

Appendix TANM A: Letters of Recommendation

To: New Mexico Public Education Department

Re: Flamenco Charter School

June 17, 2009

My name is Silvia Sosa de Chávez and I teach third grade within the Albuquerque Public School System. I am writing this letter in support of the proposed flamenco charter school. I have been a teacher for 12 years and part of the Albuquerque flamenco community for an even longer period, including at the University of New Mexico and the National Institute of Flamenco in downtown Albuquerque.

It has been a remarkable experience witnessing the evolution of the flamenco curricula and its impact on young people. I have had the unique perspective of seeing it develop through many of my students within the flamenco dance classroom as a dance student myself and in the classroom setting as an elementary school teacher.

As a classroom teacher I have seen students perform at a higher academic level who also study at the National Institute of Flamenco. They are able to apply the skills and content they learn at the NIOF and demonstrate these skills in their academic work. One example of this is in writing structure. Through the NIF curricula, the students learn dance structures and how they relate to the music. This concept of structure becomes very useful to elementary teachers who are teaching paragraph structure for the first time. The students who study flamenco have already had exposure to the structure of dance and music and as a result, it immediately transfers to other forms of academic learning. This then results in students who are more likely to move through the state standards quickly and with a deeper understanding because they are not learning material in isolation. Rather, they are connecting it to their real world experiences.

At this time, it would be encouraging to see more Fine Arts programs offered to our students in the New Mexico public/charter school system. Eva Encinias-Sandoval said it best during this years Summer Flamenco Kids Camp recital when she told the parents that our children can grow up to be "teachers and guitarists" or "doctors and dancers"-it does not have to be an all or nothing situation. The Arts should be a part of everyone's life and I admire the courage people like the Encinias family who are trying to establish a school with that as their purpose. I urge you to accept their application as a charter school.

Respectfully,

A handwritten signature in cursive script that reads "Silvia Sosa de Chavez". The signature is written in dark ink and is positioned above the printed name.

Silvia Sosa de Chávez

Third Grade Teacher, East San José Elementary School

sosadechavez@aps.edu



June 21, 2009

To Whom It May Concern:

As a seasoned educator, a teaching artist, and a professional performer, I am writing to support the curriculum and methodology of Joaquin Encinias of the National Institute of Flamenco in Albuquerque, NM.

As an instructor at the Public Academy for Performing Arts, I have hosted Mr. Encinias for various workshops in not only Flamenco technique but also in "core strengthening." Additionally, the flamenco technique curriculum that Mr. Encinias has developed is the standard for all flamenco classes taught at our school. His curriculum teaches students to approach movement from not only a kinesthetic perspective, but also makes students *think* about moving correctly, thus has, as an example, corrected students with poor posture. I have seen students who have even had issues with processing improve academically as a result of consistent prolonged study with Mr. Encinias's curriculum. This curriculum is cohesive in that it is based on skill level; it gives students the necessary foundation and allows them to "move up" as they acquire the necessary skills to properly (and safely) move ahead. His core strengthening workshop was beneficial for dancers of any genre as it teaches students not only about how the body works, but also about "connectivity." Many of my advanced modern dance students were able to correct some of their alignment issues as a result, thus preventing injuries and ultimately creating a stronger dancer.

I believe in the curriculum that Joaquin Encinias has developed as his approach to technique, application, and theory are innovative in that it fills the gaps which currently exist in education. His curriculum addresses the "delivery" for the educator as well as in the expectations and understanding of the student. His curriculum and what it has to offer students addresses the needs in New Mexico education that are needed.

Sincerely,

Naomi Elizabeth Montoya
Dance Department Head
Public Academy for Performing Arts

June 30th, 2009

Joaquin Encinias
214 Gold SW
Albuquerque, New Mexico
87102

Dear Mr. Encinias:

I am excited about the possibility of your proposed charter school. I am sending this letter in full support of the new school, which is long overdue. As a native New Mexican born and raised in Albuquerque, I welcome the possibility of the exciting curriculum that we discussed. The focus of academics, art (dance, music, drawing and painting) along with associated traditional arts/artesania will fill a void so apparent in the Albuquerque area, especially those associated with the Iberian Diaspora. I am the product of a good public school education, however, my life would have been vastly enriched if a charter school with an emphasis in the arts would have been available. The possibility now exists with the proposed charter.

I hold a Ph.D. in Anthropology from the University of New Mexico where my focus was in Ethnohistory/Archaeology of Hispanic New Mexico. I currently teach in an adjunct status at UNM, however I make my living as a traditional New Mexican Santero or Saintmaker. I have worked as a traditional santero for the past thirty-one years. My work has been recognized the United States Government as I received the National Heritage Fellowship in 2006. This is the highest award given to a living "traditional artist." I have spent much of my artistic life working as a traditional artist, and writing about the traditions of my Hispanic peoples in New Mexico. As an artist I have received many awards, including the Lifetime Achievement Award at Spanish Market in 2006. I feel that my work experiences with museums, universities, and schools throughout New Mexico and the United States gives me unique insight to act as a consultant and collaborator with the proposed charter school.

I am well aware of the National Institute of Flamenco, its staff, teachers and founders. I truly believe that their success over the years speaks for itself, and that the founders and staff are capable launching, running and maintaining a quality charter school.

I am willing to collaborate through master workshops with the proposed charter school as well as to be a liaison between the school and other artisans in the wider community. This effort will expose many students to a diversity

of traditional arts, performing and visual and increase their awareness of a world of possibilities that await them.

I encourage those individuals empowered in the decision process, to grant the new school a charter status!

Sincerely;

A handwritten signature in black ink, appearing to read "Charles M. Carrillo". The signature is fluid and cursive, with a large, stylized "C" at the beginning.

Charles M. Carrillo

Ph.D.

Appendix TANM B: NMSBA Scores

NMSBA Results

Scale: % at or above proficient

Grade 6

Reading



Data not available for this school (2005)
The state average for Reading was 43% in 2008.

NMSBA Results By Subgroup

The test results by subgroup show how the designated group of students is performing in comparison to the general population.

Scale: % at or above proficient

Grade 6

Reading	This School
All Students	64%
Female	64%
Male	62%
Black	n/a
Asian	n/a
Hispanic	63%
American Indian	n/a
White	67%
Not economically disadvantaged	64%
Students without disabilities	65%
Not English language learners	64%

Appendix TANM C: Framework

TANM Middle School Curricular Framework

Course Title: 6th grade English Course Number: _____

Department: English ADS Number: _____

Prerequisites: _____

Length of Course: full year Grade Level(s): 6th _____

Important Notes: None

COURSE DESCRIPTION:

English 6 Course Description

This course is designed for sixth graders to gain an understanding of the standards and basic skills of language arts and literature. The goals for the students include:

- Examination of novels, poetry, and journals
- Communication
- Reading and comprehending a wide variety of genres
- Small group and class work
- See connections between discipline and their learning
- Explore one's self, culture, and cultures of the Iberian Diaspora

- Expand on cooperative learning skills
- Research topics of interest
- Seek out and continually refine a new and fun way of learning
- Four units of writing: Descriptive, Narrative, Persuasive, and Expository
- Examine Parts of speech
- Sentence and paragraph structure

STRATEGIES:

The following strategies are used in the classroom:

- Independent seat work
- Cooperative group learning
- Thematic unit plans
- NIF daily rubrics and checklists
- Hands on learning
- NIF's tri-lateral approach to learning (technique, application, and theory)

ASSESSMENTS:

Students are assessed in the following ways:

- Projects and presentations
- Traditional assessments that include multiple choice, true/false, fill in the blank, and essays
- Oral exams
- Performance based assessment
- Mastery tests

SUGGESTED TEXTBOOKS AND INSTRUCTIONAL MATERIALS:

- Internet, public library, encyclopedias, and other outside materials to conduct research for unit plans
- Timeless Voices, Timeless Themes Copper Level, Prentice Hall

SUGGESTED TITLES/AUTHORS WEB SITES:

1. *The Phantom Tollbooth*, by Norton Juster
2. *Heroes, Gods, and Monsters*, by Bernard Evslin
3. *Kokopellis Flute*, by Will Hobbs
4. *Enchanted Runner*, by Kimberley Griffiths Little
5. *The Last Snake Runner*, by Kimberley Griffith Little
6. *Shadow of a Bull*, by Maia Wojciechowska
7. Various websites will be used to conduct research

STRAND: READING AND LISTENING FOR COMPREHENSION

Content Standard I: **Students will apply strategies and skills to comprehend information that is read, heard, and viewed.**

5-8 Benchmark I-A: Listen to, read, react to, and interpret information

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
-------	-----------------------	---------------

6	1. Narrate a fictional or autobiographical account. 2. Relate details, main ideas, setting, action, and main character(s). 3. Explore expressive materials that are read, heard, or viewed. 4. Identify and interpret figurative language in an oral selection. 5. Interact appropriately in group settings. 6. Reflect on learning experiences by describing personal learning growth and change in perspective. 7. Interpret how personal circumstances and background shape interaction with text.	1. read a selection of short biographical, autobiographical and fictional short stories and novels 2. large and small group discussions on selected reading, selection support worksheets, and assessment 3. Students read selections from the 6th grade book list 4. through poetry and short stories 5. cooperative group strategies in projects and presentations 6. through journaling and class discussions 7. through journaling, discussion, music and art
----------	---	---

Strand: Reading and Listening for Comprehension

Content Standard I: Students will apply strategies and skills to comprehend information that is read, heard, and viewed.

5-8 Benchmark I-B: Gather and use information for research and other purposes

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
--------------	------------------------------	----------------------

6	<p>1. Interpret and synthesize information from a variety of sources by:</p> <ul style="list-style-type: none"> • reviewing the characteristics of informational works • restating and summarizing information • determining the importance of information • making connections to related topics and information • monitoring comprehension • drawing inferences • generating questions <p>2. Use multiple sources of print and non-print information in developing informational materials such as brochures, newsletters, and advertisements by:</p> <ul style="list-style-type: none"> • exploring a variety of sources that provide information (e.g., books, newspapers, Internet, electronic databases, CD-ROMs) • distinguishing between primary and secondary sources <p>3. Organize information gathered for a research topic into major components based on appropriate criteria.</p>	<p>1. Students will use journal writings, the process of writer's workshop, along with small group and whole class discussion. They will also complete written assignments/essays to assess reading comprehension as well as take traditional exams.</p> <p>2. Various units are designed for students to use multiple resources in order to research, write and present information from current events as well as historical.</p> <p>3. With each unit students must research using the internet, encyclopedias, articles, and books. They must gather the information and organize it in a five paragraph essay along with a bibliography and a visual aide.</p>
---	---	---

Strand: **Reading and Listening for Comprehension**

Content Standard I: **Students will apply strategies and skills to comprehend information that is read, heard, and viewed.**

5-8 Benchmark I-C: Apply critical thinking skills to analyze information

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
-------	-----------------------	---------------

6	<ol style="list-style-type: none"> 1. Use critical thinking skills and create criteria to evaluate text and multimedia by: <ul style="list-style-type: none"> • determining purpose through exploring bias, apparent messages, emotional factors, or persuasive techniques • identifying and exploring the underlying assumptions of the author 2. Recognize the point of view of the author by considering alternative points of view or reasons by remaining fair-minded and open to other interpretations. 3. Develop and apply appropriate criteria to evaluate the quality of communication by: <ul style="list-style-type: none"> • using knowledge of language structure and literary or media techniques • drawing conclusions based on evidence, reasons, or relevant information • considering the implications, consequences, or impact of those conclusions 	<ol style="list-style-type: none"> 1. Students will read multiple short stories, advertisements, and articles. They will participate in small group discussions, whole class discussions, and compose individual written and oral answers. 2. Students are trained and given examples on how to state and defend an argument. In class debates and discussions are held to discuss and argue points of view. 3. Through reading and analyzing historical documents and drawing conclusions based upon decisions made in history and comparing them to what today's society is facing. They then must write, discuss and answer questions based upon the consequences and impact of those conclusions and how we can better from them in the future.
---	---	--

Strand: Reading and Listening for Comprehension

Content Standard I: Students will apply strategies and skills to comprehend information that is read, heard, and viewed.

5-8 Benchmark I-D: Demonstrate competence in the skills and strategies of the reading process

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
-------	-----------------------	---------------

6	<p>1. Increase fluency, comprehension, and insight through meaningful and comprehensive reading instruction by:</p> <ul style="list-style-type: none"> • using effective reading strategies to match type of text • reading self-selected literature and other materials of individual interest • reading selections and other materials assigned • discussing selections in teacher-student discussions and small groups • taking an active role in whole-class seminars • discussing and analyzing the effects on texts of literary devices, such as figurative language, dialogue and flashback • interpreting text by explaining elements such as plot, theme, point of view, characterization, mood, and style • investigating examples of distortion and stereotype • recognizing underlying messages in order to identify recurring themes <p>2. Generate questions to be answered while reading and reflect on what has been learned after reading.</p> <p>3. Use specific strategies to clear up confusing parts of a text (e.g., re-read the text, consult another source, ask for help).</p> <p>4. Follow oral and written directions for a procedure.</p> <p>5. Use knowledge of punctuation to assist in comprehension.</p>	<p>1. Students use various reading strategies as given the Literature text. These short story selections provide selection support worksheets in theme, point of view, figurative language, dialogue, flashback and interpretation. Students discuss reading selections in small groups as well as meeting with the teacher once a week to discuss goals in reading and writing.</p> <p>2. After each selection or novel, students are quizzed and must compile a series of questions to ask the class.</p> <p>3. Strategies for clearing up text that are taught, modeled, and used in class as well as at home are:</p> <ul style="list-style-type: none"> - Re-reading - Highlighting or underlining text - Looking up vocabulary - Consulting another source - Asking for help <p>4. Students learn to follow oral and written instruction through:</p> <ul style="list-style-type: none"> - Unit plans - Daily assignments - Test and quizzes - Mastery tests <p>5. Use of daily checklists that give teachers the number of repetitions of skill sets being taught.</p>
---	---	--

Strand: **Writing and Speaking for Expression**

Content Standard II: **Students will communicate effectively through speaking and writing.**

5-8 Benchmark II-A: Use speaking as an interpersonal communication tool

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
6	<ol style="list-style-type: none"> 1. Assume a variety of roles in group discussions (e.g., active listener, discussion leader, facilitator, reporter/synthesizer). 2. Clarify, illustrate, and expand upon topics in discussions. 3. Use oral clues to indicate levels of certainty (e.g., “what if,” “very likely,” “I’m unsure of”). 	<ol style="list-style-type: none"> 1. Each student is trained and must practice the following skills in cooperative learning: <ul style="list-style-type: none"> - Facilitator - Time keeper - Encourager - Materials manager - Group member - Recorder 2. In small groups and in their unit plans students must discuss to clarify, illustrate, and expand on topics. 3. During group training students are taught and must practice the following skills in order to use good oral language skills: <ul style="list-style-type: none"> - How to speak in a calm and assuring speaking voice to their peers - How to use encouraging language such as “That’s a great idea!” or “I agree.” - How to question someone’s idea in a positive way. (e.g. “That’s a good idea, but how can we better it?” or “Well though out. I also thought we could...” - The appropriate way to ask a question if the student does not understand. (e.g. “I’m unclear of,” “what if,” I’m unsure of)

Strand: **Writing and Speaking for Expression**

Content Standard II: **Students will communicate effectively through speaking and writing.**

5-8 Benchmark II-B: Apply grammatical and language conventions to communicate

TANM C Framework

Strand: **Speaking and Writing for Expression**

Content Standard II: Students will communicate effectively through speaking and writing.

5-8 Benchmarks II-C: **Demonstrate competence in the skills and strategies of the writing process**

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
6	<ol style="list-style-type: none">1. Use simple, compound, complex, and compound-complex sentences.2. Use effective coordination and subordination of ideas to express complete thoughts.3. Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses to convey appropriate meaning.4. Use verbs that agree with compound subjects.5. Punctuate using commas that link two clauses with a conjunction in compound sentences.6. Correctly spell frequently misspelled words (e.g., there, their, they're).7. Demonstrate an awareness of language conventions and usage during oral presentations.8. Identify and correct errors in everyday speech.9. Support opinions expressed with detailed evidence and with visual or media displays that use appropriate technologies	<ol style="list-style-type: none">1. Students practice using simple, compound, complex, and compound-complex sentences in the following ways:<ul style="list-style-type: none">- Daily grammar worksheets- Journal writing- Overhead editing sheets2. Students use effective coordination and subordination of ideas to express complete thoughts by:<ul style="list-style-type: none">- Oral discussion- Journal writing- Small group discussion3. "Daily practice" grammar worksheets from Prentice Hall text4. Students are given weekly spelling words to practice spelling correctly along with a spelling test each week.5. Rubrics are designed to demonstrate awareness of language conventions and usage during oral presentations6. "Daily Edit practice" from Prentice Hall.7. Self designed thematic unit plans8. Daily teacher checklists and rubrics to ensure repetitions of skill sets being taught9. Teaching grammar and writing using trilateral methodology
Tierra Adentro: The New Mexico School of Academics, Art and Artesanía TANM C Framework		-

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
6	<ol style="list-style-type: none"> 1. Compose a variety of writings that express individual perspectives drawn from personal or related experience by: <ul style="list-style-type: none"> • Drafting, revising, editing, and proofreading own written work • Using direct feedback from peers to revise content • Writing for public and private audiences 2. Demonstrate competence in writing essays that present problems and solutions (e.g., identifies and defines the problem, describes a solution clearly and convincingly, presents logical and well-supported reasons). 3. Produce writings that incorporate a definite voice of the author appropriate to the writing purpose. 4. Use electronic media to effectively communicate with others. 	<ol style="list-style-type: none"> 1. Compose a variety of writings that express individual perspectives drawn from personal or related experience by: <ul style="list-style-type: none"> - Writer's workshop - Journal writing - Trilateral methodology - Daily checklists and rubrics 2. Demonstrate competence in writing essays that present problems and solutions (e.g., identifies and defines the problem, describes a solution clearly and convincingly, presents logical and well-supported reasons). <ul style="list-style-type: none"> - Writer's workshop - Trilateral methodology 3. Students produce writings that incorporate a definite voice of the author appropriate to the writing purpose by: <ul style="list-style-type: none"> - Writer's workshop - Trilateral methodology 4. Students use electronic media to effectively communicate with others by: <ul style="list-style-type: none"> - Internet

Strand: Literature and Media

Content Standard III: Students will use literature and media to develop an understanding of people, societies, and the self.

5-8 Benchmarks III-A: Use language, literature, and media to understand various social and cultural perspectives

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
6	<ol style="list-style-type: none">1. Describe how characters' actions reflect their cultures.2. Respond to historically or culturally significant works of literature to develop an awareness of perspective(s).3. Examine connections between cultures worldwide and American society as depicted through literature and media	<ol style="list-style-type: none">1. Students describe how characters' actions reflect their cultures by:<ul style="list-style-type: none">- Reading and discussing multiple short story selections from Prentice Hall Lit. text- students read and complete a unit on <u>Heroes, Gods, and Monsters</u> by Bernard Evslin2. Students respond to historically or culturally significant works of literature to develop an awareness of perspective(s) by:<ul style="list-style-type: none">- students read and complete a unit on <u>Heroes, Gods, and Monsters</u> by Bernard Evslin3. Students examine connections between cultures worldwide and American society as depicted through literature and media by:

--	--	--

Strand: Literature and media

Content Standard III: Students will use literature and media to develop an understanding of people, society, and the self

5-8 Benchmarks III-B: Identify ideas and make connections **among literary works**

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
6	<ol style="list-style-type: none"> 1. Describe the author's use of various techniques (e.g., appeal of characters, logic and credibility of plots and setting, use of figurative language, emotional impact) to influence readers' perspectives. 2. Identify the various themes in literary works. 3. Compare and contrast print and non-print versions of a literary work. 	Students use the Prentice Hall Literary Analysis workbooks to describe the author's use of various techniques (e.g., appeal of characters, logic and credibility of plots and setting, use of figurative language, emotional impact) to influence readers' perspectives; to identify the various themes in literary works, and to compare and contrast print and non-print versions of a literary work.

6th Grade English

Grammar Parts of Speech

Start Time

Define

pink denotes a section of class

Time check _____

1 Nouns

Overhead
Student
Write for reps

Proper Noun

Overhead
Student
Write for reps

Common Noun

Overhead
Student
Write for reps

2 Verbs

Overhead
Student
Write for reps

Action

Overhead
Student
Write for reps

Linking

Overhead
Student
Write for reps

6th Grade English

Define continued

2 Verbs Continued

Helping

Overhead

Student

Write for reps

3 Adjectives

Write for reps

Overhead

Student

Write for reps

4 Pronouns

Overhead

Student

Write for reps

5 Adverbs

Overhead

Student

Write for reps

Time

Overhead

Student

Write for reps

Manner

Overhead

Student

Write for reps

Place

Overhead

Student

Write for reps

6th Grade English

Define continued

5 Adverbs Continued

Cause

Overhead

Student

Write for reps

Degree

Overhead

Student

Write for reps

How

Overhead

Student

Write for reps

When

Overhead

Student

Write for reps

Where

Overhead

Student

Write for reps

How much

Overhead

Student

Write for reps

What Condition

Overhead

Student

Write for reps

6th Grade English

Define continued

5 Adverbs Continued

Positive

Overhead

Student

Write for reps

Comparative

Overhead

Student

Write for reps

Superlative

Overhead

Student

Write for reps

6 Prepositions

Overhead

Student

Write for reps

Object

Overhead

Student

Write for reps

Prepositional Phrases

Overhead

Student

Write for reps

7 Conjunctions

Overhead

Student

Write for reps

6th Grade English

Define continued

8 Interjections

Overhead

Student

Write for reps

6th Grade English

grammar - parts of speech

Grammar

Parts of Speech

ID/Examples

pink denotes a section of class

Time check_____

1 Nouns

Overhead (Word Groups)
Student (Examples on Board)
Write for reps (In Journal)

Proper Noun

Overhead (Word Groups)
Student (Examples on Board)
Write for reps (In Journal)

Common Noun

Overhead (Word Groups)
Student (Examples on Board)
Write for reps (In Journal)

2 Verbs

Overhead (Word Groups)
Student (Examples on Board)
Write for reps (In Journal)

Present

Overhead (Word Groups)
Student (Examples on Board)
Write for reps (In Journal)

Past Perfect

Overhead (Word Groups)
Student (Examples on Board)
Write for reps (In Journal)

6th Grade English

grammar - parts of speech

ID/Examples

2 Verbs

Future

Overhead (Word Groups)

Student (Examples on Board)

Write for reps (In Journal)

Action

Overhead (Word Groups)

Student (Examples on Board)

Write for reps (In Journal)

Linking

Overhead (Word Groups)

Student (Examples on Board)

Write for reps (In Journal)

Helping

Overhead (Word Groups)

Student (Examples on Board)

Write for reps (In Journal)

3 Adjectives

Overhead (Word Groups)

Student (Examples on Board)

Write for reps (In Journal)

4 Pronouns

Overhead (Word Groups)

Student (Examples on Board)

Write for reps (In Journal)

6th Grade English

grammar - parts of speech

5 Adverbs

Overhead (Word Groups)
Student (Examples on Board)
Write for reps (In Journal)

Time

Overhead (Word Groups)
Student (Examples on Board)
Write for reps (In Journal)

Manner

Overhead (Word Groups)
Student (Examples on Board)
Write for reps (In Journal)

Place

Overhead (Word Groups)
Student (Examples on Board)
Write for reps (In Journal)

Cause

Overhead (Word Groups)
Student (Examples on Board)
Write for reps (In Journal)

Degree

Overhead (Word Groups)
Student (Examples on Board)
Write for reps (In Journal)

How

Overhead (Word Groups)
Student (Examples on Board)
Write for reps (In Journal)

6th Grade English

grammar - parts of speech

5 Adverbs continued

When

Overhead (Word Groups)
Student (Examples on Board)
Write for reps (In Journal)

Where

Overhead (Word Groups)
Student (Examples on Board)
Write for reps (In Journal)

How much

Overhead (Word Groups)
Student (Examples on Board)
Write for reps (In Journal)

What Condition

Overhead (Word Groups)
Student (Examples on Board)
Write for reps (In Journal)

Positive

Overhead (Word Groups)
Student (Examples on Board)
Write for reps (In Journal)

Comparative

Overhead (Word Groups)
Student (Examples on Board)
Write for reps (In Journal)

Superlative

Overhead (Word Groups)
Student (Examples on Board)
Write for reps (In Journal)

6th Grade English

grammar - parts of speech

6 Prepositions

Overhead (Word Groups)
 Student (Examples on Board)
 Write for reps (In Journal)

Object

Overhead (Word Groups)
 Student (Examples on Board)
 Write for reps (In Journal)

Prepositional Phrases

Overhead (Word Groups)
 Student (Examples on Board)
 Write for reps (In Journal)

7 Conjunctions

Overhead (Word Groups)
 Student (Examples on Board)
 Write for reps (In Journal)

8 Interjections

Overhead (Word Groups)
 Student (Examples on Board)
 Write for reps (In Journal)

6th Grade English

Grammar - Sentence Structure

Grammar

Sentence Structure/Creation

Sentence Structure - Define Subject and Predicate

pink denotes a section of class

Time check_____

- 1 Expound on Subject and Predicate (Use Poster board)....get student involved

Compare and
Contrast the 3
subject types

Define Simple Subject

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Define Compound Subject

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Define Complete Subject

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

- 2 Predicate

Compare and
Contrast the 3
predicate types

Define Simple Predicate

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Define Compound Predicate

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Define Complete Predicate

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

- 3 Phrase and Clause

Compare and
Contrast Phrase
and Clause

Define Phrase

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Define Clause

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

6th Grade English

Grammar - Sentence Structure

Sentence Structure - Drill Subject, Predicate, Phrase, Clause

1 ID Simple Subject and Verb (Simple Predicate)---WORKSHEET

2 Sentence Completion (Focus on Subject and Predicate)--WORKSHEET

3 ID Complete Subject and Complete Predicate---WORKSHEET

4 Cue Card Creation-Define Subject, Predicate, Phrase, Clause

5 Create your own simple sentence-ID Subject and Predicate---WORKSHEET

Sentence Structure - Define Simple, Compound, Complex: pink denotes a section of class

Time check_____

1 Expound on Subject and Predicate (Use Poster board)....get student involved

Compare and
Contrast the 3
sentence types

Define Simple Sentence

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Define Compound Sentence

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Define Complex Sentence

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

6th Grade English

Grammar - Sentence Structure

Sentence Structure - Drill Simple, Compound, Complex

- 1 ID Subject and Verb in Compound Sentence---WORKSHEET
 - 2 Start or Finish w/compound subject and/or verb---WORKSHEET
 - 3 Create your own compound sentence-ID Subject and Predicate---WORKSHEET
 - 4 Create your own complex sentence-ID Subject and Predicate---WORKSHEET

6th Grade English

Descriptive Paragraphs

Paragraph Structure/Creation - Descriptive Paragraphs

"Writers Workshop"/Descriptive Paragraph

Lecture on each direction for "writers workshop" and review parts of speech and sentence structure before each number

- 1 Take Object and List Descriptive Words (adjectives) or phrases

[illegible]

- 2 Use words or phrases in simple sentences

[illegible]

- 3 Combine or stretch simple sentences into compound or complex sentences

[illegible]

- | | |
|---|--|
| 4 | Order sentences by personal preference |
|---|--|

[illegible]

- 5 Create Topic Sentence

[illegible]

- 6 Create Closing Sentence

[illegible]

- 7 Edit and format

[illegible]

- 8 Self Edit and rewrite

[illegible]

6th Grade English

Narrative Writing

Grammar

Narrative Writing

Define Narrative Writing and Parts of a Story

	Setting	Rising Actions	Climax	Falling Actions	Resolve
1					
2					
3					
4					
5					

Define Literary Devices

[illegible]

6th Grade English

Narrative Writing

Practice - Parts of a Story cont.

In these exercises, review literary devices.

Write a climax to existing story

[illegible]

Present Situation-Create Setting

[illegible]

Present Picture-write entire narrative story

[illegible]

6th Grade English

Persuasive Writing

Define Persuasive Writing

[illegible]

Create Persuasive Arguments

[illegible]

6th Grade English

Expository Writing

Present and Define

- [illegible]

Research and Expository Process

- [illegible]

Expository Writing

Research and Expository Process cont.

[illegible]

6th Grade English

Expository Writing

Research and Expository Process cont.

14

Cover Page

[illegible]

15 Create Final Draft

[illegible]

16 Create Supporting Visual Aide

[illegible]

17 Bibliography

[illegible]

6th Grade English

Reading, Spelling and Vocabulary

The Phantom Tollbooth

- [illegible]

6th Grade English

Reading, Spelling and Vocabulary

Heroes, Gods and Monsters

[illegible]

6th Grade English

Reading, Spelling and Vocabulary

Kokopelli Flute

[illegible]

6th Grade English

Reading, Spelling and Vocabulary

Enchanted Runner

[illegible]

6th Grade English

Reading, Spelling and Vocabulary

Enchanted Runner

- [illegible]

6th Grade English

Reading, Spelling and Vocabulary

The Last Snake Runner

- [illegible]

6th Grade English

Reading, Spelling and Vocabulary

Shadow of a Bull

- [illegible]

TANM Appendix E: Syllabus

6th Grade Language Arts/Literature

Dear Parents/Guardians of 6th grade students:

Welcome to the 2010-2011 school year! In this packet I've included the supply list, course description, reading list, contact information, class protocol/procedures, etc. Please read through the entire packet. Fill out and sign the last page and return it to me no later than _____. I look forward to working with you and your child this year.

Language Arts/Lit. 6 Course Description

This course is designed for sixth graders to gain an understanding of the standards and basic skills of language arts and literature. The goals for the students include:

- Examination of novels, poetry, and journals
- Communication
- Reading and comprehending a wide variety of genres
- Small group and class work
- See connections between discipline and their learning
- Explore one's self, culture, and cultures of the Iberian Diaspora
- Expand on cooperative learning skills
- Research topics of interest
- Seek out and continually refine a new and fun way of learning
- Four units of writing: Descriptive, Narrative, Persuasive, and Expository
- Examine Parts of speech
- Sentence and paragraph structure

All of these will be done in accordance to the standards and benchmarks for the state of New Mexico. Academic Excellence is the focus of class as is the understanding and fostering each students' "art." As the school year progresses, students may have to miss class due to performance obligations. Students are expected to keep up with the class and may do so by internet and communication with the instructor. Students may also get work ahead of time, with a minimum of 24 hours notice.

Extra credit may be offered throughout the grading periods, but emphasis is placed on assignments.

Class Rules:

Be prompt – Be polite – Be prepared – Be productive – Be positive

- If cell phones are seen or heard in class, they will be confiscated and parents will need to pick them up from Ms. Torres' classroom.

Consequences:

1. Verbal Warning
2. Note sent home by email or in the student's agenda that needs to be signed by the parent and returned to Ms. Torres the following day
3. Student calls home
4. Parent/Teacher conference
5. Team meeting

Contact Info:

My e-mail address: _____

School website: _____

Cell phone: _____

*If you have any questions or concerns, please email me or call me on my cell. Please do not phone the school.

Class Routines/Procedures/Agenda:

Students must bring their agendas to class on a daily basis. After students arrive to class, they are to record their homework word-for-word. I will sign/stamp what they have written to ensure that students recorded the information correctly. My signature does not indicate that the student has completed the work; it only means that they have recorded the information correctly. You are welcome to ask questions, write notes, or simply confirm that your child has completed his/her homework at the bottom of the agenda.

Grading/Progress Reports:

Grading is done on a 100 point scale. Report cards are sent home quarterly and progress reports are sent home prior to the fifth week of each reporting period by the school. Detailed progress reports are sent home per parent request and require a parent signature.

Absences/Late Work/Make-Up Work:

Due to the nature of our school, students will be out of class for performances, auditions, and rehearsals; however it is expected that students stay on top of their coursework so they do not fall behind. If a student knows he/she will be absent ahead of time, they may get the work before the absence, and in both cases, have as many days as they were absent to make-up the assignment. Other situations may be discussed with me and will

be looked at on a case-by-case situation; otherwise, **no late work is accepted. No exceptions.**

No Name/No Grade:

If a student does not put his/her name on his/her paper, no credit will be given for the assignment. This **includes** all tests, projects and quizzes.

Food/Water:

No food or drink other than water in a sealed container such as a water bottle is allowed in the classroom. Gum may be chewed as long as it is not seen or heard.

Reading List:

Selected novels will have to be purchased, borrowed, or checked out of the school or public library. **It is each student's responsibility to acquire the novel.** I have preordered all four novels we will be reading this year and you may purchase them at Border's at the ABQ Uptown Mall as soon as possible to ensure that your child is prepared for class. A minimum of one week's notice will be given in your child's agenda prior to the start of the book. Check your child's agenda on a regular basis for this information.

The following 6th grade list will include:

1. *The Phantom Tollbooth*, by Norton Juster
2. *Heroes, Gods, and Monsters*, by Bernard Evslin
3. *Kokopellis Flute*, by Will Hobbs
4. *Enchanted Runner*, by Kimberley Griffiths Little
5. *The Last Snake Runner*, by Kimberley Griffith Little
6. *Shadow of a Bull*, by Maia Wojciechowska

*I recommend purchasing all the novels at the beginning of the year.

Class Supply List: The following must be brought to class on a daily basis:

- 1 box of tissue
- 1 Three-ring binder (at least 1 ½")
- Subject dividers with tabs (Minimum of 5 divider tabs)
- College ruled loose leaf notebook paper
- One bright colored folder for labeled "**Homework**"
- Dark blue or black ink pens (erasable ink is ok)
- Red pens
- Highlighter (any color)
- 1 box black sharpies

- Poster boards are used throughout the year for projects. If you wish to purchase them ahead of time you may, **I just ask that they be kept at home.**
- Student agenda
- *Agendas will be used as hall passes and may **not** be borrowed

*Please label all school supplies in permanent ink. You have one week after the start of school to obtain all supplies and have them labeled correctly.

Please label your dividers with the following:

- **Spelling/Vocab**
- **Grammar**
- **Notes**
- **Writers Workshop**
- **Graded Work**

My signature on this document indicates that I have read and agree to comply with Ms. Torres' 20010-2011 Language Arts packet.

Student name: _____

Student Signature: _____

Parent name: _____

Parent Signature: _____

Parent Phone Number: _____

Parent Email: _____

*Please sign and return a copy of this document to Ms. Torres
_____.

Appendix TANM F

Unit Plan: Writing a Descriptive Paragraph

6 Week Unit

Alignment with NMSBAs:

STRAND: READING AND LISTENING FOR COMPREHENSION

Content Standard I: Students will apply strategies and skills to comprehend information that is read, heard, and viewed.

5-8 Benchmark I-A: Listen to, read, react to, and interpret information

5-8 Benchmark I-B: Gather and use information for research and other purposes

5-8 Benchmark I-C: Apply critical thinking skills to analyze information

5-8 Benchmark I-D: Demonstrate competence in the skills and strategies of the reading process

STRAND: Writing and Speaking for Expression

Content Standard II: Students will communicate effectively through speaking and writing.

5-8 Benchmark II-A: Use speaking as an interpersonal communication tool

5-8 Benchmarks II-B: Apply grammatical and language conventions to communicate

5-8 Benchmarks II-C: Demonstrate competence in the skills and strategies of the writing process

5-8 Benchmarks III-B: Identify ideas and make connections among literary works

Materials needed:

- Your three ring binder
- College ruled lined paper
- Red pen
- Blue/black ink pen or pencil
- Highlighter
- Agenda
- Colored Construction paper (will be given in class)
- One small paper bag (will be given in class)
- Scissors
- Your copy of *Phantom Tollbooth* by Norton Juster
- Note cards (will be given in class)

Technique: Grammar

Objective: Students will be able to master the definition, of a noun, a verb (action, linking and helping), an adverb, and an adjective. They will be able to identify these concepts in a text and be able to use them in their independent writing.

Instruction:

- Please see the daily agenda for class work and homework

Activities:

- Mug shot warm ups
- Sentence strategy practice (to be kept in a comprehensive writing journal)
- Worksheets/note taking
- Teaching and guided practice of “Apple” technique for complex sentences and paragraph formation.
- “School House Rock”
- Sheet music: “The Case of the Missing Parts of Speech” (students will learn and sing songs about the parts of speech)
- Brown Bag lesson
- M&M tasting and description (to be kept in comprehensive writing journal to be published at a later date)
- How to use a thesaurus

Technique: Identifying parts of a story

Objective: Students will be able to identify parts of a story.

Instruction:

- Please see the daily agenda for class work and homework

- Setting
- Rising action
- Climax
- Falling action
- Resolve

Activities:

- Story mapping
- Read the play: “The Case of the Missing Parts of Speech” to identify parts of a story and review grammar techniques

Technique: Vocabulary and Spelling

Objective: Students will be tested weekly on spelling and vocabulary that will be taken from *The Phantom Tollbooth*.

Instruction:

- Please see the daily agenda for class work and homework

Activities:

- Oral practice
- Creating flash cards
- Creating sentences using the correct spelling and definition of the word
- Written practice

Theory

Objective: Students will read *Phantom Tollbooth* by Norton Juster to see the usage of nouns, verbs, adjectives, and adverbs throughout a written text. They will identify the phrasing and style the author uses within the text. They will identify and review the parts of a story.

Instruction:

- Please see the daily agenda for class work and homework

Activities:

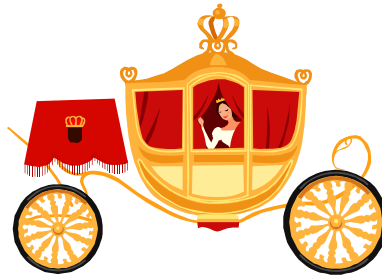
- Identify, compare and contrast the similarities and differences in their sentence structure to the authors.
- Categorize their sentence structure by revising their written work that they completed during sentence strategy practice.
- Socratic Seminars
- Identifying and analyzing the elements of the novel, plot analysis, character analysis
- Critical examination of the novel
- Examination of the author's use of description, imagery, and play on words

Application

Objective: Students will apply the skills obtained during the unit to create a culminating project. (Please see the attached project sheet) *Preteaching of the rubric and expectations will be given in advance.

*In addition to the project, students must take a mastery test in the areas of grammar, parts of a story, vocabulary, and spelling. They will be required to pass with an 80% or above.

Project 1:



"The Royal Banquet"

*By the request of Ms. Torres, you are hereby invited to the Phantom Tollbooth's Royal
Costume Banquet on*

Thursday, October 29, 2009.

To participate in this banquet, you must prepare the following:

- You must come in costume as one of your favorite characters from the Phantom Tollbooth*

- *You must prepare an announcement explaining your character, how you related to the story, and your word(s)*
- *You must bring a word of which we will partake (in other words...we will be eating our words!)*

RSVP: Attendance and participation is mandatory!

By the order of:

The Royal Family of the 6th Grade of Dictionopolis

Note: Your announcement must consist of no more than 200 words. It must have descriptive sentences that are phrased appropriately and make sense to your character and costume.

Project 2:

Objective: Students will be editing, revising and publishing their descriptive paragraph from their M+M taste test.

Instruction:

- *Day one: Using your red pen, read through and self edit your paragraph. Identify grammar and spelling errors as well as sentence structure errors. Please label it "Self-Edit" and rewrite a clean copy fixing your mistakes.*
- *Day two: Ms. Torres will assign you to a partner. You will trade paragraphs and edit them using the class rubric. You must sign your name to their paper verifying that you have edited it. Once you and your partner have completed your work, you may trade back and read through your corrections. Next, rewrite a clean copy fixing your errors.*
- *Day three: Please turn your clean copy into Ms. Torres for your adult and final edit. Once your paper is returned to you, read through your corrections, make any last*

revisions, and write a clean copy that will be published for the class. (Please see attached expectations for publishing)

- Day 4: PRESENTATION DAY!

Your project is due on _____

No later work accepted

Baile I/Technique I

<u>Class Count</u>																				

Stretch Roll Down, Up and Back, Hands to Knees...hold flat back, Roll down, Up, head circles, up and back Stretch

Core Awareness Warm-Up (all exercises to be done every class)

Abs (1) forward center back
 Back (1) shoulders around and back and down
 Inner Thighs (1) rotate and pull across
 Calves/Shins (0)
 Feet (1) push through the foot
 Back of Neck (0)

6-7 Minutes into class

Flamenco Fundamental: Body Shapes (5) All 3 done every class

Flamenco "Neutral" (1)

Weight Back....spiral.... Oppo (2)

Weight Back....spiral.... Homo (3)

1 done every class

Spiral....Lunge...Legs Long (4)

Spiral....Lunge...Legs Bent (5)

Flamenco Fundamental: Use of Weight (1)

Weight Forward...Middle...Back

Baile I/Technique I

Flamenco Fundamental: Flow/ Technique: Gestures (1)

Hollow ..no bend..into the arm

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Technique: Walking Patterns (1 of 5)

Legs bentweight between

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

9-10 Minutes into class

Foot warm- up

(both patterns done every class)

Toe Heel Heel

Toe Heel Heel Heel

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

(1 done every class)

8 Sound Pattern

Double Tap

11-12 Minutes into class

(1 done every class)

Technique: Marking Patterns-Traveling (3)

Mark side...Long Leg..... Pelvis Pressed Forward.....Cornered....arms low 7th

Mark side...Leg bentPelvis Neutral....Hip relaxes hips move.... Cornered..... Arm low 7th More travel

Mark side(diagonal).....Leg very bent.... Long leg reaching.... Corner...Arm low 7th ... Most travel

Baile I/Technique I

Technique: Marking Patterns-In place (1 of 3)

Big Circle...Opposite arm as leg...with hand circle

14 Minutes into class

Turn Components (3)

Note: 1 component must be taught with a turn, double back change done in accordance with direction of turn

Head Spot, Apply to Pencil Turns

Double Back Change-For detras

Double Back Change-For delante

Technique: Turns (4)

1

Chaine

2

De Planta....Two part.....Por delante

De Planta.....Two part.....Por detras

3

De Tacon.....Two part.....por delante

De Tacon.....Two part.....por detras

4

Flamenca.....por delante

Flamencapor detras

20-21 Minutes into class

Technique: Walking Patterns (4 of 5)

Grapevine and cut and toes are done every class.

Grapevine....arm 7th

Baile I/Technique I

Forward shuffle and back shuffle are done every other class

[illegible]

Cut and Toes done every class

Cuts and Toes

30 Minutes into class

One hip exercise done every class

Technique and Building Block: Hip Exercises/Marking Pattern (2 of 3)

[illegible]

30-32 Minutes into class

Escobilla Review

Review first or second escobilla once all the way through. Note: short break afterwards

First or Second Escobilla

32-34 Minutes into class

Patada Review

First or Second patada

36 Minutes into class: Water Break

Baile I/Technique I

39 Minutes into class

Technique: Footwork Patterns (8)

One footwork pattern done every class

3 Sound

THJ

FHH

THH

4 Sound

THJH

THDob.G

6 Sound

THJHJH

THJHPH

THPHJH

Technique: Footwork Redobles (6)

One type of Redoble or Rif done every class

3 Sound

H Dob.G

4 Sound

HDob.GG

Gdob.GG

Baile I/Technique I

5 Sound

THDob.GG																			
Dob. Dob. G																			
TTHHG																			

Technique: Rif Sounds

One type done after finishing the 6 redobles

Spank

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Flap

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

42 minutes

Review other escobilla

44 minutes

Teach Escobilla (2)

Note starting date

Tangos 1

10/24/2006	9/4/2007				
------------	----------	--	--	--	--

Bulerias 1

7/9/2006	2/3/2007	10/29/2007			
----------	----------	------------	--	--	--

50-52 minutes

Review other patada

54 Minutes into class

Patadas (2)

Note starting date

Tangos 1

7/29/2006	7/5/2007				
-----------	----------	--	--	--	--

Tangos 2

11/14/2006	10/4/2007				
------------	-----------	--	--	--	--

Checklist Start Date_____

Checklist Start Date_____

[illegible]

Run all 4 every class

Bulerias I, Bulerias II (180 BPM)

[illegible]

(Review step from last class and teach new step)

class description

Start Date:				
				Finish Date:
				Time to finish:
				# of Classes:

Baile 2
Checklist Start Date_____

Checklist Start Date_____

Tangos II

class description

Start Date:				
				Finish Date:
				Time to finish:
				# of Classes:

Bulerias I

class description

[illegible]

Checklist Start Date_____

Start Date:				
				Finish Date:
				Time to finish:
				# of Classes:

[illegible]

Pattern 201 @ 162 BPM

[illegible][illegible]

Baile 2
Checklist Start Date_____

30 min into class
Review Escobillas

Review Step from last class and drill a step R&L

Tangos I
class description

Start Date:				
				Finish Date:
				Time to finish:
				# of Classes:

Bulerias I
class description

Start Date:				
				Finish Date:
				Time to finish:
				# of Classes:

Checklist Start Date_____

Checklist Start Date_____

[illegible]

Repertory

[illegible]

Baile 2
Checklist Start Date_____

Repertory

[illegible]

Baile 2
 Checklist Start Date_____

52 min into class

Run Dance

Alegrías																				
Tientos																				

57-59 min into class

checklist start date_____

Tierra Adentro: The New Mexico School of Academics, Art and Artesanía
TANM G Baile Checklists

Technique 2

checklist start date_____

Technique: Gestures (1)

Hollow ..no bend..into the arm

Technique: Walking Patterns (1 of 5)

Legs bentweight between

Spiraling further than the hip

Hand Warm-Up Middle Finger

15 minutes into the class

time check

Foot warm- up

all patterns done every class

Toe Heel Heel

Toe Heel Heel Heel

Toe Heel Jab

8 Sound Pattern

Double Tap

Flap

Spank

Shuffle

Toe Heel Jab: with low arm positions

21minutes into the class

time check

Technique: Marking Patterns-Traveling (3)

Mark side...Long Leg..... Pelvis Pressed Forward.....Cornered....arms low 7th

Mark side...Leg bentPelvis Neutral....Hip relaxes hips move.... Cornered..... Arm low 7th More travel

Mark side(diagonal).....Leg very bent.... Long leg reaching.... Corner...Arm low 7th ... Most travel

Technique 2

checklist start date_____

Technique: Marking Patterns- In a circle (3)

Mark in a circle....Pelvis pressed forward... Cornered....arms low 7th

Mark in a circle.... Pelvis Neutral Hip relaxes hip move ... Cornered ... Arms low 7th more travel

Mark in a circle..... Leg very bent..... Long leg reaching.... Corner.....arm low 7th..... Most travel

Technique: Marking Patterns- Forward (3)

Marking forward.... Weight back.... Arms low 7th

Marking Forward legs bent slightly... Weight in betweenarms low 7th

Marking forward... Weight pressed forward... Arms low 7th

Technique: Marking Patterns-In place (1 of 3)

Big Circle...Opposite arm as leg...with hand circle

Big Circle... Same arm as leg...with hand circle

Big circle... Two marking patterns for every arm m

Remate: in place

Twist..... With head and arms low seventh hand going out every class

Technique 2 checklist start date_____

checklist start date

[illegible]

One hip exercise done every class

Technique and Building Block: Hip Exercises/Marking Pattern (2 of 3)

[illegible]

Technique 2

checklist start date_____

Rhythm Studies

every class

every class

Duple																				
Duple accent in 3's																				
Three sound Patterns																				
TSHH																				
THJ																				
FHH																				
THH																				

55 minutes into the class

Technique: Footwork Patterns (8)

One footwork pattern done every class

1	3 sound	THJ																		
2		FHH																		
3		THH																		
4	4 Sound	THJH																		
5		THDob.G																		
6	6 Sound	THJHJH																		
7		THJHPH																		
8		THPHJH																		

Technique: Footwork Redobles (6)

One type of redoble or riff done every class

Technique 2

checklist start date_____

3 Sound																					
	H Dob.G																				
4 Sound																					
	HDob.GG																				
	Gdob.GG																				
5 Sound																					
	THDob.GG																				
	Dob. Dob. G																				
	TTHRG																				

Turn Components (3)

All three components done every class

Head Spot

Double Back Change-For detras

Double Back Change-For delante

Technique: Turns (4)

Chaine turns are done every class along with one new turn

1

Chaine																					

Technique 2

checklist start date_____

2	De Planta.....Two part.....Por delante						
	De Planta.....Two part.....Por detras						
3	De Tacon.....Two part.....por delante						
	De Tacon.....Two part.....por detras						
4	Flamenca.....por delante						
	Flamencapor detras						

Cuadro I--Tangos

Tangos Count

”

Class Structure	
I. Palmas	V. Pasos: Types of Steps
II. Soniquete w/ ton	VI. Structure
III. Letra	VII. Apply steps to structure
IV. Syncopation ex	VIII. Dance patadas

To graduate from Cuadro I:	
1) must know every major push of every cuadro letra	
2) must be able to sing madrono/triana without words	

Enforce Importance of Cante	
to dance flamenco is to dance to cante	

I. Palmas (explain soniquete as shading and time)

Teach once and review four times

Teach and Review Loud and Soft

Palmas Patterns and Remates

Teach all 4 and review 4 times

Teach and Review
Patterns and Remates

Patterns # 1: F L s L
2: F L s s L
Remates # 1: 1st Patt. + 6,7
2: (F+H) 1 s 3 s s + 6,7

Teach	Review	Teach	Review	Teach	Review	Teach	Review	Teach	Review	Teach	Review	Teach	Review	Teach	Review	Teach	Review

II. Soniquete with tones

Teach with 1st pattern sordas palmas; 2 tones to build phrases: building blocks of phrasing.

Tangos 8 counts to rise and fall

Son 1
Son 2
Son 3

Teach	Review	Teach	Review	Teach	Review	Teach	Review	Teach	Review	Teach	Review	Teach	Review	Teach	Review	Teach	Review

III. Letras (Big sophisticated phrase made of smaller phrases)

1) learn words, 2) learn melody, 3) learn pushes or points of resolve

Learn biggest culminations: **Beginning Respiro Resolve After = BRRA**

After = close phrase again after it's over; still related to previous phrase

2 classes to teach one letra=18 classes

to teach pushes: use triana letra; have all stand and place cambio in only 1 of BRRA. Rotate BRRA, then combinations of BRRA

1 madroño
2 triana
3 ay lere lere
4 ya no me conoces
5 tu cuerpo
6 yo pase por tu
7 ay no te arrimes
8 ay no me pegas
9 quien se casará

IV. Syncopation exercises (letras with no words; to help move in the direction of filling out phrases; students do sections alone)

Teach madrono

"La que quiera madrono"
"vaya a la sierra"
"Ay ole morena"
"vaya a la sierra"

Review 1

Teach Triana

"Triana, Triana"
"Que bonito esta Triana"
"Que bonito esta Triana"
"Cuando le ponen al puente"
"La Banderita Gitana"

x 2

Review 2

--	--	--	--	--	--	--	--

Review 1

Review 2

V. Pasos: Types of Steps....(only general qualities taught) Once all pasos taught review until structure is finished
Walks

1	Slow quick quick, circle																		
2	Slow quick quick, straight																		
3	Slow walks (step sit), circle																		
4	Slow walks (step sit), straight																		
5	Walks over the music, circle																		
6	Walks over the music, straight																		

NOTE: 1) arms may vary, let student make them up
2) give some guidance w/ arms if needed i.e. 1 arm or 2 arms, up the side, palmas etc.

Marcaje

1	Foot out and in, face front, in place																		
arms: 7th, circle out on in, pito, may or may not switch every mark																			
2	Golpe out in, circle																		
3	Golpe out in, straight																		
arms: 7th, circle out on in, pito, may or may not switch every mark																			
4	Golpe cross step point																		
arms: 2 arms or 1 arm up side and down																			
5	Golpe Toe Toe																		
arms: 2 arms or 1 arm up side and down																			
6	Golpe Hip, straight																		
7	Golpe Hip, circle																		
arms: 2 arms or 1 arm up side and down																			

Pasos Continued
Cambios

1	3 steps forward																		
2	3 steps left or right																		
3	3 step turning cambio L & R																		
4	Recoge- Golpe hop hop																		
5	Recoge- Golpe hop																		
6	Recoge- 3 steps back																		
7	Recoge- golpe kick kick																		

Remates

1	madrono.....forward																			
2	madrono.....3 step side																			
3	Mari special on 8 or 1																			
4	Clap open.....forward																			
5	Clap open.....3 step side L&R																			
6																				

VI. Structure

3 part >

Review Beg, Middle, End

Teach 6 part structure

6 part >

Salida

End of salida

Center

Prepare to leave

Ida

Remate final

VII. Applying Steps to Structure

Tangos

Salida> soniquete with tones

End of salida> soniquete with tones

Center> letra

Prepare to leave> letra or soniquete

Ida> estribillo

Remate final> estribillo or soniquete

VIII. Dancing Patadas

Tangos

Appendix TANM H: Music Curriculum

Curriculum Overview For Guitar Centered Instrumental Music Program For Proposed Charter School Submitted by John Truitt

Considerations:

1. The instrumental program would be taught across the board to all students to provide a foundation in note reading, rhythmic fundamentals, basic aural skills and technical skills. The main focus would be the guitar, but other instruments would be used as well, such as the bass, keyboard, and basic non-pitched and pitched percussion. Students will also sing.
2. The curriculum would adhere to the required national standards, but would endeavor to exceed those requirements because the general atmosphere of the school would be of a more intense immersion in study, as well as having a more personal and locally sensitive relevance to the students.
3. The teachers would be professional performers as well as educators, and the students would have ample opportunity to both see professional performances as well as participate in performance experiences of high quality.

Assumptions:

1. The teacher will be the same for all six semesters.
2. Class size will be from 6 to 12
3. Basic concepts and skill will be reviewed as a part of each semester's work.
4. All classes will perform, ideally at the end of each quarter
5. Though not included in the outline, listening to and seeing performances will be integral to the class, as well as exposure to the wealth of talent available to visit.
6. As the class proceeds, there is flexibility in the curriculum to accommodate the stylistic strengths that emerge in the group.
7. The ideal class schedule will offer a daily meeting time of from 1 hour to a 1½ hours.
8. Students will progress as a cohort, with as little mixing of different skill levels as possible.
9. Equipment will be provided to insure uniform technical application
10. Grades 7-10 are ideal for this application, but 6-9 are also acceptable.

Curricular goals for the first semester:

1. Students will be able to demonstrate proper playing position, posture and hand position. They will be able to appropriately name the parts of a guitar, and demonstrate proper care and maintenance of the instrument.
2. Students will be able to read notes from the treble clef and play melodies using at least six pitches. They will be able to play these notes on the guitar, and also be able to find these notes on the keyboard.

4. Students will be able to sing pitches and notes in good tuning beginning with the pentatonic scale, and expanding to the full diatonic octave. They will also be able to recognize and identify those notes and intervals by ear.
5. Students will be able to read and clap basic rhythms using the simple division of pulse, up to the level of the sixteenth note.
6. Students will recognize the notational symbols of time signature and meter, sharps, flats and naturals, ledger lines, tempo indications, basic style indications, repeat schemes (DC al fine, etc.)
7. Students will be able to demonstrate the rest stroke im, free stroke pima, basic strum, rasqueado and use of the thumb.
8. Students will be able to play the chromatic scale, simple extension exercises, and demonstrate proper position with the left hand. Students will be able to play open position mayor and minor chords.
9. Students will be able to play and sing simple two chord songs (Down In the Valley, De Colores, etc)
10. Students will be able to play simple melodies using all notes in the open position of the guitar.

Curricular goals for the second semester

1. Students will be able to read pitches in the bass clef, and be able to demonstrate the names of notes in the open position of the bass guitar. Students will also know the construction of a major scale, and all twelve major key signatures
2. Students will be able to read two notes simultaneously on the guitar.
3. Students will be able to read music using dotted quarter and eighth notes. Students will be able to read music in the compound meters of 2/8, 6/8 and 12/8. Students will also be able to recognize and read common expressive symbols in music notation, such as p, mp, mf etc.
4. Students will be able to name all of the notes on the fingerboard of a standard classical guitar.
5. Right hand techniques of the tresillo, huapango and golpe will be employed as a part of the literature played, (Sevillanas, Farruca, La Llorona, Rumba etc.)
6. Students will be able to recognize all simple intervals in an octave (4th, 5th, etc.)
7. Students will begin to explore solo literature with etudes by Sor, Tarrega, Sagreras etc.

Curricular Goals for the Third Semester

1. Students will use hand percussion instruments to play the rhythms of rumba, son, and other Caribbean rhythms. Pitched percussion instruments such as Marimba, xylophone and keyboard will be used to play ostinato patterns with these rhythms.
2. Students will be able to recognize the concept of polyrhythm in basic Caribbean styles, as well as in the Mexican styles of Jarocho and huapango.
3. Students will learn to sing and play in the huapango rhythm, (Malaguena Salerosa) and will also learn the appropriate bass patterns for those rhythms.
4. Students will be able to read notes at the fifth position of the guitar. (fifth through eighth)

5. Students will be able to play solos to the level of Carcassi 24 etudes, Brouwer Estudios Sencillos, and Sor 20 studies. Students will be expected to perform as a soloist at this level
6. Students will begin to understand the relationship between chords and scales as that relationship relates to improvisation. Students will be able to demonstrate proper use of a pentatonic scale or phrygian box scale with its normal chordal association.
7. Students will play music in multiple, independent parts. These parts will be presented in standard notation, and will require the student to be able to deal with the rhythms and notes presented to date.

Curricular goals for the fourth semester

1. Students will be able to read music extending to the twelfth fret on the guitar. They will be able to sight read accurately up to the fifth fret.
2. Students will be able to read rhythms that employ triplets, quintuplets, anacrusis and changing meters. Students will be able to read and play at faster tempos, as well as being able to recognize different meters by hearing them.
3. Students will begin to practice hearing chord quality, beginning with major and minor triads, and proceeding to the five different types of seventh chords. Students will know the names of the partials of seventh chords, as well as the diatonic names of the scale degrees.
4. Students will be able to perform at least three solo pieces, and will be able to speak to the style, composer and other pertinent information about their pieces. These pieces can be selected from the before mentioned collections, or other established guitar repertoire of the same level.
5. Students will be able to create a bass pattern from a given set of harmonies, or derive a set of harmonies from a given bass pattern.
6. Students will be able to derive an appropriate drum part from a given chord pattern, or be able to derive a chord pattern to fit a given drum part.
7. Students will be able to play in a variety of ensemble styles, using voice, bass and percussion in addition to guitar.

Curricular goals for the fifth semester

1. Students will demonstrate two octave patterns for the major scale, minor scale, dorian mode, phrygian mode, pentatonic and blues scales.
2. Students will be able to transpose a given piece to a different key, maintaining fluency and accuracy
3. Students will be able to write melodic patterns of four measures as dictated by the teacher from the piano or guitar.
4. Students will know the basic chord forms for the most common jazz chord extensions, 9th, 13th, flat 5, etc.
5. Students will be able to transcribe solos and melodies from recordings
6. Students will be able to perform as an ensemble in at least two of the following styles: Afro Cuban, Basic Jazz Combo, Rumba, Mariachi, Estudiantina, Ranchera, Classical guitar quartet, trio or duo, blues group.
7. Students will have a repertoire of at least six solos, chosen from established classical guitar sources appropriate to the student's ability and preference.

Curricular goals for the sixth semester

1. Students will be able to arrange a given melody or fragment for an ensemble in one of the style previously studied. The student will understand and be able to demonstrate the appropriate role of any part of one of the previously studied ensembles
2. Students will be able to improvise in one of these styles: blues, afro-cuban, modal jazz, rumba
3. Students will study and report on the most significant artists and events concerning a style designated by the instructor. Students must use their own instrumental skill in the report.
4. Students will perform for adjudication during this semester, both as soloist and as a member of an ensemble.
5. Students will show proficiency with one of several computer programs that can be used for notation, sequencing or recording. Students will also be familiar with basic sound reinforcement terms, microphone types and common issues related to the use of amplification equipment.
6. Students will demonstrate good performance etiquette, appropriate preparation for the performance experience, respect for other performers and useful de-briefing techniques. Students will learn offer positive criticism.
7. Solo repertoire will consist of at least eight pieces of varied styles as selected by the student in consultation with the instructor.

**STATE EQUALIZATION GUARANTEE REVENUE ESTIMATE WORKSHEET
BASED ON MEMBERSHIP PROJECTIONS**

Charter School Name

**Tierra Adentro: New Mexico School of
Academics, Art and Artesania**

Charter School Number

1

	3Y DD	4Y DD	C & C-GIFTED	D & D-GIFTED	*BASIC	GRADE TOTAL
Kindergarten Program						
ECE/KN						0.00
NEW FDK -						0.00
FDK						0.00
Basic Program						
Grade 1						0.00
Grade 2						0.00
Grade 3						0.00
Grade 4						0.00
Grade 5						0.00
Grade 6					70.00	70.00
Grade 7					70.00	70.00
Grade 8					70.00	70.00
Grade 9					70.00	70.00
Grade 10					50.00	50.00
Grade 11					50.00	50.00
Grade 12					50.00	50.00
Totals	0.00	0.00	0.00	0.00	430.00	
*INCLUDE STUDENTS RECEIVING A/B SERVICES						
					ECE FTE	0.00
					TOTAL GRADES 1-12	430.00
					SUBTOTAL MEM	430.00
					TOTAL MEM	430.00

Is this a Charter School? **Y**

Is this for the 40th Day? **N**

	ECE FTE	COST INDEX	PROGRAM UNITS		
Kindergarten					
ECE, FDK-New, and FDK	0.00	1.44	0.000	Kindergarten Units	0.000
Basic Program (Grade Total)					
Grade 01	0.00	1.20	0.000		
Grade 02	0.00	1.18	0.000		
Grade 03	0.00	1.18	0.000		
Grade 04	0.00	1.045	0.000		
Grade 05	0.00	1.045	0.000		
Grade 06	70.00	1.045	73.150		
Grade 07 *	70.00	1.25	87.500		
Grade 08 *	70.00	1.25	87.500		
Grade 09 *	70.00	1.25	87.500		
Grade 10 *	50.00	1.25	62.500		
Grade 11 *	50.00	1.25	62.500		
Grade 12 *	50.00	1.25	62.500		
* Includes Vocational Weighting					
				Basic Program Units	523.150
Special Education	MEM	Factor			
C & C-Gifted	0.00	1.00	0.000		
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)	0.00	0.70	0.000	Special Ed. Uni	0.000
Adjusted Ancillary FTE	0.00	25.00		Ancillary FTE Units	0.000
				Total Special Education Units	0.000
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

**STATE EQUALIZATION GUARANTEE REVENUE ESTIMATE WORKSHEET
BASED ON MEMBERSHIP PROJECTIONS**

(May not total more than the no. of students in grades K-12.)

Elementary P.E. Program

<i>MEM</i>	<i>Factor</i>		
0.00	0.060	Elementary P.E. Units	0.000

TOTAL MEMBERSHIP PROGRAM UNITS 523.150

T & E Index (Oct 2006) 1.088

National Board Certified Teachers

<i>FTE:</i>	<i>Factor</i>	ADJUSTED PROGRAM UNITS	569.187
0.00	1.500	National Board Certified Teachers Units:	0.000

Size Adjustment Units

	<i>UNITS</i>		
Elementary/Mid/Jr. High	45.500	District Size Adjustment Units	57.566
Senior High	57.600	Charter Schools not eligible for District Size	(57.566)
District Size	57.566	School Size Adjustment Units	103.100
		Rural Isolation Units	0.000

At-Risk Units	<i>At-risk index</i>	<i>MEM</i>
2007-2008:	0.065	430.00

New District Adjustment Units 0.000

At Risk Units 27.950

Charter Schools Student Activities

(Districts Only)	<i>MEM</i>	<i>Factor</i>
	0.00	0.100

Growth Units 93.550

Charter Schools Student Activities Units 0.000
(Charters not eligible for CS Student Activities)

Home School Student Activities

(Districts Only)	<i>MEM</i>	<i>Factor</i>
	0.00	0.100

Home School Student Activities Units 0.000
(Charters not eligible for Home School Student Activities)

TOTAL PROGRAM UNITS 793.787

Save Harmless Units 0.000

GROWTH & SAVE HARMLESS CALCULATION DATA	
2006-07 Actual 40th Day MEM: (Enter the District Mem EXCLUDING Charter Mem)	380.00
2007-08 Projected MEM: (Enter the District Mem EXCLUDING Charter Mem)	430.00
2007-2008 Actual 40th MEM (Enter the District Mem EXCLUDING Charter Mem)	
2007-08 Projected MEM (Growth):	
Save-Harmless Data	
2007-2008 40th Day TOTAL PROGRAM UNITS (Not Grand Total Program Units)	
Growth Data	
2007-08 Operating Budget Calculation	93.550
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	

GRAND TOTAL UNITS 793.787

× Unit Value \$ 3,606.40

PROGRAM COST \$ 2,862,713.44

Non-categorical Revenue Credits:

Tax Levy (41110, 41113, 41114)	\$0.00
Federal Impact Aid (44103)	\$0.00
Federal Forest Reserve (44204)	\$0.00
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 \$ -

(\$57,254.27)

STATE EQUALIZATION GUARANTEE \$2,805,459.17

SIZE ADJUSTMENT UNITS:

PED 910B-6

**STATE EQUALIZATION GUARANTEE REVENUE ESTIMATE WORKSHEET
BASED ON MEMBERSHIP PROJECTIONS**

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
		6	70.00	45.500
				0.000
				0.000
				0.000
				0.000
				0.000
				<u>0.000</u>
TOTAL ELEMENTARY/MIDDLE SCHOOL/JUNIOR HIGH UNITS				45.500

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
		7-11	360.00	57.600
				0.000
				0.000
				0.000
				0.000
				<u>0.000</u>
TOTAL SENIOR HIGH SCHOOL UNITS				57.600

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):

0

N.A.

Enter the number of approved senior high schools not eligible for senior high size units:

0

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?

0

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

0.000

**STATE EQUALIZATION GUARANTEE REVENUE ESTIMATE WORKSHEET
BASED ON MEMBERSHIP PROJECTIONS**

Charter's Five Year Budget Plan

School Name: Tierra Adentro: New Mexico School of Academics, Art and Artesanía

Date: 7/1/2009

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	\$1,525,031.30	\$1,979,146.37	\$2,282,210.20	\$2,413,861.83	\$2,805,459.17
11000			TOTAL: OPERATIONAL	\$1,525,031.30	\$1,979,146.37	\$2,282,210.20	\$2,413,861.83	\$2,805,459.17
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					
21000	0000	41605	Fees Other/Food Services					
			Revenue From Federal Sources					
21000	0000	44500	Restricted Grants Federal Flowthrough					
21000			TOTAL: Food Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Charter's Five Year Budget Plan

School Name: Tierra Adentro: New Mexico School of Academics, Art and Artesanía

Date: 7/1/2009

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					
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		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Other Grant Revenue

Tierra Adentro: New Mexico School of

School Name: Academics, Art and Artesania

Date: 7/1/2009

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*

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: *Tierra Adentro: New Mexico School of Academics, Art and Artesania*

Date: *7/1/2009*

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	\$575,000.00	11.50	\$700,000.00	14.00	\$800,000.00	16.00	\$875,000.00	17.50	\$1,075,000.00	21.50
11000	1000	51100	1412	Salaries Expense: Teachers Special Education	\$50,000.00	1.00	\$100,000.00	2.00	\$102,000.00	2.00	\$104,040.00	2.00	\$125,000.00	2.50
11000	1000	51100	1413	Salaries Expense: Teachers Early Childhood Ed.										
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										
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	\$32,000.00	2.00	\$32,640.00	2.00	\$33,292.80	2.00	\$33,958.66	2.00	\$45,000.00	3.00
11000	1000	51100	1712	Salaries Expense: Instructional Assistants Special Ed.										
11000	1000	51100	1713	Salaries Expense: Instructional Assistants ECE										
11000	1000	51100	1714	Salaries Expense: Inst Asst. Preschool (Excludes Spec. Ed.)										
	Total: Personnel Services Compensation				\$657,000.00	14.50	\$832,640.00	18.00	\$935,292.80	20.00	\$1,012,998.66	21.50	\$1,245,000.00	27.00
	Personnel Services - Employee Benefits													
11000	1000	52111	0000	Educational Retirement	\$76,540.50		\$103,247.36		\$122,991.00		\$140,806.81		\$173,055.00	
11000	1000	52112	0000	ERA - Retiree Health	\$8,541.00		\$10,824.32		\$12,158.81		\$13,168.98		\$16,185.00	
11000	1000	52210	0000	FICA Payments	\$40,734.00		\$51,623.68		\$57,988.15		\$62,805.92		\$77,190.00	
11000	1000	52220	0000	Medicare Payments	\$9,526.50		\$12,073.28		\$13,561.75		\$14,688.48		\$18,052.50	
11000	1000	52311	0000	Health and Medical Premiums	\$60,900.00		\$75,600.00		\$84,000.00		\$90,300.00		\$113,400.00	
11000	1000	52312	0000	Life	\$522.00		\$648.00		\$720.00		\$774.00		\$972.00	
11000	1000	52313	0000	Dental	\$3,532.20		\$4,384.80		\$4,872.00		\$5,237.40		\$6,577.20	
11000	1000	52314	0000	Vision	\$1,096.20		\$1,360.80		\$1,512.00		\$1,625.40		\$2,041.20	
11000	1000	52315	0000	Disability	\$0.00									
11000	1000	52316	0000	Other Insurance	\$0.00									
11000	1000	52500	0000	Unemployment Compensation	\$6,074.00		\$7,340.80		\$8,607.86		\$9,000.00		\$10,932.00	
11000	1000	52710	0000	Workers Compensation Premium	\$0.00									
11000	1000	52720	0000	Workers Compensation Employer's Fee	\$138.00		\$165.60		\$193.20		\$220.80		\$248.40	
11000	1000	52730	0000	Workers Compensation (Self Insured)	\$0.00									
11000	1000	52911	0000	Cafeteria Plan Fees	\$0.00									
11000	1000	52912	0000	Employee Assistance Programs	\$0.00									
11000	1000	52913	0000	Workers Compensation Employee Fees	\$0.00									
11000	1000	52914	0000	Deferred Sick Leave Reserve	\$0.00									
	Total: Personnel Services Employee Benefits				\$207,604.40		\$267,268.64		\$306,604.77		\$338,627.79		\$418,653.30	
	Purchased Professional and Technical Services													
11000	1000	53414	0000	Other Professional Services	\$15,000.00		\$15,000.00		\$15,000.00		\$15,000.00		\$15,000.00	
11000	1000	53711	0000	Other Charges	\$15,000.00		\$15,000.00		\$15,000.00		\$15,000.00		\$15,000.00	
	Total: Purchased Professional and Tech Services				\$30,000.00		\$30,000.00		\$30,000.00		\$30,000.00		\$30,000.00	
	Other Purchased Services													
11000	1000	55813	0000	Employee Travel - Non-Teachers	\$0.00									
11000	1000	55814	0000	Employee Training - Non-Teachers	\$0.00									
11000	1000	55817	0000	Student Travel	\$0.00									
11000	1000	55818	0000	Other Travel - Non-Employees	\$0.00									
11000	1000	55819	0000	Employee Travel - Teachers	\$2,000.00		\$3,000.00		\$4,000.00		\$4,000.00		\$4,000.00	
11000	1000	55820	0000	Employee Training - Teachers	\$5,000.00		\$5,000.00		\$6,000.00		\$6,000.00		\$6,000.00	
11000	1000	55914	0000	Contracts - Interagency	\$0.00									
11000	1000	55915	0000	Other Contract Services	\$0.00									
	Total: Other Purchased Services				\$7,000.00		\$8,000.00		\$10,000.00		\$10,000.00		\$10,000.00	
	Supplies													
11000	1000	56112	0000	Other Textbooks	\$0.00									
11000	1000	56113	0000	Software	\$0.00									
11000	1000	56118	0000	General Supplies and Materials	\$3,226.90		\$40,000.00		\$53,122.16		\$51,000.10		\$64,734.59	
	Total: Supplies				\$3,226.90		\$40,000.00		\$53,122.16		\$51,000.10		\$64,734.59	

Charter's Five Year Budget Plan

School Name: **Tierra Adentro: New Mexico School of Academics, Art and Artesania**

Date: **7/1/2009**

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)					\$5,000.00					
11000	1000	57332	0000	Supply Assets (\$5,000 or less)	\$2,000.00		\$3,000.00		\$5,000.00		\$3,000.00		\$5,000.00	
				Total: Property	\$2,000.00		\$3,000.00		\$10,000.00		\$3,000.00		\$5,000.00	
11000	1000			TOTAL: INSTRUCTION	\$906,831.30	14.50	\$1,180,908.64	18.00	\$1,345,019.73	20.00	\$1,445,626.55	21.50	\$1,773,387.89	27.00
	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	\$25,000.00	0.50	\$82,500.00	1.50	\$110,000.00	2.00	\$112,200.00	2.00	\$114,444.00	2.00
11000	2100	51100	1215	Salaries Expense: Registered Nurse										
11000	2100	51100	1216	Salaries Expense: Health Assistants	\$16,000.00	1.00	\$16,320.00	1.00	\$16,646.40	1.00	\$16,979.33	1.00	\$17,318.91	1.00
11000	2100	51100	1217	Salaries Expense: Secretary, Clerical, Technical Assistants										
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	\$41,000.00	1.50	\$98,820.00	2.50	\$126,646.40	3.00	\$129,179.33	3.00	\$131,762.91	3.00
		Personnel Services - Employee Benefits												
11000	2100	52111	0000	Educational Retirement	\$4,776.50		\$12,253.68		\$16,654.00		\$17,955.93		\$18,315.05	
11000	2100	52112	0000	ERA - Retiree Health	\$533.00		\$1,284.66		\$1,646.40		\$1,679.33		\$1,712.92	
11000	2100	52210	0000	FICA Payments	\$2,542.00		\$6,126.84		\$7,852.08		\$8,009.12		\$8,169.30	
11000	2100	52220	0000	Medicare Payments	\$594.50		\$1,432.89		\$1,836.37		\$1,873.10		\$1,910.56	
11000	2100	52311	0000	Health and Medical Premiums	\$6,300.00		\$10,500.00		\$12,600.00		\$12,600.00		\$12,600.00	
11000	2100	52312	0000	Life	\$54.00		\$90.00		\$108.00		\$108.00		\$108.00	
11000	2100	52313	0000	Dental	\$365.40		\$609.00		\$730.80		\$730.80		\$730.80	
11000	2100	52314	0000	Vision	\$113.40		\$189.00		\$226.80		\$226.80		\$226.80	
11000	2100	52315	0000	Disability										
11000	2100	52316	0000	Other Insurance										
11000	2100	52500	0000	Unemployment Compensation	\$738.00		\$1,162.40		\$1,168.93		\$1,200.00		\$1,200.00	
11000	2100	52710	0000	Workers Compensation Premium										
11000	2100	52720	0000	Workers Compensation Employer's Fee	\$18.40		\$27.60		\$27.60		\$27.60		\$27.60	
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	\$16,035.20		\$33,676.07		\$42,850.98		\$44,410.68		\$45,001.03	
		Purchased Professional and Technical Services												
11000	2100	53211	0000	Diagnostics - Contracted	\$1,500.00		\$5,000.00		\$10,000.00		\$12,500.00		\$15,000.00	
11000	2100	53212	0000	Speech Therapists - Contracted	\$2,000.00		\$4,000.00		\$5,000.00		\$6,000.00		\$7,000.00	
11000	2100	53213	0000	Occupational Therapists - Contracted	\$2,000.00		\$2,000.00		\$4,000.00		\$4,000.00		\$5,000.00	
11000	2100	53214	0000	Physical/Recreational Therapists - Contracted										
11000	2100	53215	0000	Psychologists/Counselors - Contracted										
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	\$6,000.00		\$10,000.00		\$15,000.00		\$15,000.00		\$20,000.00	
				Total: Purchased Professional and Tech Services	\$11,500.00		\$21,000.00		\$34,000.00		\$37,500.00		\$47,000.00	

Charter's Five Year Budget Plan

School Name: *Tierra Adentro: New Mexico School of Academics, Art and Artesania*

Date: *7/1/2009*

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										
11000	2100	55814	0000	Employee Training - Non-Teachers										
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	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
				Supplies										
11000	2100	56113	0000	Software										
11000	2100	56118	0000	General Supplies and Materials	\$500.00		\$5,000.00		\$5,000.00		\$5,000.00		\$5,000.00	
				Total: Supplies	\$500.00		\$5,000.00		\$5,000.00		\$5,000.00		\$5,000.00	
				Property										
11000	2100	57331	0000	Fixed Assets (more than \$5,000)										
11000	2100	57332	0000	Supply Assets (\$5,000 or less)	\$250.00		\$1,000.00		\$1,000.00		\$2,000.00		\$2,000.00	
				Total: Property	\$250.00		\$1,000.00		\$1,000.00		\$2,000.00		\$2,000.00	
11000	2100			TOTAL: SUPPORT SERVICES - STUDENTS	\$69,285.20	1.50	\$159,496.07	2.50	\$209,497.38	3.00	\$218,090.00	3.00	\$230,763.94	3.00
				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										
11000	2200	51100	1213	Salaries Expense: Library/Media Assistants										
11000	2200	51100	1217	Salaries Expense: Secretary, Clerical, Technical Assistants	\$15,000.00	0.50	\$30,000.00	1.00	\$30,600.00	1.00	\$31,212.00	1.00	\$31,836.24	1.00
11000	2200	51100	1511	Salaries Expense: Data Processing										
				Total: Support Services - Instruction	\$15,000.00	0.50	\$30,000.00	1.00	\$30,600.00	1.00	\$31,212.00	1.00	\$31,836.24	1.00
				Personnel Services - Employee Benefits										
11000	2200	52111	0000	Educational Retirement	\$1,747.50		\$3,720.00		\$4,023.90		\$4,338.47		\$4,425.24	
11000	2200	52112	0000	ERA - Retiree Health	\$195.00		\$390.00		\$397.80		\$405.76		\$413.87	
11000	2200	52210	0000	FICA Payments	\$930.00		\$1,860.00		\$1,897.20		\$1,935.14		\$1,973.85	
11000	2200	52220	0000	Medicare Payments	\$217.50		\$435.00		\$443.70		\$452.57		\$461.63	
11000	2200	52311	0000	Health and Medical Premiums	\$2,100.00		\$4,200.00		\$4,200.00		\$4,200.00		\$4,200.00	
11000	2200	52312	0000	Life	\$18.00		\$36.00		\$36.00		\$36.00		\$36.00	
11000	2200	52313	0000	Dental	\$121.80		\$243.60		\$243.60		\$243.60		\$243.60	
11000	2200	52314	0000	Vision	\$37.80		\$75.60		\$75.60		\$75.60		\$75.60	
11000	2200	52315	0000	Disability										
11000	2200	52316	0000	Other Insurance										
11000	2200	52500	0000	Unemployment Compensation	\$300.00		\$418.00		\$418.00		\$418.00		\$418.00	
11000	2200	52710	0000	Workers Compensation Premium										
11000	2200	52720	0000	Workers Compensation Employer's Fee	\$9.20		\$9.20		\$9.20		\$9.20		\$9.20	
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	\$5,676.80		\$11,387.40		\$11,745.00		\$12,114.34		\$12,256.98	
				Purchased Professional and Technical Services										
11000	2200	53414	0000	Other Professional Services	\$7,500.00		\$14,500.00		\$16,000.00		\$17,000.00		\$17,000.00	
11000	2200	53711	0000	Other Charges										
				Total: Purchased Professional and Tech Services	\$7,500.00		\$14,500.00		\$16,000.00		\$17,000.00		\$17,000.00	

Charter's Five Year Budget Plan

School Name: *Tierra Adentro: New Mexico School of Academics, Art and Artesania*

Date: *7/1/2009*

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										
11000	2200	55814	0000	Employee Training - Non-Teachers										
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			\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
		Supplies												
11000	2200	56113	0000	Software										
11000	2200	56114	0000	Library And Audio-Visual										
11000	2200	56118	0000	General Supplies and Materials	\$1,000.00		\$1,000.00		\$1,500.00		\$2,000.00		\$2,000.00	
		Total: Supplies			\$1,000.00		\$1,000.00		\$1,500.00		\$2,000.00		\$2,000.00	
		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			\$29,176.80	0.50	\$56,887.40	1.00	\$59,845.00	1.00	\$62,326.34	1.00	\$63,093.22	1.00
	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	\$8,000.00		\$8,500.00		\$9,000.00		\$9,500.00		\$10,000.00	
11000	2300	53412	0000	Bond/Board Elections										
11000	2300	53413	0000	Legal	\$5,000.00		\$6,000.00		\$10,000.00		\$10,000.00		\$15,000.00	
11000	2300	53414	0000	Other Professional Services	\$10,000.00		\$10,000.00		\$10,000.00		\$10,000.00		\$10,000.00	
11000	2300	53711	0000	Other Charges										
		Total: Purchased Professional and Tech Services			\$23,000.00		\$24,500.00		\$29,000.00		\$29,500.00		\$35,000.00	
		Other Purchased Services												
11000	2300	55400	0000	Advertising	\$1,000.00		\$1,000.00		\$2,000.00		\$2,000.00		\$2,000.00	
11000	2300	55811	0000	Board Travel										

Charter's Five Year Budget Plan

School Name: *Tierra Adentro: New Mexico School of Academics, Art and Artesania*

Date: *7/1/2009*

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	\$2,000.00		\$1,000.00		\$2,000.00		\$1,000.00		\$2,000.00	
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	\$3,000.00		\$2,000.00		\$4,000.00		\$3,000.00		\$4,000.00	
		Supplies												
11000	2300	56113	0000	Software										
11000	2300	56115	0000	Board Expenses										
11000	2300	56118	0000	General Supplies and Materials	\$750.00		\$750.00		\$1,000.00		\$1,000.00		\$1,000.00	
				Total: Supplies	\$750.00		\$750.00		\$1,000.00		\$1,000.00		\$1,000.00	
		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	\$26,750.00	0.00	\$27,250.00	0.00	\$34,000.00	0.00	\$33,500.00	0.00	\$40,000.00	0.00
		Function-2400 - School Administration												
		Personnel Services - Compensation												
11000	2400	51100	1112	Salaries Expense: Principal	\$156,000.00	2.00	\$159,120.00	2.00	\$162,302.40	2.00	\$165,548.45	2.00	\$168,859.42	2.00
11000	2400	51100	1211	Salaries Expense: Coordinator/Subject Matter Specialist										
11000	2400	51100	1217	Salaries Expense: Secretary, Clerical, Technical Assistants	\$30,000.00	1.00	\$30,600.00	1.00	\$31,212.00	1.00	\$31,836.24	1.00	\$45,000.00	1.50
11000	2400	51100	1511	Salaries Expense: Data Processing										
				Total: Personnel Services - Compensation	\$186,000.00	3.00	\$189,720.00	3.00	\$193,514.40	3.00	\$197,384.69	3.00	\$213,859.42	3.50
		Personnel Services - Employee Benefits												
11000	2400	52111	0000	Educational Retirement	\$21,669.00		\$23,525.28		\$25,447.14		\$27,436.47		\$29,726.46	
11000	2400	52112	0000	ERA - Retiree Health	\$2,418.00		\$2,466.36		\$2,515.69		\$2,566.00		\$2,780.17	
11000	2400	52210	0000	FICA Payments	\$11,532.00		\$11,762.64		\$11,997.89		\$12,237.85		\$13,259.28	
11000	2400	52220	0000	Medicare Payments	\$2,697.00		\$2,750.94		\$2,805.96		\$2,862.08		\$3,100.96	
11000	2400	52311	0000	Health and Medical Premiums	\$12,600.00		\$12,600.00		\$12,600.00		\$12,600.00		\$14,700.00	
11000	2400	52312	0000	Life	\$108.00		\$108.00		\$108.00		\$108.00		\$126.00	
11000	2400	52313	0000	Dental	\$730.80		\$730.80		\$730.80		\$730.80		\$852.60	
11000	2400	52314	0000	Vision	\$226.80		\$226.80		\$226.80		\$226.80		\$264.60	
11000	2400	52315	0000	Disability										
11000	2400	52316	0000	Other Insurance										
11000	2400	52500	0000	Unemployment Compensation	\$1,254.00		\$1,254.00		\$1,254.00		\$1,254.00		\$1,254.00	
11000	2400	52710	0000	Workers Compensation Premium										
11000	2400	52720	0000	Workers Compensation Employer's Fee	\$27.60		\$27.60		\$27.60		\$27.60		\$27.60	
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	\$53,263.20		\$55,452.42		\$57,713.88		\$60,049.60		\$66,091.68	
		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	\$800.00		\$1,000.00		\$1,000.00		\$1,500.00		\$1,500.00	
11000	2400	55814	0000	Employee Training - Non-Teachers	\$1,500.00		\$1,500.00		\$2,000.00		\$3,000.00		\$3,000.00	
11000	2400	55914	0000	Contracts - Interagency										
11000	2400	55915	0000	Other Contract Services										
				Total: Other Purchased Services	\$2,300.00		\$2,500.00		\$3,000.00		\$4,500.00		\$4,500.00	

Charter's Five Year Budget Plan

School Name: *Tierra Adentro: New Mexico School of Academics, Art and Artesania*

Date: *7/1/2009*

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										
11000	2400	56118	0000	General Supplies and Materials	\$1,000.00		\$22,460.49		\$30,000.00		\$30,000.00		\$35,000.00	
				Total: Supplies	\$1,000.00		\$22,460.49		\$30,000.00		\$30,000.00		\$35,000.00	
		Property												
11000	2400	57331	0000	Fixed Assets (more than \$5,000)										
11000	2400	57332	0000	Supply Assets (\$5,000 or less)	\$300.00		\$2,500.00		\$3,000.00		\$3,000.00		\$3,000.00	
				Total: Property	\$300.00		\$2,500.00		\$3,000.00		\$3,000.00		\$3,000.00	
11000	2400			TOTAL: SCHOOL ADMINISTRATION	\$242,863.20	3.00	\$272,632.91	3.00	\$287,228.28	3.00	\$294,934.29	3.00	\$322,451.09	3.50
	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	\$15,000.00	0.50	\$15,300.00	0.50	\$30,000.00	1.00	\$30,600.00	1.00	\$31,212.00	1.00
11000	2500	51100	1511	Salaries Expense: Data Processing										
				Total: Personnel Services - Compensation	\$15,000.00	0.50	\$15,300.00	0.50	\$30,000.00	1.00	\$30,600.00	1.00	\$31,212.00	1.00
		Personnel Services - Employee Benefits												
11000	2500	52111	0000	Educational Retirement	\$1,747.50		\$1,897.20		\$3,945.00		\$4,253.40		\$4,338.47	
11000	2500	52112	0000	ERA - Retiree Health	\$195.00		\$198.90		\$390.00		\$397.80		\$405.76	
11000	2500	52210	0000	FICA Payments	\$930.00		\$948.60		\$1,860.00		\$1,897.20		\$1,935.14	
11000	2500	52220	0000	Medicare Payments	\$217.50		\$221.85		\$435.00		\$443.70		\$452.57	
11000	2500	52311	0000	Health and Medical Premiums	\$2,100.00		\$2,100.00		\$4,200.00		\$4,200.00		\$4,200.00	
11000	2500	52312	0000	Life	\$18.00		\$18.00		\$36.00		\$36.00		\$36.00	
11000	2500	52313	0000	Dental	\$121.80		\$121.80		\$243.60		\$243.60		\$243.60	
11000	2500	52314	0000	Vision	\$37.80		\$37.80		\$75.60		\$75.60		\$75.60	
11000	2500	52315	0000	Disability										
11000	2500	52316	0000	Other Insurance										
11000	2500	52500	0000	Unemployment Compensation	\$118.00		\$118.00		\$418.00		\$419.00		\$419.00	
11000	2500	52710	0000	Workers Compensation Premium										
11000	2500	52720	0000	Workers Compensation Employer's Fee	\$9.20		\$9.20		\$9.20		\$9.20		\$9.20	
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	\$5,494.80		\$5,671.35		\$11,612.40		\$11,975.50		\$12,115.34	
		Purchased Professional and Technical Services												
11000	2500	53414	0000	Other Professional Services			\$7,500.00		\$7,500.00		\$8,000.00		\$8,000.00	
11000	2500	53711	0000	Other Charges										
				Total: Purchased Professional and Technical Services	\$0.00		\$7,500.00		\$7,500.00		\$8,000.00		\$8,000.00	
		Other Purchased Services												
11000	2500	55400	0000	Advertising										
11000	2500	55813	0000	Employee Travel - Non-Teachers			\$1,500.00		\$1,500.00		\$1,500.00		\$1,500.00	
11000	2500	55814	0000	Employee Training - Non-Teachers	\$0.00		\$2,000.00		\$2,000.00		\$2,000.00		\$2,000.00	
11000	2500	55914	0000	Contracts - Interagency										
11000	2500	55915	0000	Other Contract Services	\$50,000.00		\$50,000.00		\$50,000.00		\$50,000.00		\$50,000.00	
				Total: Other Purchased Services	\$50,000.00		\$53,500.00		\$53,500.00		\$53,500.00		\$53,500.00	
		Supplies												
11000	2500	56113	0000	Software										
11000	2500	56118	0000	General Supplies and Materials	\$1,000.00		\$2,000.00		\$2,000.00		\$2,000.00		\$2,000.00	
				Total: Supplies	\$1,000.00		\$2,000.00		\$2,000.00		\$2,000.00		\$2,000.00	

Charter's Five Year Budget Plan

School Name: *Tierra Adentro: New Mexico School of Academics, Art and Artesania*

Date: *7/1/2009*

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)	\$500.00		\$1,000.00		\$1,000.00		\$1,000.00		\$1,000.00	
				Total: Property	\$500.00		\$1,000.00		\$1,000.00		\$1,000.00		\$1,000.00	
11000	2500			TOTAL: CENTRAL SERVICES	\$71,994.80	0.50	\$84,971.35	0.50	\$105,612.40	1.00	\$107,075.50	1.00	\$107,827.34	1.00
	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					\$25,000.00	1.00	\$25,500.00	1.00	\$26,010.00	1.00
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	\$25,000.00	1.00	\$25,500.00	1.00	\$26,010.00	1.00
		Personnel Services - Employee Benefits												
11000	2600	52111	0000	Educational Retirement	\$0.00		\$0.00		\$3,287.50		\$3,544.50		\$3,615.39	
11000	2600	52112	0000	ERA - Retiree Health	\$0.00		\$0.00		\$325.00		\$331.50		\$338.13	
11000	2600	52210	0000	FICA Payments	\$0.00		\$0.00		\$1,550.00		\$1,581.00		\$1,612.62	
11000	2600	52220	0000	Medicare Payments	\$0.00		\$0.00		\$362.50		\$369.75		\$377.15	
11000	2600	52311	0000	Health and Medical Premiums	\$0.00		\$0.00		\$4,200.00		\$4,200.00		\$4,200.00	
11000	2600	52312	0000	Life	\$0.00		\$0.00		\$36.00		\$36.00		\$36.00	
11000	2600	52313	0000	Dental	\$0.00		\$0.00		\$243.60		\$243.60		\$243.60	
11000	2600	52314	0000	Vision	\$0.00		\$0.00		\$75.60		\$75.60		\$75.60	
11000	2600	52315	0000	Disability										
11000	2600	52316	0000	Other Insurance										
11000	2600	52500	0000	Unemployment Compensation					\$418.00		\$418.00		\$418.00	
11000	2600	52710	0000	Workers Compensation Premium										
11000	2600	52720	0000	Workers Compensation Employer's Fee					\$9.20		\$9.20		\$9.20	
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		\$10,507.40		\$10,809.15		\$10,925.69	
		Purchased Professional and Technical Services												
11000	2600	53711	0000	Other Charges										
				Total: Purchased Professional and Tech Services	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
		Purchased Property Services												
11000	2600	54311	0000	Maintenance & Repair - Furniture/Fixtures/Equipment										
11000	2600	54312	0000	Maintenance & Repair - Buildings and Grounds	\$2,000.00		\$2,000.00		\$2,000.00		\$2,000.00		\$2,000.00	
11000	2600	54313	0000	Maintenance & Repair - Vehicles										
11000	2600	54411	0000	Electricity	\$15,000.00		\$16,000.00		\$18,000.00		\$20,000.00		\$22,000.00	
11000	2600	54412	0000	Natural Gas (Buildings)	\$5,000.00		\$5,500.00		\$7,500.00		\$9,000.00		\$10,000.00	
11000	2600	54413	0000	Propane/Butane (Buildings)										
11000	2600	54414	0000	Other Energy (Buildings)										
11000	2600	54415	0000	Water/Sewage	\$4,000.00		\$4,500.00		\$6,000.00		\$7,500.00		\$8,000.00	
11000	2600	54416	0000	Communication Services	\$10,000.00		\$15,000.00		\$17,500.00		\$18,000.00		\$19,000.00	
11000	2600	54610	0000	Rental - Land and Buildings	\$75,000.00		\$80,000.00		\$85,000.00		\$90,000.00		\$95,000.00	
11000	2600	54620	0000	Rental - Equipment and Vehicles										
11000	2600	54630	0000	Rental - Computers and Related Equipment	\$5,000.00		\$5,000.00		\$6,000.00		\$6,000.00		\$6,000.00	
				Total: Purchased Property Services	\$116,000.00		\$128,000.00		\$142,000.00		\$152,500.00		\$162,000.00	
		Other Purchased Services												
11000	2600	55200	0000	Property/Liability Insurance	\$30,000.00		\$35,000.00		\$40,000.00		\$40,000.00		\$45,000.00	
11000	2600	55813	0000	Employee Travel - Non-Teachers										

Charter's Five Year Budget Plan

School Name: *Tierra Adentro: New Mexico School of Academics, Art and Artesania*

Date: *7/1/2009*

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	\$28,500.00		\$29,000.00		\$18,500.00		\$18,500.00		\$19,000.00	
				Total: Other Purchased Services	\$58,500.00		\$64,000.00		\$58,500.00		\$58,500.00		\$64,000.00	
		Supplies												
11000	2600	56113	0000	Software										
11000	2600	56118	0000	General Supplies and Materials	\$3,630.00		\$5,000.00		\$5,000.00		\$5,000.00		\$5,000.00	
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-Freeeze										
11000	2600	56215	0000	Tires/Tubes										
11000	2600	56216	0000	Maintenance Supplies/Parts										
				Total: Supplies	\$3,630.00		\$5,000.00		\$5,000.00		\$5,000.00		\$5,000.00	
		Property												
11000	2600	57331	0000	Fixed Assets (more than \$5,000)										
11000	2600	57332	0000	Supply Assets (\$5,000 or less)	\$0.00									
				Total: Property	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
11000	2600			TOTAL: OPERATION AND MAINTENANCE OF PLANT	\$178,130.00	0.00	\$197,000.00	0.00	\$241,007.40	1.00	\$252,309.15	1.00	\$267,935.69	1.00
	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	\$0.00									
				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: *Tierra Adentro: New Mexico School of Academics, Art and Artesania*

Date: *7/1/2009*

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	\$618,200.00	5.50	\$798,237.73	7.00	\$937,190.47	9.00	\$968,235.29	9.00	\$1,032,071.28	9.50

Charter's Five Year Budget Plan

School Name: **Tierra Adentro: New Mexico School of Academics, Art and Artesania**

Date: **7/1/2009**

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										
11000	3100	53711	0000	Other Charges										
				Total: Purchased Professional and Tech Services	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
		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: **Tierra Adentro: New Mexico School of Academics, Art and Artesania**

Date: **7/1/2009**

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	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	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	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00
11000				TOTAL: OPERATIONAL FUND	\$1,525,031.30	20.00	\$1,979,146.37	25.00	\$2,282,210.20	29.00	\$2,413,861.83	30.50	\$2,805,459.17	36.50

Charter's Five Year Budget Plan

School Name: *Tierra Adentro: New Mexico School of Academics, Art and Artesania*

Date: *7/1/2009*

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													
					1,525,031.30		1,979,146.37		2,282,210.20		2,413,861.83		2,805,459.17	
					\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	

Appendix TANM J: Sample Fiscal Management Policies

1. Financial Accounting and Reporting

The Governing Council of the Charter School (CS) is aware that there is no level of materiality in governmental auditing and all violations must be disclosed because public monies are involved. Therefore, it is imperative that good accounting practices be developed and implemented by the charter school. In addition, special consideration should be given to Article IX, Section 14 of the State of New Mexico Constitution (the anti-donation clause), which places restrictions on donations to any person, association or public or private corporation. The prohibition contained in the anti-donation clause extends to both for-profit and not-for-profit organizations, including charter schools.

I. ACCOUNTING

Pursuant to NMAC 6.20.2, the charter school shall follow Generally Accepted Accounting Principles (GAAP) and state laws and regulations in accounting for all funds in its custody and control.

- The charter school shall utilize an accounting program which will accommodate the account structure (fund, subfund, function, and object code) and chart of accounts mandated by the State of New Mexico Public Education Department.
- The charter school shall account for funds utilizing the cash basis of accounting for budgeting, modified accrual basis for all reporting to the State of New Mexico Public Education Department and full accrual(including GASB requirements) basis in the preparation of year-end financial statements and reporting to the Public Education Commission.
- Financial transactions shall be entered for all revenue received, all expenditures, and corrections to accurately reflect the financial position of the school. Financial statements shall be presented to the Governing Council on a monthly basis. Financial reports required by Public Education Commission and the State of New Mexico Public Education Department shall be presented to the Governing council in the month after due dates to the reporting agency.
- The charter school Governing Council shall meet at least monthly to review the financial statements and review any pending financial matters at the regularly scheduled monthly Governing Council meeting.
- All bank accounts shall be reconciled on a monthly basis. The Governing Council Treasurer, or his/her designee, shall review all bank reconciliations and initial his/her approval on the reconciliation.
- The charter school shall contract for an annual audit of financial and administrative operations. The plans for securing and conducting an annual, external independent audit must comply with the State's Audit Act and with regulations of the State Auditor's Office. The charter school principal and business manager will be conducting documentation reviews (including payroll, student, and vendor files) throughout the year to determine compliance with procedures and applicable federal and state laws and regulations.
- The charter school shall insure that the Business manager and principal receive adequate training and updates relating to federal and state laws and regulations relative to fiscal procedures. The governing

board will be provided an annual listing of training attended the month following the end of the fiscal year.

II. FINANCIAL RECORDS

- The charter school Business Manager shall be aware of and follow the financial standards pursuant to NMAC 6.20.2.
- The charter school Business Manager shall be responsible for ensuring that all financial records and supplies are safeguarded from potential theft and destruction.
- Financial records shall be kept up-to-date and available for inspection at any time after reasonable notice.
- Financial records shall be retained as required by the State Records Center Records Retention and Disposal Schedule for New Mexico Public Schools and 1.20.2 et seq NMAC.
- Pursuant to 1.13.20.1 NMAC, the charter school Principal and Business Manager shall be aware of the requirements for Disaster Recovery Backup Files with respect to the safeguarding of all student and financial records.

III. FINANCIAL REPORTS

- Financial reports reflecting the financial and budget position of the charter school shall be provided to the Governing Council on a monthly basis.
- Financial reports required by Public Education Commission and the State of New Mexico Public Education Department shall be submitted no later than the last day of the month following the end of the reporting period. The Governing Council shall be notified of any report which has not been submitted on a timely basis and the reason(s) for the late filing.

2. Budget Process

CS will prepare and adopt an annual budget in accordance with statutory requirements. The budget is prepared under the direction of the Principal, and must be approved by the Governing Council. Once approved by the Governing Council, the operating budget is reviewed and approved by PEC and included separately in the budget submission to the State Department of Education pursuant to the Public School Finance Act and the 1999 Charter Schools Act. Proposed increase, decreases and adjustments to the finalized budget must be approved by the governing council. Upon such approval, and in accordance with PED policies, the proposed budget changes required to be presented to the State Department of education for approval are sent. Once all approvals are in place, the change is recorded in CS's financial management system and the adjustment is made to the original budget. A log will be maintained to track each budget adjustment request (BAR) approved by the Governing Board from its approval, PED approval, to the entry into the financial system. A copy of the log will be provided to the Board whenever a new BAR is requested. Upon completion of the final close for each fiscal year, CS determines the actual cash balances for all funds and reports them to APS and the State Department of Education via the established reporting requirements.

3. Segregation of Duties

The assignment of duties to staff members and/or contractors who have access to the CS financial management system is done with the intent of limiting the ability of any one person to cause or conceal errors or irregularities. Working within certain limitations, including staff size, incompatible functions are not assigned to any one person. Added administrative review and oversight procedures will act as a mitigating

control. Notwithstanding that any particular financial management function is assigned to the Business Manager or other senior administrative staff in terms of this policy, the Principal retains overall control and authority and the Business Manager and/or senior administrator/s at all times act under the direction and supervision of the Principal and subject to any limitations (particularly in relation to authority to contract for goods or services) as the Principal deems appropriate. It is CS's current policy to not allow its Business Manager check signing authority. It is felt that this allows the maximum internal control over cash and also allows the business manager to review bank operations without a conflict of interest.

4. Payroll

Payroll shall be issued on a bi-weekly basis.

All exempt employees will receive and sign a contract specifying their contract period, salary and an employment handbook. All non-exempt employees, including substitutes, will receive a Personnel Action Form (PAF) specifying their hourly pay rate, holidays paid, and an employment handbook. Management and employees must sign their contract/PAF. Any changes must be accompanied by a new PAF or contract, signed by both parties.

Exempt employees are paid by exception and Non-exempt employees are processed from timesheets. Each employee is responsible for reporting absences. In the case of pre-approved leave (other than sick time) an approved Leave Request Form (LRF) should be submitted to the **office manager** (or for Non-exempt employees, attached to the timesheet) to verify that the leave was authorized. All insurance and other deductions are submitted to the Business Manager on the proper forms. Records of these deductions are kept with employee files. Salary changes must be within policy and go through the Principal.

Payroll for CS employees shall be processed as follows:

Approved leave slips will be attached to timesheets and turned into the business office. The bookkeeper will review and calculate overtime and or pay dockings, as appropriate, and document findings. Once entered into the pay system, a printout of payments to be made and employees not received a paycheck, will be delivered to the Business manager for review. If correct then the business manager and principal will sign the printout to signify approve to process payroll. The signed printout will be retained with the payroll period detail. The current external processor will process the paychecks, have them signed internally or paid through direct deposit, and deliver them in a timely manner for delivery to employees. The external processor will be contractually responsible for payment of taxes and preparation of all federal and state tax reports. CS will have responsibility for all ERB, ERH and insurance payments.

The principal and business manager will understand the IRS rules regarding employee versus independent contractor rules and no independent contractor shall be paid through payroll.

5. Purchasing and Encumbrances

The Business Manager and Principal are responsible for assuring that all purchases against designated budgets are appropriate and necessary. The requestor initiates purchase by completing a purchase requisition form which is submitted to the Office Manager. The office manager reviews the request, indicates the account code and determines the cost of the requisition. The business manager reviews the account codes and determines if there is adequate budget for the purchase. Once this is completed the business manager takes the requisition to the principal for approval. If the principal would approve the requisition, but there is not adequate budget available, a BAR is prepared and the requisition is held until the budget is available. If budget is available and

the principal approves the requisition, it is entered into the accounting system and a purchase order is printed and an encumbrance is recorded. The principal then signs the purchase order and the business office either sends or faxes the purchase order to the vendor.

Blanket PO's may be prepared for recurring expenses, such as rent payments and purchases under blanket contracts, but it shall be the responsibility of the Principal to ensure that the Business Manager prepares the necessary monthly (or other periodic) checks to avoid late charges and/or other late payment consequences. Any such blanket PO shall specify (a) the amount and date of any regular payment, if applicable; or (b) the maximum annual contract amount if there is no specific regular payment. The Business Manager shall not issue any check for amounts under a blanket PO without verifying that the current payment amount will not cause the total payments under the blanket PO to exceed the maximum amount specified.

Small Purchase Orders (SPO) may be initiated for purchases less than \$100.00. These would be used for purchases where an employee is going directly to the vendor and picking up the products. Receipts must be obtained from the vendor and turned in, along with the original copy of the SPO. A second copy of the SPO is given to the vendor as if it was a purchase order. The third copy remains in the pre-printed forms book. These SPOs would be pre-approved by either the Principal or an Assistant Principal. This will allow for more timely small requirements. The Business Manager will review to ensure that SPOs are not used to circumvent the normal purchase order system.

When it is cost effective, purchases will be made from the APS warehouse. In these instances, CS will follow the bookkeeping procedures of the district and pay the same cost as APS public schools. Within this process the office manager and the business manager reviews include determining if the requisition would require a bidding or RFP process in compliance with State procurement Laws. They should be aware of any State or APS contracts that they can "piggyback" on. School policies and procedures are designed to meet all of the requirements of the Procurement Code as dictated by Chapter 13 of NMSA, which CS must comply with.

A copy of the PO is kept by the Business Office until the order is received in its entirety and ready for payment. The Business Manager is responsible for verifying that all shipments meet PO requirements. Upon payment, the PO is cleared by the Business Manager from the encumbrance list and is recorded as an expenditure.

CS will not operate any credit card, or debit card (VISA, MasterCard, American Express, Discover and the like). CS will not enter into any agreements for provision of any other type of retail credit facility (for example, store credit accounts) without the specific resolution of the CS Governing Council.

6. Accounts Payable

All vendor invoices are received in the business office. The vendor invoice is matched to the purchase order and to the service or product received. The bookkeeper shall enter the receiving information and match items from the invoice. The voucher package (invoice, receiving document, purchase order and requisition) is then forwarded to the Business Manager for scheduling and preparation of checks. The Business Manager shall stamp "PAID" and manually initial and date the invoice (or other payment advice in the event invoices are not issued for recurring expenses, such as rent payments) to indicate such approval for payment, and determine that the PO account coding is correct or syndicate the correction on the invoice.

The Business Manager is required to verify that the invoice is correct by checking extensions, footing, discounts, and Freight terms and to ensure that appropriate approvals are clearly indicated on all documents. After all items are reviewed and deemed appropriate, the Business Manager will ensure that the invoices are

batched for the next check run. Checks will be printed weekly, except in extraordinary cases authorized by the Business Manager or Principal.

All checks and the related invoices are forwarded to the Principal for purposes of obtaining two required signatures. The Governing Council will designate two or more members of the Council to be signers in addition to the Principal and other designee (but not the Business Manager). Two people must sign all checks. The Business Manager shall promptly contact the check signatories and arrange a time for the signatories to review and sign such checks in the presence of the Business Manager. The Business Manager shall review the checks with the two signatories, and answer any questions the signatories may have about the expenditures. The business office will then mail or deliver the signed checks to the vendor, and the related PO, invoice or other payment advice and check stub and/or a copy of the check will be filed in the onsite business office.

All unused checks must be retained by the Business Manager. After processing by the clerk, the Business Manager shall retain all cancelled checks, voided checks, and original bank statements at CS's onsite business office. These items must be kept in a secure, locked area.

The business manager shall reconcile all bank accounts on a monthly basis. The business manager is responsible for preparing the bank reconciliation and will forward it , along with all supporting documents, to the Principal and Governing Board treasurer for review and approval.

Where any person requests reimbursement for monies expended on CS's behalf, the procedure set out above will apply. The actual vendor invoice must be produced and matched to a properly authorized purchase order in order to obtain reimbursement.

7. Travel and Other Reimbursements

Employees and Governing Council Members 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 state and out of state) must be approved in advance by the Principal for reimbursement to be authorized. The approved Leave Request Form (LRF) will serve as formal authorization for the trip. A copy of the approved LRF should be attached to the employee timesheet.

All reimbursements are processed in accordance with the Per Diem and Mileage Act, as outlined in the DFA regulations. The Business Manager shall keep on file a copy of the current schedule of such allowable reimbursement rates and procedures. All receipts for out of pocket expenditures for transportation, registration, and miscellaneous expenditures are required for reimbursement. Any meals and/or lodging costs included in the registration fee are deducted from the per diem reimbursement. Employees must fill out an employee expense report in order to receive reimbursement.

Other reimbursement or cash transfers will be documented using a manual check request. The use of these is very limited. Examples would be transfers between cash accounts or refund of pre-paid cafeteria amounts (a student disenrolls and has pre-paid meals). Supporting explanations and supporting documents will be attached and approved by the principal prior to check preparation.

8. Cash Receipts

CS shall issue receipts pursuant to the following procedure for money received from all sources, except wire transfers of funds from Albuquerque Public Schools or the State Department of Education. Electronic receipts of funds from Albuquerque Public Schools or the State Department of Education shall be receipted for using the procedure designated by the sender.

a. Cash Receipts

CS shall issue a factory pre-numbered receipt for all money received by CS from students or parents. Pre-numbered receipts need to be controlled and secured. The receipt shall be in triplicate and shall contain at least the information mandated by PSAB Supplement 7. Daily receipts for student lunches shall be processed using the special receipt procedure outlined below. Monies received through the mail will be discussed below. The disposition of the receipts in triplicate shall be as follows: original to payer; duplicate – e-mail to Ms J forwarded, along with money, to the Principal's Secretary for entry into the daily log.; triplicate remains in the receipt book and retained in the business office when the receipt book is completely used up or the end of the school year. If a receipt is voided, all copies shall be "VOID" and retained in the receipt book. They shall be available to the auditor during the audit.

Receipts by CS for student lunches shall be handled as follows: (a) a log of daily receipts, reflecting student payments and other information required by PSAB Supplement 7 shall be maintained; (b) and the monies will be turned into the Principal's Secretary (c) the amount agreed to will be entered into the daily log and both individuals will sign agreeing that the money was transferred and the amount was in agreement. Checks received in the mail (which is opened by the Principal's Secretary, will be listed on the daily log and attached with supporting documentation to the log.

The Principal's Secretary will submit the top copy of the daily log, all supporting documents and the cash to the individual designated for making the deposit. The second copy of the daily log will go to the Principal for comparison to the cash receipts journal. The third copy of the daily log will go directly to the Business Manager for comparison to the deposit documentation.

b. Depositing

Money received and receipted shall be deposited in the bank within 24 hours or one banking day. The deposit slip should have the numbers from applicable receipts entered on it or attached as a reference. All funds held overnight pending deposit shall be kept in a safe or other secured locked location. Cash receipts shall be counted by at least two different CS staff members designated by the Principal and a third staff member or independent contractor shall take the funds to the bank for deposit. At the beginning of each school year, the Principal shall designate the staff members/independent contractors responsible for handling cash receipts and deposits, which designation shall be in the form of *Exhibit A*, attached at the end of this policy. A copy of such annual designation shall be appended to this policy.

c. The Cash Receipts Journal

The duplicate receipt portion of the receipt form and or daily log should be used as the source from which to make entries to the cash receipts journal, and the triplicate form of the daily log shall be used to verify entries to the cash receipts journal by the Principal.

The cash receipts journal shall include, at a minimum, the items mandated by PSAB Supplement 7 and is the source for the data required by the Receipts Section of the financial reports required by the State Department of Education.

A Cash Receipts Journal should be used for each fiscal year. It shall begin July 1 and be closed as of June 30. This journal shall be presented to the auditor during the annual audit.

9. Accounts Receivable

The Business Manager is responsible for billing and monitoring the collection of all amounts due from outside agencies under the direction of the Principal. The Business Manager is responsible for tracking and verifying the cash balances for all Federal, State, and other grants and contracts awarded to CS. The Business Manager, under the direction of the Principal, prepares requests for Cash, Reimbursement Reports and Invoices necessary for collection of amounts due for various programs.

10. Banking & Investments

The Governing Council of Charter School (CS) realizes that to achieve its instructional goals and objectives, cash and investments must be managed effectively. Effective cash and investment management involves establishing and maintaining mutually beneficial banking relationships, accurate forecasting of cash requirements, and prudent investments designed to maximize returns within the full extent allowed by statute.

I. BANKING

- Pursuant to 22-8-37 and 22-8-40 NMSA 1978, the charter school shall adhere to all regulations concerning the deposit of public school funds for all funds in its custody and control.
- Pursuant to 6-10-16 through 6-10-17, NMSA 1978, and 6.20.2.15 NMAC, the charter school shall notify the financial institution which is the custodian of the school funds that the school receives state money and is subject to a 50% collateralization requirement for amounts above \$100,000.
- The charter school shall deposit all cash receipts within twenty-four (24) hours as required by 6.20.2.14 C NMAC.

II. INVESTMENTS

- The charter school shall account for public money placed in any interest bearing account in accordance with 22-8-40 NMSA 1978, 6.10-17 and 6.10.31 NMSA, and any other federal and state laws which apply to the investment of public school funds.

The charter school Principal and staff shall develop and implement any administrative procedures necessary to implement this policy.

11. Asset & Capitalization

The Governing Council of Charter school (CS) realizes that it is necessary to establish guidelines for the control of assets owned by the school pursuant to 2.20.1 et seq. NMAC. The purpose of such controls are to comply with federal and state reporting requirements, protect capital assets, preserve the life of capital assets, to avoid any unnecessary duplication of assets, to establish a guideline for future replacement, and to establish a basis for the amount of insurance coverage required. All assets shall be recorded in accordance with generally accepted accounting principals, and an asset register shall be maintained in either a hard copy or in a computerized format. All Capital Assets will be tagged with Property labels. In addition assets with a cost than \$5,000, but deemed assets, will be tagged and tracked in the inventory.

Definition:

For the purpose of this policy, Capital Assets are defined as tangible or intangible property owned by the school which meets the definition and minimum dollar amount for capitalization per the following categories:

1.) **Furniture and equipment-** Tangible personal property in excess of \$5,000 with a useful life of more than one (1) year that are employed in the operating activities of the charter school. Items which fall into this category may be purchased or acquired by gift and include, but are not limited to, desks, filing cabinets, copiers, and laboratory equipment.

2.) **Computer software-** Intangible property in excess of \$5,000 either purchased or acquired by gift that is designed to cause a computer to perform a desired function.

3.) **Computer equipment-** Tangible computer equipment in excess of \$5,000, with a useful life of more than one (1) year including Laptops, Desktops, Servers, Routers, Hubs, etc., either purchased or acquired by gift to be used for operational or instructional purposes. For purposes of this policy, computers are defined as a CPU, monitor and keyboard which go together as a package. Printers, which exceed \$5,000, shall be capitalized separately, while printers, which are less than \$5,000, shall be considered Supply Assets and recorded as such in the school's general ledger and asset register.

Any other costs directly related to the purchase or acquisition which make the equipment operable as intended, such as shipping charges or set-up fees, may be included as part of the acquisition cost. Improvements or repairs to existing assets will be capitalized only if the result of the expense meets all of the following conditions:

- If the total costs exceed \$5,000.
- The asset's useful life is extended three (3) or more years.
- The total costs will be greater than the book value and less than the fair market value.

An annual inventory of fixed assets will be performed prior to June 30.

Donated Items:

Donated items, valued at the thresholds contained in this policy and which are items that the school otherwise would have bought and used in operations, shall be recorded in the school's general ledger account titled Fixed Assets (over \$5,000) and in the asset register at its fair market value at the date of donation.

Donated items, which are valued at less than the threshold contained in this capitalization policy, will be recorded in the school's general ledger account titled Supply Assets (less than \$5,000) at fair market value at the date of donation. Donated items, which are determined to have no fair market value, will not be recorded.

Depreciation:

Depreciation is the rational and systematic allocation of the cost of a capital asset over its estimated useful life. For the purposes of this policy, all depreciable assets will be depreciated using the **straight-line method** of allocation. The straight-line method allocates the acquisition cost of a depreciable asset evenly over its estimated useful life. Most assets retain some recovery at the end of their useful lives, which is known as salvage value. All depreciable property for the purposes of this policy shall be deemed to not have a fair market value at the end of their useful lives.

The following table is the estimated useful lives that will be used to calculate depreciation and financial statement presentation purposes:

- Furniture and Equipment 5-7
- Computer Software 3
- Computer Equipment 3-5
- Transportation Equipment 3-5

Depreciation expense is recognized for financial statement purposes at year-end only. For budgetary purposes, the full acquisition cost of a capital asset is recognized at the time of acquisition.

Asset Disposition:

Capital assets which are deemed to be obsolete or no longer meet the requirements of the school may be disposed of pursuant to NMSA (1978) 13-6-1 to 13-6-4, Sale Of Public Property, transferred to another office or classroom, or traded-in. A Fixed Asset Disposal Form must be completed in all cases for the disposition of any asset which may be damaged or as a result of theft. The Fixed Assets Disposal Form must be signed by the Business Manager, Site Leader, and the Council Chair. Pursuant to NMSA (1978) 13-6-1 and 13-6-2, all licensed software and any electronic media (computer hard drives) must be completely erased before being disposed of. The charter school Business Manager shall retain the approved forms to preserve the integrity of the asset records.

12. Audit

CS will comply with the follow regulations regarding audits:

- Public School Finance Act, Sections 22-8-1 through 22-8-42
- NMSA 1978 Budget Preparation and Maintenance Standards
- SBE Regulation 6 NMAC 2.2 Public School Accounting and Budgeting Supplement 6
- Manual Procedures New Mexico State Auditor Rules and Regulations pertaining to audits of state and local government divisions

The Business Manager will coordinate the engagement of personnel to conduct the required audit.

13. Record Keeping and Backup

The Business Manager shall retain at CS's onsite business office, for CS's permanent records, all original hard copy records relating to financial matters. The Business Manager shall also retain at CS's onsite business office a current electronic copy of all CS's electronic financial and accounting records, which shall be created and managed by the Business Manager under the Principal's supervision. The Business Manager shall develop a procedure, in coordination with the clerk and the Governing Council, to ensure that adequate backup systems (both hard copy and electronic format) exist for all CS's financial and accounting records.

14. Albuquerque Public Schools Policies and Procedures as Default

In the absence of a specific financial policy or procedure adopted by the Governing Council to address financial and accounting requirements with respect to a particular subject, CS shall follow the corresponding policies and procedures adopted by Albuquerque Public Schools ("APS"), modified as appropriate to reflect that CS manages and controls its own financial and accounting matters (subject to applicable legal requirements). The Principal is responsible for seeing that such APS policies and procedures are followed in appropriate cases. In the event of any question about how such an APS policy or procedure should be

implemented at CS, the Principal shall request that such matter be considered by the Finance Committee and/or Policy Committee and a specific CS policy or procedure adopted by the Governing Council.

15. STUDENT ACTIVITY FUNDS POLICY (Non-Instructional Activities)

Student Activity Funds are used to account for those resources owned, operated and managed by the student body, under guidance of a staff member or another adult, for educational, recreational or cultural purposes. These funds are used for a wide range of activities that can include the school yearbook, the student athletics or various student clubs.

The appropriate fund classification for student activity funds is determined by their legal status. If resources accounted for in student activity funds are legally owned by students or student groups, these funds should be classified as Agency Funds.

However, if CS legally owns the resources accounted for in student activity funds, they should be accounted for in the General or Special Revenue Fund type.

Agency Funds

An Agency Fund is used to account for assets held for other funds, governments or individuals. Agency Funds are custodial in nature (i.e., assets equal liabilities) and do not involve measurement of operations. While CS provides bookkeeping and accounting service for these funds, these functions are considered strictly fiduciary in nature. These monies are not considered public money for purposes of the Procurement Code, Governmental Gross Receipts and formal, budgetary integration. They are, however, subject to Governmental Gross Receipts Taxes in all other respects and to regulations adopted by the Governing Council.

CS is holding these funds in a fiduciary capacity. Therefore, the CS will be held responsible to safeguard the funds and demonstrate prudent judgment in accounting for and disbursing these funds.

Examples of such activity funds which would be designated as Agency Funds are:

- Money collected for student fund raising activities whose expenditures are determined by the student/class sponsors (Drama, After School Programs, Classroom Projects, Student Council, Chess Club, etc).
- Money collected as deposits which are subject to return in whole or in part (lab, technical equipment deposits etc).
- Money collected which will be transmitted to other governmental units, agencies and associations (NMSAA receipts etc).
- Money collected that will be transmitted to a budgeted account for loss or damage to school property, tuition, rent and fees.
- Money collected for activities not supported by public monies for submission to vendors (class rings, school pictures, yearbooks).
- Monies collected for other funds, governments or individuals (e.g. payroll clearing, COBRA insurance, taxes, etc.)

Regardless of the method used to finance school activities, CS is ultimately responsible for the funds, even though the actual control and operation of these funds are delegated to individual staff members. Accurate records be kept of all monies collected and disbursed, in accordance with Section 6-10-2 SMSA. 1978

Compilation, as amended:

“Cash Books for Public Money; Daily Balance; Public Record “

It shall be the duty of every public official or agency of this state who receives or disburses public monies, to keep in his office a cash book wherein shall be entered daily, in detail, all items of receipts and disbursements of public monies, and which shall be balanced daily so as to show the balance of public monies on hand at the close of each day's business; and such cash book shall be a public record and shall be open to public inspection.”

No activity fund account shall ever be permitted to incur a deficit. Financial records of student activity funds must be in accordance with generally accepted accounting principles and an adequate internal control structure established and maintained, as well as audit trails, in the same manner as the CS's regular funds. (Refer to PSAB Supplements 2, 3, 5 and 6).

The club sponsor or treasurer shall bring all monies collected and balanced to the receipts, to the Business Manager for deposit by the end of the day of collection.

Student activity funds shall never be used for any purpose which represents accommodating, loan or credit to any individual (Section 6-10-40 MMSA, 1978 Compilation.)

The following policies governing student activity expenditures apply, regardless of the method of making payment, whether by check or from a petty cash fund. Evidence supporting all expenditures must be kept on file and must be in the form of a signed receipt or invoice. Statements or cancelled checks do not completely meet this requirement; however, in certain circumstances, it may not be possible to obtain an invoice (e.g., telephone bills, etc.). In these instances, payment from a statement is acceptable; however, the club sponsor will be held responsible for verifying the validity of making such payments. The business office may develop a voucher or requisition system for disbursements.

General Fund Activity Accounts

Fund raising monies which are legally owned and under the discretionary control of school districts are considered public monies and are subject to all applicable laws and regulations relating to the Procurement Code, Governmental Gross Receipts, Charitable Contributions and formal budgetary integration.

CS is required to budget for activity revenue and for the corresponding activity expenditures. This budget shall project the anticipated revenue and expenditures for all activity funds required to be budgeted. Budgetary integration may be accomplished at the account and fund level. The total revenues and expenditures for these accounts shall be incorporated as part of the general fund for financial reporting purposes.

Examples of these funds are athletics, coke vending machines, concession and stores operated for general activity purposes.

Athletic Funds

Funds generated through athletic activities will be receipted for in the 22000.00 Fund / Subfund / Function with the appropriate Revenue Object Code. Expenditures related to athletic activities will be budgeted in the

22000.07 Fund / Subfund / Function with the appropriate Expenditure Object Code (Refer to the Fund Accounting PSAB Supplement 3).

Athletic funds are to be considered Public Monies and therefore require adherence to all applicable, laws, rules and regulations.

Compliance Matters

Club Sponsors must notify the Business Manager of the organization's existence in order to place the club on the schedule of activities ledger. Each activity should show opening balance, beginning of the period, receipts, disbursements and end of period balances. The business office is responsible for:

- Maintaining adequate collateral pledged for monies in Activity Funds.
- Assisting club sponsors and treasurers in order to assure:
 - timely deposits within 24 hours or one banking day
 - appropriate approvals are obtained for disbursements
 - an internal control structure is in place to safeguard the assets and promote reliability of the activity financial reports
 - accurate bank or cash reconciliations are prepared timely
 - records are retained for review by business office and auditor

As with all other CS fund checks, activity fund checks should indicate "void one year from date on the face of the check."

SAMPLE JOURNAL ENTRIES

While the following sample entries have been illustrated, a more thorough presentation of journal entries as they relate to various funds and account groups is available in Chapters 60.01 through 68.17 of The Governmental C&P Guide—1922, a comprehensive interpretation of all current promulgated governmental generally accepted accounting principles. Larry P. Bailey, PhD, CPA, author; published by HBJ Professional Publishing.

STUDENT FUND RAISING ACTIVITIES

Introduction

CS allows student fundraising activities aimed at improving the overall academic environment for all students within the school. The Governing Council will develop a separate policy governing fund raising activities covered by the Development Committee. Until separate special policies are developed the general cash receipts and disbursements policies will apply.

This policy is intended to:

- Provide administration, sponsors, parents, and students reasonable assurance that all student fundraising activities are properly accounted for;
- Ensure that the accounting system captures relevant and accurate data; and
- Ensure that all of CS's student fundraising activities are accounted for in a consistent and competent manner.

CS:

- reserves the right to stop payment on all student fundraising activities in which the sponsor/vendor neglected to follow CS policy. In these cases, a contract exists solely between the vendor and employee.
- will not be liable for any unapproved student fundraising activities.
- will exclude vendors from any "Approved List" for non-compliance with CS policy.

- will transfer dormant account balances to CS's Activity Fund at year's end. If clubs/organizations are no longer active, balances in those accounts need to be transferred prior to the end of the fiscal year.
- will ensure that funds generated through student fundraising activities be spent on students only.

Sponsor's Responsibilities

It is the sponsor's responsibility to understand and ensure compliance with all CS policies and procedures. Failure to follow or lack of knowledge of procedures does not preclude sponsors from full responsibility and possible disciplinary action as a result of this failure or lack of knowledge. Failure to adhere to policies and procedures may adversely affect the school or club's ability to continue having fundraising activities. All non-compliance issues will be presented to administration for corrective action.

Student fundraising activities and supporting documentation are subject to unannounced audit(s). The sponsor is fiscally responsible for all facets of the student fundraising activity. He/she may be held liable for all unapproved student fundraising activities and for any shortages identified if CS policy has not been followed. Sponsor's responsibilities include but may not be limited to:

- Planning the activity with club members/students;
- Selecting the vendor;
- Scheduling the activity with the Principal. Each and every student fundraising activity must be approved by the Principal. No 'blanket' approvals will be permitted. The granting of approval for any specific activity does not guarantee that approval will be given in the future for the same or a similar activity (example – operating a concession stand at Open House). The Principal may develop a system for assuring that competing clubs/organizations receive fair access to events.
- Securing the approval of the Principal prior to entering into any agreement with and/or receiving any product from a vendor. Failure to comply with CS policies and procedures will render the sponsor personally liable for the product delivered and/or the amount due.
- Maintaining the appropriate controls to ensure that all monies are collected on a timely basis and students are held accountable for outstanding product and amounts.
- Ensuring that data is available to prepare a perpetual inventory of all products including incentive products, funds received, a list of delinquent accounts and outstanding product.
- Obtaining the principal's approval for the disposal of all surplus/damaged products. The Principal and not the sponsor has the authority to give surplus products away.
- Once a student fails to return product or pay for the product, then the sponsor should not issue any additional product (regardless of student's classification) until said student clears his/her record.

The sponsor must ensure that all receipts and disbursements are processed in accordance with District policies and procedures. See below for the guidelines that govern these activities.

In general, product should be distributed after school or during a time when class is not unduly disrupted. Students are encouraged to sell the product to his/her immediate family or to known individuals. CS does not encourage activities that require and/or encourage students to sell "door to door."

The sponsor must immediately report all thefts to the Principal. The sponsor may be liable for not reporting losses in a timely manner. The sponsor should make a concerted effort to collect 100% of the total outstanding balance. Consistent losses, uncollectible balances, thefts, and/or unaccounted for balances will restrict a sponsor's ability to participate in future fundraising activities.

Activity Funds

There are two types of activity funds:

1. Student Activity Funds:
 - a. Generate revenue for the campus general fund;
 - b. Are administered by the Principal;
 - c. Are accounted for by the secretary or designee; and
 - d. Generally can be taken by CS into its general fund.

Student Activity Funds are used to account for those resources owned, operated and managed by the student body, under guidance of a staff member or another adult, for educational, recreational or cultural purposes. These funds are used for a wide range of activities that can include the school yearbook or various student clubs. The appropriate fund classification for student activity funds is determined by their legal status. When resources accounted for in student activity funds or student groups legally own funds, these funds should be classified as Agency Funds or Student Activity Funds. However, if the school district legally owns the resources accounted for in student activity funds, they should be accounted for in the General or Special Revenue Fund type.

2. Student Fundraiser Activity Funds:

Student Fundraising Activities Must Be:

- a. Approved by the Principal for a specific purpose;
- b. Administered and accounted for by the sponsor;
- c. Processed by the Business Manager

A campus fundraising activity must consist of the following:

- a. An anticipated profit;
- b. Student involvement in the activity;
- c. Sponsorship by the school or a school organization.

APPLICATION FOR NEW STUDENT ACTIVITY ACCOUNT (Exhibit 1)

If a new Student Activity Fund is required an Application for New Student Activity Account is filled out and forwarded to the Business Manager for new number.

An application for all student fundraising activities generating over \$1000 in revenue AND/OR being conducted off-campus must be submitted to the Business Manager in order to allow time for Governing Council approval (no later than 15 days prior to a scheduled Governing Council meeting). The Governing Council considers these fundraisers at their monthly meetings.

- a. Sponsor must complete a Student Fundraising Application (Exhibit 2);
- b. Form must be approved by the principal;
- c. Form submitted to Business Manager for approval;
- d. New number assigned by Business Manager;
- e. Copy of approved form returned to sponsor.

All fundraisers must be approved prior to ordering or receiving of product/services.

- a. Sponsor must complete a Student Fundraising Application for each individual fundraiser;
- b. Student fundraiser must be reviewed and approved by Principal;
- c. Periodically scheduled bake sales, car washes, burrito sales, etc., require a one-time approval per month designating the dates for that month.

Form Completion:

- a. All portions of the form must be completed.
- b. All activities will be assigned a fundraising number by the Business Manager and must be entered on the monthly campus activities log. Include this number on all correspondence, DPR's, DPO's, Deposit Recaps, etc.
- c. The sponsor's signature indicates that he/she understands and agrees to abide by the guidelines as set forth in this policy.
- d. The activity's beginning, ending and anticipated delivery date information allows the Principal to determine the appropriate timeline for anticipated receipts and disbursements.
- e. Specify the purpose of the activity i.e., purchasing uniforms, funding trips, buying materials, purchasing equipment, etc. to ensure that this activity supports school goals. The funds generated may only be used for the purpose designated on the student fundraising form.
- f. If a purchase order will be issued to a specific company, indicate the vendor ID# and vendor name.
- g. An organization may have no more than two (2) on-going fundraising activities at the same time. One or more activities must be closed before applying for another fundraiser approval.

CLOSING OF A FUNDRAISING PROJECT

All student fundraisers should be closed within sixty (60) days of the "Ending Sale Date" noted on the application. An activity is considered closed when:

- a. All collectable funds have been deposited;
- b. All disbursements have been made to vendors;

Exception: Bake sales, one-day food sales/dinners, dances, performances, concerts, car washes, a-thons, book fairs and similar activities not involving controllable merchandise must be recapped within five (5) working days after the activity is held.

The sponsor is accountable/liable for safeguarding all items not sold. Future fundraising activities may be affected if the fundraising activity has not been properly closed.

RAFFLES, PLAYS, CONCERTS, CONCESSIONS, ETC.

Raffles are allowed only through the completion of a fundraising application. Sponsors must use pre-numbered tickets and must be accounted for whenever monies are submitted on the Tally Sheet (Exhibit 5). The miscellaneous receipt number should indicate the number of tickets sold. The number of tickets sold multiplied by cost per ticket should equal the amount of funds deposited. The Principal should ensure that all raffles are conducted fairly.

CONCESSION STAND SALES

Vending machines are encouraged instead of concession stands due to the nature of collections and handling of the concession. However, if a concession stand is determined to be the most beneficial for the campus, the following must be in place:

- a) A Student Fundraising Application must be filled out at the beginning of the semester. This form must be submitted to the Business Manager for approval.
- b) The principal or designee will perform a beginning of the semester inventory and submit a report indicating quantity, cost, and a brief description of the product with the application. Accuracy of the inventory report will be witnessed by at least two individuals.

- c) Concession activities are expected to generate a profit margin of approximately 40-45%.
- d) All receipts should be cash; no checks should be accepted at the concession stand. No checks of any kind should be cashed with concession stand monies.
- e) All concession stands should use a cash register tape to support the sales for each day of sales. All deposits must be reconciled with the register tape. Any large variances should be noted on a tally sheet.
- f) The tally sheet must be completed and the balance should agree with balances noted on the tapes. Once the deposit is reconciled, the deposit is submitted daily to the site Business Manager for deposit.
- g) A periodic review of the revenue and expenses should be conducted to ensure that the concession stand is making a profit..
- h) The Business Manager will also review the accounts on a periodic basis to ensure the profitability of the concession stand.
- i) The decision to continue the activity will be made on a semester basis.

CASH RECEIPTS

When collecting money from students, the sponsor should either issue a miscellaneous receipt or maintain a system of accountability of all monies received. Receipt books and Collection Logs are available from the Business Manager. To maintain compliance with PSAB Supplement (Exhibit 11) the sponsor must submit all cash to the Business Manager for deposit within 24 hours. The sponsor is liable for funds lost or stolen. Remittances to the Business Manager must include:

- The miscellaneous receipts or Collection Log;
- The Tally Sheet (Exhibit 5);
- Cash register tapes.

The Business Manager must verify agreement between the total cash remitted and the amount indicated on the Collection Log. The Collection Log should be stapled to the Business Manager's copy of the office receipt. The Business Manager will issue an office receipt to the sponsor for all monies remitted for deposit. The sponsor should remain in the office until the cash and log are reconciled and a receipt issued. Cash receipts may not be borrowed, used to cash checks, used for purchases or used to issue cash refunds. Cash refunds must be issued via purchase requisition/check request.

RECAP GUIDELINES

- All monies collected shall be receipted and deposited within 24 hours. The "How Paid" section must be marked cash, check, or money order.
- No money shall be left on school premises over weekends, holidays, or summer breaks.
- Distribution of receipt copies will be determined by the Business Manager:
- A receipt may only be voided when all copies of the receipt are available. "Void" should be written across the receipt and the complete set kept in the receipt book. The receipt number should be referenced as
 - a void on the Deposit Recap.
- Whenever the receipt book is completed it must be stored at CS for a period of at least seven years before being discarded.

DEPOSIT PROCEDURES

- A Deposit Recap (Exhibits 8A, 8B, 8C) shall be completed by the sponsor for each daily deposit and forwarded to Business Manager immediately.
- Receipts, Bank Deposit Slip and Deposit Recap amounts must balance. The only exception would be a returned Insufficient Fund Check (NSF) when it is collected and re-deposited.
- When checks are returned for insufficient funds (NSF), the Business Manager will contact the issuing bank to determine if funds are now available for cashing. If so, redeposit immediately. If funds are not available, contact the party issuing the check to inform them that they may only collect the NSF by remitting cash payment. The NSF will serve as their receipt for this transaction. A "redeposit of NSF" notation should be made on the bank deposit copy. This notation should also be made on the Deposit Recap, in the description column.

CASH TRANSFERS

A Cash Transfer (Exhibit 9) is utilized to request a transfer of monies within the same fund. account in fund 98000.

DISBURSEMENTS

CASH DISBURSEMENTS ARE PROHIBITED!

The required purchase order must be issued prior to ordering student fundraiser products. This should follow the normal procedure. A purchase order is not approved until signed by the Principal.

Vendors will be paid once sufficient funds have been generated and deposited by the activity to cover the cost. Payment cannot be processed without an original company invoice that provides unit description, unit cost, free product, other charges, credits, returns, etc. If a problem occurs with a vendor, contact the Business Manager immediately. Payment will not be authorized to the vendor until all problems are resolved.

FUNDRAISING PRIZES/DONATIONS

Vendors may award prizes to students participating in the fundraising activity. Vendors are not authorized to provide prizes or gifts to the Principal, to any other CS employee or to sponsors. A vendor may make a donation to the campus general fund. In such case, the donation must benefit the entire student population (as opposed to benefiting only those students who participated in the activity).

OUTSIDE ORGANIZATIONS

Without prior express approval of the Governing Council with reference to each specific event, outside organizations conducting fundraising activities are PROHIBITED from:

- Conducting activities on CS property;
- Using CS's name;
- Advertising on CS property;
- Distributing or returning a product from CS;
- Conducting fundraising activities to benefit outside organizations on CS property.

CS requires that fundraising activities earn a profit. Sale of tickets, for any external organization, wherefrom CS does not directly earn any profit are prohibited without the prior express approval of the Governing Council with reference to each specific event.

COLLECTION JARS

Penny drives/collection jars are permitted only when approved by the Principal.

APPROVED VENDOR LIST

An approved vendor list is maintained by the Business Manager who must approve a new vendor.

RESTRICTED FUNDRAISING ACTIVITIES

Student fundraising activities, which include the sale of the following products or services, are restricted:

- Cosmetics
- Hygiene items
- Body care products
- Long distance telephone services
- Chemicals
- Scratch and donate cards
- Referral-type activities, and
- Programs that require the participants to solicit personal information from the community or family.

CS requires that fundraising activities earn a profit. Sale of tickets, for any external organization, wherefrom CS does not directly earn any profit are prohibited without the prior express approval of the Governing Council with reference to each specific event.

VENDOR PROMOTIONS

Vendor promotions (flyers, discounts, coupons) must be approved by the Principal prior to distribution.

RESTRICTED VENDORS

Sponsors are prohibited from buying products/services from CS employees unless they have been accepted as an approved vendor. Refer CS employee policies for employee conflict of interest provisions

Internal Audit

The Board of Education considers the internal audit function to be a critical ingredient in providing comprehensive evaluation of the level of control in CS's operating and accounting systems.

The internal audit function will be independent from school administration in carrying out responsibilities outlined in this policy. The CS Governing Council will appoint a person to serve as CS's internal auditor. Such person will, preferably, be a Certified Public Accountant.

The CS Governing Council will appoint a Finance Committee to serve as advisor to CS's internal auditor. The CS Governing Council and will receive and review internal audit reports.

The internal auditor will independently review, evaluate, and report through audits and management studies the status of the following in CS's administration, departments, fund raising groups and other school programs: financial condition; accuracy of financial and property record keeping; compliance with applicable laws, policies, guidelines, and procedures; and effectiveness and economy of operations.

Scope of Audits

The Internal Auditor shall have the responsibility to conduct audits of all departments, programs, activities, to independently determine whether:

- Activities and programs being implemented have been authorized by the CS Governing Council, state law, or applicable federal law or regulation;

- Activities and programs are being conducted in a manner contemplated to efficiently and effectively accomplish the objectives intended by the CS Governing Council, law, and regulation;
- Funds are being expended in compliance with applicable laws;
- Revenues are being properly collected, deposited, and accounted for;
- Resources, including funds, property, and personnel, are adequately safeguarded, controlled, and used in a faithful, effective, and efficient manner;
- Financial and other reports are being provided that disclose fairly and fully all information that is required by law, that is necessary to ascertain the nature and scope of programs and activities, and that is necessary to establish a proper basis for evaluating the programs and activities;
- There are adequate operating and administrative procedures and practices, accounting internal control systems, and internal management controls which have been established by management.

In the selection of audit areas, the determination of audit scope, and the timing of audit work, the Internal Auditor should consult with federal and state auditors and independent auditors so that the desirable audit coverage is provided and audit effort may be properly coordinated.

Responsibility to Notify Internal Audit

School employees and officials shall promptly notify the Internal Auditor of instances of theft or other disappearance of cash, checks, or property, of misfeasance or nonfeasance, defalcations, and non-compliance with laws and regulations of which they are aware.

Access to Records and Property

All officials, contractors, and employees of CS shall furnish the Internal Auditor with requested information and records within their custody. In addition, they shall provide access for the Internal Auditor to inspect all property, equipment, and facilities within their custody. If such officials or employees fail to produce the aforementioned information, the Internal Auditor shall notify the CS Governing Council and shall make a written request to the Principal for his/her assistance in causing a search of school property to be made and germane exhibits to be taken from any book, paper, or record of any such official or employee, excepting personal property. Every office having the custody of such records shall make a search and forward such requested exhibits to the Internal Auditor.

Reports

Each audit will result in a written final report. If appropriate, the audit report shall contain the professional opinion of the Internal Auditor or the contract auditor concerning the financial statements issued by the audited, or the professional conclusions of the audit regarding the management activities audited. The auditor shall include in the audit reports where applicable:

- A precise statement of scope encompassed by the audit;
- A statement that an examination for compliance with applicable laws, policies, and regulations was conducted, and a presentation of the findings associated with that examination;
- A statement of significant audit findings, including a statement of the underlying causes, evaluative criteria used, and the current and prospective significance of the findings;
- A statement that internal control systems were examined and a report of any material weaknesses found in the internal control systems;
- Statements of response submitted by the auditees relevant to the audit findings;

- A concise statement by the auditees of the corrective actions previously taken or contemplated as a result of the audit findings and a timetable for their accomplishment;
- Recommendations for additional necessary or desirable action.

A preliminary draft of the audit report will be forwarded to the auditees and the CS Governing Council for review and comment before it is released. The auditees, including departments whose assistance is needed in order to accomplish a recommendation, shall respond in writing specifying agreement with each of the audit findings and recommendations or reasons for disagreement with findings and/or recommendations, and auditee plans for to the preliminary draft of the audit report shall be forwarded to the Internal Auditor within 14 calendar days of receipt of the audit report. Auditee comments to the preliminary draft may be utilized to amend the 2324 report if appropriate. If the preliminary audit report is amended, the auditees will be given a copy of the amended draft, and the auditees will be given seven to fourteen calendar days, as determined by the Internal Auditor and the Auditee, to respond to the amended draft of the audit report. The Internal Auditor shall include the auditees' response in the audit report.

Prior to final report publication the Internal Auditor may share selected audit information with the CS Governing Council, if the information is needed for decision-making purposes.

All final audit reports shall be promptly published and made available to the public; except, the Internal Auditor shall delay making audit reports public when criminal conduct is found in the audit, the appropriate law enforcement authority is pursuing an investigation, and release of the report would jeopardize further such investigation or when the report discusses school personnel issues. A report whose release has been delayed shall be released promptly at the end of the condition giving rise to the delay.

The Internal Auditor shall make reports at least quarterly to the CS Governing Council on the status of the work plan.

Report of Irregularities

If the Auditor detects apparent violation of law or apparent instances of misfeasance or nonfeasance by an officer or employee or information that indicates dereliction may be reasonably anticipated, the Internal Auditor shall report the irregularities in writing to the CS Governing Council. If the irregularity is criminal in nature, the Auditor shall also immediately notify the Principal, who shall notify the appropriate prosecuting authority.

Worker's Compensation

The Governing Council of the Charter School (CS) is aware of the Worker's Compensation Policy provisions outlined in 6.50.14 et seq. and the Loss-Prevention Management System standards in 6.50.12 et seq. NMAC. All injuries, illnesses, and near-miss incidents are to be immediately reported to the Site Leader or his/her designee, regardless of the need for medical treatment. The school shall comply with all the State of New Mexico Worker's Compensation Administration's posting requirements which include the Employer's First report of Injury or Illness (Form E1.2) and Notice of Benefit Payment (Form E6.2)

I. Eligible Employees.

The provisions of this policy shall apply to all full-time and part-time employees of CS.

II. Definitions.

- Injury – An accident which occurs within the course of employment. This policy shall allow for coverage of injuries sustained by an employee of CS during the course of employment for the immediate preceding employer.
- Occupational Disease – A disease which arises in and out of the course of employment which *is not* a disease which the general public is, or would be, exposed to outside of employment.
- Permanent Partial Disability – A permanent loss to the body which is caused by an injury or occupational disease and does not result in total incapacity.
- Temporary Total Disability – The condition of an individual who, though not totally and permanently disabled, is unable to perform the duties of their prescribed job for a given number of days needed to recover from an injury or occupational disease.
- Regular Salary – The salary that the employee normally earns per week based on an approved salary schedule or other determination for the employee's designated position.

III. Benefits.

1. CS shall pay full regular salary benefits, less required and/or authorized deductions, to an eligible employee when it has been determined that an injury or occupational disease has resulted in permanent partial disability or temporary total disability. Benefits under this policy shall be paid for a period not to exceed sixty (60) calendar days.
2. Full regular salary shall not be paid during any period for which an employee is eligible for worker's compensation benefits unless the employee has elected, in writing, to assign his/her worker's compensation payment to the school for the period during which full regular salary benefits are paid. In no event shall an employee be entitled to full payment of both regular salary benefits and worker's compensation benefits during the same period. Under this policy, worker's compensation payments refer only to wage placement benefits under the Worker's Compensation Act. In the event an employee does not elect to assign his/her worker's compensation payment to the school, the school shall deduct that portion of the regular salary benefits so that the employee receives only that amount of combined payments equal to the employee's regular salary.
3. During the annual budget process, this policy shall be reviewed to ensure adequate budget exists to support the benefits listed above. If sufficient budget does not exist during any given fiscal year, this policy may be revised or rescinded at a public meeting of the Governing Council which has been duly noted pursuant to the adopted Open Meetings Act Resolution.

The Principal and staff shall develop any administrative procedures necessary to implement the provisions of this policy.

SAMPLE EXHIBIT A DESIGNATION OF CS PERSONNEL TO HANDLE CASH RECEIPTS AND DEPOSITS

1. Fiscal Year: _____
2. Staff Members Designated to Count Money and Verify Deposit Slip Totals:
 - a. _____
 - b. _____
3. Alternate Staff Members Designated to Count Money and Verify Deposit Slip Totals if Primary Staff Members Designated in No. 2 are Unavailable:
 - a. _____
 - b. _____
 - c. _____

4. Staff Member/Independent Contractor Designated to Physically Take Deposits to Bank (Must be someone other than persons identified in No. 2 and No. 3):

a. _____

5. Alternate Staff Member/Independent Contractor Designated to Physically Take Deposits to Bank if Person Designated in No. 4 is Unavailable (Must be someone other than persons identified in No. 2 and No. 3):

a. _____

Date of Designation: _____

Signature of Principal

Appendix TANM K: Sample Bylaws for Governing Council Operations

RECITALS:

A. The New Mexico Public Education Department approved the School as a charter middle school and high school on September, 2009. The Mission of the School (the “School Mission”) sets forth objectives which include the ability to graduate highly educated students prepared to pursue postsecondary education at excellent universities, pursue careers in the arts and artesanías, and qualified for future leadership in New Mexico geographically and culturally diverse communities.

B. The School and the National Institute of Flamenco (“NIF”) seek to combine efforts in a partnership as set forth in the School Charter for the purpose of successful fulfillment of the School Mission.

C. NIF and the School (Collectively, the “Parties”) agree that their respective missions will be advanced by collaborating on programs that enhance the educational experience for the School’s operations and its students, and for NIF’s .

D. This Agreement defines the relationship between the Parties, provides a framework for the interaction between the parties, and provides rules and procedures by which the Parties shall operate in their respective functions in regard to Governing Council Operations.

Now, therefore, the parties agree as follows:

A. The School shall operate in accordance with the Charter Schools Act, NMSA 22-8B-1 (1978) *et seq.*, as amended, and the charter approved by the New Mexico Public Education Department (the “PED”). Pursuant to the 1999 Charter Schools Act and its charter, the School is responsible for its own operations and has the power to contract for needed goods and services in order to carry out the educational mission described in its charter.

B. The responsibilities of the Governing Council and School Leaders of the School include but are not limited to the following:

1. Defining the Mission and guiding principles of the School;
2. Strategic planning and creation of long and short-term plans for the school’s development and operations;

3. Managing school finances, including development of operating budgets and approval of expenditures;
4. Selecting teachers, staff and students;
5. Setting policies for students and employees; and
6. Obtaining funds needed for the school's operation.

Appendix I.2 Sample Bylaws

FOR CHARTER SCHOOL GOVERNING COUNCIL

1. MISSION STATEMENT.

Together with parents and the Charter School (the "School") is committed to creating a professional learning community that empowers students to learn the interconnection between real-world problem solving and academic success, which leads to mastery of life skills and recognition of the patterns that are intrinsic to all knowledge.

2. EQUAL OPPORTUNITY.

The School affirms its commitment to providing equal treatment of all of its students, parents and employees. Neither the School nor the Governing Council shall discriminate against any student, parent or employee on the basis of race, age, religion, color, national origin, ancestry, sex, physical or mental handicap, serious medical condition or sexual orientation or gender identity with respect to his/her rights, privileges, programs, activities, and/or in the administration of its educational programs and athletics/extracurricular activities.

3. GOVERNING LAWS AND POLICIES.

The School must comply with all applicable federal, state, and local laws and regulations as well as the terms and conditions of its charter. Governing council members should familiarize themselves with the following key provisions of New Mexico laws:

Charter School Act (NMSA 1978 §§ 22-8B-1 et seq.)

School Personnel Act (NMSA 1978 §§ 22-10A-1 et seq.);

Procurement Code (NMSA 1978 §§ 13-1-1 et. seq.);

Open Meetings Act (NMSA 1978, Sections 10-15-1 et seq.);

Public School Finance Act (NMSA 1978 §§22-8-1 et seq.); and

applicable rules and regulations issued by the New Mexico Public Education Department ("PED") (contained in Title 6 of the New Mexico Administrative Code),

In addition, to the extent the School has not specifically requested and been granted a waiver from a particular New Mexico Public Education Department ("PED") or Albuquerque Public Schools Board of Education ("APS") policy, those policies which have not been waived, shall apply.

The Charter School Governing Council ("Governing Council") or ("Council") has a responsibility to ensure that the school operates in accordance with all applicable laws and regulations, and meets its commitments to APS and to the PED as reflected in its charter.

4. GOVERNING COUNCIL POWERS AND RESPONSIBILITIES.

The primary powers and duties of the Governing Council are to:

- a. Develop educational and operational policies for the School;
- b. Approve employment of faculty and staff at the recommendation of the Principal or to delegate such authority to the Principal upon a majority vote of the Governing Council as described in a resolution, which authority may be withdrawn or modified by a majority vote of the Governing council; evaluate the Principal annually; and set employee salaries;
- c. Review, approve and monitor implementation of the annual budget;
- d. Acquire, lease and dispose of property, both real and personal to the extent permissible by laws applicable to public schools;
- e. Initiate lawsuits or take all necessary steps to protect the School's interests;
- f. Authorize the repair and maintenance of all property belonging to the School or for which the School is contractual responsible to maintain and repair;
- g. Enter contracts consistent with the School approved budget for any service or activity that is required for the School to perform in order to carry out the educational program described in the Charter and as otherwise in accordance with the New Mexico Charter Schools Act as amended;
- h. Adopt rules and policies pertaining to the administration of all powers or duties of the Governing Council and the School;

- i. Accept or reject any charitable gift, grant, devise or bequest. Each particular gift, grant, devise or bequest accepted shall be considered an asset of the School;
- j. Approve amendments to the Charter prior to presentation to the NM Public Education Department for approval;
- k. Apply to the PED or other appropriate agency for capital outlay funds;
- l. Negotiate with APS to provide transportation to students eligible for transportation under the provisions of the Public School Code as deemed necessary and/or other services consistent with the Charter;
- m. Open other locations for operation of the School as consistent with the charter;
- n. Acquire and dispose of property;
- o. Amend procedures provided for in the Bylaws of the School from time to time consistent with the School Mission;
- p. Delegate to the Principal the authority to implement the Charter, policies and procedures, facilities plans, budget and such other directives and policies adopted by the Governing Council from time to time. To the extent reasonable, the Governing Council shall not be involved in the day-to-day operations of the school;
- q. The Governing Council will have primary responsibility for the development and review of all major policies; be a resource for problem resolution presented to it by the Principal who is Chief Advisor to the Governing Council according to policies, procedures and appropriate protocol; and review recommendations submitted by the Principal and the Advisory Committees. Examples would include, but not be limited to, curriculum, budget development, and final approval of contracts;
- r. Promote a cooperative relationship with its charter authorizer; to function in accordance with the New Mexico Charter School Act and resolve any dispute, which may arise between the School and its charter authorizer/local district superintendent and/or local school board to the mutual benefit of the operation of the Charter School and its authorizer/local supervisory authority;
- s. Such other powers and authorities as provided for by law.

Pursuant to the Charter and the New Mexico Open Meetings Act NMSA 10-15-1 (1978) *et seq*, the Governing Council shall address and respond to issues and matters referenced in paragraphs *a* through *s* hereinabove by 1) passing a resolution which shall state the issue or matter to be addressed or resolved; 2) holding a quorum vote which shall pass if voted on favorably by a simple majority, or which otherwise shall fail as being rejected if no simple majority shall support it; and 3) issuing the decision in written notation with a record of the vote.

5. REPRESENTATIONS BY INDIVIDUAL MEMBERS.

The Governing Council will not be bound by any statement or action on the part of any individual Governing Council member, unless the Governing Council, by majority vote in a properly convened meeting, delegates authority to that individual member to speak for or represent the entire Council. Unless acting pursuant to said express-delegated authority from the Council, no Council member shall undertake any individual action to implement any plan or action of the Governing Council. In the event a Governing Council member is assisting the Principal to implement school policies, programs or other directives of the Principal the Governing Council member shall be considered a volunteer and have no special authority beyond that of a volunteer.

6. AMENDING GOVERNING COUNCIL BYLAWS.

Any section or subsection of the Governing Council Bylaws that law may be altered, suspended or revoked only by 2/3 two thirds of a quorum vote of the Governing Council unless specifically addressed otherwise by section or subsection.

7. COUNCIL MEMBERSHIP.

A. Positions on Council. The Governing Council shall have no fewer than 5 (five), but no more than nine (9) voting members. The voting members of the Governing Council shall, consist of those selected or appointed as set forth in the Charter Agreement.

Membership shall be the result of a process of NIF appointment or by election by the body of the Governing Council, approved and submitted as per recommendation by the Principal to the Governing Council.

The candidates for positions on the Governing Council shall be considered based upon their professional skills, demonstrated collaborative and problem-solving skills and attitudes, their ability and willingness to devote substantial time and energy to serving on the Council (including the requirement that each Council member shall chair and regularly participate in the activities of at least one Governing Council or Advisory Committee), and their willingness and ability to devote their time and energy to acting in the best interests of the School as a whole, rather than the interests of any particular interest group.



NATIONAL INSTITUTE OF
FLAMENCO

July 1, 2009

To Whom It May Concern,

The National institute of Flamenco (NIF) shall enter into a partnership with Tierra Adentro: The New Mexico School of Academics, Art and Artesanía (TANM) to provide cultural education to the public school system.

NIF shall provide human, material, and artistic resources to aid the efforts of TANM to provide a high quality educational experience to the youth of New Mexico. In addition, NIF will provide consultation and resources in the alignment of the academic, art and artesanía curricula to the *Baile Flamenco: A Method*©.

Baile Flamenco: A Method developed by Director of Curriculum Joaquin Encinias at the National Institute of Flamenco for the Conservatory of Flamenco Arts has been implemented and refined over the last ten years. Evidence of its success is illustrated by the impressive growth of the students who study this methodology. Students who study the complex art form of flamenco through *Baile Flamenco: A Method* have a comprehensive understanding of flamenco technique, style and structure. In my many decades as a teacher and performer I have never seen flamenco investigated, deconstructed and finally reconstructed with such attention to detail. Students exposed to this methodology are the beneficiaries of a wealth of information, which grants them opportunities to embody and perform flamenco with in depth understanding and authenticity.

At the National Institute of Flamenco we are enthusiastic about the partnership of TANM and NIF. The opportunity to apply the *Baile Flamenco: A Method* to an academic setting which includes other disciplines of art and artesanía will be invigorating for all involved. At Tierra Adentro, a spirit of sharing and artistic collaboration will be part of the daily experience. NIF and TANM will work together to attain the necessary and ultimate goal, which is to provide a quality and poignant education.

Sincerely,

Eva Encinias-Sandoval
Director

TITLE 6 PRIMARY AND SECONDARY EDUCATION
CHAPTER 67 SCHOOL PERSONNEL - HIRING AND TERMINATION
PART 2 GOVERNING NOTICE OF REEMPLOYMENT OR TERMINATION OF
LICENSED SCHOOL INSTRUCTORS

6.67.2.2 SCOPE: This rule applies to local school boards, governing bodies of charter schools, and governing authorities of state agencies and licensed school instructors.
[12-31-98; 6.67.2.2 NMAC - Rn, 6 NMAC 4.4.1.2, 12-29-00; A, 10-31-06]

6.67.2.3 STATUTORY AUTHORITY: This rule is adopted pursuant to Sections 22-2-1 22-2-2, 22-5-14, 22-10A-22, and 22-10A-23 NMSA 1978.
[12-31-98: 6.67.2.3 NMAC - Rn. 6 NMAC 4.4.1.3, 12-29-00: A. 10-31-06]

6.67.2.4 DURATION: Permanent
[12-31-98; 6.67.2.4 NMAC - Rn, 6 NMAC 4.4.1.4, 12-29-00]

6.67.2.5 **EFFECTIVE DATE:** December 31, 1998, unless a later date is cited at the end of a section.
[12-31-98; 6.67.2.5 NMAC - Rn. 6 NMAC 4.4.1.5. 12-29-00]

6.67.2.6 OBJECTIVE: This rule establishes requirements for providing written notice of reemployment or termination to licensed school instructors employed by local school districts or state agencies.
[12-31-98; 6.67.2.6 NMAC - Rn, 6 NMAC 4.4.1.6, 12-29-00; A 10-31-06]

DEFINITIONS:

- A. "Department" means the public education department (PED).
- B. "Local school board" or "board" means the governing body of a school district or charter school.
- C. "'Local superintendent" means the chief executive officer of a school district or charter school.
- D. "Notice of reemployment" means a written offer of employment for the ensuing school year.
- E. "Notice of termination" means written notice that a licensed school employee will not be reemployed for the ensuing school year.
- F. "School district" means an area of land established as a political subdivision of the state for the administration of public schools and segregated geographically for taxation and bonding purposes.
- G. "Tenured" means a licensed school instructor, who has been employed by the same employer for three consecutive years or more.

[12-31-98; 6.67.2.7 NMAC - Rn. 6 NMAC 4.4.1.7, 12-29-00; A, 10-31-06]

A. Prior to the end of each school year, the local school board, local superintendent, or the governing authority of the state agency shall serve written notice of reemployment or termination on each licensed school instructor employed by the school district or state agency.

- (1) A notice or reemployment shall be served on or before the last day of the school year.
- (2) A notice of termination shall be served on or before the fourteenth calendar day prior to the last day of the school year.

B. Each licensed school instructor shall deliver to the local school board, local superintendent or to the governing authority of the state agency in which the person is employed a written acceptance or rejection of reemployment for the ensuing school year within fifteen days from either:

- (1) the date written notice of reemployment has been served upon the individual; or
- (2) the last day of the school year when no written notice of reemployment or termination has been served upon the individual on or before the last day of the school year.

C. Delivery of the written acceptance of reemployment by a licensed school instructor creates a binding employment contract between the licensed school instructor and the local school board or the governing authority of the state agency until the parties enter into a formal written employment contract. Written employment contract between local school boards or governing authorities of state agencies and certified school instructors shall be executed by the parties not later than ten days before the first day of a school year.

[12-31-98; 6.67.2.8 NMAC - Rn, 6 NMAC 4.4.1.8, 12-29-00; A, 10-31-06]

6.67.2.9 FAILURE TO PROVIDE NOTICE TO TENURED LICENSED EMPLOYEES:

Failure to provide written notice of termination to tenured licensed staff fourteen days on or before the last day of the school year shall be deemed prejudicial, unless good cause for the failure is shown by the employer, and may be sufficient cause for reversal at any termination hearing or review before an independent arbitrator.

[6.67.2.9 NMAC -N , 10-31-06]

HISTORY OF 6.67.2 NMAC:

PRE-NMAC HISTORY: The material in this regulation is derived from that previously filed with the State Records Center and Archives under:

State Board of Education Regulation No. 74-9, Regulation Governing Notice of Reemployment or Termination of Certified School Instructors, filed April 26, 1974;

State Board of Education Regulation No. 75-7, Governing Notice of Reemployment or Termination of Certified School Instructors, filed July 14, 1975; and

Amendment No. 1 to State Board of Education Regulation No. 75-7, Governing Notice of Reemployment or Termination of Licensed School Instructors, filed June 27, 1988.

TITLE 6 PRIMARY AND SECONDARY EDUCATION CHAPTER 67 SCHOOL PERSONNEL - HIRING AND TERMINATION PART 3 TERMINATION OR DISCHARGE OF LICENSED SCHOOL PERSONNEL WHEN

REDUCTION IN PERSONNEL IS REQUIRED

6.67.3.1 ISSUING AGENCY: Public Education Department

[12-31-98, 07-30-99; 6.67.3.1 NMAC - Rn, 6 NMAC 4.4.2.1, 12-29-00; A, 10-31-06]

6.67.3.2 SCOPE: This rule applies to local school boards, governing bodies of charter schools, and licensed school personnel.

[12-31-98; 6.67.3.2 NMAC - Rn, 6 NMAC 4.4.2.2, 12-29-00; A, 10-31-06]

6.67.3.3 STATUTORY AUTHORITY: This rule is adopted pursuant to Sections 22-2-1 22-2-2, and 22-10A-21, NMSA 1978.

[12-31-98; 6.67.3.3 NMAC - Rn, 6 NMAC 4.4.2.3, 12-29-00; A, 10-31-06]

6.67.3.4 DURATION: Permanent

[12-31-98; 6.67.3.4 NMAC - Rn, 6 NMAC 4.4.2.4, 12-29-00]

6.67.3.5 **EFFECTIVE DATE:** December 31, 1998, unless a later date is cited at the end of a section.

[12-31-98; 6.67.3.5 NMAC - Rn, 6 NMAC 4.4.2.5, 12-29-00]

6.67.3.6 **OBJECTIVE:** This rule establishes requirements for the termination or discharge of licensed school personnel when a reduction in personnel is required.

[12-31-98; 6.67.3.6 NMAC - Rn, 6 NMAC 4.4.2.6, 12-29-00; A, 10-31-06]

6.67.3.7 **DEFINITIONS:**

- A. "Department" means the public education department (PED).
- B. "Discharge" means the act of severing the employment relationship prior to the expiration of the current employment contract.
- C. "Local school board" or "board" means the governing body of a school district or charter school.
- D. "School district" means an area of land established as a political subdivision of the state for the administration of public schools and segregated geographically for taxation and bonding purposes.
- E. "Terminate" means, in the case of a licensed school employee, the act of reemploying an employee for the ensuing school year.

[12-31-98; 6.67.3.7 NMAC - Rn, 6 NMAC 4.4.2.7, 12-29-00; A, 10-31-06]

6.67.3.8 **REQUIREMENTS:** Local school boards shall have the right to discharge or terminate licensed school personnel when a reduction in school personnel is required as a result of decreased enrollment or a decrease or revision of educational programs or insufficient legislative appropriation or authorization being made by the state and/or federal government, provided that:

- A. local school boards have a reduction in personnel policy in place and comply with those procedures;
- B. the discharge or termination is made in accordance with the School Personnel Act (Chapter 22, Article 10A NMSA 1978), any applicable rules and regulations of the department and local board of education, and any applicable collective bargaining agreements; and
- C. a local school board has considered placement of the licensed school employee in another position, and there is no other position for which that individual is qualified, consistent with the academic necessities of the district.

[12-31-98; 6.67.3.8 NMAC - Rn, 6 NMAC 4.4.2.8, 12-29-00; A, 10-31-06]

HISTORY OF 6.67.3 NMAC:

PRE-NMAC HISTORY: The material in this regulation is derived from that previously filed with the State Records Center and Archives under:

State Board of Education Regulation No. 70-2, Termination of Tenure Teachers when Reduction in Personnel is Required, filed April 22, 1970;

State Board of Education Regulation No. 80-1, Termination or Discharge of Certified School Personnel when Reduction in Personnel is Required, filed July 28, 1980;

Amendment 1 to State Board of Education Regulation No. 80-1, Termination or Discharge of Certified School Personnel when Reduction in Personnel is Required, filed July 16, 1986; and

Amendment 2 to State Board of Education Regulation No. 80-1, Termination or Discharge of Licensed School Personnel when Reduction in Personnel is Required, filed June 27, 1988.

TITLE 6 PRIMARY AND SECONDARY EDUCATION **CHAPTER 66 SCHOOL PERSONNEL - CONTRACTS** **PART 3 LICENSED SCHOOL ADMINISTRATOR CONTRACT**

6.66.3.1 **ISSUING AGENCY:** Public Education Department

[09-30-97, 07-30-99; 6.66.3.1 NMAC - Rn, 6 NMAC 4.3.2.1, 12-29-00; A, 10-31-06]

6.66.3.2 SCOPE: This rule applies to local school boards, charter schools, and licensed school administrators.

[09-30-97; 6.66.3.2 NMAC - Rn, 6 NMAC 4.3.2.2, 12-29-00; A, 10-31-06]

6.66.3.3 STATUTORY AUTHORITY: This rule is adopted pursuant to Sections 22-2-1, and 22-10A-21 NMSA 1978.

[09-30-97; 6.66.3.3 NMAC - Rn, 6 NMAC 4.3.2.3, 12-29-00; A, 10-31-06]

6.66.3.4 DURATION: Permanent

[09-30-97; 6.66.3.4 NMAC - Rn, 6 NMAC 4.3.2.4, 12-29-00]

6.66.3.5 EFFECTIVE DATE: May 30, 1998, unless a different date is cited at the end of a section.

[09-30-97, 05-30-98; 6.66.3.5 NMAC - Rn, 6 NMAC 4.3.2.5, 12-29-00]

6.66.3.6 OBJECTIVE: To provide local school boards and charter schools with a form employment contract approved by the public education department for licensed school administrators in accordance with the requirements of Section 22-10A-21, *supra*.

[09-30-97; 6.66.3.6 NMAC - Rn, 6 NMAC 4.3.2.6, 12-29-00; A, 10-31-06]

6.66.3.7 DEFINITIONS:

A. "Department" means the public education department (PED).
B. "Local school board" or "board" means the governing body of a school district or charter school.

C. "School district" means an area of land established as a political subdivision of the state for the administration of public schools and segregated geographically for taxation and bonding purposes.

[09-30-97; 6.66.3.7 NMAC - Rn, 6 NMAC 4.3.2.7, 12-29-00; A, 10-31-06]

6.66.3.8 REQUIREMENTS:

A. All administrator contracts shall be uniform and shall substantially conform to the model set forth below, with proper names being inserted where generic description are currently found. As used herein, "substantially conform" means that all administrative contracts shall at a minimum contain the following caption, terms, and signatories, and be subject to appropriate editing and word insertion in place of the blanks:

(1) (caption) The board of education of _____,
New Mexico, herein called board, and _____, herein called administrator,
agree:

(2) (term) The administrator shall be employed by the board for a period beginning
_____, _____, and ending _____, _____, as
_____ of the school district, county of
_____, New Mexico.

(3) (term) The administrator shall during the term of his (her) employment faithfully perform the duties pertaining to his (her) position, administer the duties assigned by the superintendent of the school district, and abide by the rules and regulations of the department and local board of education.

(4) (term) This contract and the parties hereto are and shall continue to be subject to applicable laws of the state of New Mexico and the rules and regulations of the department and local board of education as they may exist. This contract may be canceled by the board for cause, including unsatisfactory work performance, incompetence, insubordination, physical or mental inability to perform the required duties or for any other good and just cause, provided, that any such cancellation may be effected only in accordance with the New Mexico statutes and any applicable rules and regulations of the department and local board of education.

(5) (term) This contract may also be canceled by the board for cause not personal to the administrator when a reduction in personnel is required as a result of decreased enrollment or a decrease or

revision of educational programs or insufficient legislative appropriation or authorization being made by the state and/or federal government for the performance of this contract, in accordance with the New Mexico statutes and any applicable rules and regulations of the department and local board of education, provided there is no other position for which the administrator is qualified, consistent with the academic necessities of the district.

(6) (term) The administrator shall give the board thirty (30) calendar days written notice of intention to resign. Failure to give such thirty (30) calendar day notice shall entitle the board, in its discretion, to file a written complaint with the secretary requesting suspension or revocation of the administrator's license.

(7) (term) The administrator shall furnish the board the following: (a) a valid license for the position to be held; (b) an official transcript showing the education record and training of the administrator, (c) suitable evidence of date of birth; (d) such health certificates as may be required by law; and (e) any other documents as may be required by law. Failure to furnish any of the foregoing items at the required time may result in cancellation of this contract in accordance with the New Mexico statutes and any applicable rules and regulations of the department and local board of education.

(8) (term) The administrator shall be entitled to _____ working days per year as annual leave with pay. Unused annual leave may be accumulated to a total of not more than _____ working days, but upon cancellation of this contract, no payment shall be made for more than _____ days of unused annual leave. The administrator shall be entitled to sick leave with pay for a total of not more than _____ working days per year. Unused sick leave may be accumulated to a total of not more than _____ working days.

(9) (term) Subject to the provisions of the applicable approved budget, the administrator shall, during the term hereof, receive a salary of \$ _____ per year, payable in _____ installments, less required or authorized deductions. The first installment shall be due and payable on _____, _____.

(10) (term) In the event that the administrator is employed on a two (2) year contract, Paragraph 9 of Subsection A of Section 6.66.3.8 NMAC herein may be amended in the second year to reflect any appropriate district salary adjustment factors. The board may, but shall not be required to, increase prospectively, but not retroactively, the salary for any school year governed by the terms of this contract if revenues are available to the school district for that school year. Any increase is subject to budgetary approval by the department. Notwithstanding the above, the board shall further have the authority, for any school year governed by the terms of this contract and for which a salary increase is mandated if the school district meets conditions as specified by the legislature of New Mexico, to implement salary adjustments during the school year in accordance with a salary schedule adopted by the board in accordance with the legislative guidelines for that year. Any adjustment is subject to budgetary approval by the department. Additionally, the board shall have authority to implement any salary increases or other adjustments to benefits and compensation provided by the legislature of New Mexico.

(11) (signatories) BOARD OF EDUCATION OF _____ New Mexico BY: _____ President _____ Date of Execution _____ Secretary _____ Date of Execution _____ Administrator _____ Date of Execution _____.

B. No administrator contract, including any amendment or addendum, shall be signed, entered into, or executed that permits the payment of monies, dividends, differentials, bonuses, incentives, salary, wages, or renewal inducements where the payment is neither tied nor traceable to services actually rendered.

C. No administrator contract, including any amendment or addendum, shall be signed, entered into, or executed that has not first been properly noticed and voted on openly at a public meeting held pursuant to the Open Meetings Act (10-15-1 to 10-15-4, NMSA 1978).

D. Compliance with this section shall be subject to periodic review by the department.

E. The department may take such action it deems necessary depending on the degree of noncompliance with this rule, including but not limited to, notifying the state auditor or other appropriate authorities, directing the district to cease and desist, directing the district to collect any improperly spent public funds, or imposing a budgetary codicil.

(c) demonstrating competence in all of the core academic subjects the teacher teaches based on the state's high objective uniform standard of evaluation for subject area competence as provided in 6.69.4.9 NMAC.

C. "A highly qualified middle or junior high school teacher holding elementary K-8 licensure", under this rule, means a teacher who is fully qualified to teach the core academic subjects in a public middle or junior high school, and who:

- (1) meets all of the requirements for elementary K-8 licensure; and
- (2) has no licensure requirements waived on an emergency or temporary basis, or for any other reason; and
- (3) has demonstrated competency in each of the core academic subjects the teacher teaches by either:
 - (a) passing the content knowledge test(s) of the New Mexico teacher assessments or predecessor New Mexico teacher licensure examinations, or accepted comparable licensure tests from another state in each subject area the teacher teaches; or
 - (b) successfully completing an undergraduate academic major (24-36 semester hours), or coursework equivalent to an undergraduate major, or a graduate degree in each subject area the teacher teaches, or
 - (c) obtaining advanced credentials, which means certification by the national board for professional teaching standards for the appropriate grade level and type; or
 - (d) demonstrating competence in all of the core academic subjects the teacher teaches based on the state's high objective uniform standard of evaluation for subject area competence as provided in 6.69.4.9 NMAC.

D. "A highly qualified middle level (5-9), secondary (7-12), or pre K-12 specialty area teacher," under this rule, means a teacher who is fully qualified to teach the core academic subjects, and who:

- (1) meets all of the requirements for the license; and
- (2) has no licensure requirements waived on an emergency or temporary basis, or for any other reason; and
- (3) has demonstrated competency in the core academic subjects the teacher teaches by:
 - (a) passing the content knowledge test(s) of the New Mexico teacher assessments or predecessor New Mexico teacher licensure examinations, or accepted comparable licensure tests from another state in each subject area the teacher teaches; or
 - (b) successfully completing an undergraduate academic major (24-36 semester hours), or coursework equivalent to an undergraduate major, or a graduate degree in each subject area the teacher teaches; or
 - (c) obtaining advanced credentials, which means certification by the national board for professional teaching standards for the appropriate grade level and type; or
 - (d) demonstrating competence in all of the core academic subjects the teacher teaches based on the state's high objective uniform standard of evaluation for subject area competence as provided in 6.69.4.9 NMAC.

E. "A highly qualified pre K-12 special education teacher," under this rule, means a teacher who is fully qualified to teach special education students by either providing access for those students to a regular education classroom where instruction in the core academic subjects is delivered by a highly qualified regular education teacher, and where the special education teacher shall meet the requirements of Paragraphs (1) and (2) below; or, if the special education teacher teaches the core academic subjects to special education students who are assessed under regular education standards, and is fully qualified to teach each core academic subject the teacher teaches, and where that teacher also meets the requirements of Paragraphs (1) and (2) and (3) below; or if the special education teacher teaches the core academic subjects exclusively to children who are assessed against alternate achievement standards and where the teacher also meets the requirements of Paragraphs (1) and (2) and either (3) or (4):

- (1) the teacher meets the requirements for the special education license;
- (2) the teacher has no special education licensure requirements waived on an emergency or temporary basis, or for any other reason;

(3) the teacher has demonstrated competency in any core academic subjects the teacher teaches by:

- (a) passing the elementary teacher competency or the elementary content knowledge test of the New Mexico teacher assessments or predecessor New Mexico teacher licensure examinations, or accepted comparable licensure tests offered in New Mexico or in another state, if the special education teacher teaches in an elementary school; or
- (b) by passing the content knowledge test(s) of the New Mexico teacher assessments or predecessor New Mexico teacher licensure examinations, or accepted comparable licensure tests from another state in each subject area the teacher teaches if the teacher teaches in a middle or high school; or
- (c) successfully completing an undergraduate academic major (24-36 semester hours), or coursework equivalent to an undergraduate major, or a graduate degree in each subject area the teacher teaches; or
- (d) obtaining advanced credentials, which means content area or special education certification by the national board for professional teaching standards for the appropriate grade level and type; or
- (e) demonstrating competence in all of the core academic subjects the teacher teaches based on the state's high objective uniform standard of evaluation for subject area competence as provided in 6.69.4.9 NMAC.

(4) the teacher has demonstrated competency in the core academic subjects, regardless of the grade level taught, by passing the elementary or secondary teacher competency test, or the elementary content knowledge test, or any one of the middle level or secondary level content knowledge tests in the core academic areas of the New Mexico teacher assessments or comparable predecessor New Mexico teacher licensure examinations, or accepted comparable licensure test(s) from another state.

F. "Full school year" means a minimum of 160 instructional days in a school year or 480 instructional days or equivalent number of days in schools or school districts on alternative schedules over multiple school years of full-time or part-time teaching during which the teacher is the teacher of record in at least one class each school year while holding a standard teaching license. Instructional days may include teaching in summer school or similar educational setting.

[6.69.4.7 NMAC - N, 09-30-03; A, 10-14-04; A, 05-13-05; A, 10-31-06; A, 10-31-07]

6.69.4.8 REQUIREMENTS:

A. All teachers of the core academic subjects must be highly qualified, as defined in this rule.

B. The school district must ensure, through proper annual teaching assignment and through annual professional development plans and evaluations that all teachers assigned to teach in core academic subjects are highly qualified.

C. Every public school teacher must have an annual performance evaluation based on an annual professional development plan that meets the requirements of the state's high objective uniform standard of evaluation as provided in 6.69.4.10 NMAC. The format for this evaluation shall be established by the PED and shall be uniform throughout the state in all public school districts.

D. In order for a teacher to advance from licensure level 1 to level 2 and from licensure level 2 to level 3-A, a teacher who applies for licensure after June 30, 2004 must successfully meet the requirements of the state's high objective uniform standard of evaluation as provided in 6.69.4.11 NMAC. [6.69.4.8 NMAC - N, 09-30-03; A, 05-13-05; A, 10-31-06; A, 10-31-07]

6.69.4.9 IMPLEMENTATION OF THE HIGH OBJECTIVE UNIFORM STATEWIDE STANDARD OF EVALUATION-FOR DEMONSTRATING COMPETENCE IN THE CORE

ACADEMIC SUBJECTS: A teacher of the core academic subjects employed as a general education teacher in a school district that qualifies as a rural school district under the current authorization of the Elementary and Secondary Education Act of 1965 (20) U.S.C. 6301, may fulfill the requirements in Subsections A and B of 6.69.4.9 NMAC and either the requirement of Paragraphs (2)-(3) of Subsections C or Paragraphs (2)-(3) of Subsection D of 6.69.4.9 NMAC within three full school years of the date of hire as long as the teacher is highly qualified in at least one core academic subject when hired in a qualifying

rural school district. A new to the profession special education teacher employed in any school district may fulfill the requirements in Paragraphs (2)-(3) of Subsection C or Paragraphs (2)-(3) of Subsection D of 6.69.4.9 NMAC within two full school years of initial employment in any district as long as the teacher is highly qualified in either language arts, mathematics or science when hired. The candidate must:

A. have successful annual evaluations for two school years prior to the evaluation, as is defined in Subsection D of 6.60.6.7 NMAC; and

B. have two complete school years of successful teaching and either;

C. complete credit hours at a regionally accredited college or university in the core academic subject in which the candidate is seeking to demonstrate competence, as follows:

(1) for K-8 elementary licensed teachers or pre K-12 special education licensed teachers teaching in a self-contained elementary classroom, 24 lower or upper division credit hours across the elementary education core academic subjects of language arts, social studies, mathematics, and science with at least six credit hours in each core area;

(2) for K-8 elementary licensed teachers teaching in a middle school, and pre K-12 special education licensed teachers teaching in a middle or high school, 18 lower or upper division credit hours in each core academic subject the teacher teaches;

(3) for 7-12 secondary, 5-9 middle level, and pre K-12 specialty area licensed teachers teaching in a middle school, junior high school, or high school, 18 credit hours, 12 of which must be upper division in each core academic subject the teacher teaches; or

D. complete the following combination of coursework through a regionally accredited college or university and by portfolio:

(1) for K-8 licensed elementary teachers teaching in a self-contained elementary classroom, and for a pre K-12 special education licensed teachers teaching special education students at any grade level who are assessed against alternative achievement standards, 12 lower or upper division credit hours across the elementary education curriculum areas;

(2) for K-8 licensed elementary teachers teaching in a middle school, and for a pre K-12 special education licensed teachers teaching special education students in a middle school or high school, upper or lower division credit hours as follows:

(a) 12 semester hours in a single core subject area; or

(b) 15 semester hours in two core subject areas, with at least 6 hours in each one; or

(c) 18 semester hours in three core subject areas, with at least 6 hours in each one; or

(d) 24 semester hours in four core subject areas, with at least 6 hours in each one;

(3) for 7-12 secondary, 5-9 middle level, and pre K-12 specialty area licensed teachers, the credit hours, specified in Paragraph (2) of Subsection D of 6.69.4.9 NMAC all at the upper division level;

(4) demonstrate to a local panel of teachers the requirements of Sub-paragraphs (a) or (b) below:

(a) mastery of the competence in the instructional strand of the PED's teacher competencies and indicators for the level of licensure the candidate holds in each core academic subject in which the teacher seeks to demonstrate that the teacher is highly qualified by submitting evidence from (1), (2) and (3) as follows:

(i) documentation from Paragraph (1) of Subsection E of 6.69.4.11 NMAC; and

(ii) observation summaries, by each panel member, of the candidate teaching in the area for which the teacher is applying; observations by the panel may be done in person or by video; and

(iii) at least two observation summaries, completed by the candidate, of a teacher(s) teaching in the subject area for which the candidate is seeking to be highly qualified;

(b) provide an analysis of student achievement in each core academic subject in which the teacher seeks to demonstrate that the teacher is highly qualified by submitting evidence as follows:

(i) explain (350 word maximum) the way(s) in which a class of students demonstrated their achievement (e.g., test, work sample, performance) related to a segment of instruction; include examples of different materials used and student work;

(ii) provide the criteria (350 word maximum) for determining different levels of achievement and how this was communicated to the students; the criteria may be in a handout or other means of communication to students;

- (iii) to illustrate relative levels of achievement in the class, provide examples of the work of three unidentified students who represent “high,” “mid range,” and “low” levels of achievement; these examples may include unidentified student written or drawn work, photographs, audio recordings (5 minute maximum), or video recordings (5 minute maximum and written parental consent to video child);
 - (iv) explain (350 word maximum) how the three unidentified students differed in their achievement levels and how this achievement relates to the state’s standards and benchmarks;
 - (v) explain (350 word maximum) how this data could be taken into account in a subsequent instructional segment for the class;
 - (c) the local panel of teachers shall consist of two teachers:
 - (i) one teacher will be appointed by the principal in the school where the teacher seeking to be highly qualified is teaching; the second teacher will be appointed by the candidate;
 - (ii) panelists must be highly qualified, as defined in Subsection B, C or D of 6.69.4.7 NMAC, hold a current level 2 or 3-A license, and have an endorsement or license in the subject area or areas to be evaluated;
 - (iii) panelists may be from the candidate’s same school, or same district, or from another school or district in New Mexico;
 - (5) both teachers on the panel must agree that the candidate has met, or exceeds, the competencies and indicators for the level of licensure the teacher being evaluated holds or that the students of the teacher being evaluated have demonstrated growth and progress in each core academic subject the teacher teaches;
 - (6) the panel shall submit their recommendation to the local superintendent and records of the panel’s findings shall be kept on file locally and available to the public upon request.
- [6.69.4.9 NMAC - N, 09-30-03; A, 10-14-04; A, 05-13-05; A, 10-31-06; A, 10-31-07]

6.69.4.10 IMPLEMENTATION OF THE HIGH OBJECTIVE UNIFORM STANDARD OF EVALUATION- ANNUAL:

- A. No later than October 15, 2004, each school district shall adopt policies, guidelines, and procedures for annual teacher performance evaluation that meet the requirements of this rule. The annual evaluation plan will be combined with the evaluation plan for licensure advancement provided in Subsection A of 6.69.4.11 NMAC to form an overall system for teacher evaluation and support.
- B. No later than forty school days after the first day of school of each school year, each teacher and his or her school principal shall establish a professional development plan for the teacher, with measurable objectives, for the coming year based on, among other things:
 - (1) the PED's nine teaching competencies and indicators for the teacher’s licensure level; and
 - (2) the previous year’s annual evaluation, if applicable; and
 - (3) assurance that the teacher is highly qualified in the core academic subject(s) the teacher teaches and that the district has appropriately assigned the teacher to teach in the subject(s) in which the teacher is highly qualified, as defined in this rule.
- C. Annual performance evaluations shall be based on, among other things, how well the professional development plan was carried out and the measurable objectives were achieved.
- D. The school principal shall observe each teacher’s classroom or program practice at least once annually to determine the teacher’s ability to demonstrate state adopted competencies and indicators for each teacher’s licensure level.
- E. If a level 2 or level 3-A teacher does not demonstrate essential competencies for a given school year, the school district shall provide the teacher with professional development and peer intervention, including mentoring, for a period the school principal deems necessary. If by the end of that school year the teacher still fails to demonstrate essential competencies, a district may choose not to contract with that teacher.
- F. If a level 3-A teacher does not demonstrate essential competencies at level 3-A for a given school year, the school district shall provide the teacher with professional development and peer intervention, including mentoring, for a period the school principal deems necessary. If by the end of the following school year the teacher still fails to demonstrate essential level 3-A competencies, the superintendent may recommend to the secretary of education that the teacher’s level 3-A license be

suspended until such time as the teacher demonstrates the essential competencies at level 3-A. Depending on the outcome of any due process proceeding under the Uniform Licensing Act, Sections 61-1-1 through 61-1-31, NMSA 1978, and if the superintendent verifies that the teacher meets the standards for a level 2 license, the teacher may be issued a level 2 license during the period of level 3-A licensure suspension. A suspended level 3-A license may be reinstated by the secretary of education either upon verification by a local superintendent that the teacher now demonstrates the essential competencies at level 3-A or through the process described in 6.69.4.11 NMAC.

G. Any teacher who held a level 2 or level 3-A license prior to July 1, 2004, shall meet the requirements of the high objective uniform standard of evaluation for the level of licensure through the annual evaluation process by September 1, 2006 or shall not be eligible for the increased base salary provided in 22-10A-11(C), NMSA 1978.

H. At least every two years, school principals shall attend a training program approved by the PED to improve their teacher evaluation skills.

[6.69.4.10 NMAC - N, 09-30-03; A, 10-14-04; A, 05-13-05; A, 10-31-06; A, 10-31-07]

6.69.4.11 IMPLEMENTATION OF THE HIGH OBJECTIVE UNIFORM STANDARD OF EVALUATION FOR ADVANCEMENT TO LEVEL 2 OR LEVEL 3 LICENSURE:

A. No later than October 15, 2004, each school district shall adopt policies, guidelines, and procedures for teacher performance evaluation for licensure advancement that meet the requirements of this rule. The licensure advancement plan will be combined with the annual evaluation plan provided in Subsection A of 6.69.4.9 NMAC to form an overall system for teacher evaluation and support.

B. With the adoption of this rule by the PED, the minimum salaries associated with licensure levels provided in Chapter 22, Article 10A, NMSA 1978 shall become effective.

C. The teacher shall develop and submit a complete professional development dossier (PDD) consisting of three strands set forth in Paragraph (2) of Subsection D of 6.69.4.11 NMAC according to the following schedule:

- (1) if advancing to level 2, not earlier than three months prior to the completion of the third year at level 1;
- (2) if advancing to level 3, not earlier than three months prior to the completion of the third year at level 2.

D. The PDD shall include:

- (1) evidence of competence that may be collected over multiple school years, including the year the PDD is being developed;
- (2) evidence in the following format that demonstrates how the teacher meets the PED's nine teacher competencies and indicators for the level of licensure to which the teacher is advancing; evidence that demonstrates how the teacher meets competencies related to an:
 - (a) instruction strand (competencies 1, 2, 5); and a
 - (b) student learning strand (competencies 3, 4, 6, and 7); and a
 - (c) professional learning strand (competencies 8 and 9);
- (3) evidence from an evaluation strand that includes the teacher's annual evaluations from at least the two years prior to the application for advancement and the superintendent's recommendation for advancement to the next licensure level;
- (4) a verification strand that includes:
 - (a) for a level 1 teacher advancing to level 2:
 - (i) verification of participation in a district's formal mentorship program;
 - (ii) verification of three years successful teaching experience at level 1;
 - (iii) verification by the superintendent that the work product in the dossier is that of the teacher and that the data submitted is accurate;
 - (b) for a level 2 teacher advancing to level 3-A:
 - (i) verification of a post baccalaureate degree or national board professional teaching certification;
 - (ii) verification of a minimum three years of successful teaching experience at level 2;

(iii) verification by the superintendent that the work product in the dossier is that of the teacher and that the data submitted is accurate.

E. Evidence in the PDD competency strands:

- (1) The instruction strand shall include evidence of:
 - (a) student achievement data; and
 - (b) assessment techniques and procedures; and
 - (c) instructional plans and materials; and
 - (d) examples of student work and performance; and
 - (e) evidence of implementation of state curriculum standards.
- (2) The student learning strand shall include mandatory evidence and may include optional evidence as follows:
 - (a) the student learning strand shall include evidence of:
 - (i) adaptations/modification for diverse learners; and
 - (ii) evidence of effective classroom management strategies and procedures; and
 - (iii) classroom observation reports; and
 - (iv) evidence of communication with students and parents.
 - (b) the student learning strand may include evidence in the form of:
 - (i) student surveys; and/or
 - (ii) video tapes with reflections/analysis.
- (3) The professional learning strand shall include evidence of at least one of the following:
 - (a) professional development activities associated with the teachers annual professional development plan (PDP); or
 - (b) evidence of collaborating with professional community; or
 - (c) parent surveys; or
 - (d) research publications; or
 - (e) professional presentations.
- (4) Evidence comparable and equivalent to Paragraphs (1), (2) and (3) of Subsection E of this section may be developed through certification by the national board of professional teaching standards (NBPTS).

F. Unless special accommodations are requested in writing to the PED 30 days in advance of a submission, the PDD and associated fees in Subsection C of 6.60.7.8 NMAC shall be submitted electronically following procedures established by the PED.

G. The PDD shall be evaluated by the superintendent of the teacher's school district and by two external reviewers, one of whom shall hold the same grade level licensure and subject area endorsement as the candidate, as follows:

- (1) The superintendent will complete the verification and evaluation strands in order to make a recommendation for licensure advancement and the two external reviewers will rate the three competency strands as "exceeds standards," "meets standards" or "does not meet standards in order to make their recommendations for licensure advancement."
- (2) Each one of the three competency strands of a teacher's PDD reviewed by the independent reviewers must be rated as either "exceeds standards" or "meets standards" and each one of the strands completed by the superintendent must be verified and have a positive recommendation in order for the teacher to advance to the next higher level of licensure.
- (3) The superintendent and the reviewers will submit the PDD to the PED or its contractor with their ratings.
- (4) PED will evaluate the ratings of the superintendent and the external reviewers and approve or deny the teacher's application for licensure advancement:
 - (a) If one of the external reviewers rates one of the competency strands of the PDD as "exceeds standards" and the other external reviewer rates the same strand as "meets standards", the strand will be deemed passed.
 - (b) If one of the external reviewers rates one of the competency strands of the PDD as "does not meet standards" and the other rates the same strand as "exceeds standards", the finding will be that the candidate "meets standards" and the strand will be deemed passed.

(c) If one of the external reviewers rates one of the competency strands of the PDD as “does not meet standards” and the other rates the same strand as “meets standards,” a third reviewer will resolve the discrepancy in order to determine if the strand will be passed.

(d) If both of the external reviewers rate the competency strand(s) of PDD the same, that rating will be their finding. If, however, both of the external reviewers rate the competency strand(s) of the PDD as “does not meet standards,” a third trainer/reviewer may review the strand(s) to confirm or reject their ratings.

H. A candidate for licensure advancement who is not successful in the PDD may continue to submit a new PDD.

I. If a candidate for licensure advancement meets or exceeds standards in one or some of the strands, but not in all of them, the teacher’s score(s) of “meets standards” or “exceeds standards” may be retained for a period of two calendar years. Any resubmission of a PDD during that two-year period need only address those strands rated “does not meet standards” in order to determine a final passing score for all strands for licensure advancement.

[6.69.4.11 NMAC - N, 09-30-03; A, 05-13-05; A, 10-31-06; A, 10-31-07]

6.69.4.12 NEW MEXICO TEACHER COMPETENCIES AND INDICATORS FOR LICENSURE LEVELS 1, 2, 3:

A. New Mexico is one of the most diverse states in the nation, and this diversity is reflected in the strengths and needs of New Mexico’s students. The ability of a highly qualified teacher to address the learning needs of all of New Mexico’s students, including those who learn differently as a result of disability, culture, language, or socioeconomic status, forms the framework for the New Mexico teacher competencies for licensure levels 1, 2, and 3-A assessment criteria indicators.

B. Beginning July 1, 2004, the high objective standard of evaluation shall include the following standards and indicators as part of the evaluation criteria for level 1 teachers.

(1) The teacher accurately demonstrates knowledge of the content area and approved curriculum:

- (a) utilizes and enhances approved curriculum;
- (b) gives clear explanations relating to lesson content and procedure;
- (c) communicates accurately in the content area;
- (d) shows interrelatedness of one content area to another.

(2) The teacher appropriately utilizes a variety of teaching methods and resources for each area taught:

- (a) provides opportunities for students to work independently, in small groups, and in large groups, as appropriate;
- (b) uses a variety of methods such as demonstrations, lecture, student-initiated work, group work, questioning, independent practice, etc., as appropriate;
- (c) uses a variety of resources such as field trips, supplemental printed materials, manipulatives, etc., as appropriate;
- (d) provides opportunities for students to apply, practice, and demonstrate knowledge and skills learned through various modalities;
- (e) implements necessary modifications and adaptations in instruction and curriculum so that students with disabilities have access to the general education curriculum in the least restrictive environment.

(3) The teacher communicates with and obtains feedback from students in a manner that enhances student learning and understanding:

- (a) explains and/or demonstrates the relevance of topics and activities;
- (b) communicates to students the instructional intent, directions or plan at the appropriate time;
- (c) establishes and states expectations for student performance;
- (d) clarifies actions, directions, and explanations when students do not understand;
- (e) actively solicits communication from students about their learning;
- (f) communicates regularly with students about their progress.

- (4) The teacher comprehends the principles of student growth, development and learning, and applies them appropriately:
 - (a) uses and instructs students in the use of cognitive thinking skills such as critical thinking, problem-solving, divergent thinking, inquiry, decision-making, etc;
 - (b) uses teaching techniques which address student learning levels, rates, and styles;
 - (c) uses materials and media which address student learning levels, rates and styles;
 - (d) uses resources such as community service agencies, school personnel, parents, etc., to meet students' learning levels, rates, and styles.
- (5) The teacher effectively utilizes student assessment techniques and procedures:
 - (a) uses a variety of assessment tools and strategies, as appropriate;
 - (b) uses information gained from ongoing assessment for remediation and instructional planning;
 - (c) maintains documentation of student progress;
 - (d) communicates student progress with students and families in a timely manner.
- (6) The teacher manages the educational setting in a manner that promotes positive student behavior, and a safe and healthy environment:
 - (a) serves as a model for constructive behavior patterns;
 - (b) executes routine tasks effectively and efficiently;
 - (c) establishes and states expectations for student behavior;
 - (d) handles transitions effectively;
 - (e) has materials and media ready for student use;
 - (f) minimizes distractions and interruptions;
 - (g) manages student behavior effectively and appropriately;
 - (h) identifies hazards, assesses risks, and takes appropriate action.
- (7) The teacher recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept:
 - (a) demonstrates sensitivity and responsiveness to the personal ideas, learning needs, interests, and feelings of students with disabilities, and/or from culturally and linguistically diverse backgrounds (e.g., Native Americans, Hispanic Americans, African Americans, Asian Americans, as well as other recent immigrant groups.);
 - (b) acknowledges student performance and achievement;
 - (c) acknowledges that every student can learn;
 - (d) provides opportunities for each student to succeed;
 - (e) provides students with opportunities for active involvement and creativity;
 - (f) provides opportunities for students to be responsible for their own behavior and learning;
 - (g) promotes positive student/teacher relationships;
 - (h) encourages high student expectations;
 - (i) demonstrates an awareness and respect for each student's background, experience, learning ability, language and culture.
- (8) The teacher demonstrates a willingness to examine and implement change, as appropriate:
 - (a) seeks out information on methodology, research, and current trends in education to enhance and improve the quality of learning;
 - (b) implements a variety of strategies to enhance learning;
 - (c) recognizes that change entails risk and that modifications may be needed.
- (9) The teacher works productively with colleagues, parents, and community members:
 - (a) collaborates with colleagues;
 - (b) communicates with parents on a regular basis;
 - (c) uses conflict resolving strategies when necessary;
 - (d) involves parents and community in their learning environment;
 - (e) communicates in a professional manner with colleagues, parents, and community members regarding educational matters.

C. Beginning July 1, 2004, the high objective standard of evaluation shall include the following standards and indicators as part of the evaluation criteria for level 2 teachers.

- (1) The teacher accurately demonstrates knowledge of the content area and approved curriculum:
 - (a) enhances and extends approved curriculum;
 - (b) gives clear explanations relating to lesson content and procedures;
 - (c) communicates accurately in the content area;
 - (d) integrates other subjects into the content curriculum.
- (2) The teacher appropriately utilizes a variety of teaching methods and resources for each area taught:
 - (a) designs appropriate opportunities for large group, small group, and independent student learning experiences;
 - (b) selects from a variety of teaching methods (demonstrations, lectures, student projects, group work, independent practice) for specific instructional goals and purposes;
 - (c) integrates a variety of resources into instruction, including field trips, supplemental printed materials, manipulatives, and technology;
 - (d) demonstrates understanding and appropriate application of learning styles, modalities, and intelligences theories;
 - (e) designs and implements necessary modifications and adaptations in instruction and curriculum so that students with disabilities have access to the general education curriculum in the least restrictive environment.
- (3) The teacher communicates with and obtains feedback from students in a manner that enhances student learning and understanding:
 - (a) effectively explains, demonstrates or communicates the relevance of topics and activities;
 - (b) consistently communicates to students the instructional intent, directions, and plans;
 - (c) establishes and states expectations for student performance;
 - (d) presents directions and explanations in a variety of ways to insure student understanding;
 - (e) solicits communication from students about their learning for the purposes of ongoing instructional planning;
 - (f) communicates regularly with students about their progress.
- (4) The teacher comprehends the principles of student growth, development and learning, and applies them appropriately:
 - (a) consistently integrates the use of cognitive thinking skills such as critical thinking, problem-solving, divergent thinking, inquiry, and decision-making into instruction;
 - (b) adapts teaching techniques to accommodate a range of student learning levels, rates, styles and special needs;
 - (c) adapts materials and media to address a range of student learning levels, rates, styles and special needs;
 - (d) selects from a variety of community service agencies, specialized school personnel, and parents to address different learning levels, rates, styles, and needs.
- (5) The teacher effectively utilizes student assessment techniques and procedures:
 - (a) selects appropriate assessment tools and strategies for specific learning outcomes;
 - (b) uses formative and summative assessment for remediation and instructional planning;
 - (c) maintains documentation of student progress;
 - (d) consistently maintains communication with students and families about student progress.
- (6) The teacher manages the educational setting in a manner that promotes positive student behavior, and a safe and healthy environment:
 - (a) identifies, explains, and models constructive behavior patterns;
 - (b) establishes and teaches effective and efficient routines;

- (c) establishes and reinforces expectations for student behaviors that promote citizenship in a classroom community;
 - (d) maintains smoothness and momentum during classroom transitions;
 - (e) prepares and arranges material in advance for easy student accessibility;
 - (f) minimizes distractions and interruptions;
 - (g) monitors and directs student behavior effectively and appropriately;
 - (h) identifies hazards, assesses risks, and takes appropriate action.
- (7) The teacher recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept:
 - (a) acknowledges and validates the ideas, learning needs, interests, and feelings of students with disabilities and/or from culturally and linguistically diverse backgrounds (e.g., Native Americans, Hispanic Americans, African Americans, Asian Americans, as well as other recent immigrant groups;
 - (b) consistently recognizes student performance and achievements;
 - (c) understands how students differ in their approaches to learning and adjusts instruction to meet diverse needs;
 - (d) designs opportunities for each student to succeed, based on individual learning needs;
 - (e) designs specific activities that require active involvement and creativity;
 - (f) designs opportunities that require and reinforce student responsibility for learning;
 - (g) develops students' self-esteem, motivation, character, and sense of civic responsibility;
 - (h) establishes and communicates high expectations for all students;
 - (i) demonstrates knowledge of different student backgrounds, experiences, learning abilities, languages and cultures and incorporates this knowledge into curricular decisions and instructional methodology.
- (8) The teacher demonstrates a willingness to examine and implement change, as appropriate:
 - (a) seeks out information on methodology, research and current trends in education to enhance and improve the quality of learning;
 - (b) demonstrates knowledge of best practices that enhance learning;
 - (c) participates in instructional improvement and school reform initiatives;
- (9) The teacher works productively with colleagues, parents, and community members:
 - (a) actively promotes collegial relations with other school personnel;
 - (b) provides a system for interactive communication between teacher and parents;
 - (c) uses conflict resolution strategies as appropriate;
 - (d) promotes active roles for parents and community members in student learning;
 - (e) communicates in a professional manner with colleagues, parents, and community members regarding educational matters.
- D. Beginning July 1, 2004, the high objective standard of evaluation shall include the following standards and indicators as part of the evaluation criteria for level 3-A teachers:
 - (1) The teacher accurately demonstrates knowledge of the content area and approved curriculum:
 - (a) contributes to the refinement and development of the approved curriculum;
 - (b) provides clear explanations relating to lesson content and procedures in multiple ways and is aware of knowledge and preconceptions that students can bring to the subject;
 - (c) communicates accurately in the content area and can create multiple paths to the subject matter;
 - (d) can articulate to students the interrelatedness of the disciplines.
 - (2) The teacher appropriately utilizes a variety of teaching methods and resources for each area taught:
 - (a) designs and engages students in large group, small group, and independent work activities;

- (b) demonstrates effective selection and use of a variety of methods to make knowledge accessible to all students;
- (c) demonstrates effective integration of a variety of resources and learning experiences into the curriculum;
- (d) designs opportunities for students to apply, practice, and demonstrate knowledge and skills based on knowledge of learning modalities, style preferences, and intelligences;
- (e) engages with colleagues and parents to collaboratively designs and implement necessary modifications and adaptations in instruction and curriculum so that students with disabilities have access to the general education curriculum in the least restrictive environment.
- (3) The teacher communicates with and obtains feedback from students in a manner that enhances student learning and understanding:
 - (a) engages students in explaining and/or demonstrating the relevance of topics and activities;
 - (b) involves students in establishing instructional direction and plans;
 - (c) establishes and states expectations for student performance;
 - (d) presents directions and explanations in a variety of ways to insure student understanding;
 - (e) engages students in the analysis and evaluation of their learning and adjusts instruction based on student feedback;
 - (f) communicates regularly with students about their progress.
- (4) The teacher comprehends the principles of student growth, development and learning, and applies them appropriately:
 - (a) consistently integrates the use of cognitive thinking skills such as critical thinking, problem-solving, divergent thinking, inquiry, and decision-making into instruction;
 - (b) selects the most effective teaching techniques to address a variety of student learning levels, rates, styles and needs as well as diverse interests and backgrounds;
 - (c) selects the most effective materials and media to address a variety of student learning levels, rates, styles and needs;
 - (d) integrates community resources, service agencies, other school personnel, parents, and community members into the curriculum.
- (5) The teacher effectively utilizes student assessment techniques and procedures:
 - (a) designs and uses multiple methods of measuring student understanding and growth;
 - (b) integrates assessment data from multiple sources into instructional planning and improvement;
 - (c) maintains documentation of student progress;
 - (d) develops a two-way system of communicating with students and families about student progress.
- (6) The teacher manages the educational setting in a manner that promotes positive student behavior, and a safe and healthy environment:
 - (a) integrates the teaching of constructive, pro-social behaviors into regular instruction;
 - (b) establishes and teaches effective and efficient routines;
 - (c) engages students in establishing expectations for building a learning community in the classroom;
 - (d) maintains smoothness and momentum during instructional transitions;
 - (e) establishes an environment where materials and media are available and ready for student use;
 - (f) minimizes distractions and interruptions;
 - (g) develops a classroom management system that promotes acceptable and appropriate student behavior;
 - (h) identifies hazards, assesses risks and takes appropriate action.
- (7) The teacher recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept:

- (a) adjusts practice based on observation and knowledge of students with disabilities and/or from culturally and linguistically diverse groups (e.g., Native Americans, Hispanic Americans, African Americans, Asian Americans, as well other recent immigrant groups);
 - (b) creates curriculum designs that include student performance and acknowledgment of achievement;
 - (c) demonstrates an awareness of the influences of context disability, language, and culture on student learning;
 - (d) provides accommodations and interventions that allow each student to succeed based on individual learning needs;
 - (e) engages students in learning experiences that promote creativity, critical and divergent thinking;
 - (f) designs opportunities that require and reinforce student responsibility for learning;
 - (g) fosters the development of respect for individual, cultural, linguistic, disability, and religious differences;
 - (h) engages students in setting high standards for performance;
 - (i) treats all students equitably, recognizing and planning for individual differences in cultures, languages, learning abilities, backgrounds, and experiences.
- (8) The teacher demonstrates a willingness to examine and implement change, as appropriate:
- (a) demonstrates the ability to reason, take multiple perspectives, be creative, and take reasoned risks to improve teaching;
 - (b) collaborates with colleagues in the research and design of improved instructional strategies;
 - (c) assumes a leadership role in the study and implementation of instructional improvement and school reform initiatives.
- (9) The teacher works productively with colleagues, parents, and community members:
- (a) serves as a role model for collaborative working relations across the profession;
 - (b) demonstrates knowledge of specific school, family, and community resources that can support student learning;
 - (c) assists colleagues in the use of conflict resolution strategies;
 - (d) engages parents and community members productively in the work of the school;
 - (e) works collaboratively and creatively with colleagues, parents, and community members regarding educational matters.
- E. A school district may select and/or develop additional standards and indicators determined appropriate by the local school district to complete the local teacher performance evaluation system.
- F. Each school district shall provide training in evaluation of performance, classroom observation techniques, conference skills, and growth planning to all teachers and personnel assigned performance evaluation duties.
- G. Teachers whose leadership roles are primarily outside of the classroom will be evaluated on their ability to lead other teachers in meeting the competencies and indicators in their level of licensure. [6.69.4.12 NMAC - N, 09-30-03; A, 10-14-04; A, 10-31-06; A, 10-31-07]

HISTORY OF 6.69.4 NMAC:

Pre-NMAC History: The material in this part was derived from that previously filed with the State Records Center and Archives under:

SBE Regulation No. 89-6, Performance Evaluation Requirements for Teachers, Administrators, Library Media Specialists, and Counselors, filed August 17, 1989;

SBE Regulation No. 93-21, Performance Evaluation Requirements for Teachers, Administrators, Library Media Specialists, and Counselors, filed November 16, 1993.

NMAC History:

6.69.3 NMAC, Performance Evaluation Requirements for Teachers, Administrators, Library Media Specialists, and Counselors, filed 6/1/2003.

History of Repealed Material: [RESERVED]

6.66.4.9 SABBATICAL LEAVE CONTRACT:

A. The board of education of _____, New Mexico, hereinafter referred to as board, and _____, certified (licensed) employee, herein referred to as employee, agree:

(1) Employee desires to take a sabbatical leave for the purposes of study or travel related to employee's duties. The program of study or travel proposed by employee, a copy of which is attached as exhibit I, has been reviewed and approved by the board.

(2) The board desires that employee be granted the sabbatical leave because the employee's sabbatical leave program has been shown to be related to the employee's duties and to be of direct benefit to the school district. A copy of the statement of the superintendent of the _____ school district explaining how the employee's program is related to employee's duties and how it will directly benefit the school district is attached as exhibit II.

(3) The term of this contract shall be from _____, _____ to _____, _____.

(4) The parties certify that the employee has completed ____ years of continuous service in a certified capacity as an employee of the _____ school district.

(5) Employee agrees that upon completion of the sabbatical leave period herein provided, employee will return to (his) (her) duties with the _____ school district for two (2) years following the leave. If employee fails to fulfill this requirement, employee agrees to repay in full to the school district the salary received during the period of leave, such repayment being liquidated damages for breach of the contract.

(6) Upon return to the school system on completion of the sabbatical leave period, employee will be placed in an equivalent or better position by the board.

(7) The board will treat the sabbatical leave period as part of the employee's length of service in the computation of future length of service increments, if the board provides for such increments in its salary schedule.

(8) During the period of leave the employee may continue participation in the education retirement plan by making appropriate contributions as agreed by the board and the educational retirement board.

(9) The board agrees to pay the employee an amount equal to ____ per cent of employee's regular salary, said payment to be made in the following manner: [Use one of the following:]

(a) one-half (1/2) to be paid at the end of the first year after return and one-half (1/2) at the end of the second year after return; OR

(b) during the term of the leave upon the furnishing of security satisfactory to the board assuring the employee's remaining in the system for two (2) years after the leave or repayment to the school district of the salary received during the period of leave.

B. This contract must be approved by the secretary of education or (his) (her) designee before it becomes binding on either of the parties. BOARD OF EDUCATION OF _____

BY: _____ President _____ Date of Execution _____
_____ Secretary _____ Date of Execution _____ Employee _____

Date of Execution _____.

APPROVED BY: SECRETARY OF EDUCATION

_____ Date _____

[12-31-98; 6.66.4.9 NMAC - Rn, 6 NMAC 4.3.3.9, 12-29-00; A, 10-31-06]

HISTORY OF 6.66.4 NMAC:

PRE-NMAC HISTORY: The material in this regulation is derived from that previously filed with the State Records Center and Archives under: State Board of Education Regulation No. 69-2, Regulations Covering Sabbatical Leave For All New Mexico Public Schools Under The Jurisdiction Of The State Board Of Education, filed November 6, 1969;

State Board of Education Regulation No. 73-16, Sabbatical Leave Contract, filed June 12, 1973; and

State Board of Education Regulation 72-26, Sabbatical Leave Contract, filed January 8, 1973.

6.69.2.1 **ISSUING AGENCY:** Public Education Department
[12-31-98, 07-30-99; 6.69.2.1 NMAC - Rn, 6 NMAC 4.5.1.1, 06-14-01; A, 03-15-06]

6.69.2.2 **SCOPE:** This regulation applies to local school boards, governing authorities of state agencies and certified (licensed) school personnel.
[12-31-98; 6.69.2.2 NMAC - Rn, 6 NMAC 4.5.1.2, 06-14-01]

6.69.2.3 **STATUTORY AUTHORITY:** This regulation is adopted pursuant to Section 22-10A-19, 22-10A-27 NMSA 1978.
[12-31-98; 6.69.2.3 NMAC - Rn, 6 NMAC 4.5.1.3, 06-14-01; A, 03-15-06]

6.69.2.4 **DURATION:** Permanent
[12-31-98; 6.69.2.4 NMAC - Rn, 6 NMAC 4.5.1.4, 06-14-01]

6.69.2.5 **EFFECTIVE DATE:** December 31, 1998.
[12-31-98; 6.69.2.5 NMAC - Rn, 6 NMAC 4.5.1.5, 06-14-01]

6.69.2.6 **OBJECTIVE:** This regulation establishes procedures for supervising and correcting "unsatisfactory work performance" of licensed school personnel before notice of intent to discharge is served upon them or before requesting the secretary of education to suspend a level three teaching license for unsatisfactory work performance at level three licensure, and further to distinguish between the terms "unsatisfactory work performance" and "insubordination."
[12-31-98; 6.69.2.6 NMAC - Rn, 6 NMAC 4.5.1.6, 06-14-01; A, 03-15-06]

6.69.2.7 **DEFINITIONS:**

A. "Administrative authority" means the superintendent, principal or a person acting under the authority of such superintendent or principal.

B. "Insubordination" means actual or implied willful refusal to follow written policies, regulations, rules, or procedures established by the public education department (PED), the local school board, or administrative authorities, or the lawful written or oral orders, requests or instructions of administrative authorities.

C. "Uncorrected unsatisfactory work performance" means unsatisfactory work performance which the licensed school personnel has failed to correct pursuant to the provisions in this regulation; provided, however, that if unsatisfactory work performance is uncorrectable through the evaluation and supervision process, as determined by the local school board policy, the provisions in this regulation shall not apply.

D. "Unsatisfactory work performance" means the failure by licensed school personnel to satisfactorily perform those tasks which are evaluated by the employee's supervisors, pursuant to the school district's approved plans) for evaluation and supervision of its licensed employees. Furthermore, for the purpose of this regulation unsatisfactory work performance does not include insubordination or conduct deemed to be outside the normal scope of duties of licensed school personnel.
[12-31-98; 6.69.2.7 NMAC - Rn, 6 NMAC 4.5.1.7, 06-14-01; A, 03-15-06]

6.69.2.8 **UNCORRECTED UNSATISFACTORY WORK PERFORMANCE:**

A. Uncorrected unsatisfactory work performance is good cause for discharging licensed school personnel or for requesting the secretary of education to suspend a level three teaching license as

provided in Subsection F of 6.69.4.10 NMAC so long as procedures established in Subsection B of Section 6.69.2.8 NMAC herein are followed.

B. The following procedures shall be followed by local school boards or governing authorities of state agencies in supervising and correcting unsatisfactory work performance of licensed school personnel before serving them with notice of intent to discharge pursuant to Section 22-10A-27 NMSA 1978 or before requesting the secretary of education to suspend a level three teaching license under Subsection F of 6.69.4.10 NMAC.

(1) Two or more conferences shall have been held with licensed school personnel charged with unsatisfactory work performance by a local school board or governing authorities of state agencies before notice of intent to discharge is served upon him or her. Such conferences shall be held with the individual's immediate supervisor and such other persons as the local board or governing authorities of state agencies may designate. For purposes of this regulation, the conference at which the supervisor first identifies unsatisfactory work performance shall be counted as one of the required conferences. Sufficient time shall have elapsed between the conferences to allow the licensed school personnel to correct the unsatisfactory work performance and to have been observed for an adequate time in the discharge of his or her duties.

(2) A written record of all conferences shall be made, specifying the areas of uncorrected unsatisfactory work performance, all action suggested by the school or agency administration which might improve such performance, and all improvements made. Each written record shall be signed by all parties to the conference. In the event of a refusal to sign, a notation shall be made of the refusal. A copy of each record shall be given to the person charged with unsatisfactory work performance. The local board or governing authority of a state agency shall retain a copy of the record to be introduced at any hearing for the person charged with unsatisfactory work performance.

(3) In addition to the requirements in Subsection B of 6.69.2.8 NMAC, before requesting the secretary of education to suspend a level three teaching license as provided in Subsection F of 6.69.4.10 NMAC a local school district or governing authorities of state agencies shall provide the teacher with professional development and peer intervention, including mentoring, for a period the school principal deems necessary.

[12-31-98; 6.69.2.8 NMAC - Rn, 6 NMAC 4.5.1.8, 06-14-01; A, 03-15-06]

HISTORY OF 6.69.2 NMAC:

PRE-NMAC HISTORY: The material in this regulation is derived from that previously filed with the State Records Center and Archives under: State Board of Education Regulation No. 74-6, Regulation Governing Procedures to be Followed by Local School Boards in Supervising and Correcting Unsatisfactory Work Performance of Certified School Personnel, filed March 14, 1974; State Board of Education Regulation No. 75-8, Regulation Governing Procedures to be Followed by Local School Boards in Supervising and Correcting Unsatisfactory Work Performance of Certified School Personnel, filed July 14, 1975; State Board of Education Regulation No. 76-24, Insubordination and Unsatisfactory Work Performance of Certified School Personnel, filed December 16, 1976; State Board of Education Regulation No. 77-1, Insubordination and Unsatisfactory Work Performance of Certified School Personnel, filed February 2, 1977; and State Board of Education Regulation No. 89-1, Unsatisfactory Work Performance of (Certified) Licensed School Personnel, filed February 10, 1989.

Appendix TANM N: Student Rights

TITLE 6 PRIMARY AND SECONDARY EDUCATION
CHAPTER 12 PUBLIC SCHOOL ADMINISTRATION - HEALTH AND SAFETY
PART 8 DIABETES SELF-MANAGEMENT BY STUDENTS IN THE SCHOOL SETTING

6.12.8.1 ISSUING AGENCY: New Mexico Department of Health.
[6.12.8.1 NMAC - N, 02/01/2009]

6.12.8.2 SCOPE: This rule applies to students enrolled in public, private, home or parochial schools in New Mexico unless otherwise expressly limited.
[6.12.8.2 NMAC - N, 02/01/2009]

6.12.8.3 STATUTORY AUTHORITY: This rule is adopted pursuant to the Department of Health Act, Section 9-7-6(E) and the Public Health Act, Sections 24-1-3(B), 24-1-3(G), and 24-1-3(O) NMSA 1978.
[6.12.8.3 NMAC - N, 02/01/2009]

6.12.8.4 DURATION: Permanent.
[6.12.8.4 NMAC - N, 02/01/2009]

6.12.8.5 EFFECTIVE DATE: February 1, 2009 unless a later date is cited in the history at the end of a section.
[6.12.8.5 NMAC - N, 02/01/2009]

6.12.8.6 OBJECTIVE: The purpose of this rule is to grant students who are authorized pursuant to this rule the right to self-manage their diabetes care in the school setting and to develop mechanisms that support safe diabetes self-management in the school environment.
[6.12.8.6 NMAC - N, 02/01/2009]

6.12.8.7 DEFINITIONS:

A. "Developmental level" means the appropriate age-specific stage of emotional, mental and physical growth as determined by the school nurse or other designated registered nurse or clinician.

B. "Equipment and supplies" means those materials required to store or dispose of sharps, to perform self-assessment procedures, or to self-administer medication.

C. "Health care practitioner" means a person authorized under law in New Mexico to prescribe drugs for the treatment of diabetes and associated medical conditions.

D. "Individualized healthcare plan" means a written plan that identifies the student's health care needs and is developed by the school nurse or designated registered nurse or clinician cooperatively with the student and parent or guardian based on the orders provided by the student's health care practitioner.

E. "Medication" means a drug as that term is defined in section 201(g)(1) of the Federal Food, Drug, and Cosmetic Act (21 U.S.C. 321) and includes oral and non-oral drugs in a pharmacy-labeled container.

F. "Other designated registered nurse or clinician" means a registered nurse or clinician designated by the school district to act in the capacity of a school nurse.

G. "School nurse" means a registered nurse (RN), clinical nurse specialist (CNS) or certified nurse practitioner (CNP) licensed by the New Mexico public education department to provide nursing services in the school setting.

H. "Self-administration" means a student's own use of prescribed diabetes medication pursuant to a prescription from a health care practitioner.

I. "Self-assessment" means a student's monitoring of his/her blood glucose levels and for the presence of ketones.

J. "Sharps" means a device with a keen edge or sharp point used to puncture the skin for the purpose of self-assessment or a needle used to inject medication.
[6.12.8.7 NMAC - N, 02/01/2009]

6.12.8.8 REQUIREMENTS:

A. General rights: Schools (whether public or nonpublic) are required to grant to any student in grades kindergarten through 12 authorization to carry and use equipment and supplies, for storage and disposal of sharps, for self-assessment and for self-administration of diabetes treatment medications prescribed by a health care practitioner if all of the following conditions are met.

(1) A health care practitioner has prescribed the medication, directed the instruction of the student in the correct and responsible use of the medication, and approved the student's ability to perform self-assessment and medication self-administration, pursuant to Subsection B of 6.12.8.8 NMAC.

(2) The student has demonstrated to the school nurse or other designated registered nurse or clinician the skill level and developmental level necessary to correctly store and use any equipment and supplies required to perform self-assessment and self-administration of such medication as prescribed by the health care practitioner (or the practitioner's designee).

(3) The school nurse or other designated registered nurse or clinician, with input from the parent or guardian and based on the student's health care practitioner's medical orders, has formulated a written individualized healthcare plan for management of diabetes care for the student that includes but is not limited to the correct storage and disposal of sharps by the student, the performance of self-assessment procedures and the self-administration of medication.

(4) The school has informed the parent or guardian of the student in writing that the school, including its employees and agents, is to incur no liability as a result of any injury arising from the performance of self-assessment procedures and the self-administration of medication nor from any injury arising from the student carrying and disposing of equipment and supplies to perform these procedures.

(5) The student's parent or guardian has completed and submitted to the school:

(a) all written documentation required by school policy; and

(b) the required treatment plan/medical orders; and

(c) a signed statement from the parent or guardian of the student acknowledging that the school, including its employees and agents, is to incur no liability as a result of any injury arising from the performance of self-assessment procedures and the self-administration of medication nor from any injury arising from the student carrying and disposing of equipment and supplies to perform these procedures, and the parent or guardian will indemnify and hold harmless the school, including its employees and agents, against any claim arising out of the performance of these procedures or storing and disposing of equipment and supplies to perform them.

B. Terms and limits of the student's rights: A student granted authorization under Subsection A of 6.12.8.8 NMAC shall:

(1) retain these rights not to exceed the duration of the current school year, but may lose these rights if, as determined by the school nurse and the school administrator, endangerment to the student's person or other persons occurs through the misuse of equipment, supplies, or medication or if the student's self-administration of medication is inconsistent with the prescribed dosage; and

(2) be responsible for storing and disposing of all sharps as agreed upon with the school nurse or other designated registered nurse or clinician; and

(3) be allowed to possess equipment and to perform routine self-assessment and self-treatment at locations identified in Subsection C of 6.12.8.8 NMAC but away from major traffic pathways as agreed upon with the school nurse or other designated registered nurse or clinician.

C. Extent of authorization: An authorization granted under Subsection A of 6.12.8.8 NMAC must allow the student granted authorization to store and dispose of equipment and supplies necessary for self-treatment and self-assessment in the school setting including:

(1) while at any location on school property, including the classroom, but away from major traffic pathways as agreed upon with the school nurse or other designated registered nurse or clinician;

(2) while at a school-sponsored activity;

- (3) during regular before-school and after-school activities; and
- (4) in transit to or from school or school-sponsored activities.

D. Duration of authorization: An authorization granted under Subsection A of 6.12.8.8 NMAC is effective only for the duration of the school year for which it is granted and must be renewed each subsequent school year in accordance with this subsection. It may be revoked at any time for failure to comply with Subsection B of 6.12.8.8 NMAC.

E. Back-up medication: The school must ensure that in the event of a diabetes emergency any back-up medication and equipment and supplies provided by the parent or guardian are kept at an easily accessible location agreed upon by the student and authorized individuals. The school must develop policies and procedures to address the safekeeping of these materials. Authorized school personnel who in case of an emergency and in good faith provide a person with back-up medication, equipment, or supplies are to incur no liability as a result of providing the materials and medication to an authorized student or individual.

F. Maintenance of information: Information described in Paragraphs (3) and (5) of Subsection A of 6.12.8.8 NMAC shall be kept on file at the student's school of enrollment in a location easily accessible by authorized individuals who have a legitimate need to know. Each school district must have in place policies and procedures that are in compliance with the Family Educational Rights and Privacy Act (20 U.S.C. 1232g) and Health Insurance Portability and Accountability Act of 1996 (HIPAA) to address the safekeeping and confidentiality of the described information.

[6.12.8.8 NMAC - N, 02/01/2009]

HISTORY of 6.12.8 NMAC: [RESERVED]

TITLE 6 PRIMARY AND SECONDARY EDUCATION
CHAPTER 12 PUBLIC SCHOOL ADMINISTRATION - HEALTH AND SAFETY
PART 2 HEALTH SERVICES

6.12.2.1 ISSUING AGENCY: Public Education Department
[6.12.2.1 NMAC - Rp, 6.12.2.1 NMAC, 11-15-05]

6.12.2.2 SCOPE: This regulation applies to children attending public, nonpublic, or home schools in New Mexico unless otherwise expressly limited.
[6.12.2.2 NMAC - Rp, 6.12.2.2 NMAC, 11-15-05]

6.12.2.3 STATUTORY AUTHORITY: This regulation is adopted pursuant to Section 22-2-1 NMSA 1978.
[6.12.2.3 NMAC - Rp, 6.12.2.3 NMAC, 11-15-05]

6.12.2.4 DURATION: Permanent
[6.12.2.4 NMAC - Rp, 6.12.2.4 NMAC, 11-15-05]

6.12.2.5 EFFECTIVE DATE: 11-15-05, unless a later date is cited at the end of a section.
[6.12.2.5 NMAC - Rp, 6.12.2.5 NMAC, 11-15-05]

6.12.2.6 OBJECTIVE: This rule addresses health services for children attending schools in New Mexico.
[6.12.2.6 NMAC - Rp, 6.12.2.6 NMAC, 11-15-05]

6.12.2.7 DEFINITIONS: [Reserved]

6.12.2.8 REQUIREMENTS FOR IMMUNIZATION OF CHILDREN ATTENDING PUBLIC, NONPUBLIC, OR HOME SCHOOLS:

A. The following definitions apply to this section.

- (1) "Administrative authority" means the superintendent, principal or the designee of such person.
- (2) "Public health division regulations" means those regulations adopted by the public health division of the department of health pursuant to the authority granted in Sections 24-5-1 to 24-5-6, NMSA 1978 and including the immunization schedule.
- (3) "Licensed physician" means a physician licensed to practice medicine or osteopathic medicine in New Mexico, another state or territory.
- (4) "Certified nurse practitioner" means an individual licensed as a certified nurse practitioner with prescriptive authority by the New Mexico board of nursing, another state or territory.
- (5) "Required immunizations" means those immunizations against diseases deemed to be dangerous to the public health by the public health division and set forth in its immunization schedule effective at date of enrollment.
- (6) "Satisfactory evidence of commencement and completion of immunization" means satisfactory evidence of a person having begun the process of immunizations in a statement, certificate or record signed by a duly licensed physician, certified nurse practitioner, or other recognized public or private health facility stating that the person has received at least the first in the series of required immunizations and is proceeding with the immunizations according to the prescribed schedule. Persons enrolling in schools who have begun the process of immunization shall have one month following the date of enrollment to complete the required immunizations and submit satisfactory evidence of completing the required immunizations or having continued the process of the required series.
- (7) "Satisfactory evidence of immunization" means a statement, certificate or record signed by a duly licensed physician, certified nurse practitioner, or other recognized, licensed health facility stating that the required immunizations have been administered to the person.
- B. No student shall be enrolled in the public, nonpublic, or home schools in the state unless the student can present satisfactory evidence of commencement or completion of immunization in accordance with the immunization schedule and rules and regulations of the public health division.
- C. Exemptions from immunization:
- (1) The student is exempt from immunization as required by Subsection B of this rule upon filing with the governing authority:
- (a) a statement or certificate signed by a licensed physician or certified nurse practitioner stating that the physical condition of the person seeking enrollment is such that immunization would seriously endanger the life or health of the person; or
- (b) an exemption granted by the public health division on the basis of:
- (i) notarized affidavits or written affirmation from an officer of a recognized religious denomination that such child's parents or guardians are bona fide members of a denomination whose religious teaching requires reliance upon prayer or spiritual means alone for healing; or
- (ii) notarized affidavits or written affirmation from his parent or legal guardian that his religious beliefs, held either individually or jointly with others, do not permit the administration of vaccine or other immunizing agent.
- (2) Exemption from obtaining the required immunizations is valid for a period not to exceed nine (9) months and will not extend beyond the end of the school year in which the child is currently enrolled.
- D. Disenrollment: If satisfactory evidence of commencement or completion of immunization or an exemption from immunization in accordance with Subsection C is subsequently determined to be invalid for any reasons and the student is unable to provide either valid satisfactory evidence of commencement or completion of immunization or a valid exemption from immunization in accordance with Subsection C, the administrative authority shall commence disenrollment proceedings.
- E. Administrative duty to report:
- (1) It is the duty of each school superintendent, whether of a public or nonpublic school, to cause to be prepared a record showing the required immunization status of every child enrolled in or attending a school under his (her) jurisdiction.
- (2) These records must be kept current and available to public health authorities.
- (3) The name of any parent or guardian who neglects or refuses to permit his (her) child to be immunized against diseases as required by rules and regulations promulgated by the public health

division shall be reported by the school superintendent to the director of the public health division within a reasonable time after such facts become known to the superintendent.
[6.12.2.8 NMAC - Rp, 6.12.2.7, 8, 9, 10 & 11 NMAC, 11-15-05]

6.12.2.9 STUDENT'S RIGHT TO SELF ADMINISTER CERTAIN MEDICATIONS

- A. The following definitions apply to this section.
- (1) "Health care practitioner" means a person authorized under law in New Mexico to prescribe drugs for the treatment of asthma and anaphylaxis associated medical conditions.
 - (2) "Medication" means a drug as that term is defined in section 201 of the Federal Food, Drug, and Cosmetic Act (21 U.S.C. 321) and includes inhaled bronchodilators, inhaled corticosteroids and auto-injectable epinephrine.
 - (3) "Self-administration" means a student's discretionary use of his or her prescribed asthma or anaphylaxis medication, pursuant to prescription or written direction from a health care practitioner.
- B. Requirements
- (1) General rights: Schools (whether public or nonpublic) must grant to any student in grades kindergarten through 12 authorization to carry and self-administer health care practitioner prescribed asthma treatment medications and anaphylaxis emergency treatment medication if the following conditions are met:
 - (a) a health care practitioner has prescribed the medication for use by the student during school hours and instructed the student in the correct and responsible use of the medication; and
 - (b) the student has demonstrated the skill level necessary to use the medication and any device that is necessary to administer such medication as prescribed by the health care practitioner (or such practitioner's designee) and the school nurse or other school official who is a public education department licensed health care provider; and
 - (c) the school nurse (if available) with the health care practitioner formulates a written treatment plan for managing asthma or anaphylaxis episodes of the student and for medication use by the student during school hours; and
 - (d) the school has, in writing, informed the parent or guardian of the student that the school, including its employees and agents, is to incur no liability as a result of any injury arising from the self-administration of medication pursuant to this section; and
 - (e) the student's parent or guardian has completed and submitted to the school:
 - (i) any written documentation required by the school, including the statement required by Paragraph (1);
 - (ii) the treatment plan formulated under Subparagraph (c) of this paragraph; and
 - (iii) a signed statement from the parent or guardian of the student acknowledging that, notwithstanding any provision of state law to the contrary, the school (including its employees and agents) is to incur no liability as a result of any injury arising from such self-administration of medication and the parent or guardian will indemnify and hold harmless the school (including its employees and agents) against any claim arising out of such self-administration of medication.
 - (2) Extent of authorization: An authorization granted under Paragraph (1) of Subsection B must allow the student involved to possess and use his/her medication:
 - (a) while in school;
 - (b) while at a school-sponsored activity;
 - (c) during normal before-school and after-school activities such as before-school or after school care on school-operated property; and,
 - (d) in transit to or from school or school-sponsored activities.
 - (3) Duration of authorization. An authorization granted under Subsection B:
 - (a) must be effective only for the school year for which it is granted; and
 - (b) must be renewed by the parent or guardian each subsequent school year in accordance with this section.
 - (4) The school must ensure that back-up medication, if provided by a student's parent or guardian, be kept at the student's school at a location easily accessible to the student in event of an asthma or anaphylaxis emergency. Each school must develop policies and procedures to address the safekeeping of back-up medication in a manner that ensures the medication is easily accessible by the student.

Authorized school personnel who in good faith provide a person with backup medication as provided in this paragraph are not liable for civil damages as a result of providing the medication.

(5) Maintenance of information: Information described in Subparagraphs (c) and (e) of Paragraph (1) shall be kept on file at the student's school in a location easily accessible in the event of an asthma or anaphylaxis emergency. Each school must develop policies and procedures to address the safekeeping and confidentiality of the required information.

[6.12.2.9 NMAC - N, 11-15-05]

6.12.2.10 HUMAN IMMUNODEFICIENCY VIRUS (HIV)

A. This section applies to local school boards, local school districts, and charter schools and governs policies to be implemented by local school districts with regards to students and school employees infected with HIV, provides for appropriate curricula regarding HIV, and requires community involvement in the development of policies and the review of instructional materials.

B. Each school district shall implement a policy that will ensure that all students infected with HIV have appropriate access to public education and that their rights to privacy are protected and to further ensure that the rights to privacy of all school employees infected with HIV are protected.

C. Curricula:

(1) Each school district shall provide instruction about HIV and related issues in the curriculum of the required health education content area to all students in the elementary grades, in the middle/junior high school grades, and in the senior high school grades.

(2) Educational materials and grade levels of instruction shall be determined by the local school district and shall be appropriate to the age group being taught.

(3) The instructional program shall include, but not necessarily be limited to:

- (a) definition of HIV and acquired immune deficiency syndrome (AIDS);
- (b) the symptoms and prognosis of HIV and AIDS;
- (c) how the virus is spread;
- (d) how the virus is not spread;
- (e) ways to reduce the risks of getting HIV/AIDS, stressing abstinence;
- (f) societal implications for this disease;
- (g) local resources for appropriate medical care; and
- (h) ability to demonstrate refusal skills, overcome peer pressure, and use

decision-making skills.

D. Community involvement. Each local board of education shall insure the involvement of parents, staff; and students in the development of policies and the review of instructional materials.

[6.12.2.10 NMAC - Rp, 6.12.3.8, 9 & 10 NMAC, 11-15-05]

HISTORY OF 6.12.2 NMAC:

PRE-NMAC HISTORY: The material in 6.12.2.8 NMAC is derived from that previously filed with the State Records Center and Archives under: State Board of Education (SBE) Regulation No. 76-16, Immunization Of School Children, filed September 1, 1976; and State Board of Education (SBE) Regulation No. 76-16 (Amendment 1), Immunization Of School Children, filed October 19, 1988. The material in 6.12.2.10 NMAC was derived from that previously filed with the State Records Center and Archives under: State Board of Education (SBE) Regulation No. 87-11, Regulation On Acquired Immune Deficiency Syndrome (AIDS), filed April 13, 1988.

HISTORY OF REPEALED MATERIAL:

The material in 6.12.2.8 NMAC is derived from 6.12.2 NMAC, Immunization of School Children - repealed effective 11-15-05. The material in 6.12.2.10 NMAC is derived from 6.12.3 NMAC, Acquired Immune Deficiency Syndrome (AIDS) - repealed effective 11-15-05.

TITLE 6 PRIMARY AND SECONDARY EDUCATION

CHAPTER 11 PUBLIC SCHOOL ADMINISTRATION - STUDENT RIGHTS AND RESPONSIBILITIES
PART 2 RIGHTS AND RESPONSIBILITIES OF THE PUBLIC SCHOOLS AND PUBLIC SCHOOL STUDENTS

6.11.2.1 ISSUING AGENCY: State Board of Education
[08-15-97, 07-30-99; 6.11.2.1 NMAC - Rn, 6 NMAC 1.4.1, 11-30-00]

6.11.2.2 SCOPE: This regulation applies to public schools and public school students.
[08-15-97; 6.11.2.2 NMAC - Rn, 6 NMAC 1.4.2, 11-30-00]

6.11.2.3 STATUTORY AUTHORITY: This regulation is adopted pursuant to Sections 22-2-1 and 22-2-2 NMSA 1978.
[08-15-97; 6.11.2.3 NMAC - Rn, 6 NMAC 1.4.3, 11-30-00]

6.11.2.4 DURATION: Permanent
[08-15-97; 6.11.2.4 NMAC - Rn, 6 NMAC 1.4.4, 11-30-00]

6.11.2.5 EFFECTIVE DATE: August 27, 1997, unless a later date is cited at the end of a section.
[08-15-97; 6.11.2.5 NMAC - Rn, 6 NMAC 1.4.5 & A, 11-30-00]

6.11.2.6 OBJECTIVE: To provide a comprehensive framework within which local school boards and local school districts can carry out their educational mission and exercise their authority and responsibility to provide a safe environment for student learning, and further to provide students and parents with an understanding of the basic rights and requirements necessary to effectively function in the educational community.
[08-15-97; 6.11.2.6 NMAC - Rn, 6 NMAC 1.4.6, 11-30-00]

6.11.2.7 DEFINITIONS:

A. "Administrative authority" means the local school district superintendent, a principal or a person authorized by either to act officially in a matter involving school discipline or the maintenance of order. The term may include school security officers, but only to the extent of their authority as established under written local school board policies.

B. "Criminal acts" are acts defined as criminal under federal and state law, and any applicable municipal or county criminal ordinances.

C. "Delinquent acts" are acts so defined in Subsection A of Section 32A-2-3 NMSA 1978 of the Delinquency Act.

D. "Detention" means requiring a student to remain inside or otherwise restricting his or her liberty at times when other students are free for recess or to leave school.

- E. "Disciplinarian" means a person or group authorized to impose punishment after the facts have been determined by a hearing authority.
- F. "Disruptive conduct" means willful conduct which:
- (1) materially and in fact disrupts or interferes with the operation of the public schools or the orderly conduct of any public school activity, including individual classes; or
 - (2) leads an administrative authority reasonably to forecast that such disruption or interference is likely to occur unless preventive action is taken.
- G. "Expulsion" means the removal of a student from school either permanently or for an indefinite time exceeding ten (10) school days or a locally established lesser period.
- H. "Gang related activity" is disruptive conduct.
- I. "Hearing authority" means a person or group designated to hear evidence and determine the facts of a case at the required formal hearing.
- J. "Immediate removal" means the removal of a student from school for one school day or less under emergency conditions and without a prior hearing.
- K. "In-school suspension" means suspending a student from one or more regular classes while requiring the student to spend the time in a designated area at the same school or elsewhere.
- L. "Legal limits" include the requirements of the federal and state constitutions and governing statutes, standards and regulations, and also include the fundamental common-law requirement that rules of student conduct be reasonable exercises of the schools' authority in pursuance of legitimate educational and related functions. There are special limitations arising from constitutional guarantees of protected free speech and expression which must be balanced against the schools need to foster an educational atmosphere free from undue disruptions to appropriate discipline.
- M. "Long-term suspension" means the removal of a student from school for a specified time exceeding either ten (10) school days or any lesser period a local school board may set as a limit on temporary suspension.
- N. "Parent" means the natural parent, a guardian or other person or entity having custody and control of a student who is subject to the Compulsory School Attendance Law, Section 22-12-1 et seq. NMSA 1978, or the student if (s)he is not subject to compulsory attendance.
- O. "Public school" means the campus of and any building, facility, vehicle or other item of property owned, operated, controlled by or in the possession of a local school district. For purposes of student discipline, the term also includes any non-school premises being used for school-sponsored activities.
- P. "Refusal to cooperate with school personnel" means a student's willful refusal to obey the lawful instructions or orders of school personnel whose responsibilities include supervision of students.
- Q. "Refusal to identify self" means a person's willful refusal, upon request from school personnel known or identified as such to the person, to identify himself or herself accurately.
- R. "Review authority" is a person or group authorized by the local board to review a disciplinarian's final decision to impose a long-term suspension or expulsion.

S. "Sexual harassment", regarding students, means unwelcome or unwanted conduct of a sexual nature (verbal, non-verbal or physical) when:

- (1) submission to such conduct is made either explicitly or implicitly a term or condition of the advancement of a student in school programs or activities;
- (2) submission to or rejection of such conduct by a student is used as the basis for decisions/opportunities affecting the student;
- (3) such conduct substantially interferes with a student's learning or creates an intimidating, hostile or offensive learning environment.

T. "School personnel" means all members of the staff, faculty and administration employed by the local school board. The term includes school security officers, school bus drivers and their aides, and also authorized agents of the schools, such as volunteers or chaperons, whose responsibilities include supervision of students.

U. "Student" means a person who is enrolled in one or more classes at a public school or a person who was a student during the previous school year and is participating in a school sponsored activity connected with his or her prior status as a student.

V. "Temporary suspension" means the removal of a student from school for a specified period of 10 school days or less after a rudimentary hearing.

W. "Weapon" as set forth in Section 22-5-4.7 NMSA 1978 means:

- (1) any firearm that is designed to, may readily be converted to or will expel a projectile by the action of an explosion; and
 - (2) any destructive device that is an explosive or incendiary device, bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter-ounce, mine or similar device.
- [08-15-97; 6.11.2.7 NMAC - Rn, 6 NMAC 1.4.7, 11-30-00]

6.11.2.8 GENERAL PROVISIONS:

A. Jurisdiction over students. All officials, employees and authorized agents of the public schools whose responsibilities include supervision of students shall have comprehensive authority within constitutional bounds to maintain order and discipline in school. In exercising this authority, such officials, employees and authorized agents of the public schools may exercise such powers of control, supervision, and correction over students as may be reasonably necessary to enable them to properly perform their duties and accomplish the purposes of education. This authority applies whenever students are lawfully subject to the schools' control, regardless of place. During such periods, public school authorities shall have the right to supervise and control the conduct of students, and students shall have the duty to submit to the schools' authority. The foregoing is intended to reflect the common law regarding the rights, duties and liabilities of public school authorities in supervising, controlling and disciplining students. Nothing herein shall be construed as enlarging the liability of public school authorities beyond that imposed by statute, common law or state board of education regulation.

B. School authority over non-students. In furtherance of the state's compelling interest in the orderly operation of the public schools and school activities, school officials have the following forms of authority over non-students whose actions adversely affect school operations or activities.

(1) On school property: Local school boards may prohibit entry to and provide for the removal from any public school building or grounds of any person who refuses to identify him/herself and state a lawful purpose for entering. Any person who refuses may be removed by school authorities, who may use reasonable physical force to accomplish the removal. Alternately, a person who refuses and who then refuses a lawful request to leave school premises may be subject to arrest by law officers for criminal offenses including but not limited to criminal trespass, interference with the educational process or disorderly conduct. A person who does identify him/herself and states a lawful purpose may nevertheless be subject to removal by school officials for engaging in activities prohibited by this regulation. The person may also be subject to arrest by law officers if (s)he is committing any crime.

(2) Off school property: Public school authorities have indirect and limited authority over the activities of non-students off school property. To the extent that non-students' conduct at or near schools or school-sponsored activities may constitute a criminal offense, including the crimes of interference with the educational process, disorderly conduct or criminal trespass (after refusing a lawful request to leave), school authorities may request law enforcement agencies to arrest the offenders.

C. Statement of policy. A primary responsibility of the New Mexico public schools and their professional staffs shall be to instill in students an appreciation of our representative form of government, the rights and responsibilities of the individual or group and the legal processes whereby necessary changes are effected.

(1) The school is a community and the rules and regulations of a school are the laws of that community. All persons enjoying the rights of citizenship are subject to the laws of their community. Each carries with it a corresponding obligation.

(2) The right to attend public school is not absolute. It is conditioned on each student's acceptance of the obligation to abide by the lawful rules of the school community until and unless the rules are changed through lawful processes.

(3) Teachers, administrators and other school employees also have rights and duties. Teachers are required by law to maintain a suitable environment for teaming in their classes and to assist in maintaining school order and discipline. Administrators are responsible for maintaining and facilitating the educational program by ensuring an orderly, safe environment in the public schools. In discharging their duties, all school employees have the right to be free from intimidation or abuse and to have their lawful requests and instructions followed.

(4) Nothing in this regulation shall be held to affect the due process rights of school employees or their use of any local school district grievance procedure. This regulation does not address employment disputes.

D. Local school board authority: Local school boards have both the authority and the responsibility to ensure that suitable rules of student conduct and appropriate disciplinary processes are established within their school districts. Within legal limits as defined in Subsection L. of 6.11.2.7 NMAC above, and subject to the minimums prescribed in this regulation, local boards have discretion to develop such rules, regulations, policies and procedures as they deem appropriate to local conditions, including policies which afford students more protection than the minimums established here. Local school boards and administrative authorities which deem it appropriate may

provide for student, community and/or appropriate state and local agency participation in the formulation and enforcement of school rules.

E. Severability: Any part of this regulation found by adjudication before a competent tribunal to be contrary to law shall be stricken without effect to the remainder. [08-15-97; 6.11.2.8 NMAC - Rn, 6 NMAC 1.4.8, 11-30-00]

6.11.2.9 RULES OF CONDUCT FOR NEW MEXICO PUBLIC

SCHOOLS: The acts specified in Subsection A. of 6.11.2.9 NMAC below are prohibited in all the public schools of New Mexico. Within legal limits as defined in Subsection L. of 6.11.2.7 NMAC above, local school boards have discretion to develop rules of conduct governing all others area of student and school activity.

A. Prohibited activities: The commission of or participation in the activities designated below is prohibited in all New Mexico public schools and is prohibited for students whenever they are subject to school control. Acts prohibited by this regulation:

- (1) criminal or delinquent acts;
- (2) gang related activity;
- (3) sexual harassment;
- (4) disruptive conduct;
- (5) refusal to identify self; and
- (6) refusal to cooperate with school personnel.

B. Regulated activities: Beyond those activities designated above as prohibited, all other areas of student conduct may be regulated within legal limits by local school boards as they deem appropriate to local conditions. Conduct by non students which affects school operations may be regulated within legal limits pursuant to any of the forms of authority described in Subsection B. of 6.11.2.8 NMAC above. Activities subject to local board regulation within legal limits include, but are not limited to:

- (1) school attendance;
- (2) use of and access to the public schools, including:
 - (a) restrictions on vehicular traffic on school property,
 - (b) prohibition of or conditions on the presence of non-school persons on school grounds or in school buildings while school is in session; and
 - (c) reasonable standards of conduct for all persons attending school-sponsored activities or other activities on school property;
- (3) students' dress and personal appearance;
- (4) use of controlled substances, alcohol and tobacco in the public schools;
- (5) speech and assembly within the public schools;
- (6) publications distributed in the public schools;
- (7) the existence, scope and conditions of availability of student privileges, including extracurricular activities and rules governing participation;
- (8) by statute, Section 22-5-4.7 NMSA 1978, each school district is required to adopt a policy providing for the expulsion from school, for a period of not less than one year, of any student who is determined to have knowingly brought a weapon to a school under the jurisdiction of the local board; the local school board or the superintendent of the school district may modify the expulsion requirement on a case-by-

case basis; the special rule provisions of Subsection D. of 6.11.2.11 NMAC apply to students with disabilities;

(9) the discipline of students for out-of-school conduct having a direct and immediate effect on school discipline or the general safety and welfare of the school. [08-15-97; 6.11.2.9 NMAC - Rn, 6 NMAC 1.4.9, 11-30-00]

6.11.2.10 ENFORCING RULES OF CONDUCT:

A. Enforcing attendance requirements. Formal enforcement action under the Compulsory Attendance Law, supra, and the Family in Need of Services Act, Section 32A-3-1 et seq. NMSA 1978 shall be initiated whenever a student's absences indicate that the law is being violated. An administrative authority who has reason to believe a student is violating local school board attendance policies may take whatever further disciplinary action is deemed appropriate under local policies.

B. Search and seizure: School property assigned to a student and a student's person or property while under the authority of the public schools are subject to search, and items found are subject to seizure, in accordance with the requirements below.

(1) Notice of search policy. Students shall be given reasonable notice, through distribution of written policies or otherwise, of each school's policy on searches at the beginning of each school year or upon admission for students entering during the school year.

(2) Who may search. Certified school personnel, school security personnel and school bus drivers are "authorized persons" to conduct searches when a search is permissible as set forth below. An authorized person who is conducting a search may request the assistance of some other person(s), who upon consent become(s) an authorized person for the purpose of that search only.

(3) When search permissible. Unless local school board policy provides otherwise, an authorized person may conduct a search when (s)he has a reasonable suspicion that a crime or other breach of disciplinary rules is occurring or has occurred. An administrative authority may direct or conduct a search under the same conditions and also when (s)he has reasonable cause to believe that a search is necessary to help maintain school discipline.

(4) Conduct of searches; witnesses. The following requirements govern the conduct of permissible searches by authorized persons:

(a) School property, including lockers and school buses, may be searched with or without students present unless a local school board or administrative authority provides otherwise. When students are not present for locker searches, another authorized person shall serve as a witness whenever possible. Locks furnished by students should not be destroyed unless a student refuses to open one or circumstances otherwise render such action necessary in the judgment of the administrative authority.

(b) Student vehicles when on campus or otherwise under school control and students' personal effects which are not within their immediate physical possession may be searched in accordance with the requirements for locker searches.

(c) Physical searches of a student's person may be conducted only by an authorized person who is of the same sex as the student, and except when circumstances render it impossible may be conducted only in the presence of another

authorized person of the same sex. The extent of the search must be reasonably related to the infraction, and the search must not be excessively intrusive in light of the student's age and sex, and the nature of the infraction.

(5) Seizure of items: Illegal items, legal items which threaten the safety or security of others and items which are used to disrupt or interfere with the educational process may be seized by authorized persons. Seized items shall be released to appropriate authorities or a student's parent or returned to the student when and if the administrative authority deems appropriate.

(6) Notification of law enforcement authorities: Unless a local school board policy provides otherwise, an administrative authority shall have discretion to notify the local children's court attorney, district attorney or other law enforcement officers when a search discloses illegally possessed contraband material or evidence of some other crime or delinquent act.

C. Basis for disciplinary action: A student may appropriately be disciplined by administrative authorities in the following circumstances:

(1) for committing any act which endangers the health or safety of students, school personnel or others for whose safety the public school is responsible, or for conduct which reasonably appears to threaten such dangers if not restrained, regardless of whether an established rule of conduct has been violated;

(2) for violating valid rules of student conduct established by the local school board or by an administrative authority to whom the board has delegated rulemaking authority, when the student knew or should have known of the rule in question or that the conduct was prohibited; or

(3) for committing acts prohibited by this regulation, when the student knew or should have known that the conduct was prohibited.

D. Selection of disciplinary sanctions: Within legal limits as defined in Subsection L. of 6.11.2.7 NMAC above, local school boards have discretion to determine the appropriate sanction(s) to be imposed for violations of rules of student conduct, or to authorize appropriate administrative authorities to make such determinations.

(1) School discipline and criminal charges: Appropriate disciplinary actions may be taken against students regardless of whether criminal charges are also filed in connection with an incident.

(2) Nondiscriminatory enforcement: Local school boards and administrative authorities shall not enforce school rules or impose disciplinary punishments in a manner which discriminates against any student on the basis of race, religion, color, national origin, ancestry, sex or disability, except to the extent otherwise permitted or required by law or regulation. This statement shall not be construed as requiring identical treatment of students for violation of the same rule; it shall be read as prohibiting differential treatment which is based on race, religion, color, national origin, ancestry, sex or disability rather than on other differences in individual cases or students.

E. Corporal punishment. Each local school board with community input shall determine whether to permit the use of corporal punishment and shall publish and distribute a written policy either authorizing or prohibiting its use. Where corporal punishment is authorized, the written policy shall specify the allowable forms of punishment, the conditions under which it may be used and the procedures to be followed

in administering it. A school board policy authorizing corporal punishment will override any parents objection to its use unless the local board also authorizes individual parents to veto corporal punishment of their children. Where a local board has not authorized a parental veto, an administrative authority may in any event decline to apply corporal punishment if (s)he has reason to believe that an individual student is physically or emotionally unable to withstand reasonable corporal punishment or if (s)he believes that corporal punishment would be ineffective or inappropriate.

F. Detention, suspension and expulsion: Where detention, suspension and/or expulsion is determined to be the appropriate penalty, it may be imposed only in accordance with procedures that provide at least the minimum safeguards prescribed in Section 6.11.2.12 NMAC, below. Suspensions or expulsions of students with disabilities shall be subject to the further requirements of Subsection G of Section 6.11.2.10 NMAC and Section 6.11.2.11 NMAC below.

G. Discipline of students with disabilities: Students with disabilities are not immune from school disciplinary processes, nor are they entitled to remain in a particular educational program when their behavior substantially impairs the education of other children in the program. However, the public schools are required by state law and regulations to meet the individual educational needs of students with disabilities to the extent that current educational expertise permits. Public school personnel may consider any unique circumstances on a case-by-case basis when determining whether a change of placement, consistent with the other requirements of 6.11.2.11 NMAC, is appropriate for a student with a disability who violates a code of conduct as provided in 34 CFR Sec. 300.530.

(1) Long-term suspensions or expulsions of students with disabilities shall be governed by the procedures set forth in Section 6.11.2.11 NMAC below.

(2) Temporary suspensions of students with disabilities may be imposed in accordance with the normal procedures prescribed in Subsection D of Section 6.11.2.12 NMAC below, provided that the student is returned to the same educational placement after the temporary suspension and unless a temporary suspension is prohibited under the provisions of Subsection G, Paragraph (3) of 6.11.2.10 NMAC below.

(3) Program prescriptions. A student with a disability's individualized education program (IEP), under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), need not affirmatively authorize disciplinary actions which are not otherwise in conflict with this rule. However, the IEP team may prescribe or prohibit specified disciplinary measures for an individual student with a disability by including appropriate provisions in the student's IEP. Administrative authorities shall adhere to any such-provisions contained in a student with a disability's IEP, except that an IEP team may not prohibit the initiation of proceedings for long-term suspension or expulsion which are conducted in accordance with this rule.

(4) Immediate removal. Immediate removal of students with disabilities may be done in accordance with the procedures of Subsection C of Section 6.11.2.12 NMAC below.

(5) A student who has not been determined to be eligible for special education and related services under 6.31.2 NMAC and who has engaged in behavior that

violated a code of student conduct may assert any of the protections provided for in this subsection if the conditions set forth in 34 CFR Sec. 300.534 have been met.

(6) Referral to and action by law enforcement and judicial authorities.

(a) Nothing in these rules of conduct prohibits an administrative authority from reporting a crime committed by a student with a disability to appropriate authorities or prevents state law enforcement and judicial authorities from exercising their responsibilities with regard to the application of federal and state law to crimes committed by a student with a disability.

(b) Transmittal of records.

(i) An administrative authority reporting a crime committed by a student with a disability must ensure that copies of the special education and disciplinary records of the student are transmitted, for consideration by the appropriate authorities, to whom the administrative authority reports the crime.

(ii) An administrative authority reporting a crime under this section may transmit copies of the student's special education and disciplinary records only to the extent that the transmission is permitted by the Family Educational Rights and Privacy Act.

[08-15-97; 6.11.2.10 NMAC - Rn, 6 NMAC 1.4.10, 11-30-00; A, 6/29/07]

6.11.2.11 DISCIPLINARY REMOVALS OF STUDENTS WITH DISABILITIES:

A. General. The following rules shall apply when a student with a disability under IDEA violates a rule of conduct as set forth in this rule which may result in:

(1) long-term suspension or expulsion; or

(2) any other disciplinary change of the student's current educational placement as specified in the federal regulations implementing IDEA at 34 CFR Secs. 300.530 through 300.536 and these or other department rules and standards.

B. When behavior is not a manifestation of disability. For disciplinary changes in placement that would exceed 10 consecutive school days, if the behavior that gave rise to the violation of the school code is determined not to be a manifestation of the child's disability pursuant to Subsection C of this section, school personnel may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to children without disabilities, except as provided in Subsection I of this section.

C. Manifestation determination.

(1) Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a rule of student conduct, the administrative authority, the parent and relevant members of the child's IEP team (as determined by the parent and the administrative authority) must review all relevant information in the student's file, including the child's IEP, any teacher observations and any relevant information provided by the parents to determine:

(a) if the conduct in question was caused by, or had a direct and substantial relationship to the child's disability; or

(b) if the conduct in question was the direct result of the administrative authority's failure to implement the IEP.

(2) The conduct must be determined to be a manifestation of the child's disability if the administrative authority, the parent and relevant members of the child's IEP team determine that a condition in either Subparagraph (a) or (b) of Paragraph (1) of Subsection C of 6.11.2.11 NMAC was met.

(3) If the administrative authority, the parent and relevant members of the child's IEP team determine the condition described in Subparagraph (b) of Paragraph (1) of Subsection C of 6.11.2.11 NMAC was met, the administrative authority must take immediate steps to remedy those deficiencies.

D. Determination that behavior is manifestation of disability. If the administrative authority, the parent and relevant members of the IEP team make the determination that the conduct was a manifestation of the child's disability, the IEP team must comply within 34 CFR Sec. 300.530(f).

E. Special circumstances. School personnel may remove a student to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child's disability, if the child's behavior involves one of the special circumstances listed in 34 CFR Sec. 300.530(g). For purposes of this subsection, the definitions provided in 34 CFR Sec. 300.530(i) shall apply.

F. Determination of setting. The student's IEP team determines the interim alternative educational setting for services under Subsections B and E of this section.

G. Change of placement because of disciplinary removals. For purposes of removals of a student with a disability from the child's current educational placement under 6.11.2.11 and 6.11.2.12 NMAC, a change of placement occurs if the conditions provided in 34 CFR Sec. 300.536 are met.

H. Parental notification. On the date on which the decision is made to make a removal that constitutes a change of placement of a student with a disability because of a violation of a code of student conduct, the administrative authority must notify the parents of that decision, and provide the parents the procedural safeguards notice described in 34 CFR Sec. 300.504.

I. Services. A student with a disability who is removed from the student's current placement pursuant to this section must continue to receive special education and related services as provided in 34 CFR Sec. 300.530(d).

J. Appeal.

(1) The parent of a student with a disability who disagrees with any decision regarding the placement or the manifestation determination under this section, or an administrative authority that believes that maintaining the current placement of the student is substantially likely to result in injury to the student or others, may appeal the decision by requesting a hearing. The hearing is requested by filing a complaint pursuant to Subsection I of 6.31.2.13 NMAC.

(2) A hearing officer who hears a matter under Paragraph (1) of Subsection J of 6.11.2.11 NMAC, has the authority provided in 34 CFR Sec. 300.532(b).

(3) When an appeal under this subsection has been made by either the parent or the administrative authority, the student must remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of

the time period specified in Subsections B or E of this section, which ever occurs first, unless the parent and the administrative authority agree otherwise.

[08-15-97; 6.11.2.11 NMAC - Rn, 6 NMAC 1.4.11 & A, 11-30-00; A, 9-15-05; A, 6/29/07]

6.11.2.12 PROCEDURE FOR DETENTIONS, SUSPENSIONS AND

EXPULSIONS: The authority of the state and of local school boards to prescribe and enforce standards of conduct for public school students must be exercised consistently with constitutional safeguards of individual student rights. The right to a public education is not absolute; it may be taken away, temporarily or permanently, for violations of school rules. But it is a property right which may only be denied where school authorities have adhered to the minimum procedural safeguards required to afford the student due process of law. This section prescribes minimum requirements for detention, in-school suspension and temporary, long-term or permanent removal of students from the public schools. Local school boards may adopt procedures which afford students more protection than this rule requires. The procedures in this section apply only to disciplinary detentions, suspensions and expulsions. They do not apply to disenrollment of students who fail to meet immunization, age, residence or other requirements for valid enrollment, nor to the removal from school membership reports of students who have been absent from school for ten (10) consecutive school days in accordance with Subsection B of Section 22-8-2 NMSA 1978. Nothing in this section should be construed as prohibiting school boards or administrative authorities from involving other school staff, students and members of the community in the enforcement of rules of student conduct to the extent they believe is appropriate.

A. Post-suspension placement of students. Any student suspended from school shall be delivered directly by a school official to the student's parent(s), legal guardian or an adult designated by the parent(s) or the legal guardian, or kept on school grounds until the usual end of the school day.

B. Students with disabilities. This Section does not apply to long-term suspension or expulsion of students who are disabled pursuant to the IDEA or Section 504. The procedures for long-term suspension or expulsion of disabled students are set forth in Section 6.11.2.11 NMAC above. School personnel under this section may remove a student with a disability who violates a rule of student conduct from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension, for not more than 10 consecutive school days (to the extent those alternatives are applied to students without disabilities), and for additional removals of not more than 10 consecutive school days in that same school year for separate incidents of misconduct (as long as those removals do not constitute a change of placement under Subsection G of 6.11.2.11 NMAC above).

C. Immediate removal: Students whose presence poses a continuing danger to persons or property or an ongoing threat of interfering with the educational process may be immediately removed from school, subject to the following rules.

(1) A rudimentary hearing, as required for temporary suspensions, shall follow as soon as possible.

(2) Students shall be reinstated after no more than one school day unless within that time a temporary suspension is also imposed after the required rudimentary hearing. In such circumstances, a single hearing will support both the immediate removal and a temporary suspension imposed in connection with the same incident(s).

(3) The school shall exert reasonable efforts to inform the student's parent of the charges against the student and the action taken as soon as practicable. If the school has not communicated with the parent by telephone or in person by the end of the school day following the immediate removal, the school shall on that day mail a written notice with the required information to the parent's address of record.

D. Temporary suspension.

(1) A local school board may limit temporary suspensions to periods shorter than ten (10) school days.

(2) A student facing temporary suspension shall first be informed of the charges against him or her and, if (s)he denies them, shall be told what evidence supports the charge(s) and be given an opportunity to present his or her version of the facts. The following rules apply.

(a) The hearing may be an informal discussion and may follow immediately after the notice of the charges is given.

(b) Unless the administrative authority decides a delay is essential to permit a fuller exploration of the facts, this discussion may take place and a temporary suspension may be imposed within minutes after the alleged misconduct has occurred.

(c) A student who denies a charge of misconduct shall be told what act(s) (s)he is accused of committing, shall be given an explanation of the evidence supporting the accusation(s) and shall then be given the opportunity to explain his or her version of the facts. The administrative authority is not required to divulge the identity of informants, although (s)he should not withhold such information without good cause. (S)he is required to disclose the substance of all evidence on which (s)he proposes to base a decision in the matter.

(d) The administrative authority is not required to allow the student to secure counsel, to confront or cross-examine witnesses supporting the charge(s), or to call witnesses to verify the student's version of the incident, but none of these is prohibited.

(e) The school shall exert reasonable efforts to inform the student's parent of the charges against the student and their possible or actual consequence as soon as practicable. If the school has not communicated with the parent by telephone or in person by the end of the first full day of suspension, the school shall on that day mail a written notice with the required information to the parent's address of record.

E. In-school suspension.

(1) In-school suspension may be imposed with or without further restriction of student privileges. Any student who is placed in an in-school suspension which exceeds ten (10) school days must be provided with an instructional program that meets both state and local educational requirements. Student privileges, however, may be restricted for longer than ten (10) school days.

(2) In-school suspensions of any length shall be accomplished according to the procedures for a temporary suspension as set forth above. A local school board

may limit the length of in-school suspensions which may be accomplished under temporary suspension procedures. No in-school suspension student shall be denied an opportunity to eat lunch or reasonable opportunities to go to the restroom.

F. Detention.

(1) Detention may be imposed in connection with in-school suspension, but is distinct from in-school suspension in that it does not entail removing the student from any of his or her regular classes.

(2) The authority of the schools to supervise and control the conduct of students includes the authority to impose reasonable periods of detention during the day or outside normal school hours as a disciplinary measure. No detained student shall be denied an opportunity to eat lunch or reasonable opportunities to go to the restroom. Reasonable periods of detention may be imposed in accordance with the procedures for temporary suspension.

G. Long-term suspension and expulsion.

(1) Each local school board shall authorize appropriate administrative authorities to initiate procedures leading to long-term suspension or expulsion. Where prompt action to suspend a student long-term is deemed appropriate, a temporary suspension may be imposed while the procedures for long-term suspension or expulsion are activated. However, where a decision following the required formal hearing is delayed beyond the end of the temporary suspension, the student must be returned to school pending the final outcome unless the provisions of Subsection G, Paragraph (4), Subparagraphs (j) and (k) of Section 6.11.2.12 NMAC below apply.

(2) A student who has been validly expelled or suspended is not entitled to receive any educational services from the local district during the period of the exclusion from school. A local school board may provide alternative arrangements, including correspondence courses at the student's or parent's expense pursuant to state board of education requirements, if the board deems such arrangements appropriate.

(3) Each local school board shall establish, or shall authorize appropriate administrative authorities to establish, appropriate processes for handling long-term suspensions and expulsions. Unless the terms expressly indicate otherwise, nothing in the procedures below shall be construed as directing that any required decision be made by any particular person or body or at any particular level of administrative organization.

(4) The following rules shall govern the imposition of long-term suspensions or expulsions:

(a) Hearing authority; disciplinarian. The same person or group may, but need not, perform the functions of both hearing authority and disciplinarian. Where the functions are divided, the hearing authority's determination of the facts is conclusive on the disciplinarian, but the disciplinarian may reject any punishment recommended by the hearing authority.

(b) Review authority. Unless the local school board provides otherwise, a review authority shall have discretion to modify or overrule the disciplinarian's decision, but may not impose a harsher punishment. A review authority shall be bound by a hearing authority's factual determinations except as provided in Subsection G, Paragraph (4), Subparagraph (o) of Section 6.11.2.12 NMAC below.

(c) Disqualification. No person shall act as hearing authority, disciplinarian or review authority in a case where (s)he was directly involved in or witnessed the incident(s) in question, or if (s)he has prejudged disputed facts or is biased for or against any person who will actively participate in the proceedings.

(d) Local board participation. A local board may act as hearing authority, disciplinarian or review authority for any cases involving proposed long-term suspensions or expulsions. Whenever a quorum of the local board acts in any such capacity, however, the Open Meetings Act, Section 10-15-1 et seq., NMSA 1978 requires a public meeting.

(e) Initiation of procedures. An authorized administrative authority shall initiate procedures for long-term suspension or expulsion of a student by designating a hearing authority and disciplinarian in accordance with local board policies, scheduling a formal hearing in consultation with the hearing authority and preparing and serving a written notice meeting the requirements of Subsection G, Paragraph (4), Subparagraph (h) of Section 6.11.2.12 NMAC below.

(f) Service of notice. The written notice shall be addressed to the student, through his or her parent(s), and shall be served upon the parent(s) personally or by mail.

(g) Timing of hearing. The hearing shall be scheduled no sooner than five (5) nor later than ten (10) school days from the date of receipt of the notice by the parent(s). The hearing authority may grant or deny a request to delay the hearing in accordance with the provisions of Subsection G, Paragraph (4), Subparagraph (i) of Section 6.11.2.12 NMAC below.

(h) Contents of notice. The written notice must contain all of the following information, parts of which may be covered by appropriate reference to copies of any policies or regulations furnished with the notice:

(i) the school rule(s) alleged to have been violated, a concise statement of the alleged act(s) of the student on which the charge(s) are based and a statement of the possible penalty;

(ii) the date, time and place of the hearing, and a statement that both the student and parent are entitled and urged to be present;

(iii) a clear statement that the hearing will take place as scheduled unless the hearing authority grants a delay or the student and parent agree to waive the hearing and comply voluntarily with the proposed disciplinary action or with a negotiated penalty, and a clear and conspicuous warning that a failure to appear will not delay the hearing and may lead to the imposition of the proposed penalty by default;

(iv) a statement that the student has the right to be represented at the hearing by legal counsel, a parent or some other representative designated in a written notice filed at least seventy-two (72) hours before the hearing with the contact person named pursuant to Subsection G, Paragraph (4), Subparagraph (h), Sub-subparagraph (vi) of Section 6.11.2.12 NMAC below;

(v) a description of the procedures governing the hearing;

(vi) the name, business address and telephone number of a contact person through whom the student, parent or designated representative may

request a delay or seek further information, including access to any documentary evidence or exhibits which the school proposes to introduce at the hearing; and

(vii) any other information, materials or instructions deemed appropriate by the administrative authority who prepares the notice.

(i) Delay of hearing. The hearing authority shall have discretion to grant or deny a request by the student or the appropriate administrative authority to postpone the hearing. Such discretion may be limited or guided by local school board policies not otherwise inconsistent with this regulation.

(j) Students status pending hearing. Where a student has been suspended temporarily and a formal hearing on long-term suspension or expulsion will not occur until after the temporary suspension has expired, the student shall be returned to school at the end of the temporary suspension unless:

(i) the provisions of Subsection G, Paragraph (4), Subparagraph (k) of Section 6.11.2.12 NMAC below apply, or

(ii) the student and parent(s) have knowingly and voluntarily waived the students right to return to school pending the outcome of the formal proceedings, or

(iii) the appropriate administrative authority has conducted an interim hearing pursuant to a written local school board policy made available to the student which affords further due process protection sufficient to support the student's continued exclusion pending the outcome of the formal procedures.

(k) Waiver of hearing; voluntary compliance or negotiated penalty. A student and his or her parent(s) may elect to waive the formal hearing and review procedures and comply voluntarily with the proposed penalty, or may waive the hearing and review and negotiate a mutually acceptable penalty with the designated disciplinarian. Such a waiver and compliance agreement shall be made voluntarily, with knowledge of the rights being relinquished, and shall be evidenced by a written document signed by the student, the parent(s), and the appropriate school official.

(l) Procedure for hearing and decision. The formal hearing is not a trial. It is an administrative hearing designed to ensure a calm, orderly determination by an impartial hearing authority of the facts of a case of alleged serious misconduct. Technical rules of evidence and procedure do not apply. The following-rules govern the conduct of the hearing and the ultimate decision.

(i) The school shall have the burden of proof of misconduct.

(ii) The student and his or her parent shall have the following rights: The right to be represented by legal counsel or other designated representative, however, the school is not required to provide representation; the right to present evidence, subject to reasonable requirements of substantiation at the discretion of the hearing authority and subject to exclusion of evidence deemed irrelevant or redundant; the right to confront and cross-examine adverse witnesses, subject to reasonable limitation by the hearing authority; the right to have a decision based solely on the evidence presented at the hearing and the applicable legal rules, including the governing rules of student conduct.

(iii) The hearing authority shall determine whether the alleged act(s) of misconduct have been proved by a preponderance of the evidence presented at a hearing at which the student and/or a designated representative have appeared.

(iv) If no one has appeared on the student's behalf within a reasonable time after the announced time for the hearing, the hearing authority shall determine whether the student, through the parent, received notice of the hearing. If so, the hearing authority shall review the school's evidence to determine whether it is sufficient to support the charge(s) of misconduct.

(v) A hearing authority who is also a disciplinarian shall impose an appropriate sanction if (s)he finds that the allegations of misconduct have been proved under the standards of either Subsection G, Paragraph (4), Subparagraph (I), Sub-subparagraph (iii) or Sub-subparagraph (iv) of Section 6.11.2.12 NMAC above. A hearing authority who is not a disciplinarian shall report its findings, together with any recommended sanction, to the disciplinarian promptly after the hearing.

(vi) Arrangements to make a tape recording or keep minutes of the proceedings shall be made by the administrative authority who scheduled the hearing and prepared the written notice. A verbatim written transcript is not required, but any minutes or other written record shall fairly reflect the substance of the evidence presented.

(vii) The hearing authority may announce a decision on the question of whether the allegation(s) of misconduct have been proved at the close of the hearing. A hearing authority who is also a disciplinarian may also impose a penalty at the close of the hearing.

(viii) In any event, the hearing authority shall prepare and mail or deliver to the student, through the parent, a written decision within five (5) working days after the hearing. The decision shall include a concise summary of the evidence upon which the hearing authority based its factual determinations. A hearing authority who is also a disciplinarian shall include in the report a statement of the penalty, if any, to be imposed, and shall state reasons for the chosen penalty. A hearing authority who is not a disciplinarian shall forward a copy of his or her written decision to the disciplinarian forthwith. The disciplinarian shall prepare a written decision, including reasons for choosing any penalty imposed, and mail or deliver it to the student, through the parent, within five (5) working days of receipt of the hearing authority's report.

(ix) A disciplinarian who is not a hearing authority may observe but not participate in the proceedings at a formal hearing. If the disciplinarian has done so and if the hearing authority announces a decision at the close of the hearing, the disciplinarian may also announce his or her decision at that time.

(x) The disciplinarian's decision shall take effect immediately upon initial notification to the parent, either at the close of the hearing or upon receipt of the written decision. If initial notification is by mail, the parent shall be presumed to have received the notice on the fifth calendar day after the date of mailing unless a receipt for certified mail, if used, indicates a different date of receipt.

(m) Effect of decision. If the hearing authority decides that no allegation(s) of misconduct have been proved, or if the disciplinarian declines to impose a penalty despite a finding that an act or acts of misconduct have been proved, the matter

shall be closed. If the disciplinarian imposes any sanction on the student, the decision shall take effect immediately upon notification to the parent and shall continue in force during any subsequent review.

(n) Right of review. Unless the local school board was the disciplinarian, a student aggrieved by a disciplinarian's decision after a formal hearing shall have the right to have the decision reviewed if the penalty imposed was at least as severe as a long-term suspension or expulsion, an in-school suspension exceeding one school semester or a denial or restriction of student privileges for one semester or longer. A local school board may grant a right of review for less severe penalties. Local school boards shall establish appropriate mechanisms for review except where the local board was the disciplinarian, in which case its decision is final and not reviewable administratively. A student request for review must be submitted to the review authority within ten (10) school days after the student is informed of the disciplinarian's decision.

(o) Conduct of review. Unless the local board provides otherwise, a review authority shall have discretion to modify the disciplinarian's decision, including imposing any lesser sanction deemed appropriate. A review authority shall be bound by the hearing authority's factual determinations unless the student persuades the review authority that a finding of fact was arbitrary, capricious or unsupported by substantial evidence or that new evidence which has come to light since the hearing and which could not with reasonable diligence have been discovered in time for the hearing would manifestly change the factual determination. Upon any such finding, the review authority shall have discretion to receive new evidence, reconsider evidence introduced at the hearing or conduct a de novo hearing. In the absence of any such finding, the review shall be limited to an inquiry into the appropriateness of the penalty imposed.

(p) Form of review. Unless the local board provides otherwise, a review authority shall have discretion to conduct a review on the written record of the hearing and decision in the case, to limit new submissions by the aggrieved student and school authorities to written materials and/or to grant a conference or hearing at which the student and his or her representative, and school authorities may present their respective views in person. Where a conference or hearing is granted, the record-keeping requirements of Subsection G., Paragraph (4), Sub-paragraph (l), Sub-sub-paragraph (vi) of Section 6.11.2.12 NMAC above apply.

(q) Timing of review. Except in extraordinary circumstances, a review shall be concluded no later than fifteen (15) working days after a student's written request for review is received by the appropriate administrative authority.

(r) Decision. A review authority may announce a decision at the close of any conference or hearing held on review. In any event, the review authority shall prepare a written decision, including concise reasons, and mail or deliver it to the disciplinarian, the hearing authority and the student, through the parent, within ten (10) working days after the review is concluded.

(s) Effect of decision. Unless the local school board provides otherwise, a review authority's decision shall be the final administrative action to which a student is entitled.

[08-15-97; 6.11.2.12 NMAC - Rn, 6 NMAC 1.4.12, 11-30-00; A, 6/29/07]

PRE-NMAC HISTORY: The material in this part was derived from that previously filed with the State Records Center and Archives under: State Board of Education (SBE) Regulation No. 68-2, Loco Parentis, filed February 6, 1968;
SBE Regulation No. 71-5, Rights and Responsibilities of the Public Schools, filed July 1, 1971;
SBE Regulation No. 71-6, Rights and Responsibilities of the Public Schools, filed August 26, 1971;
Amendment No. 1 to SBE Regulation 71- 6, Amendment to State Board Rights and Responsibilities, filed June 19, 1972;
SBE Regulation No. 73-9, Jurisdiction Over Students, filed May 07, 1973;
SBE Regulation No. 77-3, Rights and Responsibilities of the Public Schools and Public School Students, filed July 12, 1977;
Amendment 1 to SBE Regulation No. 77-3, Rights and Responsibilities of the Public Schools and Public School Students, filed November 23, 1977;
Amendment 2 to SBE Regulation No. 77-3, Rights and Responsibilities of the Public Schools and Public School Students, filed November 23, 1977;
SBE Regulation 81-3, Rights and Responsibilities of the Public Schools and Public School Students, filed June 15, 1981;
Amendment 1 to SBE Regulation 81-3, Rights and Responsibilities of the Public Schools and Public School Students, filed October 2, 1995.

6.12.5.1 ISSUING AGENCY: Public Education Department
[6.12.5.1 NMAC - N, 02-28-06]

6.12.5.3 STATUTORY AUTHORITY: This rule is adopted pursuant to Sections 22-2-1 and 9-24-8, NMSA 1978.
[6.12.5.3 NMAC - N, 02-28-06]

6.12.5.5 EFFECTIVE DATE: February 28, 2006, unless a later date is cited at the end of a section.
[6.12.5.5 NMAC - N. 02-28-06]

6.12.5.7 DEFINITIONS:

A. “A la carte” means a beverage or food product sold in schools to students during the

lunch period that is not part of the United States department of agriculture school meal program.

B. “Competitive food” means a food or beverage sold at school other than one served as part of the United States department of agriculture school meal program. The term includes any item sold in vending machines, a la carte or through other school fundraising efforts.

C. “Fund raisers” means beverage or food products sold to raise money that are not sold in vending machines, a la carte sales or as part of the United States department of agriculture school meal program.

D. “Vended beverages and foods” means a beverage or food product sold in vending machines to students in schools.

[6.12.5.7 NMAC - N, 02-28-06]

6.12.5.8 REQUIREMENTS FOR COMPETITIVE FOODS SOLD TO STUDENTS:

- A. Vended foods and beverages:
- (1) Elementary schools:
 - (a) Beverages sold in vending machines to students in elementary schools shall only be sold after the last lunch period is completed and shall only include:
 - (i) milk with a fat content of 2 percent or less;
 - (ii) soy milk; and
 - (iii) water.
 - (b) Carbonated beverages shall not be sold in vending machines to students in elementary schools.
 - (c) Food products shall not be sold in vending machines to students in elementary schools.
 - (2) Middle schools:
 - (a) Beverages sold in vending machines to students in middle schools shall only include:
 - (i) milk with a fat content of two percent or less;
 - (ii) soy milk;
 - (iii) water; and
 - (iv) 100 percent fruit juice that has no added sweeteners and no more than 125 calories per container and a serving size not to exceed 20 ounces.
 - (b) Carbonated beverages shall not be sold in vending machines to students in middle schools.
 - (c) Food products sold in vending machines to students in middle schools are subject to the following requirements:
 - (i) Nuts, seeds, cheese, yogurt, and fruit may be sold in vending machines in middle schools at any time and are not subject to the restrictions in item (ii) of this subparagraph.
 - (ii) Food products other than those listed in item (i) of this subparagraph shall only be sold after the last lunch period is completed and are subject to the following restrictions: shall contain no more than 200 calories per container or per package or amount served and shall contain no more than 8 grams of fat per container or per package or amount served with no more than 2 grams of fat from saturated and trans-fats and shall contain no more than 15 grams of sugar per package or amount served.
 - (3) High schools:
 - (a) Beverages sold in vending machines to students in high schools at any time shall only include:
 - (i) milk with a fat content of 2 percent or less;
 - (ii) soy milk;
 - (iii) water; and
 - (iv) juice that is at least 50 percent fruit and that has no added sweeteners and a serving size not to exceed 20 ounces.
 - (b) Beverages sold in vending machines to students in high schools after the last lunch period is completed shall only include the items in subparagraph (a) and:
 - (i) carbonated soft drinks that are both sugar free and caffeine free;
 - (ii) non-carbonated flavored water with no added sweeteners; and

- (iii) sports drinks.
- (c) Food products sold in vending machines to students in high schools may be sold at any time subject to the following requirements:
 - (i) Nuts, seeds, cheese, yogurt, and fruit may be sold in vending machines in high schools at any time and are not subject to the restrictions in item (ii) of this subparagraph.
 - (ii) Food products other than those listed in item (i) of this subparagraph are subject to the following restrictions: shall contain no more than 200 calories per container or per package or amount served and shall contain no more than 8 grams of fat per container or per package or amount served with no more than 2 grams of fat from saturated and trans-fats and shall contain no more than 15 grams of sugar per container or per package or amount served.
- B. A la carte offerings must meet the following requirements:
 - (1) Beverages sold in a la carte offerings may only be sold during lunch period and shall only include:
 - (a) Elementary schools:
 - (i) milk with a fat content of 2 percent or less;
 - (ii) soy milk; and
 - (iii) water.
 - (b) Middle schools:
 - (i) milk with a fat content of two percent or less;
 - (ii) soy milk;
 - (iii) water; and
 - (iv) 100 percent fruit juice that has no added sweeteners and no more than 125 calories per container and a serving size not to exceed 20 ounces.
 - (c) High schools:
 - (i) milk with a fat content of 2 percent or less;
 - (ii) soy milk;
 - (iii) water; and
 - (iv) juice that is at least 50 percent fruit and that has no added sweeteners and a serving size not to exceed 20 ounces.
 - (2) Carbonated beverages or soft drinks, non-carbonated flavored water and sports drinks shall not be sold in a la carte offerings.
 - (3) Food products sold in a la carte offerings may only be sold during lunch and are subject to the following requirements:
 - (a) Nuts, seeds, cheese, yogurt, and fruit are not subject to the restrictions in subparagraph (b) of this paragraph.
 - (b) Food products other than those listed in subparagraph (a) of this paragraph are subject to the following restrictions:
 - (i) shall contain no more than 400 calories per container or per package or amount served; and
 - (ii) shall contain no more than 16 grams of fat per container or per package or amount served, of which no more than 2 grams come from saturated and trans fats combined; and
 - (iii) shall contain no more than 30 grams of total sugar per package or amount served.
- C. Fund raisers:
 - (1) Beverages and food products may be sold as fund raisers at any time during normal school hours except during the lunch period and are subject to the following requirements and limitations:
 - (a) Elementary schools:
 - (i) Beverages sold shall only include: milk with a fat content of 2 percent or less; soy milk; and water. Carbonated beverages shall not be sold.
 - (ii) Food products shall not be sold as fund raisers to students in elementary schools.
 - (b) Middle schools:
 - (i) Beverages sold shall only include: milk with a fat content of 2 percent or less; soy milk; water; and one hundred percent fruit juice that has no added sweeteners and no more than

(ii) Food products sold are subject to the following requirements: nuts, seeds, cheese, yogurt, and fruit may be sold and are not subject to restrictions; food products other than nuts, seeds, cheese, yogurt and fruit shall contain no more than 200 calories per container or per package or amount served and shall contain no more than 8 grams of fat per container or per package or amount served with no more than 2 grams of fat from saturated and trans-fats and shall contain no more than 15 grams of sugar per container or per package or amount served.

(i) Beverages sold shall only include: milk with a fat content of 2 percent or less, soy milk, water and juice that is at least 50 percent fruit and that has no added sweeteners and a serving size not to exceed 20 ounces.

(2) Beverages and food products may be sold as fund raisers outside of normal school hours at at least 50 per cent of the offerings meet the following requirements:

(b) Food products: nuts, seeds, cheese, yogurt, and fruit may be sold and are not subject to restrictions; food products other than nuts, seeds, cheese, yogurt and fruit shall contain no more than 200 calories per container or per package or amount served and shall contain no more than 8 grams of fat per container or per package or amount served with no more than 2 grams of fat from saturated and trans-fats, and shall contain no more than 15 grams of sugar per container or per package or amount served. [6.12.5.8 NMAC - N, 02-28-06]

TITLE 6 PRIMARY AND SECONDARY EDUCATION
CHAPTER 12 PUBLIC SCHOOL ADMINISTRATION - HEALTH AND SAFETY
PART 7 BULLYING PREVENTION

6.12.7.5 EFFECTIVE DATE: November 30, 2006, unless a later date is cited at the end of a section.
[6.12.7.5 NMAC - N, 11-30-06]

6.12.7.6 OBJECTIVE: This rule establishes requirements for districts, schools and state supported educational institutions to address bullying of students by adopting and implementing policies. [6.12.7.6 NMAC - N, 11-30-06]

6.12.7.7 DEFINITIONS:

A. "Bullying" means any repeated and pervasive written, verbal or electronic expression, physical act or gesture, or a pattern thereof, that is intended to cause distress upon one or more students in the school, on school grounds, in school vehicles, at a designated bus stop, or at school activities or sanctioned events. Bullying includes, but is not limited to, hazing, harassment, intimidation or menacing acts of a student which may, but need not be based on the student's race, color, sex, ethnicity, national origin, religion, disability, age or sexual orientation.

B. "Department" means the public education department.

C. "Harassment" means knowingly pursuing a pattern of conduct that is intended to annoy, alarm or terrorize another person.

D. "IDEA" means the federal Individuals with Disabilities Education Act, 20 USC Secs. 1401 and following, including future amendments.

E. "Local school board" means the governing body of a school district or charter school.

F. "School district" means an area of land established as a political subdivision of the state for the administration of public schools and segregated geographically for taxation and bonding purposes. [6.12.7.7 NMAC - N, 11-30-06]

6.12.7.8 REQUIREMENTS:

A. This section applies to local school boards, local school districts, and charter schools and governs policies to be adopted and implemented by local school districts with regards to addressing bullying.

B. Each school district and charter school shall develop and implement a policy that addresses bullying, no later than April 1, 2007.

C. Any such anti-bullying policy shall at least include, but shall not be limited to:

(1) definitions;

(2) an absolute prohibition against bullying;

(3) a method to ensure initial and annual dissemination of the anti-bullying policy to all students, parents, teachers, administrators and all other school or district employees;

(4) procedures for reporting incidents of bullying which ensure confidentiality to those reporting bullying incidents and protection from reprisal, retaliation or false accusation against victims, witnesses or others with information regarding a bullying incident;

(5) consequences for bullying which include consideration of compliance with state and federal IDEA requirements;

(6) consequences for knowingly making false reports pursuant to the anti-bullying policy;

(7) procedures for investigation by administration of incidents reported pursuant to the anti-bullying policy;

(8) a requirement that teachers and other school staff report any incidents of bullying; and

(9) a requirement that anti-bullying is included as part of the health education curriculum as set forth in 6.30.2.19 NMAC ("content standards - health education").

[6.12.7.8 NMAC - N, 11-30-06]

History of 6.12.7 NMAC: [Reserved]

Appendix TANM O: Acronyms

Dob G Dob GG: Double Golpe, double Golpe, Golpe

DP&A: Drawing, Painting, and Artesania

ELL: English Language Learners

ESL: English as Second Language

FHH: Flat Heel, Heel

FTE: Full Time Employee

G Dob GG: Golpe, Double Golpe, Golpe

HDG: Heel Double Golpe

HDGG: Heel Double Golpe, Golpe

IDEA: Individuals with Disabilities in Education Act

IEP: Individual Education Plan

LRE: Least Restrictive Environment

MEM: Membership

NIF: National Institute of Flamenco

NMPED: New Mexico Public Education Department

NMAC: New Mexico Administrative Code

NMASBO: New Mexico Association of School Business Officials

NMSA: New Mexico Statutes Annotated

NMSB: New Mexico Standards and Benchmarks

NMSBA: New Mexico Standards and Benchmarks Assessments

NWEA: North West Evaluation Association

OMA: Open Meetings Act

PAPA: Public Academy for Performing Arts

PEC: Public Education Commission

SAT: Student Assistance Team

SEG: Student Equalization Guarantee

SWOT: Strengths, Weaknesses, Opportunities, Threats

TANM: Tierra Adentro: The New Mexico School of Academics, Art, and Artesania

TH Dob G: Toe Heel Double Golpe

TH Dob GG: Toe Heel Double Golpe, Golpe

THH: Toe Heel, Heel

THJ: Toe Heel Jab

THJH: Toe, Heel, Jab, Heel

THJHJH: Toe Heel Jab Heel Jab Heel

THJHPH: Toe Heel Jab Heel Point Heel

THPHJH: Toe Heel Point Heel Jab Heel

T & E: Total and Estimated

Appendix TANM Q: Bibliography

- Ambady, Nalini, Paik, Sue K. Steel, Jennifer, Owen-Smith, Ashli, and Mitchell, Jason P. (2002). Deflecting negative self-relevant stereotype activation: The effects of individuation. Retrieved May 3, 2009 from <http://www.cat.inist.fr>.
- Côté, James E., and Levine, Charles G. (2002). Identity Formation, Agency, and Culture: A Sociological Synthesis (xi). Mahwah, NJ: Lawrence Erlbaum Associates.
- Gans, Herbert J. (1974). Popular Culture and High Culture. New York: Basic Books, Inc.
- Hayes, Mary F. Practical Application of Reading Theory and Technique to Classroom Composition (abstract). Retrieved June 25, 2009 from <http://www.eric.ed.gov>.
- Markus, H., and Wurf, E. 1987. The Dynamic Self-Concept: A Social Psychological Perspective, Annual Review of Psychology, 38: 299.
- McCarthy, Kevin F., Elizabeth H. Ondaatje, Laura Zakaras, Arthur Brooks. (2004). Gifts of the Muse: Reframing the Debate About the Benefits of the Arts. Santa Monica, CA: The Rand Corporation.
- McCarty, Luise Prior and Thomas A. Schwandt (2000). Seductive Illusions: Von Glasersfeld and Gergen on Epistemology and Education. In Phillips, D.C. (ed.) *Constructivism in Education: Opinions and Second Opinions on Controversial Issues* (41, 45). Chicago: The University of Chicago Press.
- Phillips, D.C. (2000). An Opinionated Account of the Constructivist Landscape. In Phillips, D.C. (ed.), *Constructivism in Education: Opinions and Second Opinions on Controversial Issues* (7). Chicago: The University of Chicago Press.
- Phillips Swanson, Dena, Margaret Beale Spencer, Anne Peterson (1998). Identity Formation in Adolescence. In Borman, Katherine and Barbara Schneider (eds.). *The Adolescent Years: Social Influences and Educational Changes*, Part I (18, 19). Chicago: The University of Chicago Press.
- Rogerson, Brian J. *Journal of Chemical Education*. "Effectiveness of a Daily Class Progress Assessment Technique in Introductory Chemistry." *Journal of Chemical Education* **February 2003 Vol. 80 No. 2 p. 160**
- Stokes, Martin, 1994. Ethnicity, Identity and Music: The Musical Construction of Place (4). Oxford: Berg Publishers.
- Wilson, Mark (ed.) 2004. *Towards Coherence between Classroom Assessment and Accountability*. Chicago: The University of Chicago Press. "Curricular Coherence in Assessment Design." P.239, Lorrie A. Shepard.