

Albuquerque Institute for Mathematics and Science @ UNM
AIMS@UNM
(High Tech High)

<u>Section and Page</u>	<u>Current language</u>	<u>Proposed Change</u>	<u>Rationale</u>
Throughout the Charter document.	AIMS@UNM is a Charter High School High Tech High registered language	To make AIMS@UNM a 6-12 grade school, with no overall increase in total student enrollment from the current charter agreement (ie. No more than 360 students total) Deletion of registered language	<ul style="list-style-type: none">• Seamless transition between middle school and high school environment.• Offering of academic environment found in AIMS@UNM high school to middle school students.• Facilitation and accommodation of families with high school students attending AIMS@UNM who also have middle school students.• Allow for educational exchange and multilevel interaction between middle school and high school math and science students.• HTH San Diego disallows use of registered HTH language outside of California.

DESCRIPTION

Mission of Albuquerque Institute for Mathematics and Science Albuquerque:

The Albuquerque Institute for Mathematics and Science at University of New Mexico (**AIMS@UNM**) is currently the only high school affiliated with the University of New Mexico. Devoted to the education of motivated mathematics and science students, our mission is to educate an intellectual blend of culturally, ethnically and economically diverse students in a culture of rigor and strength of fortitude; driven by motivation, fueled by innovation and guided by a public service. We believe high school students do especially well when they are encouraged to reach for high standards and we believe this is equally true of middle school students. Because of our commitment to bridge the gap between school and the world beyond, **AIMS@UNM** looks and feels different than a traditional high school/ middle school

Albuquerque Institute for Mathematics and Science design principles:

- *Common intellectual mission* - All students pursue the same rigorous curriculum and must demonstrate mastery through presentations of learning before promotion to the next grade level.
- The AIMS@UNM model provides a real opportunity for improvement in teaching, particularly math and science, in our middle and high schools. AIMS@UNM, with assistance from UNM, will collaborate to disseminate this model. Additionally, the best practices identified in the schools will be shared to assist in improving the teaching methods of math and science
- *Concurrent Enrollment with a post secondary higher education institution, namely the University of New Mexico.*

REQUEST AND JUSTIFICATION

- In July of 2006, High Tech High San Diego severed relations with all High Tech High affiliates not residing in California. Additionally, State educational law forbid any affiliation financially or in governance, with educational entities or businesses not residing in New Mexico. High Tech High of Albuquerque then made a request to the Board of Education of Albuquerque Public Schools (High Tech High's licensing agent) for an amendment to change the name of High Tech High to Albuquerque Institute for Mathematics and Science at UNM, with the understanding that further amendments eliminating the High Tech High oversight and registered format specific to that business be taken out of the language of the Charter and be amended to reflect AIMS@UNM's partnership with the University of New Mexico. That request was approved in October of the school year 2006-2007. In completion of that agreement, AIMS@UNM presents the completion of the amendments as requested in October.

- It has long been accepted that the middle school experience is pivotal to in the academic career of students. Many feel the top performing schools create relationships with students at the middle school level. The establishment of a culture in which middle school student belong, flourish and have established relationships with older students is vital to the retention and success of middle school students. For the most part, students and parents are satisfied with the elementary school experience. However, by middle school, student peer groups are forming and becoming established. To change peer groups during this time is often stressful, and as often as not, identifies students who are already at risk. Encouraging investment into the academic community at this time, establishing peer groups and involvement into the culture of the academic community of **AIMS@UNM** will benefit students by providing a seamless transition from middle school into the high school environment. The result of this can be nothing but beneficial to the student and their families.
- The **AIMS@UNM** model provides a real opportunity for improvement in teaching, particularly math and science, in our middle and high schools. **AIMS@UNM**, with assistance from **UNM** will collaborate to provide additional grade levels, namely middle school. Additionally, the best practices identified in the schools will be shared statewide to assist in improving the teaching methods of math and science.
- Research has demonstrated that science and technology mission-driven high schools produce results: higher GPAs, greater student placement into higher education institutions, increased involvement of private industry mentoring students, and the development of curriculum that responds to industry needs. **UNM and AIMS@UNM** have strengthened and solidified their partnership to promote in New Mexico academic achievement, college preparation, and a local public school that embodies project-based learning. Additionally, **AIMS@UNM** has acquired a permanent building for the school on the UNM south campus and the school will be moving August of 2007. Most importantly, **Albuquerque Institute for Mathematics and Science at UNM** is providing *an entire school culture committed to academic rigor through a project-based curriculum of integrated math, science and technology*. Students have multiple opportunities to collaborate with peers, pursue areas of interest, and participate in integrated courses with project exhibitions as the centerpiece.
- This is a great opportunity to provide the same type of educational framework for middle school students. Currently there has been a great interest however in providing this opportunity to middle school students. Parents with high school children already enrolled at the school often times have middle school aged students also interested in a school with the type of focus offered here. Additionally, there are parents with middle school students who plan for their children to attend AIMS upon their matriculation to high school. The acceptance of middle school children now would facilitate these parents more immediately

rather than waiting for three years and possibly losing the momentum their students have now. *It is important to note however that the total population of the school will not exceed that requested of the current charter.*

SUMMARY

Enrollment of sixth grade class would take place fall of 2007. Class would consist of no more than 40 sixth graders, with the total population of the school not to exceed 360 students total.

TIMELINE

1. August 15, 2005: Albuquerque Institute for Mathematics and Science Albuquerque opened
2. Spring 2006/fiscal year 2007: Capital appropriation to UNM
3. July 2006 - Submissions to the APS board: High Tech Middle @ UNM charter and change the high school name to Albuquerque Institute for Mathematics and Science @ UNM
4. Spring 2006 – Submission to APS School Board for enrollment of middle school kids
5. August 2007, AIMS@UNM and HTM move into their permanent facility at UNM

<i>Class and number</i>	<i>Timeline</i>
9 th grade (60)	Fall 2005
10 th grade (60)	Fall 2006
11 th Grade (60)	Fall 2007
6 th grade (40)	Fall 2007
12 th grade (60)	Fall 2008
7 th grade (40)	Fall 2008
8 th grade (40)	Fall 2009
Total 360	6th thru 12th grade by 2009

SECTION A.

A. Mission Statement:

Albuquerque Institute for Mathematics and Science at UNM is prepared to provide an extraordinary education to high AIMS@UNM students in the Albuquerque metropolitan area who are interested in pursuing careers requiring advanced math, science, and technology skills. AIMS@UNM will educate an intellectually single minded blend of culturally, ethnically and economically diverse students in a culture of rigor and strength of fortitude, preparing them for early college entrance; driven by motivation, fueled by innovation and guided by a spirit of public service. It will prepare its graduates for post-secondary education, gainful employment, and leadership in New Mexico's high technology industry.

To that end, Albuquerque Institute for Mathematics and Science at UNM will provide:

- 1 Small learning communities
- 2 Rigorous curriculum
- 3 Integration of state-of-the-art technology with academics
- 4 Adult world connection
- 5 Common intellectual mission
- 6 Performance-based assessments
- 7 Innovative qualified instructors
- 8 Relevant staff development
- 9 Collaborative planning for instructors
- 10 Collaboration with community partners
11. Concurrent Enrollment with a major university

A.1 Whom do you serve?

AIMS@UNM serves all applicants, grades 6-12. At full capacity, AIMS@UNM will enroll a maximum of 360 students. Our students come from the greater APS district and surrounding communities, including Bernalillo and Sandoval counties. The demographic breakdown from the 2006-2007 forty day count is as follows:

Total 119 students:

Hispanic:	52%
Caucasian:	34%
Native American:	5%
Asian/Pacific Islander:	9%

Special Education students: 10%

Free and Reduced Lunch: 48%

In the event we have a waiting list for classes, new students will be selected by lottery as prescribed by the New Mexico State Law.

A-2 Vision:

The vision of Albuquerque Institute for Mathematics and Science at UNM is to provide students with rigorous, relevant academic and workplace skills supported by an impressive technology infrastructure. As the only high AIMS@UNM located on the University of New Mexico, the Albuquerque Institute for Mathematics and Science at UNM (AIMS@UNM) was established to provide a choice for students with a particular interest in math, science and/or engineering. AIMS@UNM Charter AIMS@UNM provides college bound students with a rigorous mathematics and science education, allowing them to get a head start on their college careers

by concurrently enrolling in the University of New Mexico, earning them to earn both high AIMS@UNM and college credits simultaneously. It is believed that students beginning their college careers during their junior year in high AIMS@UNM will choose to remain with the University continue to reside in the State upon graduation, thereby reducing the exodus of talent often experienced by the State.

A-3. What Methods will you use?

Besides quality instructional techniques, AIMS@UNM will actively solve problems within rigorous and meaningful contexts that are applicable to real world problems. Projects will offer students an opportunity to learn about their community and give back to their community. Projects will incorporate four curriculum strands:

- math/science/technology
- literacy/humanities
- ethics/responsibility
- art/design

Other methods include, but are not limited to:

- **Infusion of technology:** all student work, including projects, performance-based assessments, and digital portfolios. The graduates of Albuquerque Institute for Mathematics and Science at UNM will be engaged citizens who are thoughtful, self-motivated, competent, and lifelong learners prepared to thrive throughout their lives in anything they do.
- **Concurrent enrollment:** Students at AIMS@UNM will concurrently enroll at the University of New Mexico.
- **A balanced calendar:** To facilitate the utilization of concurrent enrollment, AIMS@UNM will follow a calendar that is accommodating of the University of New Mexico calendar.
- **Seamless transition between mid school-high school-and post secondary educational pursuits.** The addition of a 6-8 grade will allow a seamless transition in grades 6-15.
- **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 26 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.
- **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. Students will explore and determine their respective interests, goals, and plans. The Next Step Plan will be revisited and updated each year by the parents/guardians, advisor and student. The Next Step Plan includes:

- Student Information
- Student Goals
- Student Course of Study
- Student opportunities and linkages to the community and higher education
- Signatures of student, the parents/guardians and advisor
- Post 6-12 AIMS@UNM Plan (for seniors)
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- **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.
- **Teacher training:** teachers will be trained during the summer in advanced content area and specialized training required of such specialties as AP classes, and International Baccalaureate specialties. Additionally, each instructor will be required to attend professional development in their own area of content specialty. These enrichment and extension classes will be require prior approval of the administration and be part of the teachers professional development plan for improvement (PDP) developed with administration.
- **Staffing Patterns:** Depending upon funding availability, staffing will include but not be exclusive of the following:
 - 1 Director
 - 1 Dean of Students
 - 1 Business Manager
 - 1 Registrar
 - 1 Secretary
 - Faculty as per state requirement
 - Various contracted personnel as per state requirements
- **SAT Team:** SAT Team has developed into an effective method of early intervention for all the barriers to education, whether the students should be evaluated for special needs or not. AIMS@UNM believes that every student has special and individual needs. The SAT Team, made up of faculty, staff and administration meet to ensure tat classroom interventions are appropriate and effective.

A-4. How will we know if we are achieving our mission?

Assessments: A variety of assessments will be used to determine whether we are achieving our mission: short-cycle assessments administered at the beginning of the first semester and at the end of each successive semester, standards- based assessments of student achievement and AYP. In compliance with No Child Left Behind (NCLB) and the NM Assessment and Accountability Act [22-2C-1 NMSA, 1978], The NM Public Education Department will measure adequate yearly progress for Albuquerque Institute for Mathematics and Science at UNM. Albuquerque Institute for Mathematics and Science at UNM will administer the NMSA (Grade 6,7,8,9 and 11) and the New Mexico Standards Assessment (Grade 11). In addition, Albuquerque Institute for Mathematics and Science at UNM will administer the New Mexico Competency Examination in Grade 10 and required make-ups in Grades 11, 12, and "13" as required by state statutes.

Note: Because AIMS@UNM opens in 2005-06 the dates listed in the matrix below begin

with that year.

Grade level the test will be administered	Subject area of the standards-based academic performance test	Projected school year that test administration begins as determined by the date of the school's opening or when the PED begins administration of the test
9 th Grade Purpose: AYP	Mathematics Science Reading Composition	2005-2006
10 th Grade Purpose: To earn a high school diploma	New Mexico High School Competency Exam	2005-2006 (and every year for five years following departure from grade 12 until all subtests are passed and a diploma is granted)
11 th grade Purpose: AYP	Reading Mathematics	2005-2006

With the addition of grades 6-8, the following schedule will be adhered to:

Test to be administered	Standards-based academic performance test	Test administration begins as determined by the date class admission
6 th grade: purpose AYP	Mathematics, Science, Reading and composition	2007-2008
7 th grade: purpose AYP	Mathematics, science, reading and composition	2008-2009
8 th grade: purpose AYP	Mathematics, science, reading and composition	2009-2010

- **Action Committees:** Action committees of faculty, support staff and ancillary staff have developed the structure and curriculum so far and are developing instruments including feedback of students, parents and community members to evaluate the success of our efforts.
- **Parent Conferences:** Parent conferences will be held at parent request, as well as for students not achieving standards.
- **Enrollment:** Once full program of studies is established, enrollment should continue to remain around 360 with a maximum increase of 400 students.

A-Other: What will the charter do to complement or supplement education provided by the district or other charter schools?

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 concurrent enrollment of its students into the University of New Mexico program. At Albuquerque Institute for Mathematics and Science at UNM, every student will work to meet the same high expectations to meet rigorous content standards. The AIMS@UNM will have a special focus on ending the "digital divide" frequently reflected in ethnic, class, and gender inequities in access to technology and a challenging curriculum. It expects all students to participate in concurrent enrollment, to graduate with university credits, and to enter post secondary work.

To achieve intellectual coherences, Albuquerque Institute for Mathematics and Science at UNM uses a common language among its students and teachers. This develops from AIMS@UNM structures like common rubrics for performance assessments, common time in which teachers plan curriculum together, and common rituals by which students demonstrate their learning and progress toward graduation

Albuquerque Institute for Mathematics and Science at UNM seeks to create a strong and vital sense of community. Its 360 students, staff, and families will work together to achieve Albuquerque Institute for Mathematics and Science at UNM's high standards and maintain a strong community ethos. Albuquerque Institute for Mathematics and Science at UNM will also work closely with the community at large, as well as its, partner the University of New Mexico, to take advantage of all available resources for educational opportunity. The plan for achieving this strong sense of community includes:

- o Community service projects
- o Regular AIMS@UNM – home communications
- o Parent, student and teacher conferences
- o Informative and user-friendly web pages for the AIMS@UNM community
- o High standards that are clearly articulated to all parties
- o Regular exhibition of student work

In the area of complementing the education provided by other public schools in APS, AIMS@UNM follows standards and benchmarks established by the New Mexico Public Education Department, follows guidelines recommended by Department of Higher Education of New Mexico, initiates the Next Step plan with our ninth grade students and works Administrators of the Albuquerque Public Schools system as well as the University of New Mexico.

Section B

B. Goals, objectives and student performance standards:

B-5: How do school goals, objectives and student performance standards comply with state content standards, benchmarks and performance standards and plans for facilities Statewide Adequacy Standards? Are they Measurable and student-centered?

AIMS@UNM Charter School's goals, objectives and student performance standards were adopted directly from the New Mexico State standards. They are measurable and student centered. Please refer to last years AYP report, as well as curriculum.

AIMS@UNM facilities are currently in the process of being renovated at 933 Bradbury SE., a current public facility. Renovation will conform to New Mexico Capital Improvement authority. Please see included plans.

B-6. How do school goals, objectives and student performance standards comply with state accreditation? Are they measurable and student-centered?

AIMS@UNM Charter School is monitored and accredited by the Office of the Secretary of Education of the State of New Mexico. In the school year 2005-2006, AIMS@UNM met AYP in all areas measured. Please see attached EPSS plan to document measurability and student orientation. AIMS@UNM is fully accredited by the New Mexico Public Education Department.

B-7: How do school goals, objectives and student performance standards comply with state standardized testing and school report card requirements? Are they measurable and student centered?

AIMS@UNM students take the NMSA and PSAT short-cycle assessment to drive instruction and individual student goals.

SECTION C

C. Educational program, student performance standards and curriculum:

C-8: Documentation, research, rationale that supports all curricular approaches (distinguished between philosophy and curriculum)

Albuquerque Institute for Mathematics and Science at UNM believes that all students can thrive in a rigorous, intellectually challenging, technology-rich creative environment. We believe 6-12 AIMS@UNM students do especially well when they understand the relevance of their academic work and experience linkages between it and the "real world." Because of our commitment to bridging the gap between AIMS@UNM and the world beyond, Albuquerque Institute for Mathematics and Science at UNM will look and feel different than a traditional 6-12 AIMS@UNM. While there are a number of 6-12 AIMS@UNM s in Albuquerque that offer good programs with an emphasis on math, science and technology, we believe that the demand for AIMS@UNM s with an accelerated math, science, and technology curriculum far exceeds the supply. Albuquerque Institute for Mathematics and Science at UNM's small size, caring staff, links to area industries, rigorous curriculum, and workplace style educational facility and partnership with UNM will provide a unique 6-12 AIMS@UNM option to Albuquerque families.

Similar schools such as the Charter School of Wilmington in Delaware have experienced tremendous success and are models of the kind of educational program Albuquerque Institute for Mathematics and Science at UNM will replicate. The Charter School at Wilmington is the oldest and has produced the following recent achievements: "Superior Performance" rating in the Delaware School Accountability Ratings, three Davidson Fellow Scholarship Awards, Best of Show at the Delaware Science Expo, top scoring 6-12 school in Delaware on assessments in Math, Science, Social Studies, Reading, and Writing, and the highest average SAT scores in the state among public 6-12 schools. Its students have placed first in: Science Olympiad, Delaware Envirothon, Math Invitational for 9th and 10th-12th teams, Delaware Engineering Competition for Varsity and JV teams, and it still holds other achievements not listed here.

This is the kind of success one can expect from a mission-driven school with a math-science-technology focus. Albuquerque Institute for Mathematics and Science at UNM proposes that it will be such a school that provides a rich and dynamic curriculum that will challenge students. Albuquerque Institute for Mathematics and Science at UNM faculty will hold high expectations for student achievement and will create feasible opportunities for each student to attain success. School climate, seamless transition between middle secondary school and higher education, and a plan for grades 6 thru 14 are approaches that are designed to help individual students achieve their highest potential in science and mathematics education.

C-9: A specific, detailed description of all curriculums, including scope and sequence and student performance standards.

The AIMS@UNM Charter School faculty currently utilizes an integrated curriculum cross content, 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 as well as the Albuquerque Public Schools system.

C-10: A timeline for alignment of the curriculum with the Public Educations Department of Content Standards as well as the Albuquerque Public School Systems

content standards, benchmarks and performance standards.

The curriculum of AIMS@UNM is already aligned with the New Mexico Public Education Departments and the Albuquerque Public Schools content standards, benchmarks and performance standards.

C-11. Strategies and methods to be used in delivering the curriculum and how the curriculum will address each student’s needs and assist the student in reaching those standards. Include how proposed academic programs impact Statewide Adequacy Standards requirements.

Not only is instruction and professional development provided instructors on delivery of instruction, but we also supply teachers with supplemental materials and technology for classroom support. Additionally, research based curricula and methodologies have been adopted that include differentiation of instruction. We have had no trouble meeting the Statewide Standards requirements.

C-12. Length of school day and school year

Instructional time and length of school year shall meet or exceed the 1080 hours of instruction, 182 days per year for credit as required by the State of New Mexico. Additionally, the calendar will align with the University of New Mexico academic calendar to allow for facilitation of concurrent enrollment as well as student advancement and increase opportunity for accelerated instruction and academic opportunity.

C-13. Grades, projected class sizes by grade and yearly total projected student enrollment projected five years out if appropriate.

- Grade 6 (beginning 2007) 40
- Grade 7 (beginning 2008) 40
- Grade 8 (beginning 2009) 40
- Grade 9 (beginning 2005) 60
- Grade 10(beginning 2006) 60
- Grade 11(beginning 2007) 60
- Grade 12(beginning 2008) 60
- Total 360

C-14. Proposed requirements for graduation:

AIMS@UNM will adopt the and adhere to the approved curriculum of the Albuquerque Public School System, which meets or exceeds state standards.

**ALBUQUERQUE INSTITUTE FOR MATHEMATICS AND SCIENCE AT UNM
AIMS@UNM MIDDLE SCHOOL FRAMEWORK
2007-2008 (sixth grade only, additional grades to be added in subsequent years)**

6 TH GRADE	7 TH GRADE(2008-2009)	8 TH GRADE(2009-2010)
MATH	MATH	ALGEBRA 1
LANGUAGE ARTS	LANGUAGE ARTS	LANGUAGE ARTS
SOCIAL STUDIES	SOCIAL STUDIES	SOCIAL STUDIES
SCIENCE	SCIENCE	SCIENCE
PE – 1 YR. REQUIRED	HEALTH/ELECTIVE	ELECTIVE
ELECTIVE	ELECTIVE	ELECTIVE
ELECTIVE	ELECTIVE	ELECTIVE
ELECTIVE	ELECTIVE	ELECTIVE

**ALBUQUERQUE INSTITUTE FOR MATHEMATICS AND SCIENCE AT UNM
AIMS@UNM HIGH AIMS@UNM High School Framework
2007-2008**

9 TH GRADE	10 TH GRADE	11 TH GRADE	12 TH GRADE (2008-2009)
GEOMETRY	ALGEBRA II	PRE-CALCULUS	CALCULUS
ENGLISH 9	ENGLISH 10	ENGLISH 11	ENGLISH 12
SOCIAL STUDIES	SOCIAL STUDIES	SOCIAL STUDIES	
BIOLOGY	PHYSICS	CHEMISTRY	UNM SCIENCE COURSE
PE – 1 YR. REQUIRED	HEALTH/ELECTIVE	ELECTIVE(UNM)	Elective(UNM)
ELECTIVE	ELECTIVE	ELECTIVE(UNM)	Elective(UNM)
ELECTIVE	ELECTIVE	Elective	

C-Other. Proposed method of storing and making available to appropriate people student’s records, including but not limited to transcripts, health information, special education information, student attendance and drop out data and teacher information including attendance and licensure.

Cumulative records for students and teachers are stored in fire-proof file cabinets in the administration office in a locked store room, and copies are available by written request to appropriate people. Our STARS data is maintained on a software program developed by the State of New Mexico.

Section D

D. Meeting Individual Student's needs:

D-15 Description of the way a charter schools educational program will meet the individual needs of students, including those students determined to be at risk:

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.

D-16. Suggested modifications to meet individual student needs, including bilingual, limited English proficient, and Special Education (including testing accommodations).

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.

Students enrolled concurrently at the University of New Mexico are under the guidelines of that institution as per federal law. Section 3 of the New Mexico student code follows:

1. Policy

In keeping with the Rehabilitation Act of 1973 and the Americans With Disabilities Act of 1990, the University is committed to providing equal access to educational opportunities for qualified students with disabilities. The University shall provide reasonable academic adjustments as defined in **Section 3.3.** herein, to qualified students with disabilities as necessary to ensure equality of access to the courses, programs, services, and facilities of the University. However, students with disabilities are still required to adhere to all University policies, including policies concerning conduct and performance.

The student is responsible for demonstrating the need for an academic adjustment by providing University Accessibility Services with complete and appropriate current documentation that establishes the disability, and the need for and appropriateness of the requested adjustment(s). The University is responsible for all costs of academic adjustments. The following sections provide procedures for students, faculty, and staff on academic adjustment requirements.

2. Procedures for Requesting and Determining Academic Adjustments

The first step in the process for a student who seeks academic adjustment because of a disability is to register with the Accessibility Services Office and submit documentation of the disability from a licensed or certified professional in order to become eligible for services. Applicants to, or students in, the UNM AIMS@UNM of Medicine and the Colleges of Nursing and Pharmacy should contact the UNM AIMS@UNM of Medicine Manager of Student Learning Support Services for information on requesting academic adjustment. Applicants to, or students in, the UNM Law School should notify the Law School Registrar as well as the Accessibility Services Office. Once a student establishes that he or she has a disability, the University will work with the student to determine what academic adjustments are appropriate and reasonable in accordance with **Section 3.3.** herein.

2.1. Student Responsibilities

It is the student's responsibility to demonstrate the need for an academic adjustment by

providing Accessibility Services with complete and appropriate current documentation that establishes the disability, and the need for and appropriateness of the requested adjustment(s). Accessibility Services can provide information on the kind of documentation that is required. If the initial documentation is incomplete or inadequate, the student will be required to provide additional documentation at the student's expense.

Accessibility Services will determine a student's eligibility and, in consultation with the student, will determine effective and appropriate academic adjustments in accordance with **Section 3.3.** herein. Accessibility Services may consult with other University departments, as necessary, in order to make a determination of eligibility and what academic adjustments are appropriate and reasonable. Accessibility Services will send a letter, per the student's request, to faculty, with a copy to cognizant department chairs, informing the faculty members of what adjustment(s) the student is to receive. Accessibility Services is responsible for costs relating to academic adjustments that are part of instructional courses at the Albuquerque campus. Branch campuses are generally responsible for costs relating to academic adjustments for their students. Once the student has established his or her eligibility for academic adjustments, Accessibility Services will provide appropriate adjustments as expeditiously as possible. Generally, adjustments will be in place within fifteen (15) working days; however, some adjustments can require a longer period of time to arrange. Therefore, students are encouraged to pre-register with Accessibility Services before classes begin so that adjustments can be in place when needed at the start of the semester. If pre-registration is not possible, students should register at the start of the semester or as soon as the need for an adjustment becomes known, and Accessibility Services will make every effort to accommodate the student's needs as soon as possible. Requests received right at or after the start of a semester may result in the student being without the adjustment for part of the semester. Students should be aware that an academic adjustment does not apply retroactively, so that grades earned on exams, assignments, or other classroom activities before the adjustment takes effect will not be changed.

2.2. Faculty Responsibilities

Faculty members must provide students with the academic adjustments identified in the letter from Accessibility Services. If the faculty member has questions or concerns, or needs help with making the modifications called for, he or she should contact Accessibility Services. If a student discloses a disability to a faculty member and requests an academic adjustment but the student does not have a letter from Accessibility Services, the faculty member should direct the student to Accessibility Services. It is not the faculty member's responsibility to decide whether the student has a disability and what adjustments are appropriate. Faculty can help the University meet its obligations to provide students with academic adjustments in a timely manner by stating on their class syllabus that students should inform them of any special needs as soon as possible. Students who do so should be referred to Accessibility Services.

2.3. Appeal

In most instances the academic adjustment determination made by Accessibility Services will be acceptable to the student and faculty. However, if that is not the case, the determination is subject to appeal. In addition, the student can appeal a determination by an academic unit that an adjustment would result in a fundamental alteration of a course or program. The Provost/HSC Dean, or designee, will convene an ad hoc committee to consider the appeal. Members of the ad hoc committee will include representatives from relevant University departments as determined on a case-by-case

basis. The ad hoc committee will follow the appeal procedures listed in **Exhibit A**. The ad hoc committee will make a recommendation to the Provost/HSC Dean, or designee, whose decision on the appeal is final for the University. Every effort should be made to arrive at a determination of the appeal as expeditiously as possible.

3. Criteria for Determining Academic Adjustments

The University shall make academic adjustments for the known physical or mental limitations of a qualified student with a disability, unless the University can show that providing an adjustment would result in:

- a fundamental alteration of the service, course, program, or activity;
- an undue financial, administrative, or academic burden, and/or;
- a direct threat to the health or safety of the student or others.

3.1. Individual with a Disability

An individual with a disability is a person who has, or has had a record of, or is regarded as having a physical or mental impairment that substantially limits a major life activity such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, or working.

3.2. Qualified Student with a Disability

A qualified student with a disability is a student with a disability who meets the academic and technical standards required for admission and participation in the programs and activities of the University of New Mexico.

3.3. Academic Adjustment

An academic adjustment is a modification or adjustment to instructional methods and/or to a course, program, service, or facility of the University that enables a qualified student with a disability to have equal access and opportunity to attain the same level of performance and to enjoy equal benefits and privileges as are available to similarly-situated students without a disability. Determining reasonable academic adjustments must be done on a case-by case basis and in consultation with the student. The University is not required to provide the specific adjustment requested, but the adjustment must be effective to enable a qualified student with a disability to enjoy equal opportunity and access. All offers of adjustments are subject to applicable University policies.

3.3.1. Course or Program Modifications

The University shall provide such modifications to courses, programs, or educational requirements as are necessary and appropriate to enable a qualified student with a disability to enjoy equal opportunity and access. However, the University is not required to fundamentally alter the essential nature of a course or academic program. Reasonable academic adjustments may include, but are not limited to, extended time on an examination or paper, and oral instead of written examinations, where appropriate.

3.3.2. Auxiliary Aids and Services

Reasonable academic adjustments in the form of auxiliary aids and services may include, but are not limited to: note-takers, readers, Braille or large print materials, and sign language interpreters. However, the University is not required to provide devices or services of a personal nature such as personal attendants or personal devices utilized in activities of daily living.

4. Americans With Disabilities Act (ADA) Coordinator

The Americans With Disabilities Act (ADA) Coordinator for The University of New Mexico is the Director of the University Office of Equal Opportunity. Students who believe that they have been discriminated against on the basis of a disability may contact the Office of Equal Opportunity to file a complaint.

D-17. Specific Special Education Plan (aligned with 2005 recommendations)

AIMS@UNM is a full inclusion program with highly qualified regular education content teachers and students working with students of various levels and needs. Students needing individual and small-group test administration have room accommodation. AIMS@UNM will comply in accordance with the requirements of IDEA 2004 and IDEA 2006.

D-18. Access to other services including but not limited to counseling and health.

AIMS@UNM has a contracted counselor and access to a clinical psychologist. We provide regular services and include family counseling, referrals to New Mexikids, Title I Homeless Liaison, rape counseling, domestic violence counseling, substance abuse counseling, etc. AIMS@UNM contracts for services from social workers and other professionals and work closely with the Children, Youth and Families Division of Social Services.

D-Other: Special Education plans should include the following:

Evaluation files must contain:

- **Parent notification referral**
- **Parent consent for evaluation**
- **Parent perception of problems and interventions**
- **Snapshot of students attendance history**
- **Observation of Test Behavior**
- **Evaluation report conforming to diagnostic standards**
- **Statement re: cultural, linguistic, environmental and socio economic factors impacting the student ability to gain from their educational experience**
- **Statement indicating the need for specialized instruction**
- **Recommendation for general teaching or environmental strategies**
- **Notification of Multi-disciplinary Team (MDT) sent prior to MDT meeting**
- **Documentation of MDT determination of eligibility**
- **Current IEP**
- **Current Evaluation**
- **Transition/NextStep plan (if applicable)**

Placement file must contain

- **Documentation of special factors affecting student placement**
- **Student**

Placement file must contain

- **Documentation of special factors affecting student placement**
- **Student IEP goals and objectives aligned to state standards written**

in specific, measurable terms, including reference to measurement tool to be used to determine progress

- **Clear justification for program placement**
- **Student schedule of special education and related services**
- **Relevant testing and instructional accommodations, modifications, supplementary aids and services must be readily available to students' instructors**
- **Any accommodations indicated for state-mandated testing**
- **Documentation of required meeting participants at IEPs**
- **Parent and student notices of IEP and MDT meetings**

Our individual special education student's files do contain the preceding documentation.

Section E

E. Evaluation of Student Performance

E-19. Specific remediation plan for students not achieving standards, including a timeline and process for parent notification and implementation of the remediation plan.

Parents should be notified at the beginning of the second nine week grading period, and an academic improvement plan with specific interventions should be in place by the middle of the second nine week grading period at the latest, if a student is not achieving at grade level. The classroom teacher is responsible for initiating the Academic improvement Plan and notifying the parents and the chairperson of the SAT Team within one week of the beginning of the second semester. The chairperson of the SAT Team is responsible for arranging a meeting of the SAT Team to finish developing the Academic improvement Plan which must be in place by midpoint of the second nine week grading period. Upon notification by the school, it then becomes incumbent upon the parent to monitor the progress of their student.

E-20. Assessments in addition to the statewide mandated testing (that will be used to measure student progress toward achievement of the state's standards and the school's student performance standards).

In addition to statewide mandated testing, the AIMS@UNM Charter School currently uses PSAT, New Mexico Competency exams as well as teacher generated short cycle assessment.

E-21. Plan for documentation and reporting of student data (School Report Card and ADS).

Teachers provide progress reports at the midterm of the semester, report cards are completed at the end of each nine week grading period and semester grading period, a copy of which goes in the student's cumulative folder. In addition teachers are encouraged to send progress reports more frequently for their students. Progress reports may also be requested by parents at any time. STARS (replacing ADS) reports are submitted at the appropriate times as required by the New Mexico Public Education Department: 20 days, 40 days, 80 days, 120 days, and an end of the year report. For concurrently enrolled students, FERPA regulations are followed.

E-22. Timeline for achievement of the standards.

We expect to achieve the standards for student progress each academic year for each grade level.

Section F

F. Evidence of economic soundness.

F-23. A proposed budget for year one and the following four years based on the current Unit Value and correct program unit weights, size adjustments, and at-risk factors (including breakdown of costs by line item and object code). Do the salary projections reflect the three-tier licensure requirements?

Please find attached budget reflecting the three-tier licensure requirements in the proposed pay schedule.

F-24. Description of the administrative operations of the charter school.

As per state law, the Director is directly responsible for all personnel and educational issues. The Board of Trustees directly oversees the Director. See organizational chart, duty rosters, and job descriptions for staff and for the Director within the operational manual

F-Other.

Emergency reserves of at least 1% of expenditures are maintained in the budget. AIMS@UNM Charter School maintains at least 1 % of expenditures as emergency reserves. AIMS@UNM also follows all state mandated financial regulations for public school operation.

Section G

G. Fiscal Management

G-26. Specific Plan on how the charter school will manage its fiscal responsibilities in accordance with all federal and state laws including the designation or establishment of its central purchasing office with adoption of state rules or self-developed rules pursuant to State Procurement Code.

The AIMS@UNM Charter School employs a full-time, licensed business manager who is responsible for budget management, accounts payable, budget adjustments, reporting, payroll, benefits and taxes, and purchasing. We use the APTA accounting software program. The Manual of Operations provides checks and balances to maintain fiscal responsibility

G-27. Specific description of the internal control procedures that the charter school will utilize to safeguard assets (See attached Asset Capitalization Policy, pp. 3-5)).

The school has had every lock and door re-keyed. All keys are stamped, "Do not duplicate." Only the Office Manager is authorized to issue keys and in so doing the Office Manager tracks who has keys for specific locks. The first level of key security allows for only specific rooms, the second level allows for a specific group of rooms, and the third level of security allows for one key that opens all locks. We also do a yearly inventory of all major assets including computers and textbooks.

G-28. Specific description of the internal control procedures that the charter school will utilize to promote operational efficiency.

See above.

G-29. Specific description of the internal control procedures that the charter school will utilize to provide reliable financial information.

Our business manager attends all meetings she is required to attend and those meetings that she is made aware of and that take priority over the projects and issues that she may be working on at any given time.

G-30. Specific description of the internal control procedures that the charter school will utilize to ensure compliance with applicable federal and state laws and regulations relative to fiscal procedures (e.g. segregation of duties).

The AIMS@UNM complies with all federal and state laws and regulations.

G-Other. Specific description of the procedures designed to ensure compliance with budgeting and reporting requirements of the PED, including the ability to implement the required chart of accounts and to meet all budget submissions and reporting deadlines.

Meeting deadlines for any organization is a matter of prioritizing and organization. The AIMS@UNM Charter School is held accountable to both Albuquerque Public Schools and New Mexico Public Education Department, while at the same time meeting all of its own administrative/fiscal needs.

Section H

Since the AIMS@UNM Charter School is not a conversion school, the following questions are not applicable to our application.

H. Displacement of people in a conversion school.

H-31. Specific plan for how the charter school and district will address the displacement of students and staff who will not attend or be employed in the charter school.

H-32. Transportation of students not attending the conversion school.

Section I

I. Governing body and operations

I-33. How the interim and permanent governing body will be selected and its composition.

The AIMS@UNM Governing Board Manual of Operations is currently being revised and will be submitted upon completion. Until then the current Manual of Operations is in effect pending any change determined by the Governing Board.

I-34. When the governing body will meet and how meetings will be advertised and conducted in accordance with the Open Meetings Act.

All state and federal laws pertaining to the Open Meetings Act will be maintained and followed.

I-35. The nature and extent of parental involvement and how they will be notified. Parental involvement is encouraged in a variety of ways:

Board meetings generally have an open forum for public comment at open board meetings. Opportunity for parental input is also available at/but not exclusive to events such as Open Houses and other activities. Parents are encouraged to volunteer and/or participate in their students' classrooms and activities. Information on the website, newsletters, parent communication in e-mails is also maintained.

Directors Advisory group formed of community members, parents, and instructors. Other strategies include:

- Parent conferences
- Newsletters
- Open houses
- Parent activity groups
- Progress reports
- Grade reports

Additionally, see please see D-15

I-36. The nature and extent of professional educator involvement and how they will be notified.

Although the Director generally attends governing board meetings, she cannot vote. Faculty members can and do attend as can any member of the community according to the open meeting law.

I-37. The nature and extent of community involvement and how they will be notified.

AIMS@UNM currently has a majority of seats on the Board containing community members, reflecting its partnerships with the University of New Mexico and City of Albuquerque. We make every attempt to use local businesses to supply our needs, and our administration communicates with the University of New Mexico, its police and fire departments, and surrounding businesses and residents via newsletters and meetings.

I-38. Policies and procedures of the governing body, including model of governance, how decisions are made, committee functions, relationship to staff, and professional development.

All state and federal laws pertaining to the Open Meetings Act will be maintained and followed. Meetings are conducted according to Roberts Rules of Order.

I-39. Relationship between the governing body of the charter school and the local school board, including how disputes will be resolved between the charter school/governing body, the local district superintendent and/or the local school board.

The charter school is accountable to the local school board for ensuring compliance with applicable laws, rules and charter provisions.

I-40. Role of Governing Body in policy-making, personnel decisions, budgeting, and operation of charter school.

As per state of New Mexico law, personnel decisions and operation of the Charter School are the sole responsibility of the Director. The Governing Board directly oversees the Director as well as being responsible for all policy making for the AIMS@UNM Charter School.

I-Other. Provisions for dealing with appeals of decisions made by the school staff and governing council.

AIMS@UNM will adhere to all State of New Mexico labor laws and Charter School laws as stated in the Public Education School Code.

I-Other. Provisions are evident that mediation, problem solving and facilitation services for students, staff and community are available as needed.

Notifications of services are included in the Thursday folders and referrals are made by teachers, administrators, staff and governing board members.

Section J.

J. Relationship with employees

J-41. Evidence that the terms and conditions of employment will be addressed with affected employees and their recognized representatives, if any (i.e. teacher labor representatives).

See sections 3.5 - 3.10 of the Manual of Operations.

J-42. Personnel policies and procedures that comply with the School Personnel Act.

We understand that we must comply with the School Personnel Act.

J-43. Evaluation process for staff that conforms with specific sections of School Personnel Act.

Our evaluation process conforms with the School Personnel Act.

J-44. Proposed salary schedule in alignment with 3-tier process.

Salaries will meet or exceed the minimums determined by the School Personnel Act.

J-45. Job descriptions of staff and proposed pupil-teacher ratio.

See job descriptions have been developed and are in accordance with the Public School . Personnel Act for the State of New Mexico. At all times AIMS@UNM will make every attempt, dependent on budgetary allowances, to maintain a PTR of less than 1:20. In all cases, PTR mandated by the State of New Mexico school code will be maintained.

Section K.

K. Employment and student discipline policies

K-46. Employment policies for staff and procedures that comply with the School Personnel Act as set forth in Section J above.

All employment policies for staff and procedures will comply with the School Personnel Act as set forth in Section J.

K-47. Discipline policy for students that address the State Board of Education's regulation on student's rights and responsibilities.

AIMS@UNM will adhere to student disciplinary policies as set forth in **TITLE 6: PRIMARY AND SECONDARY EDUCATION CHAPTER 11 PUBLIC SCHOOL ADMINISTRATION - STUDENT RIGHTS AND RESPONSIBILITIES PART 2 RIGHTS AND RESPONSIBILITIES OF THE PUBLIC SCHOOLS AND PUBLIC SCHOOL STUDENTS** for the State of New Mexico NMAC.

Section L.

L. Legal liability and applicable insurance coverage.

AIMS@UNM Charter School participates in the Public School Insurance Authority and complies with rules of authority. We pay for our own insurance coverage.

L-48. An agreement between the charter school and the local school board regarding their respective legal liability and applicable insurance coverage, that includes participation in the Public School Insurance Authority and compliance with any applicable rules of authority.

AIMS@UNM Charter School participates in the Public School Insurance Authority and complies with rules of authority. We pay for our own insurance coverage.

M. Transportation and food services.

M-49. Specific description or plan of how the charter school and school district plan to meet the transportation needs of students in the charter school.

Since we are a charter school that draws from all over the city, transportation is the responsibility of the individual student's family. We do, however, help facilitate carpools from various areas of the city.

M-50. Specific description or plan of how the charter school and school district plan to meet the food service needs of students in the charter school.

The AIMS@UNM contracts with Canteen for cafeteria services. Menus are prepared in accordance with health and wellness guidelines, both state and federal guidelines.

Section N.

N. Waivers

AIMS@UNM does not currently have any waivers and therefore questions below are not applicable. However, should future waivers be necessary, AIMS@UNM will adhere to all waiver policy as stated in the New Mexico School Code.

N-51. List the specific waivers by number and title that are requested from local school board policy.

N-52. Describe how the charter school will address these waivers from local school board policy.

N-53. List the specific waivers that are requested from the Secretary of Education, requirements, rules, and provisions of the Public School Code pertaining to graduation requirements, school principal duties and driver education.

N-54. Describe how the charter school will address these waivers from the Secretary of Education.

Section O.

O. Facilities

O-55. Description of the facilities the charter school plans to use, taking grade-by-grade and five-year student count projections into account. Include total projected number of students. Include final capacity of the facility. If construction is to be phased, provide a five-year projection and associated capital costs.

The current facility at 933 Bradbury SE is under lease; however, it is owned by the University of New Mexico and is in accordance with the new legislation passed by the State of New Mexico for a public building. Upon completion, the facility will fit the needs of a capacity of 360 students

O-56. Provide proposed site and building plan that complies with current state adopted life, health and safety codes for E(educationa1 building) Occupancy and provide a capital budget plan that will ensure compliance. Submit lease, purchase or contractual arrangements for the facility or a plan for locating a facility with sites being considered.

See above.

O-57. Plan for addressing code, accessibility requirements and any other health and safety requirements, if necessary with documentation from SFA if considering a specific site (if known).

The site of the AIMS@UNM is compliant with ADA's requirements in terms of accessibility. All buildings on the site are on the ground level and wheelchair accessible. Prior to occupation, Fire Marshalls off will have inspected and approved the site.

O-58. Proposed plan for operation, maintenance and repair of a facility.

The AIMS@UNM Charter School facility will be maintained by the University of New Mexico.

O-59. Proposed plan for use of a school district facility by a conversion.

NA

O-60. Prior to opening, charter school must provide documentation to local school board on meeting health, safety, and code issues.

This will be done prior to occupation.

O-61. Does the application include a request for capital outlay?

AIMS@UNM Charter School will pursue Capital Outlay and grant funding as it becomes available.

O-Other. (conversions only) An agreement with the school district that allows the charter school to use the district facility and equipment it had been using prior to conversion.

NIA

O-Other. School Safety Plan and Preventive Maintenance Plan.

A f Fire Evacuation Plan will be completed with the Fire Marshall upon occupancy, as well as an Emergency Response Plan

Section P

P. Enrollment procedures

P-62. Description of procedures to be used by the charter school that complies with 22-8B-4.1 NMSA, 1978 and addresses how the charter will enroll using the lottery selection process.

The AIMS@UNM Charter School is open to any New Mexico resident, grades 6-12. Spaces available are filled from applications randomly drawn through a lottery system according to Chapter 22-8B-4.1 NMSA, 1978. During the school year 2007-2008, [AIMS@UNM](#) will enroll grades 6, 9-11. 2008-2009 grades 6,7,9-12 will be enrolled, with all grades 6-12 enrolled 2009-2010.

P-63. Plan on how the charter school will be advertised so that there is equal opportunity for all parents and students to learn about the school and apply.

Procedure and deadlines for enrollment include such methods as advertisement in the Albuquerque Journal, television advertisements, and the website.

P-64. Documentation that the charter school shall not charge tuition, have admissions requirements, or state that they will only accept a certain population of students, except as otherwise provided in the Public School Code.

AIMS@UNM Charter school does not charge tuition. Our website at www.aims-unm.org, contains the application procedure, as well as our Non-discrimination clause.

P-Other. Plan of action in the event that enrollment goals are not met.

If enrollment goals are not met, rifting faculty according to employment policies would be one option

Section Q.

Q. In the best interest of students, the school district, and the community.

Q-65. Explanation of how the charter school is in the best interest of students, the school district, and the community and evidence that the charter school serves a purpose in the community.

A variety of factors make AIMS@UNM in the best interest of students, the school district, and the community: emphasis on science and mathematics education, concurrent enrollment, and emphasis on community service are concurrent with the needs of the economic development of the City of Albuquerque.

Q-66. The charter school is non-sectarian in its programs, admissions policies, employment practices, and all other operations and is not affiliated with a sectarian or religious institution.

AIMS@UNM Charter school is non-sectarian and not affiliated with a sectarian or religious institution.

Section R.

R. Assurances

AIMS@UNM Charter School makes the following assurances.

R-67. An assurance that the school complies with the Age Discrimination Act of 1975.

R-68. An assurance that the school complies with Title VI of the Civil Rights Act of 1964.

R-69. An assurance that the school complies with Title IX of the Education Amendments of 1972.

R-70. An assurance that the school complies with Section 504 of the Rehabilitation Act of 1973.

R-71. An assurance that the school complies with Part B of the Individuals with Disabilities Education Act.

R-72. An assurance that the charter school agrees with the same federal and state audit requirements, as do other public schools in the state.

R-73. An assurance that the charter school meets all applicable federal, state, and local health and safety requirements.

R-74. An assurance that the charter school operates in accordance with state law.

R-75. An assurance that the charter school does not charge tuition.

R-76. An assurance that the charter school will provide equitable access to, and participation in, its federally assisted program for students, teachers, and other program beneficiaries with special needs.

R-77. An assurance that the charter school's admission process will not discriminate against anyone regarding race, gender, national origin, color, disability, or age.

R-78. An assurance that the charter school will admit students on the basis of a lottery.

R-79. An assurance that none of the members of the interim or permanent governance council are members of any other governance council, nor are they receiving remuneration in any form from the charter.

R-80. An assurance that the charter school understands that for purposes of calculating program units all separate facilities under the charter are considered together as one school.

R-81. An assurance of E (educational) Occupancy and adequacy standards and approval of a Request for Approval of School Construction from Public School Facilities Authority. It is the school's responsibility to contact the PSFA and provide a copy of the approved RASC to the district.

R-82. An assurance and evidence that the charter school is working toward meeting all requirements of 22-8B-4.2C (housed in a public building that meets Statewide Adequacy Standards by July 1, 2010 or one of the exceptions or be subject to revocation (See Section 0-55).

R-83. An assurance that the charter school analyzes assessment data in the development of the EPSS and applies that analysis to improve student achievement.

Section S

Section S. Revisions/Amendments

S-84. Any revision or amendment to the terms of the charter contract may be made only with the approval of the local school board and the governing body of the charter school.

We agree.

