

**Albuquerque Institute for Mathematics and Science @ UNM  
Charter**

**Albuquerque Institute for Mathematics and Science @UNM  
CHARTER**

**REV. 10.1.2009**

## **Albuquerque Institute for Mathematics and Science @ UNM Charter**

### **Abstract of Charter:**

The Albuquerque Institute for Mathematics and Science @ UNM (AIMS@UNM), an Albuquerque Public Schools charter school, is located in Albuquerque, New Mexico. Originally a High Tech High San Diego affiliate, the school opened its doors in 2005 as High Tech High Albuquerque. During the charter term the Albuquerque Public Schools Board of Education granted AIMS@UNM two amendments. In October of 2006, the school was granted approval sever ties with High Tech High San Diego and replace it with a partnership with the University of New Mexico. In July of 2007, an amendment was granted to allow enrollment of a middle school component, grades 6-8, while keeping the maximum enrollment at 360 students. Additionally, the dual enrollment requirement for graduation was also granted, as well a curriculum changes which added AP coursework, and Calculus for graduation. Currently the school is housed on the University of New Mexico's south campus which also houses the UNM Science and Technical Park. The school is housed in a University owned building at 933 Bradbury SE.

AIMS@UNM has created a highly structured school environment that sets high academic and behavioral expectations for its students. With an emphasis on mathematics and science, and a requirement for "Critical Language" study, the school's mission is to prepare all students for college. Beginning in the sixth grade and continuing through their graduation, all students enjoy a common culture of college preparation. The curriculum follows the New Mexico State Standards curriculum framework.

The school relies on both internal and external assessments to inform curriculum and drive instruction. In addition to the NMSBA, the school also administers "The Plan", ACT and PSAT. For the 2009-2010 school year, a goal of the school has been extensive professional development with staff to design formative assessments in the core areas of math, science, language arts and social studies at all grade levels. These teacher crafted assessments will allow teachers to continue to build upon their knowledge with respect to analyzing their in-class formative assessments. Continuous training will be in place throughout the renewal term. Student performance has been strong over the term of its Charter, with AIMS@UNM students consistently outperforming both the local dominant district (APS) as well as state averages in English, Reading, Science and Mathematics. In 2009, the CREDO study out of Stamford University recognized the Albuquerque Institute for Mathematics and Science @UNM as one of six charter schools in New Mexico out performing regular public schools in the state.

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**IV. CHARTER SCHOOL MISSION AND STATEMENT OF NEED**

**IV.A.1. Mission Statement:**

Albuquerque Institute for Mathematics and Science @UNM (AIMS@UNM) is committed to preparing its students, grades six thru twelve, for college, community, and beyond through a rigorous focus on math and science and an emphasis global participation.

**IV.A.2. How will the school know if it is achieving its mission?**

Albuquerque Institute for Mathematics and Science @UNM will know it is achieving its mission through assessment of the following goals:

*Goal 1: Each year, 100 percent of all Albuquerque Institute for Mathematics and Science @UNM graduates will be accepted into at least one four-year college or university.*

*Goal 2: Each year, 100 percent of all Albuquerque Institute for Mathematics and Science @UNM graduates will have 2 units of a critical language.*

*Goal 3: Each year, 90 percent of all students at the Albuquerque Institute for Mathematics and Science @UNM will successfully complete a Service Learning project.*

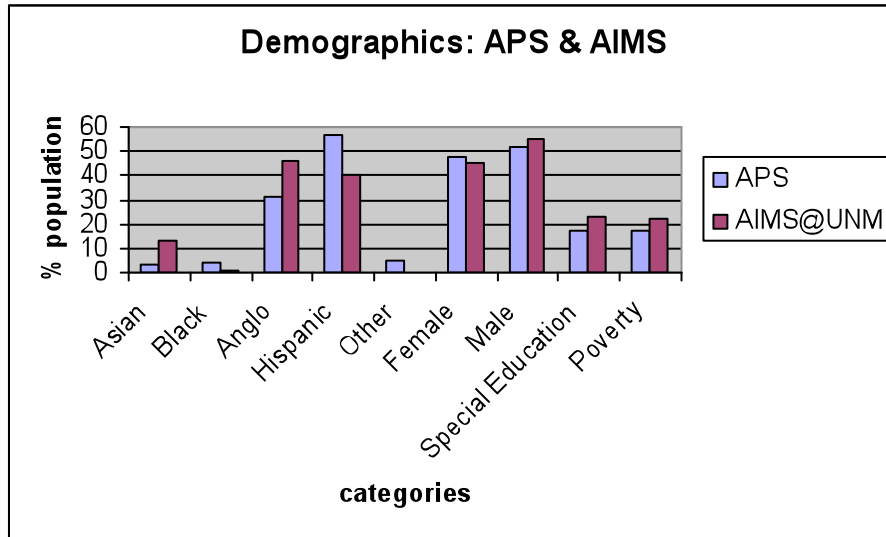
**IV.A.3. How is the Albuquerque Institute for Mathematics and Science @UNM in the best interest of the students and community that it serves?**

AIMS@UNM is currently the only charter school (mid or high school) to be located on the University of Mexico campus with a science and mathematics focus as well as a requirement for dual enrollment of its students with a college or university program. With its college readiness focus and unique location, AIMS@UNM can do more to develop the full range of capabilities and skills necessary to succeed in college, while providing a seamless transition between high school and college. In addition to challenging academic content, AIMS@UNM can also provide a climate and environment of college readiness necessary for successful college preparation. At Albuquerque Institute for Mathematics and Science at UNM, the message will consistently be presented that every student will work to meet the same high expectations to meet rigorous content standards, all students will participate in dual enrollment, all students will graduate with university credits, and all will be accepted to college.

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**IV.A.4. Demographic of community population vs. AIMS@UNM:**



**Graph 1**

Sixteen percent of the student population at AIMS@UNM comes from the 87121 zip code. Fourteen percent is from the 87120 zip code, with 11 percent from the 87105 area. The rest of the students are fairly evenly pulled from across the Albuquerque metropolitan area (graph 1).

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**V. EDUCATIONAL PLAN**

**V.A CURRICULUM FRAMEWORK**

**V.A.1. Philosophy and Approach to Instruction:**

*“A child will reach as high as you hold the bar”*. Albuquerque Institute for Mathematics and Science at UNM believes that all students can prepare for college when provided with a rigorous, intellectually challenging environment. We believe students in grades 6-12 do especially well when they understand the relevance of their academic work and experience linkages between it, their community and the global world in which they must operate. Albuquerque Institute for Mathematics and Science at UNM faculty holds high expectations for student achievement and will create feasible opportunities for each student to attain success. School climate, seamless transition between middle, high, and post-secondary education, a plan for grades 6 thru 14, and project based learning are approaches that are designed to help individual students achieve their highest potential in science and mathematics education. Because of our commitment to bridging the gap between school and the world beyond, Albuquerque Institute for Mathematics and Science at UNM will look and feel different than a traditional 6-12 school. The University environment of the school sends the constant message to students that attendance to college is the ultimate goal. The curriculum, which is in alignment with the New Mexico Content, Standards and Benchmarks, is accelerated, rigorous, and in line with accepted college readiness initiatives. The dual enrollment requirement reinforces the schools mission of college admissions. Additionally, the Service Learning and Critical Language requirements are inclusive of the community and global mission of the school.

**V.A.2. Description of the Curriculum Aligned to New Mexico Standards:**

The AIMS@UNM Charter School faculty currently utilizes an integrated curriculum across content areas, yet inclusive of all standards as established by the State of New Mexico. All standards and benchmarks are aligned with the State of New Mexico curricular framework. These core courses have been identified by such organizations as *Achieve* and the *ACT* as necessary for students to meet college readiness standards. In mathematics, grades 6 and 7 are taught pre-Algebra, with Algebra taught in the 8<sup>th</sup> grade. Beginning with the ninth grade, students take four years of math: geometry, Algebra II/Pre Calculus, Calculus, and finish with a dual enrollment math class during the senior year. English classes in the middle grades are enriched, with the high school students taking four years of English, two of which are AP Literature and AP English and Composition. Science is also taken every year beginning in the 6<sup>th</sup> grade, with a dual credit science requirement during the senior year. AP US History, AP World History and AP Government and Politics round out the

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social studies requirement in the high school. Exposure to the Critical Languages begins in the middle school, with two years of study required at the high school level. Finally Service Learning standards are imbedded into the core content at each grade level.

### **V.A.3. Strategies and Methods:**

Besides quality instructional techniques, AIMS@UNM will utilize project based strategies to integrate the curriculum. Projects will offer students an opportunity to apply their specific core knowledge and skills, learn about their community and give back to their community. Other methods may include, but are not limited to:

- **Dual enrollment:** Students at AIMS@UNM will dual enroll at a post secondary institution and receive both high school and college credit.
- **A balanced calendar:** To facilitate the utilization of dual enrollment, AIMS@UNM will follow a calendar that is accommodating of the University of New Mexico calendar.
- **A seamless transition between mid school-high school-and post-secondary educational pursuits.** In addition to key cognitive strategies and important content knowledge, AIMS@UNM will incorporate college readiness activities into the routines and requirements of the school, breaking the process of college preparation down into manageable pieces as they move through high school. This includes knowledge of the system of college preparation, application and admission.
- **Participation in Science Fair:** All students will participate in science fair.
- **A curriculum which meets or exceeds the minimum credits required by the state:** AIMS@UNM will graduated with 27 credits which is 3 credits beyond the state of New Mexico's requirement of 23 credits
- **A rigorous curriculum:** Curriculum will be rigorous and will meet or exceed the standards of the State of New Mexico.
- **Service Learning Component:** In keeping with the Mission of AIMS@UNM, all students will complete a service learning component that will be incorporated into the core content area grades of math, science, language arts and social sciences. Each project will be community based, and will require students to utilize standards from each of the above stated content areas.
- **Literacy:** math and reading literacy will be imbedded into each of the core content areas of math, science, language arts and social sciences.

AIMS@UNM recognizes however that in addition to key cognitive strategies and content knowledge, students who are college bound require supports and specific knowledge to master the curriculum and traverse the necessary information to access post secondary education. To

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that end, the Albuquerque Institute for Mathematics and Science @UNM implements the following strategies:

- **Student Success Seminar:** mandatory tutoring and content support. Built into the regular school day, all students participate in tutoring. Tutoring is conducted by regular faculty at AIMS@UNM. Tutoring can either be assigned, in the case of a student performing below standards, or can be by student choice, dependent upon what the student determines is necessary.
- **Academic Intervention Map for Success:** Students performing below standards, either on the Standards Based Assessment, or on formative assessments, receive an Academic Intervention Map (or AIMS Plan). The plan outlines such interventions as tutoring assignments, strategies for support at home, additional practice as well as other strategies individualized for that student. Progress is reported home to parents quarterly.
- **Next Step Plan:** The Next Step Plan is a state requirement pursuant to § 22.13.1.1, NMSA 1978. The purpose of the Next Step Plan is to provide a structure for mid and high AIMS@UNM s students to think about their future. Next Step plans at AIMS@UNM will focus on college preparation and college application process, in addition to exploring and determining their respective interests, goals, and plans. The Next Step Plan will be revisited and updated each year by the parents/guardians, advisor and student.

### **B. EDUCATIONAL PROGRAM**

#### **V.B.1. Length of School Day and School Year:**

- Length of the school day is 8 hours, with 30 minute lunch. Instructional time is 7 hours and 20 minutes/day.
- Length of school year is 173 days, total instructional hours is 1268.
- AIMS@UNM calendar aligns with the University of New Mexico.

#### **V.B.2 Grade Levels, Class Size and Projected Enrollment:**

- School serves grades 6-12
- Maximum enrollment for the school is 360 students

#### **V.B.3 Graduation Requirements (if applicable):**

4 Units English, 2 of which shall be AP Literature and AP English and composition  
4 Units Mathematics, 1 unit shall be Calculus, and 1 unit shall be of dual enrollment in math  
4 Units of Science, 2 units of which have a laboratory component, and 1 unit of dual credit Science  
3.5 Units of Social Science, including: AP US History, AP World History and Geography, AP Government, Economics, and .5 unit of New Mexico History.

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1 Unit of Physical Education  
2 Units of Critical Language  
7.5 dual enrollment elective units  
26 Total

**V.C STUDENT PERFORMANCE EXPECTATIONS**

***Goal 1: “Seventh grade proficiency levels in science according to the New Mexico Standards Based Assessment, will increase by 5 percent at the Proficient and Advanced levels for the 2010-2011 school year:***

The seventh grade proficiency level in science was chosen because of its lower proficiency rate in comparison to writing and reading scores. For the 2008-2009 school year, this group demonstrated a 57 percent proficient and advanced rating in science, in comparison 84 percent in reading, and 78 percent in writing.

***Goal 2: “Seventh grade proficiency levels in math according to the New Mexico Standards Based Assessment will increase by 5 percent at the Proficient and Advanced levels for the 2010-2011 school year.***

Again, this group was chosen because of its lower proficiency rate in comparison to writing and reading scores. For the 2008-2009 school year, this group demonstrated a 62 percent proficient and advanced rating in mathematics, in comparison 84 percent in reading, and 78 percent in writing.

***Goal 3: “Eleventh grade college readiness indicators will increase by 5 percent over a period of 2010-2011 school year on internal formative assessments designed during the 2009-2010 school year.***

**V.C.1 Plan for Evaluating Student Performance:**

*The types of assessments, in addition to the statewide mandated testing, that will be used to measure student progress toward achievement of the NM Standards and the school’s student performance expectations*

In addition to the Standards Based Assessment at the seventh grade level, and the ACT exam given at the eleventh grade, the Albuquerque Institute for Mathematics and Science @UNM will, beginning the 2009-2010 school year, design formative assessments to measure student progress. Our mission at AIMS focuses our student performance towards early college entrance and is directly connected to current legislation enacted to establish procedures for implementing a high school readiness assessment system. The goals listed below capture the theme present in both our mission and legislative efforts—that being to develop a process for not only identifying acceptable short-cycle, diagnostic type assessment instruments that measure college readiness for 9<sup>th</sup> and 10<sup>th</sup> grades, but also having the instrument measure student performances as a whole at AIMS in an effort to prepare them for entry level college coursework. These assessments require

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extensive teacher professional development throughout the 2009-1010, but once completed will continue throughout the Charter Renewal term. The timeline and professional goals are below:

### **(Fall Semester - Ongoing) *Formative Assessment Analysis on Teacher-Crafted Tests***

Every fall semester teachers will continue to build upon their knowledge with respect to analyzing their in-class formative assessments. Continuous training will yield deeper insights into statistical analyses, measurements, and concepts related to:

- Measures of Central Tendency
- Reliability
- Validity
- Standard Error of Measurement
- Correlation
- Psychometrics
- Assessment Development and Alignment

Evidence and statistics obtained from the process are used to guide discussion and decision making with respect to the ongoing formative assessment development that will measure college readiness. Teachers will present their results, both orally and written, from in-class formative assessments. Presentations need to specifically focus on the above measurements and concepts and, moreover, how the results of the assessment will guide or affect their teaching of student performance standards.

### **(Fall Semester 2009) *Selection of College Readiness Standards***

Teachers will select from the list of college readiness standards below one that best represents their content area and its ability to prepare students for college:

1. American Diploma Project (ADP) Benchmarks
2. Knowledge and Skills for University Success (KSUS)
3. College and Career Readiness Standards (CCRS)—proposed draft from the College and Career Readiness Institute in July 2009
4. College Board Standards for College Success
5. New Mexico Content Standards and Benchmarks

If in the future a new set of standards that relate to college readiness become available they will be added to the list and reviewed by the faculty at AIMS the following fall semester for possible adoption.

### **(Fall Semester 2009) *Cognitive Taxonomic Rating (Depth-of-Knowledge) of Standards***

The standards selected from G2 are then rated on an adapted scale—either an adapted five-point version created by Marzano (2001), four-point scale identified by Webb (2001), or other

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cognitive domain taxonomy that attempts to capture increases in complexities of cognitive performances (e.g. Bloom's Taxonomy, Gagne's Taxonomy, etc.)

If in the future the faculty at AIMS warrants a different depth-of-knowledge taxonomic rating then it will be reviewed together with others in light of current research surrounding the rating so that its selection is validated.

### **(Fall Semester 2009 - Ongoing) *Selection of Test Items & Grade Level Rating***

Every fall semester teachers will collect a sample of assessment items (at least 10 for the fall of 2009) that represent a set of learning targets aimed at preparing students for entry-level college coursework. The assessment items may come from a variety of sources such as postsecondary assignments, Core State Standards examples created from the CCRI, Advanced Placement examinations, teacher-crafted assessments, etc. Using the selected standards from G2 each test item is then assigned to a specific grade level or grouping of grade levels.

The standards from G2 and the respective research related to their applicable grade levels are used to validate the test item's grade level assignment. Likewise, discussions will take place during this process to determine how and why different domains of content and grade levels are assessed so that the selected test items better evaluate the unique academic culture at AIMS. Documentation of the aforementioned decision making process together with the succeeding goals will serve as validity evidence as suggested by Messick (1989b, 1994b) Linn, Baker, and Dunbar (1991), and Brown (2007) in order to justify further development and changes made to future college readiness assessments at AIMS.

### **(Fall Semester through February 2010 - Ongoing) *Test Item Depth-of-Knowledge Rating***

Each year teachers will use the depth of knowledge scale in G3 and rate each assessment item from the test bank in G4.

After researching which quantitative index is best to analyze the consistency of ratings from G3 and G5 a percent of variability in the teachers scoring will be obtained. Such calculations will indicate the percent of variability attributed to systematic influences and measures of agreement when there are two or more raters. Thus generalizability theory (Shavelson & Webb, 1991) and research relating to the efforts that employ Fliess' kappa will be reviewed. Research is ongoing so that statistical analyses that are more robust in measuring inter-rater agreement can be employed on future assessments at AIMS.

### **(3<sup>rd</sup> Quarter Spring Semester 2010 - Ongoing) *Relating Test Items to Standards***

In the spring teachers will assign each test item to a goal and/or objective of a particular standard. Thus, a particular test item may relate to one or more goals and/or objectives within a standard. The resulting matrix will reveal which assessment items address a particular standard and the number of standards that relate to a specific test item. Since test items are linked to specific grade level(s) then the same relationships hold between particular standards and grade levels.

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Trainings are conducted prior to goals 3-6 in which teachers are given a sample of 10 test questions that they rate and then discuss. Test items representative of particular subjects (e.g. English, math, science, etc.) are rated by only those who teach the content area. No fewer than three raters rated each test item.

### **(4<sup>th</sup> Quarter Spring Semester 2010 - Ongoing) *Analysis of Alignment***

Using the alignment methodology created by Dr. Norman Webb of the Wisconsin Center for Educational Research criterion values are applied to evaluate item match, cognitive complexity, and depth or breadth coverage (Cook, 2007). Item matching is analyzed using Categorical Concurrence, cognitive complexity uses the Depth-of-Knowledge scale selected in G3, and the depth or breadth coverage is captured by a Range-of-Knowledge, and Balance-of-Representation statistics facilitated by the matrix created in G6 (Brown, 2007).

The recommended benchmarks for the respective alignment criteria are listed below (Webb, 1999, 2002):

<b>Alignment Criteria</b>	<b>AIMS Index Value Benchmark</b>
Categorical Concurrence	at least 6 items on average are aligned to each standard
Depth-of-Knowledge	$\geq 0.50$ with a criterion range (0 – 1.0)
Range-of-Knowledge	$\geq 0.50$ with a criterion range (0 – 1.0)
Balance-of-Representation	$\geq 0.70$ with a criterion range (0 – 1.0)

Finally, in order to infer how the formative assessments we develop align to the selected standards in a more comprehensive nature rather than along four dimensions a summary alignment index value (SAIV) is calculated (Brown, 2007). This measure will also allow our school to compare assessments in subsequent years that naturally develop as a result of determining the index values for alignment criteria on such exams.

### **(2010 through renewal term) *Teacher Professional Development***

Teachers once a year will give presentations during Friday in-services. The training will relate to a **current issue in education** or **issue deemed appropriate by the School Director and Administration**. The presentations are submitted using the SMART goal format as an outline. Prior to the training the SMART goal is submitted to the School Director. After approval from the School Director both the teacher and administrative personnel are better prepared to support one another in regards to deadlines or any other means of collecting data so that the goals of the training remain

### **V.C.2 The procedures for taking corrective action in the event that student performance falls below the NM Standards and/or the school's student performance expectations:**

Students performing below NM Standards will be identified by the third week of school. These students will be brought forward to the Albuquerque Institute for Mathematics and Science @UNM Student Assistance Team (SAT), for referral and discussion. At that time and intervention will be implemented. Intervention may include, but is not limited to:

- **Student Success Seminar:** mandatory tutoring and content support. Built into the regular school day, all students participate in tutoring. Tutoring is conducted by regular

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faculty at AIMS@UNM. Tutoring can either be assigned, in the case of a student performing below standards, or can be student choice; dependent upon what the student determines is necessary.

- **Academic Intervention Map for Success:** Students performing below standards, either on the Standards Based Assessment, or on formative assessments, receive an Academic Intervention Map (or AIMS Plan). The plan outlines such interventions as tutoring assignments, strategies for support at home, additional practice as well as other strategies individualized for that student. Progress is reported home to parents quarterly.
- **Saturday School:** Students still needing additional support will be assigned Saturday School. This intervention is set to be implemented during the 2010-2011 school year. During this time students will be assigned tutors, provided by the school, for intensive instruction.
- **Winter School:** Held during intersession, this intensive tutoring is held during the winter break at the school.

Student progress toward proficiency will be communicated to parents through progress reports every 9 weeks, parent conferences as needed, and the student online grade reporting system which is available to parents 24/7.

### **V.C.3 Remediation for students not achieving standards, including a timeline for implementation of the remediation plan:**

Remediation plans (AIMS Plans) will be written within two weeks of a grade in a class falling below 60 percent. The remediation will begin at that time and continue thru the end of the semester.

### **V.C.4 The process for documenting and reporting of student data to students and parents.**

Parents will be notified in writing that their child is performing below standards, and the intervention that has been developed. These plans will be kept in student files, as well as the student's progress toward proficiency. Additionally, parents may check on their student's progress at will through the on-line student grade system. Also, parents will receive grade reports every nine weeks, as well as semester grades at the end of each semester.

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**E. SPECIAL POPULATIONS**

**E.1. Modifications to the proposed educational program to meet individual student needs, such as bilingual, limited English Proficient, and special education.**

The Albuquerque Institute for Mathematics and Science is committed to the provision of a Free and Appropriate Education (FAPE) for all students (34 CFR §300.101, NMAC 6.31.2.8.) The Albuquerque Institute for Mathematics and Science @UNM will continue to comply with the laws under IDEA for students holding an IEP. Through SAT (Student Advocate Team), students who are not making adequate yearly progress are evaluated and interventions are recommended for a period from 9-18 weeks. They may be referred for special education evaluation. They may be referred for individual tutoring during school or after school. Counseling and various health and mental health services are available for students and their families. The Albuquerque Institute for Mathematics and Science @UNM will continue to provide services via Cooperative Educational Services (CES) as well as ancillary staff employed by AIMS@UNM. All licensed personnel shall continue to carry out the hours needed to meet their levels of service as indicated in student Individual Educational Plans.

Tutoring, individualized and/or differentiated instruction, translators, modified assignments, extended are all ways of meeting individual students needs. Ancillary professional services are contracted through CES (Cooperative Educational Services) or our licensing agent, Albuquerque Public Schools.

**E.2. Special Education Plan that demonstrates understanding of state and federal special education requirements, including fundamental obligation to provide a free and appropriate education to students identified with disabilities:**

The Albuquerque Institute for Mathematics and Science is committed to the provision of a Free and Appropriate Education (FAPE) for all students (34 CFR §300.101, NMAC 6.31.2.8.) The Albuquerque Institute for Mathematics and Science @UNM will continue to comply with the laws under IDEA for students holding an IEP

For special education students in dual enrollment classes, AIMS@UNM will adhere to the Dual Enrollment Master Agreement between the post secondary institution and AIMS@UNM as approved by the Public Education Department.

Currently, the Albuquerque Institute for Mathematics and Science@ UNM also contracts a clinical school psychologist for re-evaluations and psychological services. The school also regularly employs a counselor and a literacy coordinator, as well as a special education case manager, for delivery of service and coordination of progress toward special education student annual goals.

Currently The Albuquerque Institute for Mathematics and Science has no students that qualify for ELL. Albuquerque Institute for Mathematics and Science @UNM administers a home language survey for all incoming students, and administers the NMELPA twice yearly. All

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instruction is delivered in English and uses a sheltered instruction model for students who speak two languages. Should the need arise, AIMS@UNM employs several TESOL endorsed teachers ready to facilitate development of methods and curriculum appropriate to bilingual and Limited English Proficient students. Instruction will be delivered in student' native languages when possible and appropriate, as they work to develop their English proficiency. The cultures of all students will be incorporated into instruction as possible.

One .75 special education teacher is currently on staff, and more will be hired if the student population requires it. In addition to all instruction being differentiated, individual IEP's will guide modifications and accommodations for special education students. The Albuquerque Institute for Mathematics and Science @UNM is a full-inclusion school, with all special education students attending regular education classes with support. Where students needs require instruction in a separate classroom, appropriate staff, materials, and equipment will be provided.

Testing accommodations will be made according to individual student needs, and will include, but not be limited to : extra time on exams, testing in a student's native language, reading of test to student, student dictation of answers and shortening of tests.

AIMS@UNM will, with parent and student permission, dialogue with the post secondary institutions departments of student accessibility as they develop accommodations for students according to the guidelines of the American with Disabilities Act (ADA)

All teachers will coordinate planning integrated curriculum based on state standards. Instruction will be differentiated so as to provide instruction at each students' level, while challenging and providing enriching instruction. As a team, and with the coordination of the special education case manager, modifications will be identified as necessary to address individual student needs and skill as we prepare that student for college. Modification to meet individual student needs include, but are not limited to, small group instruction, utilization of a variety of assessment techniques, technology support, checking for student understanding, and other strategies compatible with best teaching practice for gifted, special education, bilingual and ELL students.

### **E.3 How will AIMS@UNM provide access to ancillary services including, but not limited to, counseling and health:**

A guidance counselor, a testing coordinator who is also a guidance counselor is on staff. The Albuquerque Institute for Mathematics and Science @UNM contracts ancillary services which include, but are not limited to SLP, OT, PT, Diagnostician and Psychological Services.

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**VI. FINANCIAL PLAN**

**VI-1 FISCAL MANAGEMENT**

The AIMS leadership is committed to the sound financial management of all public funds entrusted to it. It will, in every respect, use public funds in a manner appropriate to the fulfillment of its Charter, and in compliance with applicable state and federal requirements. It will employ staff and practices to ensure compliance with state and federal laws, both in spirit and in fact. Toward that end, AIMS has developed and instituted a financial plan to properly manage its fiscal responsibilities.

1) AIMS has undertaken a systematic review of all its business operations. The objective has been to examine anew all of its financial practices, maintain those practices already in place that have served the school well, while instituting new practices where necessary to meet the demands of the federal and state governments, GAAP and the school's Charter. At present, the school employs a rigorous internal control system that ensures these objectives are met. Fundamental to sound financial practices are transparency and accountability.

2) Transparency is established by routine reporting to both the school's Board and its administration. Financial reports have been developed that remain consistent from period to period, thus enabling meaningful comparison. These reports are presented and discussed at every AIMS Board meeting. In addition, any special or out of the ordinary financial issues that arise are also discussed. Lastly, AIMS has been pro-active in self-reporting any financial problem. An environment of openness and honesty exists among all those responsible for the school's finances.

3) Accountability has been built into all areas of the school's finances. A review of every report filed to outside agencies is made by administration. Every monetary transaction receives prior approval and subsequent review by the school's Director or a person other than the one implementing that transaction. At every instance possible, limited only by the limited number of personnel available, a segregation of duties is in place.

**VI-2 Internal Controls:**

1) All cash taken in for any purpose is receipted by the person accepting it, and receipted once again by the Business Manager when presented for deposit. Deposits are made within 24 hours of receipt, unless a holiday or weekend intervenes. Deposits are prepared by the Business Manager, reviewed by another employee and taken to the bank by the Director.

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2) Every state or federal compliance payment, e.g., payroll tax payments, NMPSIA payments, ERB payments, etc. are made by the Business Manager and reviewed as to date due, date paid, amount due and amount paid, by the Director. Every Journal Entry in the school's accounting software is reviewed in like manner. This review is initialed by the Director and kept with the original document (e.g., tax form, receipt or other confirmation of payment, or a copy of the report filed with the state or federal entity).

3) All requests for purchases and payments are first presented to and approved by the Director. Checks are prepared by the Business Manager, who is not a signatory on the account, and dual signatures are required (by the Director and the Assistant Principal).

4) Purchase Orders are first approved by the Director, prepared by the Business Manager, and then signed only by the Director. Assets with a value of over \$500.00, and all other assets where by its nature, there is a particular interest in monitoring (e.g., microscopes, lap-tops, projectors, etc.), are all tagged with a metallic, numbered ID tag, and a record of that asset is maintained over its life. All such assets are ultimately disposed of in the manner prescribed by either the state or the school's licensing authority.

5) The school employs APTA financial software, commonly used by charter schools in New Mexico. The school has employed the technical consultants from the provider to ensure that all safe-guards are optimized and all best-practices utilized available within the system are utilized.

6) Systematic professional development is required of staff in charge of the school's finances, and especially those responsible for compliance with state and federal laws. The Business Manager is required to attend the NMASBO Fall and Spring conferences, as well as other professional development as necessary.

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**VII. GOVERNANCE/MANAGEMENT PLAN**

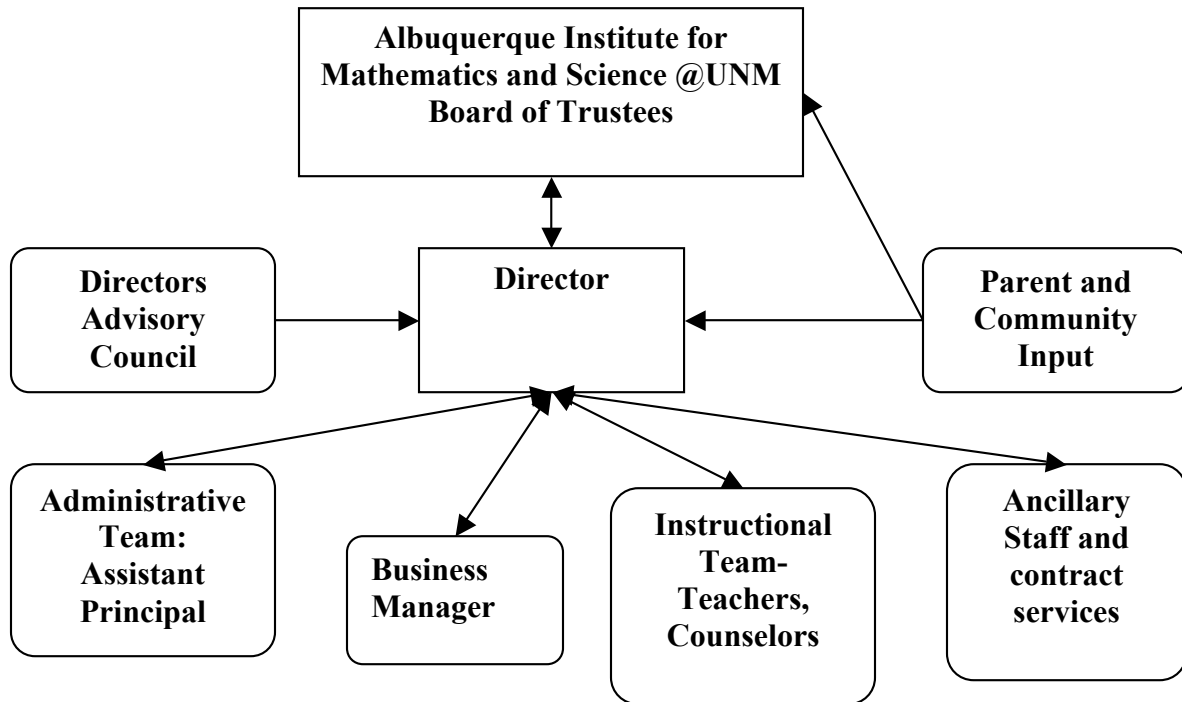
**A. GOVERNANCE STRUCTURE**

**VII.A.1 How is the school governed:**

The Albuquerque Institute for Mathematics and Science @UNM shall be governed by a Board of Trustees. The Board of Trustees is responsible for the fair, uniform application of all federal, state, and local laws as well as rules, regulations, and policies of AIMS@UNM in the operation of the school in conformance with its charter. The Board of Trustees serves as a policy making body. In addition, the Board of Trustees is responsible for overseeing fiscal operations of AIMS; exercises leadership through the formulation and adoption of policy; and is responsible for hiring, establishing the duties of, evaluating, and determining the salary of the Director. The Board of Trustees also approves the budget as submitted by the principal, salaries, position descriptions, school policies, and governing procedures of AIMS. The Board of Trustees shall consist of no more than nine members. One board member will be a parent of a current AIMS@UNM student. In addition, there will be a non-voting board member who is a current AIMS@UNM student. The parent and student members of the board serve one-year terms, and may serve two terms. All other board members serve four-year terms and may serve for two terms. Four board members will be faculty of the University of New Mexico: the UNM president or designee, and one each from the School of Engineering, the College of Arts and Sciences, and the College of Education. The Director will make decisions on the day to day operations of the school and propose policy with input from the school administrative team, faculty and staff.

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**VII.A.2 Organizational Chart for Albuquerque Institute for Mathematics and Science at UNM:**

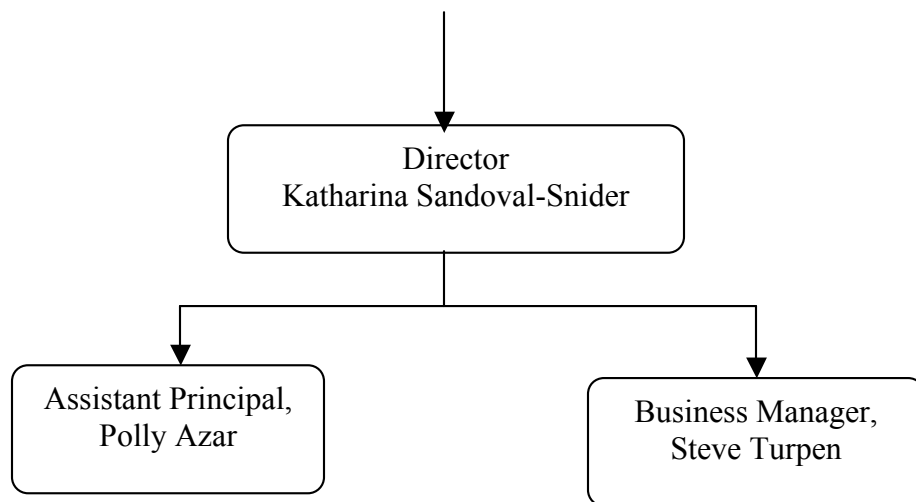


**Narrative:** The Director reports to the Board of Trustees. The Board also had the input of the parent and community. The Director directly supervises the Administrative Team, the Business Manager, the Instructional Team including Councilors, and the Ancillary Staff and contract personnel. Additionally, the Director receives input form the parent and community, as well as through the Directors Advisory Council.

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**VII. A.3**

**Board of Trustees**



The Board of Trustees will hire the Director and approve all policies. The Director will hire all other employees, oversee the operation of the school, and with the assistance of the Assistant Principle, will evaluate employees as described by their job descriptions.

The president of the Parent Council (PTO) is also the parent member of the Board of Trustees. He serves as liaison between the Board of Trustees and the parent council.

**VII. A. 4 Policies and procedures by which the governing body will operate in compliance with all applicable statutes and regulations, including the open meetings act.**

**Board Powers and Responsibilities**

The Board of Trustees of AIMS retains and reserves unto itself all powers and duties conferred upon and vested in it by New Mexico State Statues (including those prescribed in *Section 22-5-4*). The primary powers and duties of the Board are to set school policy and review and approve the budget for AIMS. The Board is subject to New Mexico Public Education Department regulations and State/Federal statue.

**Role and Purpose of the Board of Trustees**

The Board of Trustees is responsible for the fair, uniform application of all federal, state, and local laws as well as rules, regulations, and policies of AIMS@UNM in the operation of the school in conformance with its charter. The Board of Trustees serves as a policy making body. In addition, the Board of Trustees is responsible for overseeing fiscal operations of AIMS; exercises leadership through the formulation and adoption of policy; and is responsible for hiring, establishing the duties of, evaluating, and determining the salary of the principal. The

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Board of Trustees also approves the budget as submitted by the principal, salaries, position descriptions, school policies, and governing procedures of AIMS.

### **Board Member Authority**

The Board of Trustees shall maintain a written statement of policies in the form of the Board Policy Manual, for the information, guidance and members of its constituency. Board members will have authority only when acting as a board in regular or special session. The Board will not be bound in any way by any statement or action on the part of any individual Board member. No Board member will speak for or represent the entire Board unless so authorized by a majority of the Board.

### **Policy Adoption, Suspending or Revocation of Policies or Directives**

Any policies of the Board of Directors, not specifically prescribed by statute, may be suspended or revoked by a majority vote of the Board. The Board Policy manual shall be reviewed and updated annually at a regularly scheduled Board meeting. Amendments to policies may be suggested by the members of the Board of Trustees or the Director. However, prior to approval of any policy change, first reading and discussion must occur at a prior regular meeting of the Board of Trustees.

### **Board Member Conflict of Interest**

A Board member cannot use information obtained as a member for personal gain, but must act in the best interest of the school. Board members will make known their connections with suppliers or groups doing business with the school.

Board members are not permitted to act in any way that is inconsistent with the school's vision and mission – any member of the Board with an actual or potential conflict of interest shall not be involved in decision-making affecting such issues.

Neither Board members nor members of their family may receive any compensation from the school.

### **Board Meetings**

Regular meetings of the Board of Trustees will be held on the first Thursday of each month. The date of a regular meeting may be changed by action of the Board provided that every member and the public are notified. A quorum will consist of a simple majority of current voting members of the board.

Board meetings will be held at a location to be determined by the Board. Annually, during the October meeting, the Board will approve the Open Meetings resolution that defines reasonable notice for public meetings. A special or emergency meeting may be called by the Board

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President or by a quorum of Board members. Advance notice shall be given in accordance with the *Open Meetings Act (NMSA 10-15-1)*.

### **Board Meeting Agenda**

The Board of Trustees meeting agenda is set by the Board President in consultation with the Principal and the board membership.

If any part of a board meeting is closed pursuant to the exclusions allowed in the Open Meetings Act, the closure will be approved by a majority vote of a quorum of the Board. The authority for the closure and the subject discussed will be stated with reasonable specificity in the motion calling for a vote on the closed meeting. Only those subjects announced or voted on prior to closure by the Board may be discussed in the closed meeting.

The Board agenda will be posted at the school three days before each regular or special meeting, or one day before an emergency meeting. Meeting agendas will also be kept on file at the school

### **Board Minutes**

A record of all actions of the Board of Directors will be set forth in the official minutes of the Board. The minutes shall be kept on file at the school.

### **Meeting Rules**

*Roberts Rules of Order* will govern the operation of Board of Trustees meetings, except where State regulations prevail.

### **Board Organizational Meeting**

The Board of Trustees shall hold its annual organizational meeting during the first regularly scheduled Board meeting in October. At this meeting the board will elect a Chairman, a Vice-Chairman, and a Secretary/Treasurer from among the board members. Each officer will serve a two-year term with a maximum of two terms. The duties of the Chairman are to run board meetings, prepare the agenda for board meetings, and to consult regularly with the Principal on school matters. The Vice-Chairman's duties include chairing board meetings in the absence of the Chairman. The duties of the Secretary/Treasurer are to work with the AIMS staff member assigned to take board meeting minutes to ensure the accuracy of the minutes, and to consult regularly with the Principal and school Chief Financial Officer regarding budgetary matters.

### **Administration:**

As a matter of policy, the Director shall hold a level three public school license as required by state statute. Additionally, as per NMSA 22-10A-5, applicants shall be required to have undergone a background check prior to employment. In the event of a vacancy, the Board of Trustees shall choose a qualified individual according to the general description and goals of the Albuquerque Institute for Mathematics and Science @UNM. The Director will model effective

## **Albuquerque Institute for Mathematics and Science @ UNM Charter**

leadership defined by integrity, clear and open communication, fairness, high standards and an understanding of the needs and interests of the community. Additionally, the Director will possess expertise and skills demonstrated by past performance in the areas of college readiness with a focus on math and science education.

### **Responsibilities of the Director:**

As per state statute, the Director will hold appropriate administrative public school licensure. The Board of Directors delegates to the Principal the authority and responsibility to develop procedures to implement both the budgetary and non-budgetary policies of the Board. The Board delegates to the principal the authority and responsibility to employ appropriate personnel in accordance with New Mexico State Statutes. It is a requirement of both the Director and the Business Manager to report to the Board of Trustees at each regular meeting of the Board.

### **Administrative Evaluations**

An effective working relationship between the Board of Trustees and the Principal is essential to the successful operation of the school. The development and maintenance of such a relationship may be assisted by an annual performance review.

The Board shall annually evaluate the Principal in compliance with New Mexico State Statutes and the Public Education Departments Educational Standards.

Based on a process and criteria that are mutually agreeable to the Board and the Principal, the Board will evaluate his/her performance. The evaluation process may include contracting all or part of the evaluation to a third party.

### **Budget process**

The adoption of the annual operational budget is the responsibility of the Board of Trustees. The Principal shall present to the Board for adoption a specific budget. The Board shall identify priorities and give general instructions to the administration to prepare a balanced budget based upon its priorities. Finally, the Board shall debate and vote upon budgetary matters following a minimum of two public hearings, normally at the regularly scheduled board meetings in April and May.

### **Contracts**

The Board recognizes that in order to accomplish the specific mission, goals, and objectives of the school, the administration must enter into contracts for specific purposes. Furthermore, the Board recognizes that it is in the school's best financial interest to secure services on an "as needed" basis, rather than employ full-time personnel to fulfill short-term needs or requirements – as allowed by the State Procurement Code.

The Board authorizes the Administration to seek contractual services wherever it is deemed appropriate, provided State Procurement Code is followed.

## **Albuquerque Institute for Mathematics and Science @ UNM Charter**

The Board authorizes the Administration to enter into professional service contracts up to State Procurement Code limit of \$20,000. The Board President must execute each negotiated contract in excess of \$20,000.

### **Central Purchasing**

The Board of Directors assigns the Business Manager, pursuant to sections *22-5-4 and 13-1-97 NMSA 1978*, as the central purchasing agent.

The Business Manager will purchase, rent, lease, or otherwise acquire on behalf of the school all items of tangible personal property, services, or construction. All purchases will be strictly in accordance with the laws of the State of New Mexico and Federal law in addition to applicable policies and procedures of the Board and the State Public Education Department. The Business Manager shall establish and maintain a manual of purchasing policies and procedures.

### **Audit**

The Board of Directors considers the audit function to be a critical ingredient in providing comprehensive evaluation of the level of control in the school's operating and accounting systems. The audit function shall be independent from school administration in carrying out the responsibilities outlined in the policy.

The auditor shall independently review, evaluate, and report through audits and management studies the status of the school's financial condition; accuracy of financial and property record keeping; compliance with applicable laws, policies, guidelines, and procedures; and effectiveness and economy of operations.

### **Fiscal Integrity**

In the event that the Board and/or Administration determines additional personnel, programs, or initiatives are warranted, no such additions shall be made without a corresponding identifiable source of funding.

## **VII.B DESCRIPTION OF THE GOVERNING BODY**

### **Input from the Community, Staff and Families:**

The Albuquerque Institute for Mathematics and Science @ UNM adheres to the Open Meetings Act and a schedule of its meetings shall be published on a monthly as well as an annual basis determined by the Board of Trustees in its October meeting of each year.

As a regular part of the Agenda, an individual may speak on any item during an established public forum. Complaints about an individual and/or employees or any personnel matter will not

## **Albuquerque Institute for Mathematics and Science @ UNM Charter**

be heard as a matter of procedure and policy. Individuals must adhere to a time line of three minutes or less, and individuals may not “donate” their time to another individual. Board of Trustees will not respond to individual statements.

### **Duties:**

The duties of the Chairman are to run board meetings, prepare the agenda for board meetings, and to consult regularly with the Principal on school matters. The Vice-Chairman’s duties include chairing board meetings in the absence of the Chairman. The duties of the Secretary/Treasurer are to work with the AIMS staff member assigned to take board meeting minutes to ensure the accuracy of the minutes, and to consult regularly with the Principal and school Chief Financial Officer regarding budgetary matters.

The Board of Trustees shall establish standing or *ad hoc* committees as needed. Committee membership will be determined by vote of the full board, and may include members who are not also board members

### **Recruitment and Training:**

Annually, the Board will solicit applications and nominations for the parent member of the board at the beginning of the school year. The board will interview applicants and will choose one by a majority vote of current board members. At the beginning of the school year, the board will request that the principal forward the name of three potential student board members. The board will interview the nominees and will choose one by majority vote of the current board members.

The election process for all other board members will begin with a call for nominations and applications for vacant board positions at a board meeting. After reviewing the applications and interviewing the candidates, the board will elect new board members by a majority vote of current board members. Board terms will be staggered to ensure continuity on the board.

Board members are expected to attend all scheduled meetings of the board. Board members with more than two unexcused absences in an academic year will be replaced according to the normal board election procedures.

New members to the Board of Trustees shall receive initial orientation to the school, its mission and its policies per the direction of the Director. Additionally all members of the Board of Trustees shall undergo state mandated training that explains state board rules, department policies and procedures, statutory powers and duties of local school boards, legal concepts pertaining to public schools, finance and budget and other matters deemed relevant by the public education department.

No Board member shall serve on more than one governing body of a charter school. Additionally, no member can have been a past member of a charter school that was suspended or revoked for fiscal mismanagement, or failed to receive or maintain their board of finance designation.

### **C. PARTNERSHIPS**

## **Albuquerque Institute for Mathematics and Science @ UNM Charter**

### **University of New Mexico, Board of Regents**

Raymond Sanchez, President  
Jack Fortner, Vice President  
Carolyn Abeita  
Don Chalmers  
J.E. Gallegos  
James Kock  
Emily Wisdom

Address: MSC05 3200  
University of New Mexico  
Albuquerque, NM 87121-0001  
Scholes Hall, Room 141  
(505) 277-7639

### **Purpose of partnership:**

The goal of the Albuquerque Institute for Mathematics and Science @UNM is to graduate highly educated students prepared to pursue postsecondary education at excellent universities who are qualified for future leadership in New Mexico. The focus of the AIMS@UNM curriculum is on mathematics and science. Serving New Mexico is central to UNM's mission and as part of that service, UNM is engaged in working with public schools, communities and families to improve K-12 education.

AIMS@UNM and UNM agree that their respective missions will be advanced by collaborating on programs that enhance the educational experience for AIMS@UNM students and that serve UNM's research and teaching activities. UNM and AIMS@UNM have had an MOA governing their relationship since 2005.

### **Governance of the Albuquerque Institute for Mathematics and Science @UNM:**

AIMS@UNM shall operate in accordance with the 1999 Charter Schools Act, 22-8B-1 et seq., NMSA 1978, as amended, and the charter approved by the Albuquerque Public Schools ("APS"). Pursuant to the 1999 Charter Schools Act and its charter, AIMS@UNM 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. In consultation with the AIMS@UNM Board of Trustees, the UNM President will select four representatives from UNM to serve on the Board of Trustees. One representative each will be selected from the School of Engineering, College of Education and College of Arts and Sciences, and the UNM President or designee will serve as an ex-officio member.

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### **D. SCHOOL ORGANIZATIONAL STRUCTURE**

The Director is the leader who is driven by the mission and vision as established by the Albuquerque Institute for Mathematics and Science @UNM for high academic achievement in math and science, community service and global awareness, all within a framework of college readiness. The Director is responsible to the Board of Trustees for each of the following areas: programmatic and curricular leadership, fiscal operations of the school, securing appropriate state, federal, and local monies, in an effort to achieve the goals of the Board of Trustees. All employees of the Albuquerque Institute for Mathematics and Science @UNM are under the direct supervision of the Director.

### **SCHOOL DIRECTOR**

#### **Qualifications**

- Master's Degree in Education and a license in School Administration
- 3 years experience in education administration
- Proven leadership, strong communication skills
- Evidence of high student/staff expectations
- Curricular expertise with best educational practices in math and science.
- Knowledgeable of educational technology in hands on manner
- Competent in school financing
- Experience with governance structure similar to Board of Trustees
- Entrepreneurial expertise
- Capacity to establish and implement a successful accountability plan
- Knowledgeable in college readiness initiatives
- Ability to adapt to changing conditions
- Ability to utilize data to drive instruction
- A commitment to high moral, ethical, and legal standards and values and a record of swift responses to violators
- A high regard for employees as individuals and many opportunities for them to develop and assume larger roles

#### **Responsibilities**

- The School Director will be the educational leader and chief administrator of the school, responsible for supervision of all staff, management of the programs, and leadership toward the goals and mission of the school to the students, teachers, and families and to the community at large. The Director will carry this out through the following administrative responsibilities in educational leadership, school governance and organizational management

#### **Effective Instructional Leadership**

- Facilitates the development of a shared mission and vision to shape the school's Culture
- Familiarity or willingness to learn and implement project-based learning.
- Encourages and uses a variety of strategies to assess student performance and promote college readiness

## **Albuquerque Institute for Mathematics and Science @ UNM Charter**

- Applies current principles, practices, and research to foster effective teaching, particularly in the acquisition of math, science, and technology standards
- Leads the renewal of curriculum and instructional programs
- Promotes and models the effective use of appropriate instructional technologies
- Holds teachers accountable for having high standards and positive expectations that all students can perform at high levels
- Works with teachers and other staff to supervise and evaluate their performance, using performance standards and to identify areas for growth
- Assists staff in meeting performance standards through mentoring and guidance
- Participates in and supports teacher evaluation
- Supports ongoing professional development for all staff

### **Effective Organizational Leadership**

- Applies research and organizational leadership skills
- Demonstrates communication skills that are clear, direct and responsive
- Creates a positive, informed climate for collegial teaching and learning
- Facilitates constructive change
- Plans for, models and encourages collaboration and shared decision-making
- Applies strategic planning techniques that foster systemic approaches
- Makes decisions based upon facts, school mission and climate

### **Effective Administration and Management:**

- Carries out personnel selection, supervision, evaluation and management functions for the school effectively and fairly
- Applies current knowledge of policy formation and legal requirements within the scope of his/her responsibility
- Applies current knowledge of fiscal management policy and practice within the scope of his/her responsibility
- Uses appropriate technologies to administer his/her responsibilities
- Carries out the administrative responsibilities in a timely manner with evidence of planning and consideration of other staff
- Creates excellent relationships with Board Trustees, reports frequently to the board on the work of the school, and seeks guidance from the board when issues of policy arise.

### **Promotion of Equity and Appreciation of Diversity**

- Strives to ensure equity among programs and learning opportunities for staff, students and parents
- Demonstrates appreciation for and sensitivity to the diversity among individuals

### **Effective Relationships with the Community:**

- Assesses the needs of parents and community members and involves them in decision-making
- Promotes partnerships among staff, parents, business, agencies and organizations within the community
- Acts as spokesperson for the school.

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**Teacher Position Description:** While the teacher should be knowledgeable in a particular subject area, he or she should also be a generalist who understands the developmental learning stages of students as well as how to implement project based learning with state of the art technology. In concert with this philosophy, teachers will participate in: Intensive staff development, shared planning time for instructors and collaborative relationships/team approach with colleagues, students, and community partners

### **Qualifications:**

- Minimum of a BA/BS degree (Masters' degree preferred) and licensed in the content area of teaching assignment
- Teaching experience, (preferably a minimum of three years), otherwise, new and first year teachers will be provided a mentor.
- Strong subject-matter knowledge with the sensibility of a generalist
- Strong communication skills
- Understanding of scientific inquiry
- Understanding of quantitative reasoning
- Understanding of historical knowledge and perspective
- Cultural understanding
- Technological proficiency
- Commitment to community: students, peers, families, work partners, etc.
- Advisory program to build self esteem, and conflict resolution, listening and study skills among advisees
- Creating relevance between academic work and the "real world"
- Best practices in assessment with knowledge of digital portfolios, exhibitions, rubrics, etc.
- Student internships
- Academic competitions and fairs
- Incorporating issues related to ethics and responsibility into units of study

### **Curricular and Instructional Responsibilities:**

- Direct instruction of students, including planning instruction, setting goals; implementing curriculum;
- Communicating standards, achievements and deficiencies to students and parents in a diplomatic and timely manner
- Teaching good study habits
- Monitoring and assessing academic progress;
- Working with students, specialists, parents and administrators to develop individual education
- Planning independent study programs and academic remediation processes;
- Maintaining complete and accurate student academic and disciplinary records
- Ordering and maintaining appropriate levels of textbooks, instructional materials and equipment
- Maintaining safe and orderly classrooms;

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- Cooperating with the School Director, all other employees, classroom assistants, parents and community members in their common endeavor to educate students
- Setting an example of intellectual curiosity, critical thinking, self-motivation and self-discipline for students;
- Modeling competence, honesty, personal responsibility and respect for others in every aspect of the job.
- Applying backward planning strategies
- Aligning student needs with New Mexico content standards
- Writing interdisciplinary curriculum units around an essential question.
- Writing units that are linked directly to assessments and practical application in the real world.
- Conducting Action Research

T. **Teacher Standards of Performance and Conduct:** AIMS employees will follow the New Mexico Standards of Professional Conduct, pursuant to 6.60.9.9 NMAC, which is provided in the Employee Orientation Packet.

U. **Transcripts and Certification:** Each teacher or licensed personnel is required to have an official transcript of all college work and a valid New Mexico Teacher Certificate in the field and subjects in which he or she is teaching on file in the school office before coming to work for AIMS.

In order for licensed personnel to be eligible for a salary increase based upon acquisition of higher education credits, the licensed person must submit an official transcript from the accredited higher education institute to the school.

In order for licensed personnel to be eligible for a salary increase based upon acquisition of a higher degree, the licensed person must submit an official transcript from the accredited higher education institute to the Licensure Unit of the NMPED. When the Licensure Unit updates the certified person's license, the new certificate must be presented to the School Director to be paid at a higher salary.

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**Assistant Principal  
Job Description and Goals**

The Assistant Principal shall serve as an instructional and administrative leader of the school, to work with staff, students and the community to ensure a high quality educational program, and to formulate and accomplish the school mission. Specific responsibilities shall include the following:

1. Assists in interpreting and enforcing local, state and federal policies, regulations and laws
2. Assists the principal in the personnel function
3. Assists the principal in securing, maintaining and managing material resources
4. Assists in improving student attendance
5. Assists with scheduling and assigning students for instruction
6. Assists with extracurricular activities at the level assigned
7. Assists with the supervision of classroom instruction
8. Assists with the distribution and accounting of textbooks and instructional supplies
9. Assists with curriculum development and other related matters
10. Coordinates short-cycle assessments, state and federally mandated testing, and other testing as required by the Governing Board or other agencies
11. Prepares such reports as assigned
12. Assists with inspection of the physical plant and grounds and reports maintenance/custodial needs
13. Assists with procedures related to the health and safety of staff and students
14. Assumes overall responsibility for the school in the absence of the principal
15. Is on call when necessary to provide proper building security and building maintenance, and to handle emergency situations
16. Assumes other reasonable and equitable job-related duties assigned by the Director

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**Business Manager  
Job Description and Goals**

The Chief Financial Officer shall meet the accounting, financial, personnel, and purchasing needs of the school. Specific responsibilities shall be as follows:

1. Verify the receipt of all funds to which the Albuquerque Institute for Mathematics and Science at UNM may be entitled by law or which may come into its possession for public school purposes.
2. Verify the payment of such funds, such payments to occur only on written order of the Director and/or Governing Board
3. Keep an accurate record of all receipts and expenditures, and provide information to the Director and the Governing Board
4. Make reports as may be required by law, by the Director, or the Governing Board
5. Prepare the annual school system budget and monthly financial statements, in the form required by law or the New Mexico Public Education Department
6. Ensure the school maintains an accounting system in accordance with generally accepted accounting principles and governmental accounting standards
7. Ensure the school maintains a school payroll accounting system in accordance with applicable laws and regulations
8. Supervises the preparation of financial reports annually and at other times as requested by the Director, the Governing Board, and other agencies
9. Supervises the preparation of reports as required by other agencies
10. Ensures the school maintains an adequate system of internal controls including property and inventory accounting
11. Ensures the school maintains a sound system of cash management
12. Ensures the school maintains a sound accounting system
13. Ensures the school maintains a system of contracting and purchasing procedures
14. Coordinates the preparation and presentation to the Governing Board of the annual budget and any amendments as appropriate
15. Ensures the school maintains the financial operations of the child nutrition program and other special programs in accordance with state and federal requirements.
16. Supervises the accounting procedures and practices of all funds for which the Governing Board has responsibility
17. Supervises the preparation of and approves all payrolls and all payroll deductions
18. Supervises the preparation of and approves all Accounts Payable
19. Provides auditors such records and assistance as they may require
20. Supervises the financial accounting procedures of all funds controlled by the school; coordinates the auditing of the school's accounting
21. Supervises the development of the indirect cost application to the State Department of Education
22. Directs, plans, and coordinates the operation of all fiscal activities
23. Performs other functions as the Director may indicate

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**School Counselor  
Job Description and Goals**

The school counselor shall provide service through which each student is helped to develop skills in the areas of personal and social growth and educational planning.

Specific responsibilities shall include:

1. Plans and develops an organized developmental program of student counseling services with administrative cooperation
2. Maintains accepted standards by submitting counseling plans to the Director for approval
3. Facilitates the counseling process and provides as many services as possible to students
4. Assesses the needs for counselor materials, supplies and equipment and provides this information to the Director for budget consideration
5. Counsels with students individually in small groups:
  - Helping each student understand and accept one's responsibilities, limitations, interests, attitudes, values and emotions as maturing persons who are learning to make decisions and to accept the consequences of one's decisions
  - Providing meaningful information to the students about plans, choices and/or problems
  - Identifying potential drop-outs and provide information and materials to aid the student in making realistic and acceptable decisions
  - Seeking to develop within the student a continuing increase in the ability to function as a self-directing individual
6. Assumes the role of leader and consultant in the school's student appraisal program by:
  - Collecting and organizing necessary information about each student from a variety of sources (academic records, parental conferences, personal data forms, standardized and non-standardized tests and other materials for referral purposes)
  - Identifying and referring students and parents to other resources when the student needs further assistance
7. Assists students in educational planning by:
  - Collecting, organizing, analyzing and making available current educational and vocational information
  - Helping students translate previous learning and experiences into a meaningful plan
8. Provides placement information for students, teachers, administrators and parents to:
  - Assist administrators and teachers in providing the best curricular program for each student
  - Help the student plan toward future educational experiences as well as evaluate progress
9. Helps parents understand the school and their children by:

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- Providing parents with information about educational opportunities as they contribute to the maximum development of their children
  - Providing parents with information about the school, its policies, procedures and educational resources
  - Helping parents develop realistic perceptions of their children's abilities and aptitudes as they progress through school and make plans for the future
10. Conducts in-service with administrators and teachers through faculty meetings and continuous in-service education oriented toward student success
  11. Conducts local studies and follow-up evaluations to determine the extent to which a program is meeting the needs of the students
  12. As a member of the professional staff, assists in interpreting the counseling and guidance program to the community by the total school program
  13. Reports suspicions of child abuse to the Children Youth, and Families Department of the State of New Mexico
  14. Supervise police officers, case managers, social workers, and other representatives of various agencies that require interviewing students on campus
  15. Assumes other reasonable and equitable job-related duties assigned by the Director that do not conflict with the guidance and counseling philosophy as mandated by the State Department of Education and the National Association of School Counselors.

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**VII.E. EMPLOYEE RELATIONS**

**a) Non-Discrimination, Sexual Harassment, Disability Accommodations, and Grievance Procedures:**

It is the policy of the Board of Trustees of AIMS that no otherwise qualified person shall, solely by reason of his/her disability, race, religion, color, sex, national origin or ancestry, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity of AIMS.

Sexual harassment is expressly prohibited.

Notice of this policy shall be posted in the school, disseminated to the general public, published in any School statement regarding the availability of employment positions, and in personnel handbooks.

As used in this policy and any implementing procedures, “person with a disability” means a person who has, or had, or is regarded, or was regarded as having, a physical or mental impairment that substantially limits one or more of a person’s major life activities.

Equal opportunity is assured to qualified individuals regardless of their race, religion, color, sex, disability, national origin or ancestry. This policy addresses all aspects of employment including recruitment, hiring, and assignment of duties, promotion, compensation, training, and termination.

No employee or candidate for employment shall be discriminated against on the basis of a disabling condition that is not directly related to the essential function of the position he or she holds or for which he/she applied.

The school will make reasonable accommodations to the known physical or mental limitations of a qualified person, unless it can be shown that the accommodations would impose an undue hardship on the operation of this school.

For the purposes of this policy, the term “reasonable accommodations” shall mean making existing facilities used by employees accessible to and usable by individuals with disabilities; job restructuring; part-time or modified work schedules; reassignment to a vacant position; acquisition or modification of equipment; modifications of examinations and training; the provision of qualified readers or interpreters; and other similar and reasonable accommodations.

**b) Professional Development:**

Albuquerque Institute for Mathematics and Science @ UNM of Trustees recognizes that staff members should continue to improve their competencies during their service. It expects the

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School Director to promote opportunities for staff development and for staff members to take advantage of them.

All professional development will reflect the mission, goals and objectives of AIMS

All full-time teachers will have a professional development plan created in collaboration with the School Director within the first forty (40) days of each school year. The School Director will have a professional development plan created in collaboration with the Board of Trustees.

**c) Family Medical, Sick or Disability Leave:**

It is the policy of AIMS to comply with the requirements of the *Family and Medical Leave Act of 1993 (the "Act")*. This Act requires that a covered employer provide up to twelve (12) weeks of unpaid leave to eligible employees. "Eligible employees" are those employees who: (1) have been employed for at least one year by AIMS; and (2) worked at least 1,250 hours during the previous twelve-month period; and (3) have requested leave for a reason covered by the Act.

**Reasons for Leave:** All eligible employees who meet the Act's requirements may be granted a total of twelve (12) weeks of unpaid family leave and paid sick, vacation and personal leave combined (during any year as defined below) for the following reasons:

- For the birth of a child and to care for such child, or placement with the employee for adoption or foster care of a child;
- To care for a spouse, child or parent with a serious health condition;
- For a serious health condition of the employee that makes the Employee unable to perform his or her job functions.

An employee requesting leave for one of the reasons authorized by the Act will be entitled to the leave available by virtue of existing leave policies. In the event the application of these policies results in less leave than is required by the Act, an eligible individual will be entitled to such additional leave as is necessary to result in the minimum leave specified in the Act for covered individuals.

Where the employee's spouse is also employed by the school, the total number of work weeks of Act leave to which both spouses are entitled is limited to twelve (12) work weeks during a year if such leave is for the birth of a child or to care for a child or for placement for adoption or foster care of a child.

**Application for Leave:** An employee requesting leave must complete an "*Application for Family or Medical Leave*." The application must state the reason for the leave, the duration of the leave (if known), and the starting and ending dates of the leave. An application can be obtained from the school's office.

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The application for leave must be submitted at least thirty (30) days before family or medical leave because of an expected birth or placement of a child, or because a planned medical treatment is to begin. If, for reasons beyond the employee's reasonable control, the leave is to begin in less than thirty (30) days, an employee must give notice to the school Director as soon as is practicable, ordinarily within one or two school days of when the employee learns of the need for leave.

**d) Health Insurance:**

AIMS will provide Health, Dental and Vision insurance benefit packages through the New Mexico Public School Insurance Authority's provider. For full-time employees, the school will pay the percentage of insurance premium required by law. For part-time employees (24 hours per week or less), the benefit packages will be offered, and part-time employee will be responsible for payment of 100 percent of the insurance premium.

**e) Jury Duty:**

AIMS shall grant an employee leave for jury service or as a witness subpoenaed in a criminal, civil, or juvenile proceeding. The school shall pay the employee's full contract salary less the daily rate paid to the employee for serving as a juror or witness.

Leave for jury service may not be used when the employee is a plaintiff or defendant, except where special circumstances warrant such use. The employee must submit in writing a request for approval of such use of emergency leave to the School Director presenting any "special circumstances" which are to be considered.

**f) Sick Leave:**

A teacher may use sick leave due to personal accidental injury, illness or pregnancy, or an accidental injury, or illness in the immediate family.

- Immediate family for sick leave purposes shall include spouse, children, father, mother, or grandchild.

A total of five (5) sick leave days per year may also be used for brother, sister, father-in-law, mother-in-law, son-in-law, daughter-in-law, grandfather or grandmother due to accidental injury, or illness of the above family members.

**g) Teachers' Retirement:**

Albuquerque Institute for Mathematics and Science @UNM shall pay, as part of the Compensation Schedule, each teacher's contribution to the New Mexico Educational Retirement Association. Upon retirement, this contribution will be paid to each teacher as provided by legislation.

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**h) Vacation/Holiday Leave:**

It is recognized that time away from professional responsibilities enhances the individual's ability to function in that position of responsibility. As a result, licensed personnel employed on twelve-month contracts will qualify for all school holidays and ten working days of paid vacation leave each year. All vacation leave must be requested in writing and be approved by the Director.

**i) Accident or Injury:**

Any employee injured while in the course of employment must immediately notify his/her supervisor and the School Director and complete a Notice of Accident Report and submit it to the School Director. If medical attention is necessary, the employee should seek treatment from a medical care provider of his/her choosing. AIMS maintains Worker's Compensation insurance pursuant to New Mexico law.

**j) Code of Ethics:**

AIMS employees will follow the New Mexico Code of Ethical Responsibility of the Education Profession, Pursuant to 6.60.9.8 NMAC.

**k) Contracts:**

Contracts for licensed employees of AIMS will specify the annual salary to be paid. The salary will be paid in twenty-four (24) bi-monthly payments with the payments occurring on the 15<sup>th</sup> and 30<sup>th</sup> of each month (beginning in July) and ending at the end of June of the next year.

**l) At-Will Employment of Non-Licensed Employees:**

The School Director has authority to select and employ all non-licensed employees who serve on an at-will basis. The School Director has the authority to discharge all non-licensed employees who have been employed on an at-will basis by AIMS for less than three consecutive years. The School Director has authority to suspend a non-licensed employee with pay, for cause. The School Director may authorize suspension without pay.

**m) Discipline of Teachers:**

Two or more conferences shall have been held with licensed school personnel charged with unsatisfactory work performance by the School Director/Administrator before notice of intent to discharge is served upon him or her. For purposes of this policy, 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.

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A written record (professional development plan) of all conferences shall be made, specifying the areas of uncorrected unsatisfactory work performance, all action suggested by the school which might improve such performance, and all improvements made (growth plan). 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 Director shall retain a copy of the record to be introduced at any hearing for the person charged with unsatisfactory work performance, pursuant to 6.69.2 NMAC.

### **n) Notice of Re-Employment and Termination:**

On or before the fourteenth calendar day prior the last day of the school year of the existing employment contract, the School Director shall serve written notice of re-employment or termination on each licensed school instructor employed by the school. A notice of re-employment shall be an offer of employment for the ensuing school year. A notice of termination shall be a notice of intention not to re-employ for the ensuing school year. Failure to serve a written notice of re-employment or termination on a licensed school instructor shall be construed to mean that notice of re-employment has been served upon the person for the ensuing school year according to the terms of the existing employment contract but subject to any additional compensation allowed other licensed school instructors of like qualifications and experience employed by AIMS. Nothing in this section shall be construed to mean that failure of the Albuquerque Institute for Mathematics and Science @ UNM to serve a written notice of re-employment or termination shall automatically extend a licensed school instructor's employment contract for a period in excess of one (1) school year.

### **o) Re-Employment:**

Each licensed school instructor shall deliver to the Director a written acceptance or rejection of re-employment for the ensuing school year within fifteen (15) days from the following:

- the date written notice of re-employment is served upon the person; or
- the last day of the school year when no written notice of re-employment or termination is served upon the person on or before the last day of the school year.

Delivery of the written acceptance of re-employment by a licensed school instructor creates a binding employment contract between the licensed school instructor and the Albuquerque Institute for Mathematics and Science @UNM until the parties enter into a written employment contract, which shall be executed by the parties not later than ten (10) days before the first day of a school year.

### **p) Right of Appeal:**

The employee's request to make a statement to the Board of Trustees on the decision to terminate him/her shall be granted if s/he responds to the School Director's written reasons by submitting a written statement to the School Director with the following: 1) statement of the grounds upon which the employee believes that the decision was without just cause and a statement of the facts

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that the employee believes support his/her position. This written statement must be submitted within ten working days from the date the employee receives the written reasons from the Board of Trustees. *See*, NMSA 1978, Section 22-10A-24.

The Board of Trustees shall meet to hear the employee's statement in no less than five or more than fifteen working days after the Board receives the statement. The hearing shall be conducted informally in accordance with the provisions of the Open Meetings Act [Chapter 10, Article 15 NMSA 1978]. The employee and the School Director may each be accompanied by a person of his/her choice.

Procedures for an employee are hearing before the Board of Trustees:

- The School Director or his/her representative shall present the factual basis for the determination that just cause exists for the termination of the employee (limited to those reasons provided to the employee in the written notice).
- The employee shall present his/her contentions (limited to those grounds included in his/her prior written statement).
- The Board of Trustees, the School Director, or their representative may offer rebuttal testimony.
- All witnesses may be questioned by the Board of Trustees, the employee or his/her representative and the School Director or his/her representative.
- The Board of Trustees may consider only evidence presented at the hearing.
- The rules of evidence do not apply. The Board of Trustees shall consider only evidence which it considers to be reliable.
- No record shall be made of the hearing.
- The Board of Trustees shall prepare a written decision either upholding or reversing the termination, or requesting additional information.
- The Board of Trustees shall provide a copy of its decision to the employee and the School Director in writing within five (5) working days from the conclusion of the hearing.

### **q) Appeal of decision of Board of Trustees:**

An employee may appeal a decision of the Board of Trustees to an arbitrator by submitting a written appeal to the School Director. A written appeal shall be submitted to School Director within five (5) working days from the receipt of the Board of Trustees' written decision or the refusal of the Board to grant a hearing. The appeal shall specify the grounds on which it is contended that the decision was impermissible, and include a statement of facts supporting the contentions. Failure of the employee to submit a timely appeal or a statement of factual grounds with the appeal shall disqualify him/her for any appeal, and render the Board of Trustees' decision final.

- Appeals will be conducted according to NMSA 1978, §22-10A-25.
- AIMS shall file a record with the Public Education Department of all termination and all actions arising from terminations annually.

### **r) Discharge Hearing:**

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As used in this manual, “**discharge**” means the act of severing the employment relationship with a licensed school employee prior to the expiration of the current employment contract.

- The AIMS Board of Trustees may discharge a licensed school employee only for just cause.
- The School Director shall prepare a written Notice of Intent to Recommend Discharge, with the reasons stated upon which the recommendation is based. The Notice of Intent to Discharge will advise the employee of his/her right to request a hearing before the Board of Trustees on the discharge recommendation, and state the manner in which the request is to be made. The Notice of Intent to Recommend Discharge will advise the employee that such a request must be received within five (5) working days of the receipt of the Notice, or the right to a hearing will be deemed waived.
- The School Director shall have the Notice of Intent to Recommend Discharge personally delivered to the employee. If the employee is not available to accept the hand delivery of the Notice of Intent to Recommend Discharge, the Notice may be left with an adult member of the employee’s household, and *in addition*, a copy of the Notice must be mailed to the employee at his/her last known mailing address. The person who delivered the notice must complete a sworn Certificate of Service which states the date, time, person and location to/at which the notice was delivered.
- A licensed school employee who receives a notice of intent to recommend discharge may exercise his/her right to a hearing before the Board of Trustees by giving the School Director written notice of that election within five (5) working days of his/her receipt of the notice to recommend discharge.
- The Board of Trustees shall hold a discharge hearing in compliance with NMSA 1978, §22-10A-27.

### **s) Appeals of Discharge Decisions of the Board of Trustees:**

A licensed school employee aggrieved by a decision of the Board of Trustees to discharge him/her after a discharge hearing may appeal the decision to an independent arbitrator. A written notice of appeal shall be submitted to the School Director within five (5) working days from the receipt of the copy of the written decision of the Board of Trustees.

- The Board of Trustees and the licensed school employee shall meet within ten (10) calendar days from the receipt of the notice of appeal and select an independent arbitrator to conduct the appeal, or, in the event the parties fail to agree on an independent arbitrator, they shall request the presiding judge in the Albuquerque judicial district to select the independent arbitrator. The presiding judge shall select the independent arbitrator within five (5) working days from the date of the parties' request, pursuant to NMSA 1978, §22-10A-28.
- The arbitration hearing will be conducted pursuant to NMSA 1978, §22-10A-28.
- The independent arbitrator's fees and other expenses incurred in the conduct of the arbitration shall be assigned at the discretion of the independent arbitrator.

### **t) Background Check:**

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Pursuant to the New Mexico School Personnel Act 22-10A-5 NMSA 1978, AIMS may conduct work history, education history and or reference investigations on each candidate recommended for hire, including but not limited to, permanent full-time and part-time employees, substitutes, temporaries and volunteers. Each candidate will be subject to a criminal background investigation, including mandatory fingerprinting, at the candidate's expense, as a condition of further consideration for employment.

Any offer of employment is contingent upon the satisfactory completion of all background investigations. Conviction of a crime shall not automatically bar an applicant from obtaining employment with AIMS, but pursuant to the Criminal Offender Employment Act, 28-2-1 through 28-2-6 NMSA 1978, may be the basis for refusing employment.

Criminal background checks, as described above, shall also be conducted upon each contractor or contractor's employee, at the expense of the contractor or contractor's employee, if the contractor or contractor's employee has unsupervised access to students. In such cases, contracts shall be subject to the satisfactory completion of background checks.

### **u) Leave without Pay:**

A day's pay may be deducted for all leave which does not meet Mast Board of Trustees approved guidelines. Such leave includes, but is not limited to, sick, personal business, bereavement and emergency leave. All such leave must be approved in advance by the School Director.

- A letter of explanation must be submitted to the School Director for approval.

### **v) Payroll Deductions:**

Payroll deductions are made for the following:

- NMSDI and Medicaid (formerly FICA) tax on the basis of the current effective percentage. The school will match with the same percentage to the Federal government.
- Federal income tax as calculated by the computer on the actual current Federal rate according to the employee's declared number of tax exemptions and single or married notation on his/her currently filed W-4 tax information card.
- State income tax as calculated by the computer on the current required withholding scale by the State of New Mexico according to the employee's declared number of exemptions and single or married notation on the W-4 form.
- New Mexico teachers' retirement at the applicable rate of gross wages.
- Tax sheltered annuities as stated on the required file copy of the employee's contract and according to the monthly billing of the employee's annuity company.
- Health, dental, and vision insurance program, if any, of the school adopted plan, if applicable.
- Cancer, intensive care, disability and term-life insurance, if applicable.

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The school has implemented a direct deposit plan. Staff members may select this option if they so choose.

### **w) Personnel Files:**

The teacher's official file shall be maintained in the school's office. Material that may adversely affect a teacher's employment status may not be placed in the teacher's official file until the teacher has had the opportunity to read the material and to sign and date the actual copy to be filed. The teacher shall receive a copy of said material, at no cost to the teacher, at the time of filing. The teacher shall have the right, within ten (10) working days, to affix a written response to said material. Documentation must be made a part of the official file in order for it to be used in an action that adversely affects a teacher's employment status.

A teacher may review the contents of his/her official file during normal business hours, but not during the duty time of the teacher. The teacher is entitled to receive a copy of any documents contained therein with the teacher paying the cost of reproduction.

### **x) Personnel Selection:**

The goal of the personnel selection process is to recruit and select that individual who will best fit an available position. In doing so, such criteria as educational background, training and preparation, experience, personal characteristics, references, interview, and general background will be considered in making selection decisions. AIMS will adhere to federal and state regulations regarding equal employment opportunity and will not discriminate on the basis of race, color, religion, age, sex, national origin, or physical handicaps. All school personnel concerned with recruitment, hiring, training, assignments, promotions, transfer, compensation, dismissal, and other employment practices are expected to govern their personnel actions and procedures within the intent of Title VII of the Civil Rights Act of 1964, as amended by the Equal Employment Act of 1972, and all additional laws, orders, and regulations applicable to the employment policies of AIMS.

All applications for employment shall be made in writing on the appropriate application form. Additional information may be requested of an applicant.

All nominations for positions shall be made by the Director

The School Director or his/her designee shall be responsible for assignment of personnel.

### **y) Reduction in Force:**

When the decision to reduce the number of licensed staff has been made, reductions will be made as follows:

- All reductions will be made in accordance with New Mexico Statutes.

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- Normal attrition resulting from retirements and resignations will be first considered when reduction in licensed staff is necessary.
- 
- Probationary teachers will be released before career teachers who are legally licensed, or will become legally licensed by July 30, of the current year.
- Probationary teachers will be released according to the following terms:
- Seniority in the school.
- Length of service in current assignment.
- Recommendation of the School Director.
- If normal attrition and the release of probationary teachers does not sufficiently reduce the licensed staff, the following items will be implemented in the reduction process in the order they are listed:
  - Seniority in the school
  - Length of service in current assignment.
  - Recommendation of the School Director.
  - If a teacher whose position has been eliminated refuses the offer of a position for which he/she qualifies, he/she will be dismissed.

### **z) Staff Evaluation:**

The Director will be responsible for the dissemination of a copy of the evaluation policy, and any and all changes, additions, or deletions subsequently made therein, to all personnel within the school.

**Teacher Evaluation:** The performance of all licensed staff members will be evaluated based upon the minimum criteria established by the State and school added criteria. Each evaluation shall be based upon the evaluator's actual observation of the person being evaluated while performing his/her job function. The School Director will be evaluated by the Board of Trustees; and teachers and other non-administrative staff will be evaluated by the School Director, as provided by law.

Evaluation reports will be completed on an approved evaluation form. This evaluation will be followed by a conference between the evaluator and staff member. If the evaluator recommends a plan for improvement, a plan will be developed by the evaluator and staff member and will include a statement indicating how and by what time the improvement will be made. The staff member shall have the right to file an exception to the evaluation report within ten (10) days of the conference. This exception shall become a part of the report, and all shall be filed in the staff member's personnel file. The file shall be accessible to the staff member, the Board of Trustees, the evaluator, administrative staff to which the staff member applies for employment, and those others designated in writing by the staff member.

Probationary staff members will be evaluated at least twice annually, once prior to November 15 and once prior to March 10 of each year, and career teachers to be evaluated at least once annually, prior to March 31, by the School Director in accordance with the Board of Trustees

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evaluation policy. The School Director will be evaluated at least once annually by the Board of Trustees, prior to April 15 of each year.

### **Salary Schedule for all employees with the minimum salary requirements as identified by the School Personnel Act:**

The salary schedule on the following pages is for teachers. Because of the broad scope of the other employee's duties all Albuquerque Institute for Mathematics and Science @UNM employment contracts will be individually negotiated by the Director. Latitude is granted to all in these negotiations, within the limits of state law and Albuquerque Institute for Mathematics and Science @UNM policy.

## **F. STUDENT ENROLLMENT PROCEDURES AND DISCIPLINE POLICY**

### **F.1 Lottery:**

The Albuquerque Institute for Mathematics and Science @UNM utilizes a lottery system whenever the demand exceeds space available. Dates of lottery drawing are posted on the AIMS@UNM website as well as on the applications. All applications are given a lottery ticket. The lottery is drawn the third Wednesday of the month, and continue until spaces are exhausted. Spaces are filled from applications randomly drawn through the lottery system, as per *NMSA 22-8B-4.1, 1978*.

### **F.2. Enrollment policies and procedures.**

The Albuquerque Institute for Mathematics and Science @UNM is open to any New Mexico resident, grades 6-12. AIMS@UNM accepts all students that come to the school "in good standing", with all proper documents and immunization records, if space is available.

Enrollment is prioritized upon the following:

- a. Returning students
- b. Siblings of returning students
- c. Lottery

### **F.3 Student discipline policy that complies with the Student Rights and Responsibilities set forth in the Public Education Department rules and regulations [6.11.2 NMAC].**

### **Policy:**

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The primary goal of discipline at the Albuquerque Institute for Mathematics and Science @UNM is to provide and maintain a safe, just, affirmative, and appropriately challenging environment that promotes learning and positive personal growth. Disciplinary measures will be aimed toward assisting each student in the development of self-control, social responsibility, and the acceptance of appropriate consequences for his or her actions. Administrators will utilize the progressive discipline procedures and options specified in the AIMS Student Behavior Handbook.

Parental involvement in matters of school discipline is encouraged. Parents will be advised of disciplinary measures taken in order to elicit their understanding and support. A record of disciplinary actions taken by the Administration will be kept at the school.

Corporal punishment, which is defined as any disciplinary action taken by school personnel with the intention of producing physical pain, will not be used as a disciplinary measure at AIMS@UNM

### **Implementation:**

The Albuquerque Institute for Mathematics and Science @UNM utilizes a progression of discipline. The discipline policy is as follows:

The Director shall adopt administrative procedures to implement this policy which shall be in accordance with the requirements of federal and state law.

This list is not all-inclusive: acts of misconduct not specified herein shall also be subject to discretionary action by appropriate school personnel. This document does not attempt to set societal standards. The criterion used for defining unacceptable behavior is whether or not it has the potential to disrupt the educational process. These guidelines follow municipal and state guidelines.

### **Consequences for unacceptable behavior**

The Albuquerque Institute for Mathematics and Science @UNM is a community, and the rules and regulations of a school are the laws of that community. The right to a public education is not absolute; it may be taken away, temporarily or permanently, for violation of school rules. Minimum mandatory consequences have been established and must be expected for any violation. When possible, the school will utilize the “Demerit” system in disciplinary matter. AIMS@UNM will make a good faith effort to notify the parents or legal guardian of the student in any circumstances where the school’s disciplinary response will necessitate law enforcement. . Administrators may impose consequences beyond those identified as minimum mandatory.

### **Suspension**

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A suspension is the removal of a student from a class or classes and all school-related activities for any period of time. Suspension will include a range of responses from in-school suspension alternatives to long-term removals of one year or longer.

The school administration must provide written notification to each of a student's teachers and to the student's parents/legal guardians within one (1) school day of imposing *any* form of suspension.

The school administration must keep on file a copy of the notification for any suspension occurring during a school year.

The Director of the school is responsible for notification, compliance and documentation at the school.

Copies of suspension notification may be discarded at the beginning of each academic year for prior year actions, except for any long-term suspensions or expulsions still in effect.

### **Short term suspension:**

Short-term suspension will be at the discretion of the school administrator and will address behaviors that disrupt the educational process. Administration may impose consequences beyond minimum mandatory in order to maintain the safety and security of the school population.

Short-term suspension will be limited to no more than five (5) days, only one (1) of which can be out of school.

### **Long term suspension**

Long-term suspension is defined as the removal of a student from instruction and all school-related activities for more than ten (10) days and up to the balance of the semester.

A student receiving a long-term suspension may lose credit for the semester unless placed in an alternative school setting.

A student must be given the opportunity for a due process hearing before an independent hearing officer of the Directors choosing prior to the suspension.

At the Director's discretion, students may be suspended pending a due process hearing.

### **Students can be suspended for the following:**

- **Weapons:**

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- Possession, use of or threatening with a knife or other instrument with intent to cause bodily harm.
- Sale or furnishing of weapons (gun, sharp object, club, or an object that could inflict serious bodily injury).
- **Category II**
  - Starting a fire resulting in serious damage to property over \$100.00.
  - Starting a fire resulting in injury to a person.
- **Drug dealing and/or distribution**
  - Possession with intent to distribute alcohol or drugs, other illegal substances or look-alikes.
  - Repeated use and/or possession of drugs, alcohol, or any intoxicant.
- **Acts of Violence**
  - Cause or attempt to cause physical injury to a staff member
  - Bomb threats
  - Repeated fighting
  - Causing physical harm to another person
  - Rioting or gang fighting
  -

### **Expulsion:**

Expulsion is the removal of a student from the Albuquerque Institute for Mathematics and Science @UNM for a period exceeding one (1) semester. In some cases, expulsion may be a permanent removal from this school.

A student receiving an expulsion will lose credit for the semester in which the expulsion occurs, unless the student is engaged in an alternative program.

A student must be given a due process hearing before an independent hearing officer of the Directors choice prior to expulsion.

#### ▪ **FIREARMS**

- Possession, selling or otherwise furnishing a firearm
- Possession of any explosive device as defined in the Gun Free Schools Act.

The Gun Free Schools Act provides for a mandatory expulsion of one calendar year for students who are determined to have brought a firearm to school, subject to modification on a case by case basis.

### **Referral for legal action**

Communication of any illegal act or action by a student will be forwarded to the appropriate authority or law enforcement agency.

New Mexico law requires that, if any school employee has reasonable cause to believe that a child is or has been in possession of a firearm on school premises; the employee shall immediately report the child's actions to a law enforcement agency and the Children, Youth and Families Department.

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### **School options for handling unacceptable behavior (The demerit system):**

Maintaining an orderly, respectful school workplace is an important step to providing an optimal learning environment for all. To that end AIMS@ UNM has instituted a House Card behavior management system. All middle school students receive a card that tracks behavior violations and serves as a hall pass and house attendance record. High school students are expected to understand our behavioral expectations and are not issued cards. If a high school student violates our standards for appropriate school behavior he or she is immediately assigned detention. Our House Card system is designed to diminish inappropriate student actions by providing an immediate consequence. Behavior issues covered under the card system include dress code violations, house attendance violations, disrespectful actions or words, unruly behavior in common areas and other deviations from reasonable, respectful, and responsible behavior. The card system is not meant to take the place of a classroom discipline plan. It should not impact a student's grade or ability to participate in educational activities. It is intended to enforce a high standard of orderly, respectful, self-controlled behavior throughout the school.

Behavior cards are managed through the twelve houses. Each Thursday during house time the cards from the previous week are collected and new cards are issued by the house leaders. If a student is not present to receive his or her new card that student must continue using the card from the previous week. If a student loses her or his card, that student must report directly to the behavior card coordinator and will receive a yellow replacement card; the replacement card costs 9 demerits and 5 hall passes. Each request for a replacement card is documented on a signature sheet (students must sign for replacement cards) and in the behavior card database. Students must have their cards with them at all times.

Demerits are issued one at a time however several violations can take place during one incident. For example, a student is overheard using foul language in the corridor between classes (1 demerit for inappropriate conduct), the teacher requests the student's card to issue the demerit and the student refuses (1 demerit for insubordination), the student finally gives over the card but says "it's your fault if I'm late for class" (1 demerit for irresponsible attitude). The student receives 3 demerits during the interaction. If the student does arrive late to class, the classroom teacher's policy on late arrivals takes effect. Students who receive 5 demerits on one card must write a one-page essay on a subject chosen by the house leader. The essay will be turned in to the house leader on the following Thursday. A student who receives 10 demerits will serve one hour of detention, 15 demerits earns three hours of detention. Parents will be notified of detention assignments via email on Friday afternoon of the week the demerits are earned and detention will be served the following Friday after intensives. A student who earns 20 demerits in one week will appear before the House of Twelve. Students who demonstrate that they understand our expectations by having no demerits on their cards for three weeks in a row are given a permanent "Elite Archer" card and are recognized and rewarded in other ways. In this way positive behavior is encouraged and promoted.

Cards are delivered by house leaders to the behavior card coordinator who tracks demerits per student per week in a spreadsheet. This information is used to detect patterns of misbehavior and

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to measure improvement in overall student behavior over time. Total number of demerits issued per week is expected to diminish over the course of the school year.

At the discretion of the AIMS@UNM administration, alternative methods for handling unacceptable behavior may include but not limited to:

### **Referrals:**

Students may be referred to the school counselor, Student Assistance Team or Counseling staff. Student and school authority may call parent/guardian to discuss problem and solution.

Student may be referred to “House of 12” as designed by the school (see demerit system)

Student may be formally referred for legal action.

Student may be referred to the Student Assistance Team (SAT) to address concerns regarding threats and to make informed decisions on how to manage threats and ensure safety of all students and staff. Each school's SAT may include members of the Counseling staff, an administrator, and staff member who has information about the student. Situations that may warrant conducting a SAT meeting include verbal and/or physical threats to do harm, threats of use or involvement with weapons or explosives, and any other concerns to be determined at the discretion of the administrator.

### **Removal from class:**

Student may be removed from class or activity but remains at school pending conference with appropriate school personnel.

Student may be placed in an alternative educational setting until satisfactory resolution is reached.

Student may be suspended from school for no more that one (1) day, pending parent conference.

The authority of the schools is to supervise and control the conduct of students and includes the authority to impose reasonable periods of detention during the day or outside normal school hours, as disciplinary measures.

Reasonable periods of detention may be imposed with the procedures for temporary suspension.

### **DISCIPLINARY CONSIDERATIONS FOR STUDENTS WITH DISABILITES UNDER *INDIVIDUALS WITH DISABILITIES EDUCATIONAL ACT (IDEA)***

Special education students are not immune from the AIMS disciplinary process once placement procedures are properly followed. Since the exclusion of a student with a disability from his/her education program for more than a total of ten (10) days during a school year may constitute a significant change in placement, the following considerations must be addressed:

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- When considering long-term suspension or expulsion, an Individualized Education Program (IEP) Team must first determine whether the behavior of concern is a manifestation of the student's disability

- To determine if the conduct in question is or is not a manifestation of the student's disability, the IEP Team must determine:

1. If the conduct in question was a direct result of the local educational agency's failure to implement the IEP and,

2. If the conduct in question was caused by, or had a direct and substantial relationship to the child's disability.

- If the IEP Team determines that the behavior is related to the student's disability then no further disciplinary proceeding shall occur. Recommendations: Review IEP, add services and support, develop/update FBA/BIP, and/or change services if appropriate.

- IF the IEP Team determines that the behavior is not a manifestation of the student's disability, disciplinary actions may be taken in accordance with the procedures in this handbook.

- Should the disciplinary procedures include long-term suspension or expulsion, the district must continue to provide educational services as determined in the IEP

- Any suspension that excludes a student from his/her IEP services must be counted when calculating the total number of suspension days (up to 10 cumulative days or beyond the 10 days may constitute a change of placement).

- The decision to change a student from his/her IEP placement must be made on an individual basis (AES, IAES).

- Procedural safeguards outlined in the New Mexico Department of Education Standards for Excellence in the Compliance Manual, insure that parental due process rights are afforded.

- AIMS@UNM will follow the federal guidelines regarding the provision of educational continuation services for suspended special education students.

- Special education students are entitled to a due process hearing.

### **DISCIPLINARY CONSIDERATIONS FOR STUDENTS UNDER SECTION 504**

Students with 504 accommodations are not immune from the district's disciplinary process once identification and placement procedures are properly followed. Students with 504 accommodations being considered for disciplinary action must receive a manifestation determination review prior to action. The committee must determine if the conduct in question was caused by or had a direct and substantial relationship to the student's disability. If yes, was the conduct in question the direct result of the school's failure to implement the student's 504 plan? If the behavior is a manifestation of the disability, any disciplinary recommendation for a change of placement should be withdrawn. If the behavior is not a manifestation of the disability, the student may be disciplined in the same manner as non-disabled students.

### **AIMS@UNM SECTION 504 PROCEDURAL SAFEGUARDS**

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Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. Sec.706(8)) states: “No qualified individual with a disability shall, solely on the basis of his or her disability, be denied participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.”

1. The parent/guardian shall be notified in writing of all district/school decisions concerning the identification, evaluation, or educational placement of his/her child.
2. The parent/guardian shall be notified that he/she may examine relevant records.
3. The parent/guardian shall be notified before any significant change in placement occurs.
4. The parent/guardian may obtain copies of educational records at a reasonable cost unless the fee would effectively deny him/her access to the records.
5. The parent/guardian may request amendment of his/her child’s educational records if there is reasonable cause to believe that they are inaccurate, misleading or otherwise in violation of the privacy rights of his/her child. If the school district refuses this request for amendment, it shall notify the parent within a reasonable time, and advise him/her of the right to a hearing.
6. Parents/Guardians, or the student, if 18 or over, who dispute the District’s decision with respect to actions regarding the identification, evaluation, or educational placement of a student or regarding harassment related to disability under Section 504 requirements shall have the following means of dispute resolution, each of which may be used at any time and in any order:

A. File a written complaint, which specifies the problem and the resolution requested, with the Director of AIMS@UNM, 933 Bradbury SE, 87106. If the concern is resolved informally, the Director will document that resolution and provide copies to the school and parent.

B. Request an impartial Section 504 Due Process Hearing, with the opportunity for participation by the parent/guardian and legal counsel (if desired). The request shall be in writing to the Director, including a description of the specific concern and proposed remedy. The Director shall appoint an unbiased, qualified panel of individuals to hear the case. The hearing shall be convened within ten (10) working days after the written complaint is received, unless both parties agree to a postponement. The hearing shall follow this format:

### **DISABILITY HARASSMENT/DISCRIMINATION**

Numerous situations may constitute disability harassment or discrimination. Mocking, taunting, ridiculing, criticizing or punishing a disabled student because of his/her disability are a few examples of what may constitute disability harassment or discrimination. Examples of circumstances that may constitute disability harassment include:

Making remarks out loud during class that a student with dyslexia is “retarded” or “deaf and dumb” and does not belong in the class.

Repeatedly placing classroom furniture or other objects in the path of classmates who use wheelchairs, impeding the student’s mobility.

Habitually subjecting a student to inappropriate physical restraint because of conduct related to his disability.

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Repeatedly denying a student with a disability access to lunch, field trips, assemblies, and extra-curricular activities as punishment for taking time off from school for required services related to the student's disability.

Repeatedly belittling and criticizing a student for using accommodations in class.

Taunting and belittling a student with mental retardation by mocking and intimidation.

School personnel who become aware of disability harassment shall to end the harassment and prevent it from recurring and, where appropriate, remedy the effects on the student who was harassed. Remedial measures will generally include counseling both persons who have been harmed by harassment and person(s) who have been responsible for the harassment of others and implementing monitoring programs to follow up on resolved issues of disability harassment.

### **TITLE IX OF THE EDUCATION AMENDMENTS OF 1972 GENDER DISCRIMINATION**

AIMS@UNM and federal law prohibit discrimination on the basis of gender. If students are treated differently based upon their gender, in academia or extracurricular activities, this treatment may be considered gender discrimination. Gender discrimination may include: academic programs, discipline, classroom assignment, physical education, grading and/or athletics.

### **SEXUAL HARASSMENT**

Sexual harassment is a form of gender discrimination as defined in Title IX of the Education Amendments of 1972. Sexual harassment is a violation of federal law, AIMS@UNM Board policy, district procedural directives and school policy.

Is illegal under state human rights statutes and may be considered a criminal offense under state and local assault and child abuse laws.

Includes sexual advances, requests for sexual favors, and written or verbal conduct of a sexual nature. If behavior toward another student makes him or her feel intimidated, uncomfortable or if the student feels threatened, it may be considered sexual harassment even if the harasser did not intend for his or her actions to be offensive.

### **SEXUAL HARASSMENT IS CONSIDERED TO HAVE OCCURRED WHEN:**

Submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of the academic status of a student or obtaining an education.

Submission to or rejection of that conduct or communication by an individual is used as a factor, which affects the academic standing or education of a student.

That conduct or communication has the purpose or effect of substantially or unreasonably interfering with the education of a student, or creates an intimidating, hostile or offensive educational environment.

## **Albuquerque Institute for Mathematics and Science @ UNM Charter**

### **SEXUAL MISCONDUCT**

Sexual misconduct includes, but is not limited to:

Physical acts of aggression.

Force or threat against another student.

Threatening to force or coerce sexual acts.

Touching of private/intimate parts of the body

Coercing, forcing or attempting to coerce or force sexual intercourse.

These acts should be reported to the UNM Police Department or the Albuquerque Police Department.

### **PREGNANCY**

Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination against pregnant or parenting teens. Title IX views teen pregnancy as a “medical condition”, therefore pregnant teens:

May voluntarily elect to stay at their home school during their pregnancy.

Are to receive a comparable curriculum and academic opportunities as they would at their home school.

Retain their academic standing, which cannot be altered due to their “medical condition”.

### **INTERNAL COMPLAINT PROCEDURES**

Students and parents/legal guardians are encouraged to resolve concerns with the school Director. If the Director is unable to resolve your concern, you are encouraged to seek assistance at the next highest level.

Report gender harassment and/or discrimination to the principal, either verbally or in writing.

Students who have knowledge of inappropriate behavior and fail to contact appropriate personnel, you will be subject to disciplinary action.

Any knowledge of inappropriate behavior must be reported to the principal, assistant principal, teacher, or counselor.

## **Albuquerque Institute for Mathematics and Science @ UNM Charter**

School personnel who receive reports of harassment and/or discrimination shall immediately inform the principal.

If the complaint is in regard to the Director, contact the Board of Trustees President. Upon receipt of notification of harassment and/or discrimination, the Board President must contact the Office of Equal Opportunity Services within 72 hours, to report the incident. Any school personnel who fail to report incidents of harassment and/or discrimination will be subject to appropriate disciplinary action.

### **WHO MAY FILE A COMPLAINT**

Any AIMS@UNM student, parent or legal guardian, on behalf of his or her student, who believes he or she has been discriminated against on the basis of sex, gender, race, national origin or disability.

These procedures do not deny any student or parent/legal guardian the right to pursue other avenues of recourse.

### **HOW TO FILE**

You may contact the Office of Equal Opportunity Services, in any manner, to report inappropriate conduct. An internal complaint must be filed within thirty (30) calendar days from the last day of the alleged discrimination, unless the time for filing is extended by the Office of EOS for good cause (to be determined by the Office of EOS). All inquiries and internal complaints filed with the Office of EOS are confidential. Confidentiality also applies to the inquiry and investigative process of all investigations conducted by the Office of EOS.

### **RETALIATION**

No student will suffer retaliation or intimidation for participating in an inquiry or the internal complaint process. Retaliation against any student seeking assistance at their school, filing a complaint, or participating in the investigative process is grounds for a subsequent retaliation complaint. AIMS@UNM will respect the privacy of the complainant, the respondent, and the witnesses as much as possible, consistent with our legal obligations to investigate, take appropriate action, and conform with any discovery or disclosure obligations.

### **WHERE TO FILE**

Complaints may be addressed with the following offices:

US Department of Education, Office for Civil Rights  
Federal Office Building  
1244 Speer Blvd., Suite #310  
Denver, Colorado 80204-3582  
(303)844-5695

## **Albuquerque Institute for Mathematics and Science @ UNM Charter**

### **APPEAL PROCESS**

When the Office of Equal Opportunity Services (EOS) has completed an internal investigation, the decision may be appealed by either the complainant or respondent. This process is as follows: The EOS office informs the Superintendent of the determination.

The determination will state whether the evidence gathered substantiates probable cause or no cause that the respondent violated AIMS@UNM policy and district procedural directives.

If the complainant or respondent is not in agreement with the determination of the EOS office, he or she will have ten (10) business days from the date of the determination, to submit a written appeal to the Director. The Director will inform the complainant or respondent of the decision of the appeal, in writing, within fifteen (15) business days of the receipt of the appeal.

Any student who violates AIMS@UNM Board policy, district procedural directives, or school policy by engaging in conduct that is in conflict with said policies or directives, involving any individual, will be subject to disciplinary action.

### **VII. FACILITIES**

#### **VII.G.1 Description:**

Currently the Albuquerque Institute for Mathematics and Science @UNM Charter School is housed on the South Science and Technical Park of the University of New Mexico Campus. Housed in a University owned building at 933 Bradbury SE, the building is subject to evaluation and prioritization and eligible grants pursuant to the Public School Capital Outlay act in the same manner as all other public schools in the state. The school proper is bound by the UNMH management offices to the north, the Sandia Laboratory AML Laboratory to the East, and Center for High Technology to the South.

The school consists of 13 classrooms including 2 science labs and a general purpose room. The school also has and outdoor Commons area.

The building is in compliance with all safety codes, as evidenced by safety inspections both locally and on a state level (see appendix).

#### **VII.G.2 Capital Outlay Needs:**

There are no capital outlay needs as this time.

### **VII.H. OTHER STUDENT SERVICES**

#### **VII. H.1(a). School plan for meeting the transportation needs of its students:**

The Albuquerque Institute for Mathematics and Science @ UNM does not transport students to and from school. A University of New Mexico shuttle bus transports students to and from the campus to the Main UNM Campus.

#### **VII.H.1(b) School plan for contracting services for transportation .**

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Albuquerque Institute for Mathematics and Science @UNM will contract bus service on an individual basis for field trips.

**VII.H.2(a) School plan for meeting the food services needs of its students**

The Albuquerque Institute for Mathematics and Science @UNM does not provide cafeteria services for its students.

**VII. H.3 Describe the school plan for providing student access to counseling services**

Currently the Albuquerque Institute for Mathematics and Science @UNM employs 1.3 FTE Licensed school counselors. Any additional personnel necessary would be contracted through CES.

**VIII. REQUIREMENTS**

**A. LEGAL LIABILITY AND INSURANCE COVERAGE**

The Albuquerque Institute for Mathematics and Science @UNM participates in the Public School Insurance Authority. The school pays for its own insurance coverage..

**B. WAIVERS**

The Albuquerque Institute for Mathematics and Science @UNM is requesting no waivers at this time