
11000	2500	52914	0000	Deferred Sick Leave Reserve										
				Total: Personnel Services - Employee Benefits	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
		Purchased Professional and Technical Services												
11000	2500	53414	0000	Other Professional Services	\$60,000.00		\$65,000.00		\$70,000.00		\$75,000.00		\$85,000.00	
11000	2500	53711	0000	Other Charges										
				Total: Purchased Professional and Technical Services	\$60,000.00		\$65,000.00		\$70,000.00		\$75,000.00		\$85,000.00	
		Other Purchased Services												
11000	2500	55400	0000	Advertising	\$20,000.00		\$15,000.00		\$10,000.00		\$10,000.00		\$10,000.00	
11000	2500	55813	0000	Employee Travel - Non-Teachers										
11000	2500	55814	0000	Employee Training - Non-Teachers										
11000	2500	55914	0000	Contracts - Interagency										
11000	2500	55915	0000	Other Contract Services										
				Total: Other Purchased Services	\$20,000.00		\$15,000.00		\$10,000.00		\$10,000.00		\$10,000.00	
		Supplies												
11000	2500	56113	0000	Software										
11000	2500	56118	0000	General Supplies and Materials										
				Total: Supplies	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	

Charter's Five Year Budget Plan

School Name: *Albuquerque School of Excellence*

Date: *6/25/2009*

FUND	FUNCTION	OBJECT	JOB CLASS	OBJECT DESCRIPTION	PROJ. AMT (YEAR 1)	FTE	PROJ. AMT (YEAR 2)	FTE	PROJ. AMT (YEAR 3)	FTE	PROJ. AMT (YEAR 4)	FTE	PROJ. AMT (YEAR 5)	FTE
11000	EXPENDITURES													
		Property												
11000	2500	57331	0000	Fixed Assets (more than \$5,000)										
11000	2500	57332	0000	Supply Assets (\$5,000 or less)										
				Total: Property	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
11000	2500			TOTAL: CENTRAL SERVICES	\$80,000.00	0.00	\$80,000.00	0.00	\$80,000.00	0.00	\$85,000.00	0.00	\$95,000.00	0.00
	Function-2600 - Operation and Maintenance of Plant													
		Personnel Services - Compensation												
11000	2600	51100	1113	Salaries Expense: Administrative Associates										
11000	2600	51100	1114	Salaries Expense: Administrative Assistants										
11000	2600	51100	1217	Salaries Expense: Secretary, Clerical, Technical Assistants										
11000	2600	51100	1219	Salaries Expense: Duty Personnel										
11000	2600	51100	1614	Salaries Expense: Maintenance										
11000	2600	51100	1615	Salaries Expense: Custodial										
11000	2600	51100	1623	Salaries Expense: Crosswalk Guards										
				Total: Personnel Services - Compensation	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00
		Personnel Services - Employee Benefits												
11000	2600	52111	0000	Educational Retirement	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
11000	2600	52112	0000	ERA - Retiree Health	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
11000	2600	52210	0000	FICA Payments	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
11000	2600	52220	0000	Medicare Payments	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
11000	2600	52311	0000	Health and Medical Premiums	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
11000	2600	52312	0000	Life	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
11000	2600	52313	0000	Dental	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
11000	2600	52314	0000	Vision	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
11000	2600	52315	0000	Disability										
11000	2600	52316	0000	Other Insurance										
11000	2600	52500	0000	Unemployment Compensation										
11000	2600	52710	0000	Workers Compensation Premium										
11000	2600	52720	0000	Workers Compensation Employer's Fee										
11000	2600	52730	0000	Workers Compensation (Self Insured)										
11000	2600	52911	0000	Cafeteria Plan Fees										
11000	2600	52912	0000	Employee Assistance Programs										
11000	2600	52913	0000	Workers Compensation Employee Fees										
11000	2600	52914	0000	Deferred Sick Leave Reserve										
				Total: Personnel Services - Employee Benefits	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
		Purchased Professional and Technical Services												
11000	2600	53711	0000	Other Charges	\$25,000.00		\$30,000.00		\$33,000.00		\$35,000.00		\$39,000.00	
				Total: Purchased Professional and Tech Services	\$25,000.00		\$30,000.00		\$33,000.00		\$35,000.00		\$39,000.00	
		Purchased Property Services												
11000	2600	54311	0000	Maintenance & Repair - Furniture/Fixtures/Equipment	\$2,000.00		\$4,000.00		\$6,000.00		\$8,000.00		\$10,000.00	
11000	2600	54312	0000	Maintenance & Repair - Buildings and Grounds	\$10,000.00		\$15,000.00		\$17,000.00		\$19,000.00		\$23,000.00	
11000	2600	54313	0000	Maintenance & Repair - Vehicles										
11000	2600	54411	0000	Electricity	\$30,000.00		\$35,000.00		\$40,000.00		\$43,000.00		\$47,000.00	
11000	2600	54412	0000	Natural Gas (Buildings)	\$2,000.00		\$3,000.00		\$4,000.00		\$5,000.00		\$6,500.00	
11000	2600	54413	0000	Propane/Butane (Buildings)										
11000	2600	54414	0000	Other Energy (Buildings)										
11000	2600	54415	0000	Water/Sewage	\$4,000.00		\$5,000.00		\$6,500.00		\$7,500.00		\$8,500.00	
11000	2600	54416	0000	Communication Services	\$5,000.00		\$7,000.00		\$8,000.00		\$9,000.00		\$10,000.00	
11000	2600	54610	0000	Rental - Land and Buildings	\$240,000.00		\$300,000.00		\$324,000.00		\$336,000.00		\$360,000.00	
11000	2600	54620	0000	Rental - Equipment and Vehicles	\$30,000.00		\$35,000.00		\$40,000.00		\$45,000.00		\$55,000.00	
11000	2600	54630	0000	Rental - Computers and Related Equipment	\$24,000.00		\$30,000.00		\$30,000.00		\$30,000.00		\$35,000.00	
				Total: Purchased Property Services	\$347,000.00		\$434,000.00		\$475,500.00		\$502,500.00		\$555,000.00	
		Other Purchased Services												
11000	2600	55200	0000	Property/Liability Insurance	\$10,000.00		\$15,000.00		\$17,000.00		\$20,000.00		\$24,000.00	
11000	2600	55813	0000	Employee Travel - Non-Teachers										

Charter's Five Year Budget Plan

School Name: *Albuquerque School of Excellence*

Date: *6/25/2009*

FUND	FUNCTION	OBJECT	JOB CLASS	OBJECT DESCRIPTION	PROJ. AMT (YEAR 1)	FTE	PROJ. AMT (YEAR 2)	FTE	PROJ. AMT (YEAR 3)	FTE	PROJ. AMT (YEAR 4)	FTE	PROJ. AMT (YEAR 5)	FTE
11000	EXPENDITURES													
11000	2600	55814	0000	Employee Training - Non-Teachers										
11000	2600	55914	0000	Contracts - Interagency										
11000	2600	55915	0000	Other Contract Services										
				Total: Other Purchased Services	\$10,000.00		\$15,000.00		\$17,000.00		\$20,000.00		\$24,000.00	
		Supplies												
11000	2600	56113	0000	Software										
11000	2600	56118	0000	General Supplies and Materials										
11000	2600	56210	0000	Natural Gas (Vehicles)										
11000	2600	56211	0000	Gasoline										
11000	2600	56212	0000	Diesel Fuel										
11000	2600	56213	0000	Propane (Vehicles)										
11000	2600	56214	0000	Lubricants/Anti-Freeze										
11000	2600	56215	0000	Tires/Tubes										
11000	2600	56216	0000	Maintenance Supplies/Parts										
				Total: Supplies	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
		Property												
11000	2600	57331	0000	Fixed Assets (more than \$5,000)										
11000	2600	57332	0000	Supply Assets (\$5,000 or less)										
				Total: Property	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
11000	2600			TOTAL: OPERATION AND MAINTENANCE OF PLANT	\$382,000.00	0.00	\$479,000.00	0.00	\$525,500.00	0.00	\$557,500.00	0.00	\$618,000.00	0.00
	Function-2700 - Student Transportation													
		Personnel Services - Compensation												
11000	2700	51100	1113	Salaries Expense: Administrative Associates										
11000	2700	51100	1114	Salaries Expense: Administrative Assistants										
11000	2700	51100	1217	Salaries Expense: Secretary, Clerical, Technical Assistants										
11000	2700	51100	1319	Salaries Expense: Special Ed. Assistants										
				Total: Personnel Services - Compensation	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00
		Personnel Services - Employee Benefits												
11000	2700	52111	0000	Educational Retirement	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
11000	2700	52112	0000	ERA - Retiree Health	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
11000	2700	52210	0000	FICA Payments	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
11000	2700	52220	0000	Medicare Payments	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
11000	2700	52311	0000	Health and Medical Premiums	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
11000	2700	52312	0000	Life	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
11000	2700	52313	0000	Dental	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
11000	2700	52314	0000	Vision	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
11000	2700	52315	0000	Disability										
11000	2700	52316	0000	Other Insurance										
11000	2700	52500	0000	Unemployment Compensation										
11000	2700	52710	0000	Workers Compensation Premium										
11000	2700	52720	0000	Workers Compensation Employer's Fee										
11000	2700	52730	0000	Workers Compensation (Self Insured)										
11000	2700	52911	0000	Cafeteria Plan Fees										
11000	2700	52912	0000	Employee Assistance Programs										
11000	2700	52913	0000	Workers Compensation Employee Fees										
11000	2700	52914	0000	Deferred Sick Leave Reserve										
				Total: Personnel Services - Employee Benefits	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
		Purchased Professional and Technical Services												
11000	2700	53711	0000	Other Charges										
				Total: Purchased Professional and Technical Services	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
		Purchased Property Services												
11000	2700	55111	0000	Transportation Per-Capita Feeders										
11000	2700	55112	0000	Transportation Contractors										
				Total: Purchased Property Services	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
11000	2700			TOTAL: STUDENT TRANSPORTATION	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00

Charter's Five Year Budget Plan

School Name: *Albuquerque School of Excellence*

Date: *6/25/2009*

FUND	FUNCTION	OBJECT	JOB CLASS	OBJECT DESCRIPTION	PROJ. AMT (YEAR 1)	FTE	PROJ. AMT (YEAR 2)	FTE	PROJ. AMT (YEAR 3)	FTE	PROJ. AMT (YEAR 4)	FTE	PROJ. AMT (YEAR 5)	FTE
11000	EXPENDITURES													
11000	2000			TOTAL: SUPPORT SERVICES	\$917,458.40	7.00	\$1,068,652.75	7.50	\$1,289,848.00	10.00	\$1,357,277.00	10.00	\$1,667,034.85	13.00

Charter's Five Year Budget Plan

School Name: **Albuquerque School of Excellence**

Date: **6/25/2009**

FUND	FUNCTION	OBJECT	JOB CLASS	OBJECT DESCRIPTION	PROJ. AMT (YEAR 1)	FTE	PROJ. AMT (YEAR 2)	FTE	PROJ. AMT (YEAR 3)	FTE	PROJ. AMT (YEAR 4)	FTE	PROJ. AMT (YEAR 5)	FTE
11000	EXPENDITURES													
	Function-3100 - Food Service Operations													
		Personnel Services - Compensation												
11000	3100	51100	1113	Salaries Expense: Administrative Associates										
11000	3100	51100	1114	Salaries Expense: Administrative Assistants										
11000	3100	51100	1217	Salaries Expense: Secretary, Clerical, Technical Assistants										
11000	3100	51100	1617	Salaries Expense: Food Service										
		Total: Personnel Services - Compensation			\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00
		Personnel Services - Employee Benefits												
11000	3100	52111	0000	Educational Retirement	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
11000	3100	52112	0000	ERA - Retiree Health	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
11000	3100	52210	0000	FICA Payments	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
11000	3100	52220	0000	Medicare Payments	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
11000	3100	52311	0000	Health and Medical Premiums	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
11000	3100	52312	0000	Life	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
11000	3100	52313	0000	Dental	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
11000	3100	52314	0000	Vision	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
11000	3100	52315	0000	Disability										
11000	3100	52316	0000	Other Insurance										
11000	3100	52500	0000	Unemployment Compensation										
11000	3100	52710	0000	Workers Compensation Premium										
11000	3100	52720	0000	Workers Compensation Employer's Fee										
11000	3100	52730	0000	Workers Compensation (Self Insured)										
11000	3100	52911	0000	Cafeteria Plan Fees										
11000	3100	52912	0000	Employee Assistance Programs										
11000	3100	52913	0000	Workers Compensation Employee Fees										
11000	3100	52914	0000	Deferred Sick Leave Reserve										
		Total: Personnel Services - Employee Benefits			\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
	Function-3100 - Food Service Operations													
		Purchased Professional and Technical Services												
11000	3100	53411	0000	Auditing										
11000	3100	53413	0000	Legal										
11000	3100	53414	0000	Other Professional Services	\$55,000.00		\$72,500.00		\$87,000.00		\$101,000.00		\$131,500.00	
11000	3100	53711	0000	Other Charges										
		Total: Purchased Professional and Tech Services			\$55,000.00		\$72,500.00		\$87,000.00		\$101,000.00		\$131,500.00	
		Purchased Property Services												
11000	3100	54311	0000	Maintenance & Repair - Furniture/Fixtures/Equipment										
11000	3100	54312	0000	Maintenance & Repair - Buildings and Grounds										
11000	3100	54313	0000	Maintenance & Repair - Vehicles										
11000	3100	54411	0000	Electricity										
11000	3100	54412	0000	Natural Gas (Buildings)										
11000	3100	54413	0000	Propane/Butane (Buildings)										
11000	3100	54414	0000	Other Energy (Buildings)										
11000	3100	54415	0000	Water/Sewage										
11000	3100	54416	0000	Communication Services										
11000	3100	54610	0000	Rental - Land and Buildings										
11000	3100	54620	0000	Rental - Equipment and Vehicles										
11000	3100	54630	0000	Rental - Computers and Related Equipment										
		Total: Purchased Property Services			\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
		Other Purchased Services												
11000	3100	55813	0000	Employee Travel - Non-Teachers										
11000	3100	55814	0000	Employee Training - Non-Teachers										
11000	3100	55914	0000	Contracts - Interagency										
11000	3100	55915	0000	Other Contract Services										
		Total: Other Purchased Services			\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	

Charter's Five Year Budget Plan

School Name: **Albuquerque School of Excellence**

Date: **6/25/2009**

FUND	FUNCTION	OBJECT	JOB CLASS	OBJECT DESCRIPTION	PROJ. AMT (YEAR 1)	FTE	PROJ. AMT (YEAR 2)	FTE	PROJ. AMT (YEAR 3)	FTE	PROJ. AMT (YEAR 4)	FTE	PROJ. AMT (YEAR 5)	FTE
11000	EXPENDITURES													
		Supplies												
11000	3100	56113	0000	Software										
11000	3100	56116	0000	Food										
11000	3100	56117	0000	Non-Food										
11000	3100	56118	0000	General Supplies and Materials										
				Total: Supplies	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
		Property												
11000	3100	57331	0000	Fixed Assets (more than \$5,000)										
11000	3100	57332	0000	Supply Assets (\$5,000 or less)										
				Total: Property	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
11000	3100			TOTAL: FOOD SERVICES OPERATIONS	\$55,000.00	0.00	\$72,500.00	0.00	\$87,000.00	0.00	\$101,000.00	0.00	\$131,500.00	0.00
	Function-3300 - Community Services Operations													
		Personnel Services - Compensation												
11000	3300	51100	1619	Salaries Expense: Adult Education										
11000	3300	51100	1620	Salaries Expense: Recreation										
11000	3300	51100	1621	Salaries Expense: Summer School/After School										
11000	3300	51100	1622	Salaries Expense: Bus Drivers										
11000	3300	51100	1625	Salaries Expense: Extended Services to Students										
				Total: Personnel Services - Compensation	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00
		Personnel Services - Employee Benefits												
11000	3300	52111	0000	Educational Retirement	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
11000	3300	52112	0000	ERA - Retiree Health	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
11000	3300	52210	0000	FICA Payments	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
11000	3300	52220	0000	Medicare Payments	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
11000	3300	52311	0000	Health and Medical Premiums	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
11000	3300	52312	0000	Life	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
11000	3300	52313	0000	Dental	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
11000	3300	52314	0000	Vision	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
11000	3300	52315	0000	Disability										
11000	3300	52316	0000	Other Insurance										
11000	3300	52500	0000	Unemployment Compensation										
11000	3300	52710	0000	Workers Compensation Premium										
11000	3300	52720	0000	Workers Compensation Employer's Fee										
11000	3300	52730	0000	Workers Compensation (Self Insured)										
11000	3300	52911	0000	Cafeteria Plan Fees										
11000	3300	52912	0000	Employee Assistance Programs										
11000	3300	52913	0000	Workers Compensation Employee Fees										
11000	3300	52914	0000	Deferred Sick Leave Reserve										
				Total: Personnel Services - Employee Benefits	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
		Other Purchased Services												
11000	3300	55200	0000	Property/Liability Insurance										
11000	3300	55813	0000	Employee Travel - Non-Teachers										
11000	3300	55814	0000	Employee Training - Non-Teachers										
11000	3300	55817	0000	Student Travel										
11000	3300	55818	0000	Other Travel - Non-Employees										
11000	3300	55914	0000	Contracts - Interagency										
11000	3300	55915	0000	Other Contract Services										
				Total: Other Purchased Services	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
		Supplies												
11000	3300	56118	0000	General Supplies and Materials										
				Total: Supplies	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
11000	3300			TOTAL: COMMUNITY SERVICES OPERATIONS	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00
11000	3000			TOTAL: OPERATION OF NON-INSTRUCTIONAL SERVICES	\$55,000.00	0.00	\$72,500.00	0.00	\$87,000.00	0.00	\$101,000.00	0.00	\$131,500.00	0.00
11000				TOTAL: OPERATIONAL FUND	\$2,260,032.20	29.75	\$2,923,036.72	38.10	\$3,601,146.04	46.97	\$4,136,250.81	53.32	\$5,242,698.83	67.42

APPENDIX E

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APPENDIX F

ACRONYMS LIST

ACT – American College Test
ADA – Americans with Disabilities Act
AIMS – American Institute of Mathematical Sciences
AMC – American Mathematics Contest
AP – Advanced Placement
APS – Albuquerque Public Schools
AR – Accelerated Reader
ASE –School of Excellence
AYP – Adequate Yearly Progress
BAR – Budget Adjustment Request
BCIS – Business Computer Information Systems
BE – Bilingual Education
BS – Bachelor of Science
CCSSO – Council of Chief State School Officers
CDL – Commercial Driver’s License
CFR – Code of Federal Regulations
CMMI – Capability Maturity Model Integration
COSO – Committee of Sponsoring Organizations
CPR – Cardiopulmonary Resuscitation
DDS – Data Distribution System
DPS – Discipline Point System
ELA – English Language Arts
ELL – English Language Learners
ELDA – English Language Development Assessment
ERA – Employees Retirement Association
ESL – English as a Second Language
FAPE – Free Appropriate Public Education
FERPA – Family Educational Rights and Privacy Act
FICA – Federal Insurance Contributions Act
FMRI – Functional Magnetic Resonance Imaging
GAAP – Generally Accepted Accounting Principles
GSD – General Services Department
GT – Gifted and Talented Program
HLS – Home Language Survey

IDEA – Individuals with Disabilities Education Act
IEEE – Institute of Electrical and Electronics Engineers
IEP – Individualized Education Plan
K – Kindergarten
LEA – Local Education Agency
LEP – Limited English Proficiency
LOTE – Languages Other Than English
MS – Master of Science
NAEP – National Assessment of Educational Progress
NCLB – No Child Left Behind Act
NM – New Mexico
NMAC – New Mexico Administrative Code
NMELPT – New Mexico English Language Placement Test
NMERB – New Mexico Educational Retirement Board
NMFF – New Mexico Focus Foundation
NMHSCE – New Mexico High School Competency Examination Test
NMPED – New Mexico Public Education Department
NMSA – New Mexico Statutes Annotated
NMSBA – New Mexico Standards Based Assessments
NMSC – New Mexico State Council
NSP – Next Step Plan
OMB – Office of Management and Budget
OMG – Object Management Group
PEC – Public Education Commission
PED – New Mexico Public Education Department
PhD – Doctor of Philosophy
PO – Purchase Order
PSFA – Public School Facilities Authority
PTO – Parent Teacher Organization
R&D – Research and Development
REC – Regional Education Cooperative
RF – Radio Frequency
RTI – Response to Intervention
SAT – Scholastic Assessment Test

SAT Team – Student Assistance Team
SB – School Board
SBA – New Mexico Standards Based Assessments
SEG – State Equalization Guarantee
Sp.Ed. – Special Education
STAR – Standardized Testing and Reporting
STARS – Student Teacher Accountability Reporting System
STEM – Science Technology Engineering & Math Program
UNM – University of New Mexico
URSI – Union Radio-Scientifique Internationale
USC – United States Code
USDA – United States Department of Agriculture
UWB – Ultra-Wideband

APPENDIX G

LETTER OF PARTNERSHIP with COSMOS FOUNDATION

COSMOS FOUNDATION INC.

Excellence and Equity in Science and Education

June 5, 2009

Don Duran, Ed.D.
Assistant Secretary, Charter Schools Division
New Mexico Public Education Department

Dear Dr. Duran,

I am writing this letter in strong support of the New Mexico Focus Foundation's charter school application. As partner and education service provider, members of the Cosmos Foundation have been waiting this opportunity to serve students and parents of Albuquerque along with the New Mexico Focus Foundation. As the CEO of the Cosmos Foundation and Harmony Science Academy school system, I pledge to fully support and work with members of the New Mexico Focus Foundation in their efforts to establish a college preparatory public charter school.

The Cosmos Foundation, a not-for profit educational organization, was established in Houston, Texas by a dedicated educators and university academicians. The primary goal of the foundation is to establish charter schools (namely Harmony Science Academies) focusing on math, science, engineering, and computer technologies and provide and opportunities in underserved communities. Since the inception of our program in August 2000, there has been an increasing awareness and enthusiasm among our students, parents, and communities in the area for college preparatory schools. This enthusiasm is especially strong among underrepresented minorities and women. Majority of our student population consists of minority students.

The Cosmos Foundation launched its first school in 2000, with 200 students. Harmony Schools have since grown to 19 schools and over 7,600 students, and built a distinct, high-quality brand throughout the State of Texas. In addition, the Cosmos Foundation has been working with other non-profit organizations to establish charter schools in the southwest region (i.e., Oklahoma, Missouri, and Arkansas). The following is a list of schools that we established over the last three years.

2006-2007 School Year				
	School	City	State	Max Enrolment
1	Harmony Elementary-Austin	Austin	Texas	900
2	Harmony School of Excellence	Houston	Texas	900
3	Harmony Science Academy	El Paso	Texas	800
4	Harmony Science Academy	Fort Worth	Texas	900
5	Harmony Science Academy	San Antonio	Texas	900

2007-2008 School Year				
	School	City	State	Max Enrolment
1	Harmony Science Academy-	Beaumont	Texas	900
2	Harmony Science Academy	Bryan	Texas	900
3	Harmony Science Academy	Houston	Texas	600
4	Harmony Science Academy	Lubbock	Texas	900
5	Harmony Science Academy	Waco	Texas	900
6	Frontier Math and Science	Kansas City	Missouri	600
7	School of Science and Technology	San Antonio	Texas	800
8	Abramson Science and Technology	New Orleans	Louisiana	450

2008-2009 School Year				
	School	City	State	Max Enrolment
1	Harmony School of Science	Houston	Texas	900
2	Harmony Science Academy	Brownsville	Texas	900
3	Harmony Science Academy	Grand Prairie	Texas	600
4	Harmony Science Academy	Laredo	Texas	900
5	Harmony Science Academy	Austin	Texas	800
6	Dove Science Elementary	Oklahoma City	Oklahoma	600
7	LISA Academy-North	Little Rock	Arkansas	800

Establishing and successfully operating these many schools is a clear indication that the Cosmos Foundation is capable of establishing multiple schools in various cities and states. In each of these locations, we had to deal with building construction and remodeling before we begin dealing with pre-opening steps.

We are extremely confident that we have expertise to help New Mexico Focus Foundation to establish and operate a successful public charter school in the region.

Sincerely yours,



Dr. Soner Tarim
Superintendent of Schools

APPENDIX H

COURSE DESCRIPTIONS

1. Curriculum Grades K-3

KINDERGARTEN

Kindergarten students at Albuquerque School of Excellence are provided with many exciting opportunities to grow and develop socially, emotionally, and intellectually. Students are taught in a self-contained classroom with opportunities to experience different settings for art, music, P.E. and computer. The curriculum covers all required New Mexico Content Standards and more. Many Albuquerque School of Excellence students leave kindergarten reading fluently and ready for the exciting world of first grade.

English Language Arts and Reading K

Each day students start by writing the date, finishing a sentence, and drawing pictures in their journals. Then students fill out their classroom calendar, where they sing the days of the week, fill out the weather forecast, and count by 1s, 2s, 5s, and 10s.

Every week students have a word family (-un; sun, bun, spun, fun) and a letter of the week. Students spend a great deal of time working with these words and letters, finding them in stories, using them in sentences, drawing pictures, and fine tuning their handwriting with the help of shaving cream, white boards, and play dough. Everyday students also participate in English language arts centers. These centers include putting their weekly word family words in ABC order, writing words that they know from their classroom books, and writing and circling their word chunks, which will help them decode larger words.

Mathematics K

Students also have math once a day. In planning math lessons, teachers follow the Pearson- Envision Math program, complete with hands-on activities, computer animated activities, and more. Students' math topics include, but are not limited to, time, money, numbers, grouping, sorting, ordering and patterns.

Science K and Social Studies K

Science and Social Studies each are covered for roughly three hours every week. We are very fortunate to have the help of technology in our classroom to help with visuals for these subjects. Students love to watch things grow, change, and transform with the help of our projector, screen, and internet access.

Library

Once a week students are able to visit the school library. This gives students the opportunity to check out books and hear new stories that the librarians have chosen for their class.

Health and Character Education

Students also cover health and character education once each week. These topics allow students to stay healthy and have a warmer classroom atmosphere.

Computer Science K

All kindergarten students visit the computer lab once per week where they receive instruction in basic computer skills including the following: computer basics, keyboarding, Office word, paint, and basic internet use.

FIRST GRADE

First grade is a year full of changes for Albuquerque School of Excellence students. All subjects are aligned with the NM Content Standards while the teacher strives to reach beyond the basic requirements. During the first grade year the students work in a self-contained classroom to develop their reading and writing skills. A great deal of emphasis is placed on developing good habits as a writer and beginning reader. All students are challenged to reach their fullest potential as the teachers work closely with each student monitoring their growth and tailoring small group instruction. The day would not be complete without opportunities for math, science, social studies, character education and health. Students venture outside of their regular classroom to participate in art, music, P.E., computer labs, and the library.

English Language Arts and Reading 1 (Language Arts/ Reading)

First grade reading at Albuquerque School of Excellence is designed to develop comprehension and fluency, as well as enhance the desire to read. Students are introduced to several forms of literature: poetry, folklores, tall tales, plays, fiction, and non-fiction. The McGraw-Hill Reading Series (yellow books 1-5), Rigby PM Guided Reading Program, Reader's Theater, and various trade books expose students to reading at individual levels. Teachers also encourage and provide time for daily independent reading. Students are also expected to read every night. Our goal is to help students build confidence in reading and promote an interest in, and appreciation for, the written word.

English Language Arts and Reading 1 (Spelling)

Students are encouraged to use rules for spelling which are taught on an ongoing basis. Students have weekly spelling lists which help expand their knowledge of phonetically based words and sight words. Teachers help them develop an awareness of phonetic patterns and word families.

English Language Arts and Reading 1 (Handwriting)

Teachers reinforce modern manuscript letter formation through daily exercises and instruction. Students are expected to practice their handwriting both for class and homework assignments throughout the year.

Mathematics 1

First graders begin to develop an understanding of basic mathematical concepts. Through manipulatives and the *Pearson Envision Math* series, they explore spatial relations, work with technology, and cultivate problem-solving techniques as part of their math experience. The basic curriculum includes skip counting by 1's, 2's, 5's and 10's, identifying place value to 100, comparing and ordering numbers, mastering all basic addition facts and basic subtraction facts, adding and subtracting two-digit numbers without regrouping, measurement, telling time to the half hour, calendar, counting money, geometry, fractions and graphing. In addition, Albuquerque School

of Excellence will use the *Groundworks* program. This program focuses on the five major strands within the mathematics curriculum and provides a challenging and thought provoking way to solve problems. The areas covered within this program are: reasoning about measurement, reasoning with geometry, algebraic thinking, reasoning with data and probability, and reasoning with numbers.

Science 1

The science program in the first grade focuses on life, earth, and physical sciences with a hands-on approach to learning through a variety of interactive experiences. Students learn about topics such as plants, needs of living things, the sky, matter, force, and learning about and taking care of our bodies.

Social Studies 1

Through interactive lessons, technology, field trips, textbooks, maps, and community centered experiences, students are able to gain an understanding of, and appreciation for, our world. The social studies curriculum begins with a focus on communities in our multicultural society. Students begin to recognize their membership, role, and responsibilities within a community. They study about the history of our country, as well as other cultures, customs, and traditions. Historically important people are studied throughout the year. First graders are also introduced to the concept of history and map skills.

Health and Character Education

The Albuquerque School of Excellence first Graders will also cover health and character education each week. These topics teach the students how to take care of themselves inside and out.

Computer Science 1

All Kindergarten students visit the computer lab once per week where they receive instruction in basic computer skills including the following: computer basics, keyboarding, Office word, paint, and basic internet use.

SECOND GRADE

If you ask a second grader what a day at school is like you might get the typical answer "it's ok". If you were to ask a Albuquerque School of Excellence second grader the same question, his/her answer would be far from typical. At Albuquerque School of Excellence the second grade curriculum is filled with exhilarating classes that keep the students excited and eager to learn. During our twenty-two hours of classroom instruction, the students are continually challenged by his/her teachers and peers to do their best everyday.

English Language Arts and Reading 2

The second grade reading at Albuquerque School of Excellence is designed to develop comprehension and fluency. Our second grade children come with a developmental range of skills, abilities and experiences in reading. Early in the fall we evaluate and assess each child's understanding of reading, interest in books and

willingness to engage in the reading process. With the help of several resources including the Rigby PM Guided Reading Program, The McGraw-Hill Reading Series, and Readers Theater the students are able to enhance their knowledge of many different forms of literature and gain practical experience on their individualized reading program. The goal is to help children gain the confidence and interest in poetry, plays, fiction, and non-fiction books. The individual programs allow the children to progress at their competency level, giving them independence and the opportunity to grow above the second grade level by the end of their second grade year.

Mathematics 2

Everyday the second graders are exposed to mathematics. The students are given a sturdy foundation that allows them to be successful in the years to come. Continual use of manipulatives, movement exercises, games, and technology allow each student to be reached at their own cognitive level. Second grade math includes place values to 1000. By the end of the year they will be able to use place value patterns using 0 as a place holder (10, 100, etc.) and will understand that (ten) 10s are equal to 100. Additionally, in numbers up to 1000, the children will know the place value of each digit.

The mathematics curriculum also allows the students to get a good understanding of fractions. Students will understand halves, thirds, quarters, and eighths as parts of a set. They will also know that a complete set makes one whole. The children will be able to skip-count by 2s, 3s, 5s, 10s, 25s, 50s and 100s. Albuquerque School of Excellence students will be able to count forward or backward by 1s or 10s starting with any number less than 1000. Students will learn the difference between odd and even numbers.

While enjoying the interactive slideshows, PowerPoint will help the children grasp the concept of money. Children will use coins to count mixed groups including pennies, nickels, dimes, quarters, and half-dollars. They will be able to recognize equivalent forms of money values, and will count coins to one dollar or higher during the course of the year.

By the end of their second grade year, Albuquerque School of Excellence's students will be able to recall addition and subtraction facts from memory. They will understand the inverse relationship between addition and subtraction, and be able to predict the relative size of solutions for both addition and subtraction. The foundation for success will be complete when the students are able to add or subtract two-digit numbers with or without regrouping.

Science 2 and Social Studies 2

Science and Social Studies are each covered for three or more hours every week. Teaching with technology helps our students visualize things easier than just working with a textbook. At the Albuquerque School of Excellence, our second graders take amazing trips every day. They are given the ability to visit different countries, learn about multicultural societies, or have front row seats to some of America's greatest speakers, all at the click of a button. The students can explore the vast oceans, enjoy an African Safari, or take a trip to the moon thanks to the amazing clips shown on our classroom projector.

Computer Science 2

Second grade students attend computer classes twice per week where they receive instruction in computer basics, keyboarding, Office word, Office excel, and Office Power Point.

Health and Character Education

The Albuquerque School of Excellence second graders will also cover health and character education each week. These topics teach the students how to take care of themselves inside and out.

THIRD GRADE

Third grade students at Albuquerque School of Excellence participate in a variety of classes each week. Aside from the regular academic classes, they benefit from two hours each of art, music, PE and computer classes each week. All course work at Albuquerque School of Excellence is aligned with the New Mexico Content Standards objectives in order to ensure overall academic success. The students have three different teachers who teach the primary academic subjects. These teachers are able to spend time focusing on their designated instruction area. Following is an explanation of the academic subjects for third grade students.

English Language Arts and Reading 3

During the twelve hours per week spent in Reading/Language Arts, we use a variety of resources to teach our students the necessary skills to succeed in reading, language arts and writing. We use the state issued texts along with the Rigby Guided Reading program, novels and more. Through the use of the Rigby Guided Reading Program, we are able to meet the individual needs of the student's reading level/ability. Reading novels as a class allows for an opportunity for cross-curricular instruction. Regardless of what the students are reading, the students are taught and encouraged to find text-to-text, text-to-self and text-to-world connections

Mathematics 3

In 3rd grade, students are required to begin taking the New Mexico Standards Based Assessment (NMSBA) in subjects of math, reading writing, and science. In third grade math, students spend seven hours per week studying math where they are introduced to and/or expand upon a variety of new material covering topics such as multiplication, division, rounding, fractions, probability, problem solving, patterns, geometry, time, measurement, and collecting and recording data. Through many hands-on activities, manipulatives, daily warm-ups, continual assessment, and practice, the third grade proves to be a challenging, yet incredibly valuable year in the foundation of math skills.

Science 3

The third grade class uses state-adopted textbook to gather information and knowledge about the different sciences. The book has a compilation of experiments and hands-on activities to reinforce a variety of lessons and topics. For more complex experiments and science projects, the class uses the AIMS (Activities Integrating Mathematics & Science) curriculum. This year, the 3rd grade class will

conduct a mini Science Fair which in a classroom setting to prepare them for the mandatory, school wide science fair for students in 4th grade and higher.

Social Studies 3

With the use of the textbook and other resources, students are challenged to explore the world around them. The students learn about the different communities, people and culture, citizenship and the government. Students are kept abreast of current events through weekly reports. The students do research and hands-on projects and reports on topics assigned to them.

Computer Science 3

Second grade students attend computer classes twice per week where they receive instruction in computer basics, keyboarding, Office word, Office excel, and Office Power Point.

Character Education

Maintaining a strong sense of character is strongly encouraged and reinforced at Albuquerque School of Excellence. The students participate in a weekly class where they discuss many topics vital to their lifelong success. The Reader's Theater books are a favorite resource in this class. The students dramatize stories, analyze situations, give solutions to problems and apply what they learn in everyday life.

2. Curriculum Grades 4-12

The courses align with the New Mexico Content Standards, Benchmarks and Performance Standards for English Language Arts.

LANGUAGE ARTS

English Language Arts and Reading 4-5

In elementary school English Language Arts, students develop their language skills to better understand themselves and the world. Students read and analyze a wide variety of texts, including novels, short stories, plays, essays, and poems from a variety of cultures. Reading instruction centers not on mere comprehension, but focuses on building higher level thinking skills to evaluate the choices of the author and interpret the themes of the work. Students learn literary forms and terms associated with selections being read and apply these in analysis. Teachers model writing strategies for a variety of forms of composition that students apply in their work, centering on the development and mastery of focus and coherence, voice, conventions, depth of thought, and conventions. Students find the tools to express their ideas through vertically aligned vocabulary development stressing mastery of Greek and Latin roots. Students learn to view art and other visual representations as a compliment to the written word and determine an image's connection with the themes of the text. Students develop speaking skills to express their ideas clearly and effectively. Students refine their listening skills to better participate in lecture, classroom discussion, and cooperative group activities.

English/Language Arts and Reading ELA 6-8

In middle school English Language Arts, students further develop their language skills to better understand themselves and the world. Students read and analyze a wide variety of texts, including novels, short stories, plays, essays, and poems from a variety of cultures. Reading instruction centers not on mere comprehension, but focuses on building higher level thinking skills to evaluate the literary techniques of the author and interpret the themes of the work. Students learn literary forms and terms associated with selections being read and apply these in analysis. Teachers model writing strategies for a variety of forms of composition that students apply in their work, centering on the development and mastery of focus and coherence, voice, conventions, depth of thought, and conventions. Students find the tools to express their ideas through vertically aligned vocabulary development stressing mastery of Greek and Latin roots. Students learn to view art and other visual representations as a compliment to the written word and determine an image's connection with the themes of the text. Students develop speaking skills to express their ideas clearly and effectively. Students refine their listening skills to better participate in lecture, classroom discussion, and cooperative group activities.

English/Language Arts I

Grade: 9

Credit: 1.00 (2 semesters)

Prerequisites: 8th Grade English

In English/Language Arts I, students begin developing college level skills in the use and interpretation of language to better understand themselves and their world. Students read and analyze a wide variety of World Literature, including novels, short stories, plays, essays, and poems. Reading instruction centers not on mere comprehension, but focuses on building higher level thinking skills to evaluate the literary techniques of the author and interpret the themes of the work. Students learn literary forms and terms associated with selections being read and apply these in analysis. Teachers model writing strategies that students apply in their work, centering on the development and mastery of focus and coherence, voice, conventions, depth of thought, and conventions. Students compose college level analytical papers using appropriate formatting and documentation. Students find the tools to express their ideas through vertically aligned vocabulary development stressing mastery of Greek and Latin roots. Students learn to view art and other visual representations as a compliment to the written word and determine an image's connection with the themes of the text. Students develop speaking skills to express their ideas clearly and effectively. Students refine their listening skills to better participate in lecture, classroom discussion, and cooperative group activities.

English/Language Arts II

Grade: 10

Credit: 1.00 (2 semesters)

Prerequisites: English I

In English/Language Arts II students continue developing college level skills in the use and interpretation of language to better understand themselves and their world. Students read and analyze a wide variety of World Literature, including novels, short stories, plays, essays, and poems. Reading instruction centers not on mere comprehension, but focuses on building higher level thinking skills to evaluate the

literary techniques of the author and interpret the themes of the work. Students learn literary forms and terms associated with selections being read and apply these in analysis. Teachers model writing strategies that students apply in their work, centering on the development and mastery of focus and coherence, voice, conventions, depth of thought, and conventions. Students compose college level analytical papers using appropriate formatting and documentation. Students find the tools to express their ideas through vertically aligned vocabulary development stressing mastery of Greek and Latin roots. Students learn to view art and other visual representations as a compliment to the written word and determine an image's connection with the themes of the text. Students develop speaking skills to express their ideas clearly and effectively. Students refine their listening skills to better participate in lecture, classroom discussion, and cooperative group activities.

English/Language Arts III

Grade: 11

Credit: 1.00 (2 semesters)

Prerequisites: English II

In English/Language Arts III students further develop college level skills in the use and interpretation of language to better understand themselves and their world. Students read and analyze a wide variety of American literature, including novels, short stories, plays, essays, and poems, as well as literature from other cultures. Reading instruction centers not on mere comprehension, but building higher level thinking skills to evaluate the literary techniques of the author and interpret the themes of the work. Students learn literary forms and terms associated with selections being read and apply these in analysis. Teachers model writing strategies that students apply in their work, centering on the development and mastery of focus and coherence, voice, conventions, depth of thought, and conventions. Students compose college level analytical papers using appropriate formatting and documentation. Students find the tools to express their ideas through vertically aligned vocabulary development stressing mastery of Greek and Latin roots. Students learn to view art and other visual representations as a compliment to the written word and determine an image's connection with the themes of the text. Students develop speaking skills to express their ideas clearly and effectively. Students refine their listening skills to better participate in lecture, classroom discussion, and cooperative group activities.

English/Language Arts IV

Grade: 12

Credit: 1.00 (2 semesters)

Prerequisites: English III

In English/Language Arts IV, students master college level skills in the use and interpretation of language to better understand themselves and their world. Students read and analyze a wide variety of British literature, including novels, short stories, plays, essays, and poems, as well as literature from other cultures. Reading instruction centers not on mere comprehension, but building higher level thinking skills to evaluate the literary techniques of the author and interpret the themes of the work. Students learn literary forms and terms associated with selections being read and apply these in analysis. Teachers model writing strategies that students apply in their work, centering on the development and mastery of focus and coherence,

voice, conventions, depth of thought, and conventions. Students find the tools to express their ideas through vertically aligned vocabulary development stressing mastery of Greek and Latin roots. Students learn to view art and other visual representations as a compliment to the written word and determine an image's connection with the themes of the text. Students develop speaking skills to express their ideas clearly and effectively. Students refine their listening skills to better participate in lecture, classroom discussion, and cooperative group activities.

English I and II (Honors)

Grades: 9-10

Credit: 1.00 (2 semesters)

Prerequisites: Administration and Teacher Approval

In 9th and 10th grade, students may take Honors English Language Arts. Honors English prepares students for high school AP courses in language and literature by further emphasizing students' skills in using and analyzing language. In addition to the goals of on-level language arts courses, students read from more advanced texts and seek to offer more in-depth interpretations. Students compose more advanced analytical papers using a college level rubric with appropriate formatting and documentation.

AP English Language and Composition

Grade: 11

Credit: 1.00 (2 semesters)

Prerequisites: Administration and Teacher Approval

In 11th grade, students may take AP English Language and Composition. Teachers create a course audit approved by College Board for accreditation.

College Board states that, "The AP English Language and Composition course is designed to help students become skilled readers of prose written in a variety of rhetorical contexts and to become skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing.

"The goals of an AP English Language and Composition course are diverse because the college composition course is one of the most varied in the curriculum. The college course provides students with opportunities to write about a variety of subjects and to demonstrate an awareness of audience and purpose. But the overarching objective in most first-year writing courses is to enable students to write effectively and confidently in their college courses across the curriculum and in their professional and personal lives. Therefore, most composition courses emphasize the expository, analytical, and argumentative writing that forms the basis of academic and professional communication, as well as the personal and reflective writing that fosters the ability to write in any context. In addition, most composition courses teach students that the expository, analytical, and argumentative writing they must do in college is based on reading texts from various disciplines and periods as well as personal experience and observation. Composition courses, therefore, teach students to read primary and secondary sources carefully, to synthesize materials from these texts in their own compositions, and to cite sources using conventions recommended by professional organizations such as the Modern Language

Association (MLA), the University of Chicago Press (*The Chicago Manual of Style*), and the American Psychological Association (APA).

AP English Literature and Composition

Grade: 12

Credit: 1.00 (2 semesters)

Prerequisites: Administration and Teacher Approval

In 12th grade, students may take AP English Literature and Composition. Teachers create a course audit approved by College Board for accreditation.

College Board states that, “The AP English Literature and Composition course is designed to engage students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students can deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students should consider a work’s structure, style, and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone.

Reading

“Reading in an AP course should be both wide and deep. This reading necessarily builds upon the reading done in previous English courses. These courses should include the in-depth reading of texts drawn from multiple genres, periods, and cultures. In their AP course, students should also read works from several genres and periods -- from the sixteenth to the twenty-first century -- but, more importantly, they should get to know a few works well. They should read deliberately and thoroughly, taking time to understand a work’s complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form. In addition to considering a work’s literary artistry, students should consider the social and historical values it reflects and embodies. Careful attention to both textual detail and historical context should provide a foundation for interpretation, whatever critical perspectives are brought to bear on the literary works studied.

Writing

“Such close reading involves the experience of literature, the interpretation of literature, and the evaluation of literature. All these aspects of reading are important for an AP course in English Literature and Composition, and each corresponds to an approach to writing about literary works. Writing to understand a literary work may involve writing response and reaction papers along with annotation, freewriting, and keeping some form of a reading journal. Writing to explain a literary work involves analysis and interpretation, and may include writing brief focused analyses on aspects of language and structure. Writing to evaluate a literary work involves making and explaining judgments about its artistry and exploring its underlying social and cultural values through analysis, interpretation, and argument.

MATHEMATICS

The courses align with the New Mexico Content Standards, Benchmarks and Performance Standards for Mathematics.

Math 4

The fourth grade mathematics curriculum uses problem-solving approaches to gain an understanding of mathematical content. Addition and subtraction of whole numbers are reviewed. Multiplication facts are mastered and used to solve problems with two-digit multipliers. Division with one-digit divisors is taught and computation with fractions is introduced. Other topics studied include decimal concepts and computation, geometry, probability and statistics, estimation, and measurement.

Math 5

In fifth grade mathematics, the curriculum emphasizes the development of problem-solving skills and strategies. Computation and statistics are taught within a problem-solving context. Students are taught to read and write large numbers and decimal numbers by learning place values of whole numbers through millions and decimal numbers through thousandths. Students learn computational skills for addition and subtraction of numbers up to five digits, multiplication by two- and three-digit numbers, and division with one- and two-digit divisors. In addition to paper and pencil computation, students learn to use strategies of mental arithmetic. Students are taught to find and extend patterns and to propose rules to describe relationships and to make estimates and predictions. Manipulative materials and hands-on experiences provide a basis for teaching the concepts and operations of fractions as well as the concepts of measurement and geometry.

Math 6

Students in Math 6 Course build a foundation of basic understandings in numbers, operation, and quantitative reasoning, patterns, relationships, and algebraic thinking, geometry and spatial reasoning, measurement, probability and statistics, and problem-solving. The areas of emphasis include using ratios and adding and subtracting decimals and fractions. Students will be given opportunities to use models and manipulatives, collect and interpret data, and develop and describe proportional relationships using appropriate technology. The students will translate mathematical ideas from one form to another with emphasis on oral and written communication. An ever broadening development of algebraic form and concepts further the ability to problem-solve. Problem-solving, communication, connections of concepts both within and outside mathematics, and informal and formal reasoning will also be emphasized.

Math 7

This course continues the study of basic concepts involved in working with whole numbers, fractions, decimals, integers, and percents. Emphasis is given to problem solving, communicating mathematically, reasoning, connections with other disciplines and the real world, patterns and functions, algebra, statistics, probability, and geometry. Students in grade seven mathematics will extend and build upon their foundation of basic understandings of numbers, operation, and quantitative reasoning, patterns, relationships, and algebraic thinking, geometry and spatial reasoning, measurement, probability and statistics, and problem-solving. Areas of emphasis include using proportional relationships and addition, subtraction, multiplication, and division of decimals, fractions, and integers. Students will continue to experience opportunities to use models, manipulatives, and data collection and

interpretation with appropriate technology. Problem-solving, communication, connections of concepts both within and outside mathematics, and informal and formal reasoning will be emphasized.

Math 8

This course continues the study of whole numbers, fractions, decimals, and percents. Math 8 Course helps students make the transition from arithmetic to algebra. Students are introduced to integers, solving equations, and the basics of algebra early in the course. Other topics include graphing and probability and statistics. Problem solving, applications, and communication are integrated throughout the course. Students in grade eight mathematics will continue to extend and build upon their foundation of basic understandings of numbers, operation, and quantitative reasoning; patterns, relationships, and algebraic thinking; geometry and spatial reasoning; measurement, probability and statistics, and problem-solving. The areas of emphasis are using algebraic principles to analyze proportional relationships and using probability to describe data and make predictions. Students will continue to experience opportunities to use models, manipulatives, and data collection and interpretation using appropriate technology. Problem- solving, communication, connections of concepts both within and outside mathematics, and informal and formal reasoning will be emphasized. This course is designed to successfully prepare students for Algebra in 9th grade.

Algebra I:

Grade: 9

Credit: 1

Prerequisite: Math 8

In this two-semester course, students use algebraic methods to explore, model and describe patterns, relationships and functions. There is a strong emphasis on writing, graphing, and solving linear equations. Students will use data collection and analysis; statistics and probability to make inferences, decisions, and arguments as they solve a variety of practical problems. The depth and breadth of the course will develop a strong foundation for the more theoretical and rigorous experience students will encounter at the Advanced Placement level. Algebra I provides a formal development of the algebraic skills and concepts necessary for students who will take other advanced college-preparatory courses. In particular, the instructional program in this course provides for the use of algebraic skills in a wide range of problem-solving situations. The concept of function is emphasized throughout the course. Topics include: (1) operations with real numbers, (2) linear equations and inequalities, (3) relations and functions, (4) graphing linear equations and inequalities, (5) pairs of linear equations and inequalities, (6) polynomials, (7) algebraic functions, (8) quadratic, cubic, and radical equations, and (9) mathematical reasoning and problem solving.

Geometry:

Grade: 10

Credit: 1

Prerequisite: Algebra I

In this course, students use geometric methods, properties and relationships as a means to recognize, draw, describe, connect, and analyze shapes and representations in the physical world. Students will also apply algebraic models and probabilities to physical applications. Students develop powers of spatial visualization while building their understanding of geometric figures. Students develop an understanding of the deductive reasoning method. Through applications and measurements, students use and strengthen their algebra skills. Geometry offers students many opportunities to explore geometric situations, develop conjectures and prove conjectures using a variety of methods. Geometry students examine the properties of two- and three-dimensional objects. Proof and logic, as well as investigative strategies in drawing conclusions, are stressed. Properties and relationships of geometric objects include the study of: (1) points, lines, angles, and planes, (2) polygons, with a special focus on quadrilaterals, triangles, right triangles; (3) circles; and (4) polyhedral and other solids.

Algebra II:**Grade: 12****Credit: 1****Prerequisite: Mathematical Models with Applications**

Students in this course use algebraic methods to explore, model and describe patterns, relationships and functions involving numbers, shapes, data and graphs within a variety of real-world problem solving situations. They represent problem situations using discrete structures such as finite graphs, matrices, sequences and recurrence relations. This course reviews and builds on those concepts learned in Algebra I and Geometry. It places more emphasis on applying the basic concepts of Algebra to rational numbers and irrational numbers. The course expands techniques in analytical geometry and trigonometry learned in Geometry as a preview of the next two courses offered. Algebra II is a course which extends the content of Algebra I and provides further development of the concept of a function. Topics include: (1) relations, functions, equations, and inequalities; (2) conic sections; (3) polynomials; (4) algebraic functions; (5) logarithmic and exponential functions; (6) sequences and series; and (7) counting principles and probability. Graphing calculator technology is frequently used in this course.

Math 6 (Honors)**Grade: 6**

This course continues the study of basic concepts involved in working with whole numbers, fractions, decimals, integers, and percents. Emphasis is given to problem solving, communicating mathematically, reasoning, connections with other disciplines and the real world, patterns and functions, algebra, statistics, probability, and geometry. Students in grade seven mathematics will extend and build upon their foundation of basic understandings of numbers, operation, and quantitative reasoning, patterns, relationships, and algebraic thinking, geometry and spatial reasoning, measurement, probability and statistics, and problem-solving. Areas of emphasis include using proportional relationships and addition, subtraction, multiplication, and division of decimals, fractions, and integers. Students will continue to experience opportunities to use models, manipulatives, and data collection and interpretation with appropriate technology. Problem-solving, communication,

connections of concepts both within and outside mathematics, and informal and formal reasoning will be emphasized.

Math 7 (Honors)

Grade: 7

This course continues the study of whole numbers, fractions, decimals, and percents. Math 7 helps students make the transition from arithmetic to algebra. Students are introduced to integers, solving equations, and the basics of algebra early in the course. Other topics include graphing and probability and statistics. Problem solving, applications, and communication are integrated throughout the course. Students in grade eight mathematics will continue to extend and build upon their foundation of basic understandings of numbers, operation, and quantitative reasoning; patterns, relationships, and algebraic thinking; geometry and spatial reasoning; measurement, probability and statistics, and problem-solving. The areas of emphasis are using algebraic principles to analyze proportional relationships and using probability to describe data and make predictions. Students will continue to experience opportunities to use models, manipulatives, and data collection and interpretation using appropriate technology. Problem-solving, communication, connections of concepts both within and outside mathematics, and informal and formal reasoning will be emphasized. This course is designed to successfully prepare students for Algebra in 8th grade.

Algebra I Middle School Honors:

Grade: 8

Credit: 1

Prerequisite: Math 7 (Honors)

In this two-semester course, students use algebraic methods to explore, model and describe patterns, relationships and functions. There is a strong emphasis on writing, graphing, and solving linear equations. Students will use data collection and analysis; statistics and probability to make inferences, decisions, and arguments as they solve a variety of practical problems. The depth and breadth of the course will develop a strong foundation for the more theoretical and rigorous experience students will encounter at the Advanced Placement level. Algebra I provides a formal development of the algebraic skills and concepts necessary for students who will take other advanced college-preparatory courses. In particular, the instructional program in this course provides for the use of algebraic skills in a wide range of problem-solving situations. The concept of function is emphasized throughout the course. Topics include: (1) operations with real numbers, (2) linear equations and inequalities, (3) relations and functions, (4) graphing linear equations and inequalities, (5) pairs of linear equations and inequalities, (6) polynomials, (7) algebraic functions, (8) quadratic, cubic, and radical equations, and (9) mathematical reasoning and problem solving.

Geometry (Honors):

Grade: 9

Credit: 1

Prerequisite: Algebra I (Honors)

In this course, students use geometric methods, properties and relationships as a means to recognize, draw, describe, connect, and analyze shapes and representations in the physical world. Students will also apply algebraic models and probabilities to physical applications. Students develop powers of spatial visualization while building their understanding of geometric figures. Students develop an understanding of the deductive reasoning method. Through applications and measurements, students use and strengthen their algebra skills. Geometry offers students many opportunities to explore geometric situations, develop conjectures and prove conjectures using a variety of methods. Geometry students examine the properties of two-and three-dimensional objects. Proof and logic, as well as investigative strategies in drawing conclusions, are stressed. Properties and relationships of geometric objects include the study of: (1) points, lines, angles, and planes, (2) polygons, with a special focus on quadrilaterals, triangles, right triangles; (3) circles; and (4) polyhedral and other solids.

Algebra II(Honors):

Grade: 10

Credit: 1

Prerequisite: Algebra I (Honors)

Students in this course use algebraic methods to explore, model and describe patterns, relationships and functions involving numbers, shapes, data and graphs within a variety of real-world problem solving situations. They represent problem situations using discrete structures such as finite graphs, matrices, sequences and recurrence relations. This course reviews and builds on those concepts learned in Algebra I and Geometry. It places more emphasis on applying the basic concepts of Algebra to rational numbers and irrational numbers. The course expands techniques in analytical geometry and trigonometry learned in Geometry as a preview of the next two courses offered. Algebra II is a course which extends the content of Algebra I and provides further development of the concept of a function. Topics include: (1) relations, functions, equations, and inequalities; (2) conic sections; (3) polynomials; (4) algebraic functions; (5) logarithmic and exponential functions; (6) sequences and series; and (7) counting principles and probability. Graphing calculator technology is frequently used in this course.

Pre-Calculus

Grade: 11

Credit: 1

Prerequisite: Algebra II

In Pre Calculus, students use symbolic reasoning and analytical methods to represent mathematical situations, to express generalizations, and to study mathematical concepts and the relationships among them. Students use functions, equations, and limits as useful tools for expressing generalizations and as means for analyzing and understanding a broad variety of mathematical relationships. Students also use functions as well as symbolic reasoning to represent and connect ideas in geometry, probability, statistics, trigonometry, and calculus and to model physical situations. Students use a variety of representations (concrete, pictorial, numerical, symbolic, graphical, and verbal), tools, and technology (including, but not limited to, calculators with graphing capabilities, data collection devices, and computers) to model functions and equations and solve real-life problems. As they do mathematics,

students continually use problem solving, language and communication, and reasoning (justification and proof) to make connections within and outside mathematics. Students also use multiple representations, technology, applications and modeling, and numerical fluency in problem-solving contexts.

AP Statistics

Grade: 10-11-12

Credit: 1

Prerequisite: Algebra I, Teacher Recommendation

Students are introduced to major concepts and tools for collecting, analyzing, and drawing conclusions from data. This course prepares students for the College Board AP Statistics Examination for possible college (one-semester, non-calculus based statistics) credit. Students collect, organize, analyze, interpret, and report data using statistical formulas and processes. Students distinguish between random sampling and biased sampling. Students use statistical measures to analyze real-world phenomena. Upon completion of this course students are well prepared and expected to take the Advanced Placement Statistics test which can result in one semester of college credit. Successful Completion of the AP Exam for any AP course will allow for acquisition of college credit upon approval of the college.. For Advanced Placement courses, please access more information on the internet at the web address

<http://apcentral.collegeboard.com/course/descriptions>.

AP Calculus AB

Grade: 11-12

Credit: 1

Prerequisite: Algebra II, Teacher Recommendation

Students explore functions, graphs, limits, derivatives, and integrals. This course prepares students for the College Board AP Calculus AB Examination for possible college credit (1st semester calculus). For Advanced Placement courses, please access more information on the internet at the web address

<http://apcentral.collegeboard.com/course/descriptions>.

AP Calculus BC

Grade: 11-12

Credit: 1

Prerequisite: Algebra II, Teacher Recommendation

Students explore all topics covered in AP Calculus AB plus additional topics including parametric, polar, and vector functions and polynomial approximations and series. This course prepares students for the College Board AP Calculus BC Examination for possible college credit (a full year of calculus). This exam also has a Calculus AB sub-score grade for students to receive 1st semester college calculus credit. For Advance Placement courses, please access more information on the internet at the web address <http://apcentral.collegeboard.com/course/descriptions>

SCIENCE

The courses align with the New Mexico Content Standards, Benchmarks and Performance Standards for Science.

Science 6-8

The sixth grade science course is a general, interactive, hands-on program that includes units from the areas of Life, Physical and Earth Science. Students are encouraged to develop their critical-thinking skills, problem solving skills, and social skills in cooperative learning science classroom environments to integrate those skills to become self-directed, life-long learners. The main topics in this course are; the nature of science, interactions of matter and energy, Earth's systems, Solar system, living organisms, and force and motion.

Biology

Grade: 9-10

Credit: 1.00 (2 semesters)

Prerequisite: None

Biology is designed to acquaint students with basic concepts in science process skills, laboratory skills, and the study of cells, DNA, genetics, the living kingdoms on our earth and how they interact. A study of the fundamental concepts, including the origin and development of life, the similarity of living organisms, the classification, characteristics, structure, reproduction and function of plants and animals, as well as the interrelationships of plants, animals and the physical environment.

Biology (Honors)

Grade: 9-10

Credit: 1.00 (2 semesters)

Prerequisite: Enrollment in Honor class and teacher recommendation

Honors Biology is designed to acquaint students with basic concepts in science process skills, laboratory skills, and the living kingdoms on our earth and how they interact. A study of the fundamental concepts, including the origin and development of life, the similarity of living organisms, the classification, characteristics, structure, reproduction and function of plants and animals, as well as the interrelationships of plants, animals and the physical environment. The first semester's study includes the study of cells, DNA, genetics. The class can be considered college preparatory, suggested for the average to above average student.

AP Biology

Grade: 10

Credit: 1.00 (2 semesters)

Prerequisite: Biology, Chemistry Honors or an A+ in Chemistry or Teacher approval

This course covers the first year college curriculum and prepares students to take the AP Biology exam. Emphasis is on developing the conceptual framework, knowledge, and analytical skills necessary to understand, and participate in, the modern field of biology. The curriculum includes the study of molecular, cellular,

ecological, and evolutionary biology, presented in a variety of formats, including class discussions, readings, lab work, and lecture. Students interested in this course should be successful independent learners with a strong interest in the field of biology.

Chemistry

Grade: 10-11

Credit: 1.00 (2 semesters)

Prerequisite: None

Chemistry provides a broad survey of basic chemistry. The first semester examines chemical and physical properties, the qualitative nature of chemical reactions, chemical periodicity, and bonding. The second semester continues with the quantitative nature of chemical reactions, states of matter, gaseous behavior, solutions, equilibrium, and acid-base chemistry. Throughout the year, the course makes use of laboratory investigations to develop the relationships between experiment and theory.

Chemistry (Honors)

Grade: 10-11

Credit: 1.00 (2 semesters)

Prerequisite: Biology and Teacher approval

Honors Chemistry covers many of the same topics as Chemistry in greater depth. Special emphasis is placed on a rigorous mathematical examination of chemical principles. The first semester focuses on basic concepts of chemistry including the qualitative nature of chemical reactions, atomic structure, chemical bonding and molecular geometry. The second semester opens with stoichiometry and the quantitative nature of chemical equations. These concepts are then applied to various topics such as the kinetic theory of gases, condensed phases of matter, reaction kinetics, equilibrium, acid-base chemistry and oxidation-reduction chemistry. Interested students must meet with the teacher and get teacher's approval.

AP Chemistry

Grade: 11

Credit: 1.00 (2 semesters)

Prerequisite: Biology, Chemistry, and Teacher approval

The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year. Students in this course should attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. The curriculum prepares students to take the AP chemistry exam for AP credit. Five general areas are intensively studied: the Structure of Matter, Chemical Bonding, States of Matter, Physical Chemistry and Chemical Reactions. Advanced laboratory work is done in each topic area. Students are expected to take the AP Examination given by the Educational Testing Service in May.

Physics

Grade: 11-12

Credit: 1.00 (2 semesters)

Prerequisites: Biology, Chemistry, and Teacher approval

Physics, as the most basic of all sciences, introduces the nature of basic things around us such as matter, energy, heat, motion, forces, light and sound. This course has been designed to teach the laws of nature in their simplicity, and problem solving skills corresponding to both in ideal and real world situations. The course of physics is integrated with very basic mathematical rules includes mechanics, heat and thermodynamics, waves and optics, electricity and magnetism, and atomic and nuclear physics. A set of experiments will allow students to implement the theory into the real world and appreciate the beauty of the natural world.

Physics (Honors)**Grade: 11****Credit: 1.00 (2 semesters)****Prerequisites: Biology, Chemistry, and Teacher approval**

This advanced level physics course will allow students to learn the same physical concepts with more depth and mathematical basis. The purpose of this course is to prepare students for the college level physics courses.

AP Physics**Grade: 12****Credit: 1.00 (2 semesters)****Prerequisites: Biology, Chemistry, and Teacher approval**

This course is designed to introduce a college level, calculus based physics course with a set of advanced laboratory experiments. The students of AP Physics course will be well prepared to the College Board's advance placement physics exam. Also, students will have the opportunity to receive college credits if they can pass the advance placement exam with a satisfactory grade. AP Physics is especially recommended to the students who would like to choose a profession in the fields of science, engineering, and medicine.

Environmental Science**Grade: 12****Credit: 1.00 (2 semesters)****Prerequisites: Biology, Chemistry, and Physics**

Environmental Science is designed to provide students the environmental aspects, explore Earth's natural systems, and impacts of human activity on the environment. The topics covered in this course are introduction to ecology, the atmosphere of the Earth, food on Earth, water, and energy. The theory is supported with lab and field investigations, and discussions in cooperative learning groups on environmental issues enable students to improve their critical thinking, and problem solving skills. Students are expected to become more sensitive on environmental issues.

Environmental Science (Honors)**Grade: 12****Credit: 1.00 (2 semesters)****Prerequisites: Biology, Chemistry, and Physics**

Pre-AP Environmental Science is designed to provide students the environmental aspects, explore Earth's natural systems, and impacts of human activity on the environment in more details. The topics covered in this course are introduction to ecology, the atmosphere of the Earth, food on Earth, water, and energy. The theory is supported with lab and field investigations, and discussions in cooperative learning groups on environmental issues enable students to improve their critical thinking, and problem solving skills. Students are expected to become more sensitive on environmental issues.

SOCIAL STUDIES

The courses align with the New Mexico Content Standards, Benchmarks and Performance Standards for Social Studies.

Social Studies 4

In Grade 4, students examine the history of New Mexico from the early beginnings to the present within the context of influences of the Western Hemisphere. Historical content focuses on New Mexico history . Students discuss important issues, events, and individuals of the 19th and 20th centuries. Students conduct a thorough study of regions in New Mexico and the Western Hemisphere that result from human activity and from physical features. A focus on the location, distribution, and patterns of economic activities and of settlement in New Mexico further enhances the concept of regions. Students describe how early Native Americans in New Mexico and the Western Hemisphere met their basic economic needs and identify economic motivations for European exploration and colonization and reasons for the establishment of Spanish missions. Students explain how Native Americans governed themselves. Students identify the contributions of people of various racial, ethnic, and religious groups to New Mexico and describe the impact of science and technology on life in the state. Students use critical-thinking skills to identify cause-and-effect relationships, compare and contrast, and make generalizations and predictions.

Social Studies 5

In Grade 5, students learn about the history of the United States from its early beginnings to the present with a focus on colonial times through the 20th century. Historical content includes the colonial and revolutionary periods, the establishment of the United States, and issues that led to the Civil War. An overview of major events and significant individuals of the late-19th century and the 20th century is provided. Students learn about a variety of regions in the United States that result from physical features and human activity and identify how people adapt to and modify the environment. Students explain the characteristics and benefits of the free enterprise system and describe economic activities in the United States. Students identify the roots of representative government in this nation as well as the important ideas in the Declaration of Independence and the U.S. Constitution. Students recite and explain the meaning of the Pledge of Allegiance. Students examine the importance of effective leadership in a democratic society and identify important leaders in the national government. Students examine fundamental rights guaranteed in the Bill of Rights. Students describe customs and celebrations of

various racial, ethnic, and religious groups in the nation and identify the contributions of famous inventors and scientists. Students use critical-thinking skills including sequencing, categorizing, and summarizing information and drawing inferences and conclusions.

Social Studies 6

In Grade 6, students study people and places of the contemporary world. Societies selected for study are chosen from the following regions of the world: Europe, Russia and the Eurasian republics, North America, Middle America, South America, Southwest Asia-North Africa, Sub-Saharan Africa, South Asia, East Asia, Southeast Asia, Australia, and the Pacific Realm. Students describe the influence of individuals and groups on historical and contemporary events in those societies and identify the locations and geographic characteristics of selected societies. Students identify different ways of organizing economic and governmental systems. The concepts of limited and unlimited government are introduced, and students describe the nature of citizenship in various societies. Students compare institutions common to all societies such as government, education, and religious institutions. Students explain how the level of technology affects the development of the selected societies and identify different points of view about selected events.

Social Studies 7 (New Mexico History)

In Grade 7, students study the history of New Mexico from early times to the present. Content is presented with more depth and breadth than in Grade 4. Students examine the full scope of New Mexico history, including the cultures of Native Americans living in New Mexico prior to European exploration and the eras of mission-building, colonization, revolution, and statehood. The focus in each era is on key individuals, events, and issues and their impact. Students identify regions of New Mexico and the distribution of population within and among the regions and explain the factors that caused New Mexico to change from an agrarian to an urban society. Students describe the structure and functions of municipal, county, and state governments, and examine the rights and responsibilities of New Mexico citizens. Students use primary and secondary sources to examine the rich and diverse cultural background of New Mexico as they identify the different racial and ethnic groups that settled in New Mexico to build a republic and then a state. Students use primary and secondary sources to acquire information about New Mexico.

Social Studies 8 (United States History from the Early Colonial Period through Reconstruction)

In Grade 8, students study the history of the United States from the early colonial period through Reconstruction. The knowledge and skills in subsection (b) of this section comprise the first part of a two-year study of U.S. history. The second part, comprising U.S. history since Reconstruction to the present, is provided in §113.32 of this title (relating to United States History Studies Since Reconstruction (One Credit)). The content builds upon that from Grade 5 but provides more depth and breadth. Historical content focuses on the political, economic, and social events and issues related to the colonial and revolutionary eras, the creation and ratification of the U.S. Constitution, challenges of the early Republic, westward expansion, sectionalism, Civil War, and Reconstruction. Students describe the physical characteristics of the United States and their impact on population distribution and

settlement patterns in the past and present. Students analyze the various economic factors that influenced the development of colonial America and the early years of the Republic and identify the origins of the free enterprise system. Students examine the American beliefs and principles, including limited government, checks and balances, federalism, separation of powers, and individual rights, reflected in the U.S. Constitution and other historical documents. Students evaluate the impact of Supreme Court cases and major reform movements of the 19th century and examine the rights and responsibilities of citizens of the United States as well as the importance of effective leadership in a democratic society. Students evaluate the impact of scientific discoveries and technological innovations on the development of the United States. Students use critical-thinking skills, including the identification of bias in written, oral, and visual material.

World Geography

Grade: 9

Credit: 1.00 (2 semesters)

Prerequisites: Social Studies 8

In World Geography Studies, students examine people, places, and environments at local, regional, national, and international scales from the spatial and ecological perspectives of geography. Students describe the influence of geography on events of the past and present. A significant portion of the course centers around the physical processes that shape patterns in the physical environment; the characteristics of major land forms, climates, and ecosystems and their interrelationships; the political, economic, and social processes that shape cultural patterns of regions; types and patterns of settlement; the distribution and movement of world population; relationships among people, places, and environments; and the concept of region. Students analyze how location affects economic activities in different economic systems throughout the world. Students identify the processes that influence political divisions of the planet and analyze how different points of view affect the development of public policies. Students compare how components of culture shape the characteristics of regions and analyze the impact of technology and human modifications on the physical environment. Students use problem-solving and decision-making skills to ask and answer geographic questions.

New Mexico History

Grade: 9-10

Credit: 1.00 (2 semesters)

Prerequisites:

This survey course supports students to become more knowledgeable and aware of the historical cultural, economic, and political history of New Mexico and their geographical connections. Students will analyze the role that New Mexico plays in national and international arenas.

World History

Grade: 10

Credit: 1.00 (2 semesters)

Prerequisites: World Geography

World History Studies is the only course offering students an overview of the entire history of humankind. The major emphasis is on the study of significant people, events, and issues from the earliest times to the present. Traditional historical points

of reference in world history are identified as students analyze important events and issues in western civilization as well as in civilizations in other parts of the world. Students evaluate the causes and effects of political and economic imperialism and of major political revolutions since the 17th century. Students examine the impact of geographic factors on major historic events and identify the historic origins of contemporary economic systems. Students analyze the process by which democratic-republican governments evolved as well as the ideas from historic documents that influenced that process. Students trace the historical development of important legal and political concepts. Students examine the history and impact of major religious and philosophical traditions. Students analyze the connections between major developments in science and technology and the growth of industrial economies, and they use the process of historical inquiry to research, interpret, and use multiple sources of evidence.

Advanced Placement (AP) World History

Grade: 10

Credit: 1.00 (2 semesters)

Prerequisites: Teacher and Administration Approval

The AP World History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in world history. The program prepares students for intermediate and advanced college courses. Students learn to access historical materials and scholarship and evaluate their reliability and importance. This course develops the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format.

United States History

Grade 11

Credit: 1.00 (2 semesters)

Prerequisites: World History

In this course, students study the history of the United States since Reconstruction to the present. Historical content focuses on the political, economic, and social events and issues related to industrialization and urbanization, major wars, domestic and foreign policies of the Cold War and post-Cold War eras, and reform movements including civil rights. Students examine the impact of geographic factors on major events and analyze causes and effects of the Great Depression. Students examine the impact of constitutional issues on American society, evaluate the dynamic relationship of the three branches of the federal government, and analyze efforts to expand the democratic process. Students describe the relationship between the arts and the times during which they were created. Students analyze the impact of technological innovations on the American labor movement. Students use critical-thinking skills to explain and apply different methods that historians use to interpret the past, including points of view and historical context.

Advanced Placement (AP) United States History

Grade: 11

Credit: 1.00 (2 semesters)

Prerequisites: Teacher and Administration Approval

The AP U.S. History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history. The program prepares students for intermediate and advanced college courses. Students learn to access historical materials and scholarship and evaluate their reliability and importance. This course develops the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format.

Advanced Placement (AP) European History

Grade 12

Credit: 1.00 (2 semesters)

Prerequisites: Teacher and Administration Approval

The AP European History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history. The program prepares students for intermediate and advanced college courses. Students learn to access historical materials and scholarship and evaluate their reliability and importance. This course develops the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format.

United States Government

Grade 12

Credit: .5 (1 semesters)

Prerequisites: United States History since Reconstruction

In Government, the focus is on the principles and beliefs upon which the United States was founded and on the structure, functions, and powers of government at the national, state, and local levels. This course is the culmination of the civic and governmental content and concepts studied from Kindergarten through required secondary courses. Students learn major political ideas and forms of government in history. A significant focus of the course is on the U.S. Constitution, its underlying principles and ideas, and the form of government it created. Students analyze major concepts of republicanism, federalism, checks and balances, separation of powers, popular sovereignty, and individual rights and compare the U.S. system of government with other political systems. Students identify the role of government in the U.S. free enterprise system and examine the strategic importance of places to the United States. Students analyze the impact of individuals, political parties, interest groups, and the media on the American political system, evaluate the importance of voluntary individual participation in a democratic society, and analyze the rights guaranteed by the U.S. Constitution. Students examine the relationship between governmental policies and the culture of the United States. Students identify examples of government policies that encourage scientific research and use critical-thinking skills to create a product on a contemporary government issue.

Psychology

Grade: 9, 10, 11, 1

Credit: .5 (1 semester)

Prerequisites: Teacher and Administration Approval

In Psychology, an elective course, students consider the development of the individual and the personality. The study of psychology is based on an historical

framework and relies on effective collection and analysis of data. Students study topics such as theories of human development, personality, motivation, and learning.

Sociology

Grade: 9, 10, 11, 12

Credit: .5 (1 semester)

Prerequisites: Teacher and Administration Approval

In Sociology, an elective course, students study dynamics and models of individual and group relationships. Students study topics such as the history and systems of sociology, cultural and social norms, social institutions, and mass communication.

TECHNOLOGY APPLICATIONS

Computer Science Grades 4-8

In Computer Science, students gain knowledge and skills in the application, design, production, and assessment of products, services, and systems. Knowledge and skills in the proper application of technology, the design of technology, the efficient production of technology, and the assessment of the effects of technology prepare students for success in the modern world. The study of technology allows students to reinforce, apply, and transfer their academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. In addition to their general academic and technical knowledge and skills, students gain an understanding of career opportunities available in technology and what employers require to gain and maintain employment in these careers.

Computer Assisted Art

Grade: 9

Credit: 1.00 (2 semesters)

Prerequisite: None

Computer Assisted Art is an introductory course in design, typography, and imaging techniques. The course includes topics such as digital composition, color, imaging, editing, and animation. An integral component in other areas, understanding design elements is essential in the creation of a successful product in this course. The student will use the computer's set of tools, common to bitmapped and object-oriented software programs, to produce and edit digital designs as well as to incorporate design principles when capturing digital images with the scanner and camera. Students will work with color, resolution, and halftones as well as other image enhancing strategies including outlining, cropping, digital manipulation, color correction, masking, and the use of channels, paths, background, and layers. Animation, both 2-D and 3-D, will be introduced in this course. Students enrolled in this course will be computer literate and have experience with the basic electronic productivity and telecommunication tools. A prerequisite for this course is grades 6-8 Technology Applications Knowledge and Skills.

Web Mastering

Grade: 10

Credit: 1.00 (2 semesters)

Prerequisite: None

The World Wide Web (WWW) is the fastest growing part of the Internet. The popularity of the WWW is due largely to the ease with which users can not only access and navigate the web but also create pages of information to share with others. Students will learn how to design, create, and maintain web pages. Projects will incorporate tools such as HTML, Dreamweaver, Photoshop, Flash, Fireworks, digital cameras, and scanners.

Mass Media-Production

Grade: 11

Credit: 1.00 (2 semesters)

Prerequisite: None

Video production is probably the most universally known of all visual media and is an integral component of many technology applications. The process of editing creates a special mood, tempo, and pace to enhance the subject matter. Video production is not only instructional and analytical, but also artistic. Students will learn video basics as well as participate in pre-production, production, and post production stages of video creation, distribution, and evaluation of the product. Students enrolled in this course will be computer literate and have experience with the basic electronic productivity tools.

Computer Science/Programming

Grade: 9, 10, 11, 12

Credit: 1.00 (2 semesters)

Prerequisite: Teacher Recommendation

Computer Science involves the understanding of programming language concepts and how these are applied to problem solving. The enormous growth of programming languages requires a changing curriculum and flexibility in the pace of instruction. Computer Science I is a course covering problem solving, computer architecture, and programming concepts. This knowledge helps students understand how software is written which increases the student's ability to learn application software through understanding of the basic concepts. Students can study Computer Science to comprehend the social, economic and cultural environment of the information age.

Programming equips students with skills which involve much more than the syntax of a programming language. Computer programs are a form of communication. When developing program solutions, students consider clarity of expressing (readability), program maintenance, ease of debugging, program extension, reliability, utility, and validity. Concept mastery of a high level language, while creating solutions which are well structured and modular in nature, is the primary emphasis rather than syntax.

Film/Videotape

Grade: 9, 10, 11, 12

Credit: 1.00 (2 semesters)

Prerequisite: Teacher approval

Multimedia is a laboratory-based course designed to provide an overview of and experience in multimedia technology. Sounds, images, graphics, and video are the informational projects from which students will construct media rich knowledge structures. Students will develop necessary skills and obtain hands-on experiences working with a variety of multimedia tools to build linear and non-linear interactive

products. Students enrolled in this course will be computer literate and have experience with basic electronic productivity tools.

Business Computer Applications

Grade: 9,10,11

Credit: 1.00 (2 semesters)

Prerequisite: None

Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and to make a successful transition to the workforce and/or post-secondary education. Students apply technical skills to address business applications of emerging technologies.

Computer and Information Sciences

Grade: 9,10,11

Credit: 1.00 (2 semesters)

Prerequisite: None

An occupationally specific course (pre-employment laboratory or cooperative education) designed to provide advanced training in concepts and skills related to computer applications. Special emphasis is placed on computer operations, word processing, database management, spreadsheet manipulation, telecommunications, desktop publishing, and other high-level business application software.

SPANISH

Spanish 4-8

This class serves as an introduction to the basics of the Spanish language. The basics of speaking, reading, listening, writing and comprehension are taught, as are aspects of the culture in countries where Spanish is spoken. An emphasis is placed on speaking and comprehension of Spanish. Class participation is required, as is daily study and practice time (outside of the classroom) to ensure the student's success in the course.

Spanish I

Grades: 9-12

Credit 1.0 (2 semesters)

Prerequisites: Spanish 8

This class serves as an introduction to the basics of the Spanish language. The basics of speaking, reading, listening, writing and comprehension are taught, as are aspects of the culture in countries where Spanish is spoken. An emphasis is placed on speaking and comprehension of Spanish. Class participation is required, as is daily study and practice time (outside of the classroom) to ensure the student's success in the course.

Spanish II - 1.0 credit (2 terms)

Grades: 9-12

Credit 1.0 (2 semesters)

Prerequisites: Spanish I

This class serves to further develop the student's ability to use the Spanish language. Speaking, reading, listening, writing and comprehension of Spanish are taught, as is the culture of the countries where the language is spoken. An emphasis is placed on speaking and comprehension of Spanish. Class participation is required

as is daily study and practice time (outside of the classroom) to ensure the student's success in the course.

Spanish III

Grades: 10-12

Credit 1.0 (2 semesters)

Prerequisites: Spanish II

This class serves to further develop the student's ability to use the Spanish language. More emphasis is placed on the culture of Spanish-speaking countries than in previous levels, as well as a higher emphasis on the utilization of Spanish in conversation, presentations, etc. Texts, films and other cultural resources are studied in the target language. Class participation is required as is daily study and practice time (outside of the classroom) to ensure the student's success in the course.

Spanish IV

Grades: 10-12

Credit 1.0 (2 semesters)

Prerequisites: Spanish III

This class seeks to develop the student's ability to utilize Spanish to the point of mastery. A higher emphasis is placed on the reading of texts, watching of films and studying the history and culture from the countries where Spanish is spoken. Class participation is required as is daily study and practice time (outside of the classroom) to ensure the student's success in the course.