

**ACADEMY FOR TECHNOLOGY and the CLASSICS  
CHARTER SCHOOL**



**CHARTER RENEWAL APPLICATION  
SEPTEMBER 2009**

**PART A**

**PERFORMANCE REPORT**

*(A Report on the Current Charter Term)*

## **PART A – PERFORMANCE REPORT**

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## PART A – PERFORMANCE REPORT

### I. REPORT ON PROGRESS

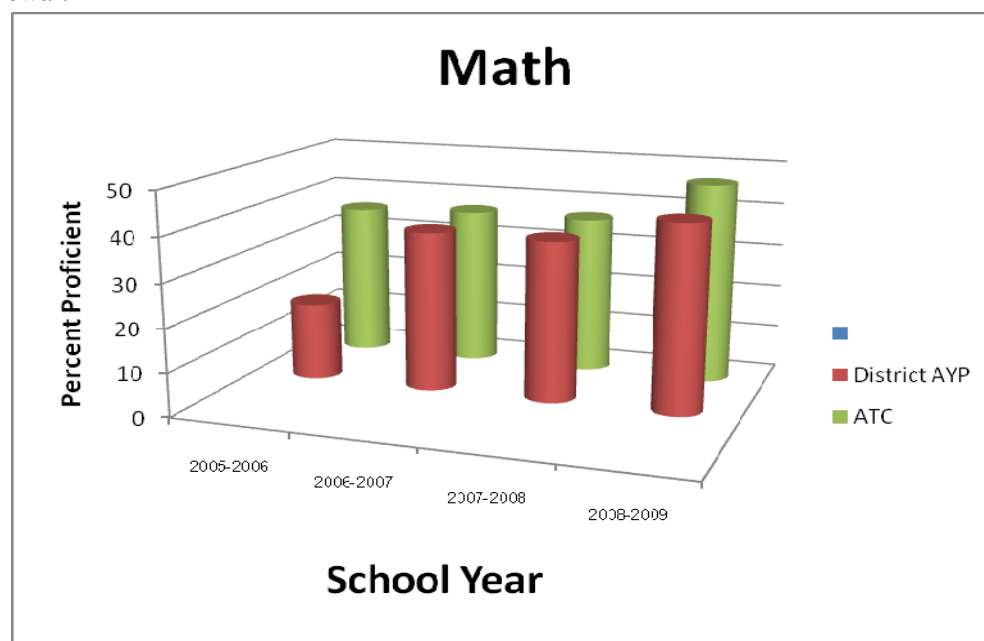
**A report on the progress of the charter school in achieving the goals, objectives, students' performance standards, state minimum educational standards, and other terms of the initial approved charter application, including the accountability requirements set forth in the Assessment and Accountability Act.**

**1. New Mexico Educational Standards** (as measured by the New Mexico Standards Based Assessment and reported in NMPED School Accountability Reports)

AYP SUMMARY – ALL STUDENTS				
Year	Percent Proficient		Met AYP Goal	
	MATH	READING	MATH (yes/no)	READING (yes/no)
2009	46.5	74.5	No	No
2008	36.7	69.4	No	No
2007	36.7	69.4	Yes	Yes
2006	98.1	98.1	Yes	Yes

#### 2. Student Academic Performance Standards Identified in Current Charter

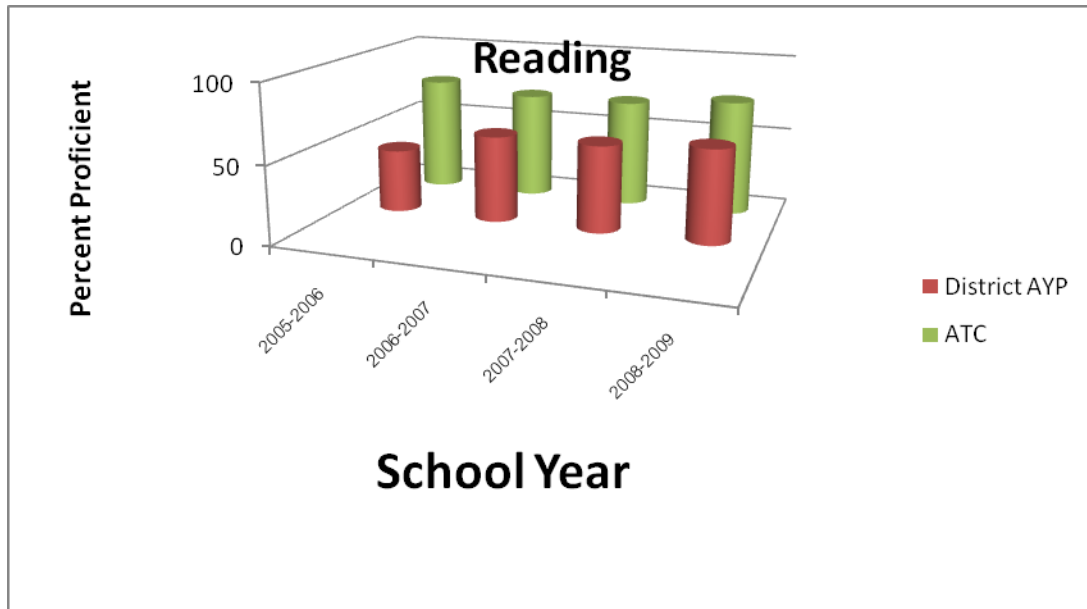
In our current Charter, submitted and approved by SFPS in 2004, no specific and measurable academic objective/performance standards were articulated. ATC has been relying on scores from State of New Mexico mandated standardized test to measure student growth and performance as represented by the Adequate Yearly Progress Goals. The following tables indicate ATC's overall progress since our last charter renewal:



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The AYP scores for math show progress in the past four years with a marked increase in the 2008-09 school year. This improvement could be attributed to a deliberate effort on the part of the math department to identify students who were under performing and target them for special tutoring during school hours.



Although the reading scores do not indicate steady progress, they continue to be well above SFPS scores which is especially interesting considering that our percentage of special needs students typically runs twice that of the district. At the filing of this charter renewal, our percentage of students with IEP's is 38.2%. The 2008-09 school year rise in scores could be attributed to a school-wide initiative to focus on reading and writing across the curriculum.

## PART A – PERFORMANCE REPORT

ATC also utilizes the State of New Mexico Educational Plan for Student Success (EPSS) to incorporate continuous student improvement in English and mathematics. As indicated on the chart below, specific groups are targeted and strategies identified which are specifically designed to assist in student growth.



### STATE OF NEW MEXICO PUBLIC EDUCATION DEPARTMENT

#### Educational Plan for Student Success A Continuous Improvement Strategic Plan

This is a <input type="checkbox"/> District <input checked="" type="checkbox"/> <b>School</b> <input type="checkbox"/> Combined EPSS	<b>District:</b>	<b>School:</b>	<b>Date:</b>	<b>School Year:</b> 2008-09
<b>Prior Year Status:</b>		<b>Current Year Status:</b>		

<b>Plan</b>	<b>Overall Goal:</b> (1.1,1.4,2.2,3.4,4.1,Leadership/Strategic Planning)
	<b>Math EPSS:</b> The percent of students will be at least the minimum for AYP.
	<b>Target Goal/Measure:</b> (1.1, 1.5, 2.10, 3.6, 4.2, Leadership Strategic Planning) (Selection of a school wide goal must be based upon instructional need and must be supported by data. State clearly how this goal will provide for accelerated learning for students at risk of not meeting standards or making AYP. Any school missing AYP as a result of Special Education, ELL or FRL(FARM) populations must have a goal representing these groups)

## PART A – PERFORMANCE REPORT

<b>Study</b>	<b>Insert (or attach) data table (4.2, results) to support above target</b>
	<b>36.7% of the school scored proficient in this area. The AYP target is 37%</b>
	*****
	<p><b>Update assessment data based on Short cycle assessment schedule (quarterly/trimester) to track and trend progress toward target goals/measures and to inform STUDY/ACT components of EPSS (The last two boxes of each quarterly/trimester EPSS reflection).</b></p>

ACTION PLAN (complete 1 quarter at a time)						
		Quarter 1	Quarter 2	Quarter 3	Quarter 4	Summer
<b>Study</b>	<b>Data analysis:</b> <b>(4.3,4.4, Leadership, School Strategic Planning, Student/Stakeholder Focus) Use information to identify target groups (Who)Provide the source of the data (i.e. NMSBA, Short Cycle Assessment, Literacy Assessment</b>	- NMSBA identified that students in 8 <sup>th</sup> grade were not proficient in math and those not proficient in math were also not proficient in reading.	- Same - Progress reports, 1st quarter grades and remediation results dictated an overall need for problem solving and tutoring.	- Same - Progress reports and grades - Analysis of homework completion and correlation to achievement	- Use 3rd quarter data to determine focus for 4th quarter.	

## PART A – PERFORMANCE REPORT

<b>Plan</b>	<b>Identify Strategy to be used with Target group to remedy AYP (1.8,2.3,2.8,2.9, Process Management) (What)</b>	<ul style="list-style-type: none"> <li>- Created math elective to provide specific remedial instruction in problem solving.</li> </ul>	<ul style="list-style-type: none"> <li>- Emphasize explanation and vocabulary in the classroom.</li> <li>- Implement AIM Program.</li> </ul>	<ul style="list-style-type: none"> <li>- Regular progress reports to students</li> <li>- AIM program</li> <li>- MAPS</li> <li>- Motivation strategies for the SBA testing</li> <li>- Celebrations for presentations</li> <li>- Celebrations for pressing students</li> </ul>	<ul style="list-style-type: none"> <li>- To be determined based on data analysis.</li> </ul>	
<b>Plan</b>	<b>Person(s) Responsible for carrying out Plan</b>	<ul style="list-style-type: none"> <li>- Math Teachers</li> </ul>	<ul style="list-style-type: none"> <li>- Math and Science Teachers</li> <li>- AIM Committee</li> </ul>	<ul style="list-style-type: none"> <li>- Math Teachers</li> <li>- AIM Committee</li> </ul>	<ul style="list-style-type: none"> <li>- Math and Science Teachers</li> <li>- AIM Committee</li> </ul>	
<b>Plan</b>	<b>Resources Available (4.5,4.6,4.7)</b>	<ul style="list-style-type: none"> <li>- Math teacher created problems</li> </ul>	<ul style="list-style-type: none"> <li>- Classroom availability during lunchtime</li> </ul>	<ul style="list-style-type: none"> <li>- MAPS Testing</li> <li>- School Master</li> </ul>	<ul style="list-style-type: none"> <li>- MAPS Testing</li> <li>- School Master</li> <li>- To Be Determined</li> </ul>	
<b>Plan</b>	<b>Resources Needed</b>	<ul style="list-style-type: none"> <li>- Equipment associated with created problems</li> </ul>	<ul style="list-style-type: none"> <li>- Patience</li> <li>- Strength of will</li> <li>- Short cycle assessment</li> </ul>	<ul style="list-style-type: none"> <li>- MAPS Testing</li> <li>- Computer Lab</li> <li>- Proctors</li> <li>- AIM tutors</li> </ul>	<ul style="list-style-type: none"> <li>- MAPS Testing</li> <li>- Computer Lab</li> <li>- Proctors</li> <li>- AIM tutors</li> <li>- To Be Determined</li> </ul>	



## PART A – PERFORMANCE REPORT

Plan	<b>Professional Development</b>  <b>(provide date, content and trainer scheduled for this strategy or associated activities)</b>  <b>(1.6,1.10,2.1, 2.4,2.5,2.6,2.7, Faculty /Staff Stakeholder Focus)</b>	<p>Discourse between math teachers</p>  <p>Indicate the following for each PD:</p> <ul style="list-style-type: none"> <li>Title</li> <li>Date</li> <li>Audience</li> </ul>	<p>Discourse between math teachers</p>  <p>Indicate the following for each PD:</p> <ul style="list-style-type: none"> <li>Title</li> <li>Date</li> <li>Audience</li> </ul>	<p>- Training in understanding, analyzing and adjusting due to MAPS results</p>  <p>Indicate the following for each PD:</p> <ul style="list-style-type: none"> <li>Title</li> <li>Date</li> <li>Audience</li> </ul>	<p>- Discourse between math teachers, science teachers and AIM committee members.</p>  
Plan	<b>Parent and Community Involvement</b>  <b>(3.1,3.2,3.3)</b>	<p>Identify Stakeholder and Community involvement opportunities during the quarter/trimester.</p>	<p>Identify Stakeholder and Community involvement opportunities during the quarter/trimester.</p>	<p>Identify Stakeholder and Community involvement opportunities during the quarter/trimester.</p>	
Do	<b>Identify the teaching sequence or activity to implement strategy</b> <b>(1.9,2.1,2.8,2.12, Process Management) (How)</b>	<p>Create the teaching sequence and deployment plan for each of the key strategies identified in the PLAN section of the EPSS.</p>	<p>Create the teaching sequence and deployment plan for each of the key strategies identified in the PLAN section of the EPSS.</p>	<p>Create the teaching sequence and deployment plan for each of the key strategies identified in the PLAN section of the EPSS.</p>	

## PART A – PERFORMANCE REPORT

Study	<p style="text-align: center;"><b>State and Compare the results with the target goal</b></p> <p style="text-align: center;">(4.3, Measurement, Analysis and knowledge management)</p> <p style="text-align: center;">(How much)</p>	<p>Not to be completed until after your first quarterly/trimester Short cycle assessment and review of student data.</p> <p>*****</p> <p>What does the data tell you about the effectiveness of each key strategy(s)?</p> <ul style="list-style-type: none"> <li>What's working?</li> <li>What's not?</li> </ul>	<p>Not to be completed until after your second quarterly/trimester Short cycle assessment and review of student data.</p> <p>*****</p> <p>What does the data tell you about the effectiveness of each key strategy(s)?</p> <ul style="list-style-type: none"> <li>What's working?</li> <li>What's not?</li> </ul>	<p>Not to be completed until after your third quarterly/trimester Short cycle assessment and review of student data.</p> <p>*****</p> <p>What does the data tell you about the effectiveness of each key strategy(s)?</p> <ul style="list-style-type: none"> <li>What's working?</li> <li>What's not?</li> </ul>		
Act/Plan	<p style="text-align: center;"><b>If target met, change target and chose another benchmark; if not revise target goal, strategy and teaching sequence to reflect changes.</b></p> <p style="text-align: center;">(1.7,2.11,3.5,4.3,4.4, Process Management)</p>	<p>Based on Results outlined in STUDY above</p> <p>1) If Target goal met....</p> <p>change target goal to further impact overall goal.</p> <p>2) If Target goal not met....</p> <p>a) Continue current strategy and update deployment for next quarter/trimester.</p> <p>b) Continue current strategy, but make improvements to deployment plan for next quarter/trimester.</p> <p>c) Abandon current strategy and identify new strategy for next quarter/trimester.</p>	<p>Based on Results outlined in STUDY above</p> <p>1) If Target goal met....</p> <p>change target goal to further impact overall goal.</p> <p>2) If Target goal not met....</p> <p>a) Continue current strategy and update deployment for next quarter/trimester.</p> <p>b) Continue current strategy, but make improvements to deployment plan for next quarter/trimester.</p> <p>c) Abandon current strategy and identify new strategy for next quarter/trimester.</p>	<p>Based on Results outlined in STUDY above</p> <p>1) If Target goal met....</p> <p>change target goal to further impact overall goal.</p> <p>2) If Target goal not met....</p> <p>a) Continue current strategy and update deployment for next quarter/trimester.</p> <p>b) Continue current strategy, but make improvements to deployment plan for next quarter/trimester.</p> <p>c) Abandon current strategy and identify new strategy for next quarter/trimester.</p>		

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### DEFINITIONS:

**Data analysis:** The process where all available data (NMSBA results, short cycle assessment results, teacher made assessments, demographic data, etc.) are reviewed to determine the *target group of students* and the specific needs of those target students that demonstrate less than proficient academic skills and knowledge.

**Instructional Strategy:** the *plan* of action designed to intentionally teach students the necessary skills and knowledge they need to be academically proficient

**Intensive Intervention:** The *program, practice or activity* that is chosen as the tool to provide the actual standards based content or skill needed by the students to be successful academically. This program, practice or activity is beyond what is already provided to all students in the regular core curriculum.

**Target Goal:** A target goal that identifies the specific group of students who must demonstrate academic gain.

### STRATEGIC PLANNING CRITERIA:

1. The school's EPSS planning process focuses on continually improving school performance to enhance learning for all students.
2. The district/school has specific student learning goals that are consistent with the mission, beliefs, and core values; are appropriate in terms of rigor and equity; meet student needs; and are aligned with state and federal mandates and standards where applicable.
3. The district/school EPSS planning process:
  - Involves representative stakeholders from the district/school;
  - Includes an analysis of student and stakeholder needs, demographics, and current performance levels;
  - Identifies a challenging set of goals and measures that focus on enhanced learning for all students;
  - Develops a continuous improvement approach that identifies the changes that will be made so that growth in student performance can be documented and replicated;
  - Facilitates alignment of department level and classroom level improvement plans, including transitions across grade levels;
  - Provides systematic assessment designed to document student performance and growth toward district/school goals;
  - Identifies strategies, interventions, and action plans;
  - Provides internal analysis of the system; and
4. There is a designated district/school level EPSS steering committee that is responsible for initiating, planning, and coordinating improvement efforts.

## **PART A – PERFORMANCE REPORT**

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5. Budget priorities are based upon an assessment of human and fiscal resources needed to accomplish the mission, goals, and EPSS plan.
6. Leaders use the analysis of student performance results: short cycle assessments, standardized tests, CRT, etc.
7. Leaders consider the strength and weakness of faculty and staff, competitive environment, educational reform, and technological innovations when establishing the priorities for the school.
8. The district/school conducts staff development activities to support the district/school's EPSS.

### **REQUIREMENTS FOR DISTRICT EPSS:**

1. The district EPSS must be revised to emphasize priorities that address student learning needs. The desired result of the revision is to develop a single, comprehensive EPSS that synthesizes information from the several existing plans reflective of the district's instructional priorities (the current EPSS, the corrective action plan, the five year action plan, district wide Title I plan, etc.) and includes the major goals and/or references to the documents that deal with non-instructional district priorities (such as the safety plan, parent and community involvement plan and others). Alignment, clarity and simplicity should be the aims of this complex undertaking. Input from stakeholders is a necessary aspect of the revision process. The district's EPSS goals must align, but are not limited to, the district's EPSS target areas.
2. The district must provide professional development activities designed to initiate/expand the utilization of a systems approach to continuous district improvement as evidenced in the EPSS. In addition, professional development should reflect an emphasis on the use of data to inform instruction.
3. The district is required to fully implement the use of short cycle assessments in order to assess student progress toward EPSS academic goals and provide the basis for adjusting instruction/programs prior to receiving the results of the end-of-the-year New Mexico criterion references test (NMSBA).
4. The district must maintain and analyze all basic and comparative data to drive district performance, with an emphasis on selection, management, analysis, and the use of information as the basis for decisions and improvement.
5. The district plan is an overall view of district initiated actions that affect the district as a whole, as a district wide adoption of a strategy as tutoring, summer school, etc.
6. The district's EPSS must articulate new initiatives for the district year, align across the systems to support the strategy and the goals that comply with the following criteria:
  - student centered,
  - supports student academic progress,
  - measurable using a data baseline,
  - data evidences by a standardized assessment,
  - assessed regularly for progress of implementation,
  - supported by an articulated strategy/activity, and
  - a collaborative effort with stakeholders participating in the development.



**PART A – PERFORMANCE REPORT  
STATE OF NEW MEXICO  
PUBLIC EDUCATION DEPARTMENT**

**Educational Plan for Student Success**

**A Continuous Improvement Strategic Plan**

This is a <input type="checkbox"/> District <input checked="" type="checkbox"/> <b>School</b> <input type="checkbox"/> Combined EPSS	<b>District:</b> Santa Fe	<b>School:</b> Academy for Technology and the Classics	<b>Date:</b> 09/14/09	<b>School Year:</b> 2009-2010
<b>Prior Year Status:</b> Progressing		<b>Current Year Status:</b> SI-1		

<b>Overall Goal:</b> (1.1,1.4,2.2,3.4,4.1,Leadership/Strategic Planning)
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ATC's overall goal is to improve **parent engagement and involvement** so that all parents support their children's academic achievement by becoming active collaborators and contributors within the school and its programs (e.g. Regular Grade Reports, Parent/Teacher Conferences, Grade Level Meetings, Social Gatherings, and Parenting Classes).

The three goals that follow represent the areas of improvement focus for the 2009-2010 school year:

Mathematics Performance Goal for all students

For the 2009-2010 school year, ATC students in all subpopulations will improve from the current level of 46.5% proficient and advanced to at least 50% proficient or advanced as measured by the 2010 New Mexico Standards Based Assessment. This represents an overall school achievement increase of 3.5 percentage points in the proficient and advanced designations.

Mathematics Performance Goal 1 for students with disabilities subpopulation:

Students in subpopulation of students with disabilities will improve from the current level of 14.3% proficient and advanced to at least 50% proficient and advanced as measured by results on the 2010 NMSBA. Even though this subpopulation made AYP by the Safe Harbor provision it will receive special focus during the 2009-2010 school year.

Mathematics Performance Goal 2 for Hispanic and Economically Disadvantaged subpopulations: The number of proficient students in the Hispanic subpopulation will increase from 35.6 to 50 percent, and the number of proficient students in the economically disadvantaged subpopulation will increase from 28.1 percent to 50 percent.

Reading Performance Goal for students with disabilities subpopulation:

For the 2009-2010 school year, the students with disabilities subpopulation will improve from the current level of 37% proficient and advanced level to at least 64% proficient and advanced as measured by the 2010 New Mexico Standards Based Assessment. This represents an increase of 27 percentage points in proficient and advanced achievement for that subpopulation.

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**Target Goal/Measure: (1.1, 1.5, 2.10, 3.6, 4.2, Leadership Strategic Planning) (Selection of a school wide goal must be based upon instructional need and must be supported by data. State clearly how this goal will provide for accelerated learning for students at risk of not meeting standards or making AYP. Any school missing AYP as a result of Special Education, ELL or FRL(FARM) populations must have a goal representing these groups)**

Goal 1: Parents will become more active partners in their child's success by actively participating in school and PTSC sponsored activities and programs. Teachers will communicate with 100% of parents/guardians through a monthly (every 4 weeks) report and call/or arrange a conference with any parent when their child is not making acceptable progress. Support to achieve this goal

Current grades and progress will be available online to allow parents to check on their child's progress.

Twice yearly grade level meetings

Increased parent conference attendance

Goal 2 (specifically for the students with disabilities subpopulation): Parents of students in ATC's special education program will receive additional communication (at least every three weeks) from regular and special education teachers. Regular and special education teachers will collaborate to determine the most effective means to achieve improved parent/teacher communication. Teachers will provide parents with specific advice about what they can do to support their child's progress in reading and mathematics. Teachers will speak personally with or arrange a conference with any parent when their child is not making acceptable progress.

The performance goals that follow represent the areas of improvement focus in mathematics and reading for the 2009-2010 school year:

Mathematics Performance Goal for all students

For the 2009-2010 school year, ATC students in all subpopulations will improve from the current level of 46.5% proficient and advanced to at least 50% proficient or advanced as measured by the 2010 New Mexico Standards Based Assessment. This represents an overall school achievement increase of 3.5 percentage points in the proficient and advanced designations.

Mathematics Performance Goal 1: Students with Disabilities subpopulation:

Students in subpopulation of students with disabilities will improve from the current level of 14.3% proficient and advanced to at least 50% proficient and advanced as measured by results on the 2010 NMSBA. Even though this subpopulation made AYP by the Safe Harbor provision it will receive special focus during the 2009-2010 school year.

Mathematics Performance Goal 2: Hispanic and Economically Disadvantaged subpopulations: The number of proficient students in the Hispanic subpopulation will increase from 35.6 to 50 percent, and the number of proficient students in the economically disadvantaged subpopulation will increase from 28.1 percent to 50 percent.

Reading Performance Goal for students with disabilities subpopulation:

For the 2009-2010 school year, the students with disabilities subpopulation will improve from the current level of 37% proficient and advanced level to at least 64% proficient and advanced as measured by the 2010 New Mexico Standards Based Assessment. This represents an increase of 27 percentage points in proficient and advanced achievement for that subpopulation.

The target goal to address the students with disabilities subpopulation was selected because this was the only subpopulation that did not reach AYP in reading for the current year and because this subpopulation, despite making AYP by the Safe Harbor provision (14.3%), also scored well below the desired AYP goal of 43% in mathematics.

## PART A – PERFORMANCE REPORT

**Insert (or attach) data table (4.2, results) to support above target**

**Insert assessment data** to inform target goals/measures (Fall NMSBA when it become available, Spring 2008 Short-cycle Assessment Data, identified Curriculum Based Measures (CBM), Any other relevant data measures - attendance, discipline...)

## Study

Subgroup	2009 NMSBA Reading Percent Proficient	09/10 Percent Proficient Goal
Students With Disabilities	35.7	64

Subgroup	2009 NMSBA Mathematics Percent Proficient	09/10 Percent Proficient Goal
Students With Disabilities	14.3**	50
Hispanic Economically Disadvantaged	35.6	50
	28.1	50
** Made AYP by the Safe Harbor Provision		

### ACTION PLAN (complete 1 quarter at a time)

		1 <sup>st</sup> reporting period	2 <sup>nd</sup> reporting period	3 <sup>rd</sup> reporting period	4 <sup>th</sup> reporting period or summer	Summer



## PART A – PERFORMANCE REPORT

Study	<p><b>Data analysis: (4.3,4.4, Leadership, School Strategic Planning, Student/Stakeholder Focus) Use information to identify target groups (Who)Provide the source of the data (i.e. NMSBA, Short Cycle Assessment, Literacy Assessment</b></p>	<p>The data tell us that in reading the students with disabilities subpopulation was below the required proficiency level to reach AYP, even when the lower bound confidence interval is considered.</p> <p>The data revealed that the students with disabilities subpopulation made AYP in mathematics (14.3% proficient) via the Safe Harbor provision.</p> <p>The data show that overall mathematics performance for students at ATC has room for growth in specific subpopulations (e.g. Hispanic, economically disadvantaged, special education students).</p> <p>The data do not tell us what instructional practices might benefit those students who have not reached proficiency.</p> <p>Celebrations are many. Only one subpopulation did not reach the necessary proficiency to make AYP.</p> <p>Opportunities for Improvement lie in the ability to see where subpopulations can improve their performances in reading and mathematics. Improvement in the delivery of instruction for the identified subpopulations will likely benefit other subpopulations as well.</p>	<p>Analyze the updated data from the previous quarterly/trimester Short Cycle Assessments plus any additional data relevant to Key Strategies.</p>	<p>Analyze the updated data from the previous quarterly/trimester Short Cycle Assessments plus any additional data relevant to Key Strategies.</p>		
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## PART A – PERFORMANCE REPORT

<b>Plan</b>	<b>Identify Strategy to be used with Target group to remedy AYP (1.8,2.3,2.8,2.9, Process Management) (What)</b>	<p><b>Next Steps?</b></p> <p>A requirement for parent participation has been placed in ATCs charter renewal document. Parents of students in the target groups will be encouraged to attend specific teacher led meetings to discuss ways in which they can support their child's success in mathematics and reading. For example, current grades and progress will be available online to allow parents to check on their child's progress.</p> <p>Twice yearly grade level meetings and efforts to increase parental attendance at conferences will be initiated.</p> <p>The PTSC (the school's parent group) will sponsor meetings to specifically engage/solicit involvement of parents of targeted groups in various school-related work and activity days at the campus.</p> <p>Parents will act as assistants in various classrooms to target students who require special assistance to raise achievement.</p>	<p><b>Based on analysis</b> from previous quarter/trimester adjust strategy and implementation plan.</p>	<p><b>Based on analysis</b> from previous quarter /trimester adjust strategy and implementation plan.</p>		
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## PART A – PERFORMANCE REPORT

<b>Plan</b>	<b>Person(s) Responsible for carrying out Plan</b>	<p>Teachers and at ATC will be available to provide specific information on students during parent meetings and activities.</p> <p>The ATC principal and assistant principal will be available to support teachers, provide parents with school-related information and resources, and assure the plan is carried out.</p> <p>PTSC members will also communicate with parents in explaining options and opportunities for parents to participate in school activities.</p>	<p>Identify the person(s) responsible ensuring strategy(s) is deployed during current quarter/trimester.</p>	<p>Identify the person(s) responsible ensuring strategy(s) is deployed during current quarter/trimester.</p>		
<b>Plan</b>	<b>Resources Available (4.5,4.6,4.7)</b>	<p>The school will provide funds for refreshments during parent meetings. Funding will be allocated from the school's operational budget.</p>	<p>Identify resources available during the current quarter. trimester.</p> <p><i>(Include funding source and \$ encumbered.)</i></p>	<p>Identify resources available during the current quarter. trimester.</p> <p><i>(Include funding source and \$ encumbered.)</i></p>		
<b>Plan</b>	<b>Resources Needed</b>	<p>It is expected that no additional out-of- school resources will be required.</p>	<p>Identify resources needed during current quarter/trimester.</p>	<p>Identify resources needed during current quarter/trimester.</p>		

## PART A – PERFORMANCE REPORT

<b>Plan</b>	<b>Professional Development</b>  (provide date, content and trainer scheduled for this strategy or associated activities)  (1.6,1.10,2.1, 2.4,2.5,2.6,2.7, Faculty /Staff Stakeholder Focus)	September, 2009  Student Success at ATC presented by ATCs clinical counselor to ATC Teachers & Staff.	Identify the Professional Development relevant to Key EPSS strategies during the quarter/trimester.  Indicate the following for each PD: <ul style="list-style-type: none"> <li>• Title</li> <li>• Date</li> <li>• Audience</li> </ul>	Identify the Professional Development relevant to Key EPSS strategies during the quarter/trimester.  Indicate the following for each PD: <ul style="list-style-type: none"> <li>• Title</li> <li>• Date</li> <li>• Audience</li> </ul>		
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## PART A – PERFORMANCE REPORT

<b>Plan</b>	<b>Parent and Community Involvement  (3.1,3.2,3.3)</b>	<p>A requirement for parent involvement has been placed in the ATC charter renewal documents scheduled for renewal in 2009. We intend that this will act as an incentive to increase the level of parent involvement.</p> <p>Parents will be provided with an opportunity to work with their child's teacher to learn how they can support their child's academic and personal success at ATC.</p> <p>Parents are being organized to serve as assistants/tutors in various classrooms to target students who require special assistance to raise achievement.</p> <p>The PTSC group has agreed to provide additional computers to strengthen the school's technology capabilities available to support students.</p>	<p>Identify Stakeholder and Community involvement opportunities during the quarter/trimester.</p>	<p>Identify Stakeholder and Community involvement opportunities during the quarter/trimester.</p>		
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## PART A – PERFORMANCE REPORT

Do	<p><b>Identify the teaching sequence or activity to implement strategy (1.9,2.1,2.8,2.12, Process Management) (How)</b></p>	<p>As a beginning step to improve parent involvement, ATC's principal held grade-level informational meetings with parents during the opening of school. Parents were given specific information on how they could become more actively involved in school programs and how their participation could support their child's success.</p> <p>ATC's clinical counselor has developed and sent to parents a document that provides information on strategies and actions that will help their child succeed at ATC.</p> <p>The School's parent organization (PTSC) has scheduled two social events/informational meetings as a first step in their organizations efforts to expand parent involvement in the school. Teachers and administrators will be available during these events to discuss how parents can help their child succeed.</p> <p>The PTSC has begun planning for a variety school work days and fundraising events where parents can work with their children to contribute to the school.</p>	<p>Create the teaching sequence and deployment plan for each of the key strategies identified in the PLAN section of the EPSS.</p>	<p>Create the teaching sequence and deployment plan for each of the key strategies identified in the PLAN section of the EPSS.</p>		
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## PART A – PERFORMANCE REPORT

<b>Study</b>	<b>State and Compare the results with the target goal</b>  <b>(4.3, Measurement, Analysis and knowledge management)</b>  <b>(How much)</b>	<p style="color: #c00000;">Not to be completed until after your first quarterly/trimester Short cycle assessment and review of student data.</p> <p style="text-align: center;">*****</p> <p>What does the data tell you about the effectiveness of each key strategy(s)?</p> <ul style="list-style-type: none"> <li>• <i>What's working?</i></li> <li>• <i>What's not?</i></li> </ul>	<p style="color: #c00000;">Not to be completed until after your second quarterly/trimester Short cycle assessment and review of student data.</p> <p style="text-align: center;">*****</p> <p>What does the data tell you about the effectiveness of each key strategy(s)?</p> <ul style="list-style-type: none"> <li>• <i>What's working?</i></li> <li>• <i>What's not?</i></li> </ul>	<p style="color: #c00000;">Not to be completed until after your third quarterly/trimester Short cycle assessment and review of student data.</p> <p style="text-align: center;">*****</p> <p>What does the data tell you about the effectiveness of each key strategy(s)?</p> <ul style="list-style-type: none"> <li>• <i>What's working?</i></li> <li>• <i>What's not?</i></li> </ul>		
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## PART A – PERFORMANCE REPORT

<b>Act/Plan</b>	<b>If target met, change target and chose another benchmark; if not revise target goal, strategy and teaching sequence to reflect changes.</b>  <b>(1.7,2.11,3.5,4.3,4.4, Process Management)</b>	<p><b>Based on Results outlined in STUDY above</b></p> <p>1) If Target goal met....</p> <p>change target goal to further impact overall goal.</p> <p>2) <b>If Target goal not met....</b></p> <p>d) Continue current strategy and update deployment for next quarter/trimester.</p> <p>e) Continue current strategy, but make improvements to deployment plan for next quarter/trimester.</p> <p>f) Abandon current strategy and identify new strategy for next quarter/trimester.</p>	<p><b>Based on Results outlined in STUDY above</b></p> <p>1) If Target goal met....</p> <p>change target goal to further impact overall goal.</p> <p>2) If Target goal not met....</p> <p>a. Continue current strategy and update deployment for next quarter/trimester.</p> <p>b. Continue current strategy, but make improvements to deployment plan for next quarter/trimester.</p> <p>c. Abandon current strategy and identify new strategy for next quarter/trimester.</p>	<p><b>Based on Results outlined in STUDY above</b></p> <p>1) If Target goal met....</p> <p>change target goal to further impact overall goal.</p> <p>2) If Target goal not met....</p> <p>a. Continue current strategy and update deployment for next quarter/trimester.</p> <p>b. Continue current strategy, but make improvements to deployment plan for next quarter/trimester.</p> <p>c. Abandon current strategy and identify new strategy for next quarter/trimester.</p>		
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## PART A – PERFORMANCE REPORT

### DEFINITIONS:

**Data analysis:** The process where all available data (NMSBA results, short cycle assessment results, teacher made assessments, demographic data, etc.) are reviewed to determine the *target group of students* and the specific needs of those target students that demonstrate less than proficient academic skills and knowledge.

**Instructional Strategy:** the *plan* of action designed to intentionally teach students the necessary skills and knowledge they need to be academically proficient

**Intensive Intervention:** The *program, practice or activity* that is chosen as the tool to provide the actual standards based content or skill needed by the students to be successful academically. This program, practice or activity is beyond what is already provided to all students in the regular core curriculum.

**Target Goal:** A target goal that identifies the specific group of students who must demonstrate academic gain.

### STRATEGIC PLANNING CRITERIA:

The school's EPSS planning process focuses on continually improving school performance to enhance learning for all students.

1. The district/school has specific student learning goals that are consistent with the mission, beliefs, and core values; are appropriate in terms of rigor and equity; meet student needs; and are aligned with state and federal mandates and standards where applicable.

2. The district/school EPSS planning process:

- Involves representative stakeholders from the district/school;
- Includes an analysis of student and stakeholder needs, demographics, and current performance levels;
- Identifies a challenging set of goals and measures that focus on enhanced learning for all students;
- Develops a continuous improvement approach that identifies the changes that will be made so that growth in student performance can be documented and replicated;
- Facilitates alignment of department level and classroom level improvement plans, including transitions across grade levels;
- Provides systematic assessment designed to document student performance and growth toward district/school goals;
- Identifies strategies, interventions, and action plans;
- Provides internal analysis of the system; and

## **PART A – PERFORMANCE REPORT**

3. There is a designated district/school level EPSS steering committee that is responsible for initiating, planning, and coordinating improvement efforts.
4. Budget priorities are based upon an assessment of human and fiscal resources needed to accomplish the mission, goals, and EPSS plan.
5. Leaders use the analysis of student performance results: short cycle assessments, standardized tests, CRT, etc.
6. Leaders consider the strength and weakness of faculty and staff, competitive environment, educational reform, and technological innovations when establishing the priorities for the school.
7. The district/school conducts staff development activities to support the district/school's EPSS.

### **REQUIREMENTS FOR DISTRICT EPSS:**

1. The district EPSS must be revised to emphasize priorities that address student learning needs. The desired result of the revision is to develop a single, comprehensive EPSS that synthesizes information from the several existing plans reflective of the district's instructional priorities (the current EPSS, the corrective action plan, the five year action plan, district wide Title I plan, etc.) and includes the major goals and/or references to the documents that deal with non-instructional district priorities (such as the safety plan, parent and community involvement plan and others). Alignment, clarity and simplicity should be the aims of this complex undertaking. Input from stakeholders is a necessary aspect of the revision process. The district's EPSS goals must align, but are not limited to, the district's EPSS target areas.
2. The district must provide professional development activities designed to initiate/expand the utilization of a systems approach to continuous district improvement as evidenced in the EPSS. In addition, professional development should reflect an emphasis on the use of data to inform instruction.
3. The district is required to fully implement the use of short cycle assessments in order to assess student progress toward EPSS academic goals and provide the basis for adjusting instruction/programs prior to receiving the results of the end-of-the-year New Mexico criterion references test (NMSBA).
4. The district must maintain and analyze all basic and comparative data to drive district performance, with an emphasis on selection, management, analysis, and the use of information as the basis for decisions and improvement.
5. The district plan is an overall view of district initiated actions that affect the district as a whole, as a district wide adoption of a strategy as tutoring, summer school, etc.
6. The district's EPSS must articulate new initiatives for the district year, align across the systems to support the strategy and the goals that comply with the following criteria:
  - student centered,

## **PART A – PERFORMANCE REPORT**

- supports student academic progress,
- measurable using a data baseline,
- data evidences by a standardized assessment,
- assessed regularly for progress of implementation,
- supported by an articulated strategy/activity, and
- a collaborative effort with stakeholders participating in the development.

## PART A – PERFORMANCE REPORT



### STATE OF NEW MEXICO PUBLIC EDUCATION DEPARTMENT

#### Educational Plan for Student Success

#### A Continuous Improvement Strategic Plan

This is a <input type="checkbox"/> District <input checked="" type="checkbox"/> <b>School</b> <input type="checkbox"/> Combined EPSS	<b>District:</b>	<b>School:</b>	<b>Date:</b>	School Year: 2008-09
<b>Prior Year Status:</b>		<b>Current Year Status:</b>		

<b>Plan</b>	<b>Overall Goal:</b> (1.1,1.4,2.2,3.4,4.1,Leadership/Strategic Planning)
	<ul style="list-style-type: none"><li><b>Reading EPSS:</b> The percent of students will be at least the minimum for AYP by increasing vocabulary practice and assessment.</li></ul> <p><b>Target Goal/Measure:</b> (1.1, 1.5, 2.10, 3.6, 4.2, Leadership Strategic Planning) (Selection of a school wide goal must be based upon instructional need and must be supported by data. State clearly how this goal will provide for accelerated learning for students at risk of not meeting standards or making AYP. Any school missing AYP as a result of Special Education, ELL or FRL(FARM) populations must have a goal representing these groups)</p>

## PART A – PERFORMANCE REPORT

<b>Study</b>	<b>Insert (or attach) data table (4.2, results) to support above target</b>
	<b>ATC scored 69.4% proficient in reading for the 2008 academic year. The target goal for AYP in this area is 56%</b> *****
	<b>Update assessment data based on Short cycle assessment schedule (quarterly/trimester) to track and trend progress toward target goals/measures and to inform STUDY/ACT components of EPSS (The last two boxes of each quarterly/trimester EPSS reflection).</b>

### ACTION PLAN (complete 1 quarter at a time)

		Quarter 1	Quarter 2	Quarter 3	Quarter 4	Summer
<b>Study</b>	<b>Data analysis: (4.3,4.4, Leadership, School Strategic Planning, Student/Stakeholder Focus) Use information to identify target groups (Who)Provide the source of the data (i.e. NMSBA, Short Cycle Assessment, Literacy Assessment</b>	- ATC made AYP in <u>Reading</u>  - 30% <u>below</u> proficiency  - Improve by bringing non-proficient to proficient	- ATC made AYP in <u>Reading</u>  - 30% <u>below</u> proficiency  - Improve by bringing non-proficient to proficient	- ATC made AYP in <u>Reading</u>  - 30% <u>below</u> proficiency  - Improve by bringing non-proficient to proficient  - MAPS	- MAPS	
<b>Plan</b>	<b>Identify Strategy to be used with Target group to remedy AYP (1.8,2.3,2.8,2.9, Process Management) (What)</b>	Key Strategies:  <ul style="list-style-type: none"> <li>Vocabulary</li> <li>Essay writing</li> <li>All teachers- two books per year minimum</li> </ul>		Key Strategies:  <ul style="list-style-type: none"> <li>Vocabulary</li> <li>Essay writing</li> </ul>	Key Strategies:  <ul style="list-style-type: none"> <li>Vocabulary</li> <li>Increase student reading time</li> </ul>	
<b>Plan</b>	<b>Person(s) Responsible for carrying out Plan</b>	- English & History teachers	- English & History teachers	- Eileen Montoya: Principal overseeing English, History and all teachers	- Eileen Montoya: Principal overseeing English, History and all teachers	

## PART A – PERFORMANCE REPORT

<b>Plan</b>	<b>Resources Available (4.5,4.6,4.7)</b>	<ul style="list-style-type: none"> <li>- Library</li> <li>- Textbooks</li> <li>- Novels</li> </ul>	<ul style="list-style-type: none"> <li>- Library</li> <li>- Textbooks</li> <li>- Novels</li> </ul>	<ul style="list-style-type: none"> <li>- MAPS Testing</li> <li>- 11<sup>th</sup> Grade AP Tests</li> <li>- Teacher-made Test-taking Materials</li> </ul>	<ul style="list-style-type: none"> <li>- MAPS Testing</li> <li>- Saddler-Oxford Vocabulary Materials</li> </ul>	
<b>Plan</b>	<b>Resources Needed</b>	<ul style="list-style-type: none"> <li>- Computer and internet access to teach research and writing standards</li> <li>- SRA's to measure reading</li> </ul>	<ul style="list-style-type: none"> <li>- Vocabulary books</li> </ul>	<ul style="list-style-type: none"> <li>- SRA Reading Materials for Study Skills Class and AIM</li> </ul>		
<b>Plan</b>	<b>Professional Development</b>  <b>(provide date, content and trainer scheduled for this strategy or associated activities)</b>  <b>(1.6,1.10,2.1, 2.4,2.5,2.6,2.7, Faculty /Staff Stakeholder Focus)</b>	<ul style="list-style-type: none"> <li>- Safety and Health</li> <li>- Sexual Harassment</li> </ul>	<ul style="list-style-type: none"> <li>- Development Meetings</li> <li>- Holistic Grading</li> <li>- Layered Curriculum</li> <li>- ACE Training (Polly)</li> </ul>	<ul style="list-style-type: none"> <li>- School wide strategy for increasing student success</li> <li>- Differentiated Instruction</li> <li>- Literature Circles</li> <li>- Collegial conversations</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher-led PD Classes</li> </ul>	
<b>Plan</b>	<b>Parent and Community Involvement (3.1,3.2,3.3)</b>	Identify Stakeholder and Community involvement opportunities during the quarter/trimester.	Identify Stakeholder and Community involvement opportunities during the quarter/trimester.	Identify Stakeholder and Community involvement opportunities during the quarter/trimester.		

## PART A – PERFORMANCE REPORT

<b>Do</b>	<b>Identify the teaching sequence or activity to implement strategy (1.9,2.1,2.8,2.12, Process Management) (How)</b>	Create the teaching sequence and deployment plan for each of the key strategies identified in the PLAN section of the EPSS.	Create the teaching sequence and deployment plan for each of the key strategies identified in the PLAN section of the EPSS.	Create the teaching sequence and deployment plan for each of the key strategies identified in the PLAN section of the EPSS.		
<b>Study</b>	<b>State and Compare the results with the target goal (4.3, Measurement, Analysis and knowledge management) (How much)</b>	<p>Not to be completed until after your first quarterly/trimester Short cycle assessment and review of student data.</p> <p>*****</p> <p>What does the data tell you about the effectiveness of each key strategy(s)?</p> <ul style="list-style-type: none"> <li>• <i>What's working?</i></li> <li>• <i>What's not?</i></li> </ul>	<p>Not to be completed until after your second quarterly/trimester Short cycle assessment and review of student data.</p> <p>*****</p> <p>What does the data tell you about the effectiveness of each key strategy(s)?</p> <ul style="list-style-type: none"> <li>• <i>What's working?</i></li> <li>• <i>What's not?</i></li> </ul>	<p>Not to be completed until after your third quarterly/trimester Short cycle assessment and review of student data.</p> <p>*****</p> <p>What does the data tell you about the effectiveness of each key strategy(s)?</p> <ul style="list-style-type: none"> <li>• <i>What's working?</i></li> <li>• <i>What's not?</i></li> </ul>		

## PART A – PERFORMANCE REPORT

<b>Act/Plan</b>	<p><b>If target met, change target and chose another benchmark; if not revise target goal, strategy and teaching sequence to reflect changes.</b></p> <p><b>(1.7,2.11,3.5,4.3,4.4, Process Management)</b></p>	<p>Based on Results outlined in STUDY above</p> <p>1) If Target goal met....</p> <p>change target goal to further impact overall goal.</p> <p>2) If Target goal not met....</p> <p>g) Continue current strategy and update deployment for next quarter/trimester.</p> <p>h) Continue current strategy, but make improvements to deployment plan for next quarter/trimester.</p> <p>i) Abandon current strategy and identify new strategy for next quarter/trimester.</p>	<p>Based on Results outlined in STUDY above</p> <p>1) If Target goal met....</p> <p>change target goal to further impact overall goal.</p> <p>2) If Target goal not met....</p> <p>d. Continue current strategy and update deployment for next quarter/trimester.</p> <p>e. Continue current strategy, but make improvements to deployment plan for next quarter/trimester.</p> <p>f. Abandon current strategy and identify new strategy for next quarter/trimester.</p>	<p>Based on Results outlined in STUDY above</p> <p>1) If Target goal met....</p> <p>change target goal to further impact overall goal.</p> <p>2) If Target goal not met....</p> <p>d. Continue current strategy and update deployment for next quarter/trimester.</p> <p>e. Continue current strategy, but make improvements to deployment plan for next quarter/trimester.</p> <p>f. Abandon current strategy and identify new strategy for next quarter/trimester.</p>		
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## PART A – PERFORMANCE REPORT

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4. There is a designated district/school level EPSS steering committee that is responsible for initiating, planning, and coordinating improvement efforts.

## **PART A – PERFORMANCE REPORT**

5. Budget priorities are based upon an assessment of human and fiscal resources needed to accomplish the mission, goals, and EPSS plan.
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### **REQUIREMENTS FOR DISTRICT EPSS:**

1. The district EPSS must be revised to emphasize priorities that address student learning needs. The desired result of the revision is to develop a single, comprehensive EPSS that synthesizes information from the several existing plans reflective of the district's instructional priorities (the current EPSS, the corrective action plan, the five year action plan, district wide Title I plan, etc.) and includes the major goals and/or references to the documents that deal with non-instructional district priorities (such as the safety plan, parent and community involvement plan and others). Alignment, clarity and simplicity should be the aims of this complex undertaking. Input from stakeholders is a necessary aspect of the revision process. The district's EPSS goals must align, but are not limited to, the district's EPSS target areas.
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  - student centered,
  - supports student academic progress,
  - measurable using a data baseline,
  - data evidences by a standardized assessment,
  - assessed regularly for progress of implementation,
  - supported by an articulated strategy/activity, and
  - a collaborative effort with stakeholders participating in the development.

## **PART A – PERFORMANCE REPORT**

### ***3. School Level or Organizational Goals Identified in Current Charter***

ATC's present charter indicates that we are committed to excellence in instructional content and methodology (p.5). Our administration and faculty attend professional development opportunities offered by Santa Fe Public School District. In addition, our administrators and faculty conduct training and workshops in-house that are tailored to our annual goals and attend numerous conferences in New Mexico and regionally allowing them to stay abreast with current developments in their respective fields and education in general.

ATC is committed to maintaining small class sizes (p.4). Research shows when classes are kept under 25 students, student progress tends to be better than when class sizes are over 25. Due to the significant budget decline this year, we have had to increase class sizes slightly but our overall average is still 18 students per class.

Our charter states that ATC's graduation requirements will exceed those required by the State of New Mexico (p.4). All ATC students are required to complete four years of math in addition to honoring all other New Mexico graduation requirements.

ATC embraces cultural and ethnic diversity (p.5) as part of the core social studies curriculum. All ATC students learn about the influences of the major eastern, western, and Hispanic cultures including but not limited to comparative religions, wisdom traditions of the world, New Mexico History, and varied works of literature from different cultures. Students are also engaged in simulations of diplomacy while studying some of the major world conflicts. These role-playing activities help them establish a sense of empathy with the perspective different cultures maintain.

The current charter emphasizes that students and staff will practice responsible behavior. In an effort to facilitate students taking responsibility for their choices, the Student/Parent Handbook has been completely rewritten to focus on making choices rather than the former progressive punishment model (APPENDIX A). The assumption is that when students are treated with respect, expected to make good

## **PART A – PERFORMANCE REPORT**

choices, and allowed to learn from inevitable mistakes, they will accept responsibility much more quickly. ATC now allows students to use ipods, cell phones and other electronic devices during passing periods and free time while individual teachers determine rules appropriate in each classroom. Bells have also been eliminated to encourage students to be more mindful of the importance of timeliness. Since the world outside ATC's walls requires us to be independent thinkers, model appropriate behavior and make responsible choices, this new approach will better prepare ATC students for what lies ahead. We are pleased that this new approach is working well. Initially, there was a significant increase in the number of tardies but the frequency is steadily falling as students become conditioned to take responsibility and not rely on external stimulus. The formal dress code has also been eliminated as part of this broad strategy. Self-expression is a very important part of developing an identity especially during the teen years. Wearing clothes that advertise alcohol, tobacco, drugs, or racially offensive language are still inappropriate. Facial jewelry, tatoos, and other forms of self expression are allowed. Teachers have been empowered to approach individual students when they feel something is inappropriate and enter into discussions with them. Since the abolition of the formal dress code, adminisrtative referrals, which once dominated discussions in faculty meetings and wasted an inordinate amount of time, have dropped to nearly nothing. Students and faculty have reported that the atmosphere of the school is much improved as a result of these measures.

## **PART A – PERFORMANCE REPORT**

### **II. FINANCIAL STATEMENT**

**A financial statement that discloses the costs of administration, instruction and other spending categories for the charter school that is understandable to the general public that will allow comparison of costs to other schools or comparable organizations and that is in a format required by the Public Education Commission.**

## PART A – PERFORMANCE REPORT

### APPROVAL OF THE CHARTER SCHOOL OPERATING BUDGET IN ACCORDANCE WITH SECTIONS 22-8-6.1, 22-8-10, 22-8-11, AND 22-8-41, N.M.S.A., 1978 COMPILATION

The Budget for the charter school named below is approved from July 1, 2009 through June 30, 2010.

This Charter Operating Budget was approved at a scheduled local Board of Education meeting open to the public on: May 20, 2009.

Charles J. Hanna  
School District Local Board President

Santa Fe Public Schools  
District

This Charter Operating Budget was approved at a scheduled Governance Council meeting open to the public on: April 15, 2009.

Charles J. Hanna  
Council President

Richard J. Thompson  
Council Vice-President

James A. Silva  
Council Secretary

Charles J. Hanna  
Council Member

Norman J. Grew  
Council Member

James A. Silva  
Council Member

\_\_\_\_\_  
Council Member

\_\_\_\_\_  
Chief Administrator

James A. Silva  
Charter Business Manager

\_\_\_\_\_  
PED Program Consultant

Ramona M. Barker  
PED Executive Budget Analyst

James A. Silva  
PED/SBFAB Director

Don Meyer  
PED Deputy Cabinet Secretary Finance and Operations

COMMENTS:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

CODICIL(S) ATTACHED ☐ YES ☒ NO

CODICIL(S) REMOVED: \_\_\_\_\_

DATE CODICIL(S) REMOVED: \_\_\_\_\_

COUNTY: Santa Fe CHARTER: ATC PED # 071-024

PED 901BCS-10  
Revised 03/04/09

## PART A – PERFORMANCE REPORT



STATE OF NEW MEXICO  
PUBLIC EDUCATION DEPARTMENT  
300 DON GASPAR  
SANTA FE, NEW MEXICO 87501-2786  
Telephone (505) 827-5800  
[www.ped.state.nm.us](http://www.ped.state.nm.us)

DR. VERONICA C. GARCÍA  
SECRETARY OF EDUCATION

BILL RICHARDSON  
Governor

July 1, 2009

### MEMORANDUM

TO: Jaclyn Gomez, Business Manager,  
Academy for the Classics and Technology Charter School

FROM: Pamela Bowker, Deputy Director, School Budget & Finance Analysis Bureau, PED

RE: APPROVED OPERATING BUDGET FOR 2009-2010

Pursuant to Section 22-8-11 NMSA 1978, the Public Education Department (PED) has approved the Operating Budget for your school district/charter school for the 2009-2010 fiscal year. Please review the budget and ensure the enclosed budget is the same budget that was approved in the OBMS. Contact your budget analyst immediately, if you find any discrepancies. For districts budgeting supplemental emergency funds, the funding level is contingent upon a mid-year financial analysis as determined by your budget analyst. Also enclosed is a copy of your 2009-2010 910B-5.

Approved operating budgets may not be altered or amended except in compliance with Section 22-8-12 NMSA 1978, which requires an official, public meeting of the board, as well as approval, by the PED for budget increases or decreases or inter-function transfers. Approval for intra-functions transfers is not required by PED but still requires local board approval. Section 22-8-11 requires the establishment of the budget authority prior to the expenditure of funds. Budget maintenance must occur throughout the fiscal year. Should you require assistance in this process, please contact your budget analyst.

Your assistance in ensuring the timely submission of all required reports in the coming year is appreciated. Please remember that late reporting can jeopardize distribution of State Equalization funds to your district/charter. If you are unclear about the late reporting policy, please contact your budget analyst.

Best wishes for a successful school year.

sb/pb  
Enclosures

## PART A – PERFORMANCE REPORT

State of New Mexico  
Public School Operating Budget  
Budget Summary Report

Budget Name: Academy for Technology and the Classics 2009-2010				
Fund		Total Revenues	Total Expenditures	Difference
11000	Fund 11000: Operational Total	2,721,200	2,721,200	00
10000	Fund 10000: General Funds Total	2,721,200	2,721,200	00
25250	Fund 25250: State Equalization Guarantee-Federal Stimulus Total	187,249	187,249	00
25000	Fund 25000: Federal Direct Grants Total	187,249	187,249	00
20000	Fund 20000: Special Revenue Funds Total	187,249	187,249	00

Date Printed: 6/30/2009 5:27:17 PM

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# PART A – PERFORMANCE REPORT

## State of New Mexico Public School Operating Budget

### Revenue

Budget		Name:		Academy for Technology and the Classics 2009-2010	
Fund	Function	Object	Description	Estimated Amt	Projected Amt
11000			Operational		
11000	0000	11000	Cash Assets		
11000	0000	11111	Unrestricted Cash		
11000	0000	11000	Total: Cash Assets	98,795	120,000
11000	0000	41000	Revenue From Local Sources	98,795	120,000
11000	0000	41705	Fees - Users		
11000	0000	41620	Contributions and Donations From Private Sources	24,274	15,750
11000	0000	41680	Refund of Prior Year's Expenditures	65	500
11000	0000	41000	Total: Revenue From Local Sources	54,211	0
11000	0000	43000	Revenue From State Sources	78,540	16,250
11000	0000	43101	State Equalization Guarantee	2,771,123	2,585,032
11000	0000	43000	Total: Revenue From State Sources	2,771,123	2,585,032
11000			Total: Operational	2,946,458	2,721,282
25000			Federal Direct Grants		
25250			State Equalization Guarantee-Federal Stimulus		
25250	0000	44000	Revenue From Federal Sources		
25250	0000	44301	Other Restricted Grants - Federal Direct	0	187,248
25250	0000	44000	Total: Revenue From Federal Sources	0	187,248
25250			Total: State Equalization Guarantee-Federal Stimulus	0	187,248
25800			Total: Federal Direct Grants	0	187,248
			Total: Revenue	2,946,458	2,908,529

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# PART A – PERFORMANCE REPORT

State of New Mexico  
Public School Operating Budget  
Expenditure Detail with Job Class

Budget Name: Academy for Technology and the Classics 2009-2010						Estimated Amt	Estimated FTE	Projected Amt	Projected FTE
FD	FN	OBJ	JOB Description						
11000			Expenditure						
11000	1000		Operational						
11000	1000	51000	Instruction						
11000	1000	51100	Personnel Services - Compensation						
11000	1000	51100	1411 Salaries Expense: Teachers-Grades 1-12		1,040,661	24.01	1,075,377	25.21	
11000	1000	51100	1412 Salaries Expense: Teachers-Special Education		219,432	5.00	145,655	3.00	
11000	1000	51100	1611 Salaries Expense: Substitutes-Sick Leave		22,500	0.00	20,000	0.00	
11000	1000	51100	1711 Salaries Expense: Instructional Assistants-Grades 1-12		0	0.00	40,000	3.00	
11000	1000	51000	Total: Personnel Services - Compensation		1,282,593	29.01	1,281,032	31.21	
11000	1000	52000	Personnel Services - Employee Benefits						
11000	1000	52111	0000 Educational Retirement		140,801	0.00	138,052	0.00	
11000	1000	52112	0000 ERA - Retiree Health		16,361	0.00	16,363	0.00	
11000	1000	52210	0000 FICA Payments		79,521	0.00	79,424	0.00	
11000	1000	52220	0000 Medicare Payments		19,749	0.00	18,326	0.00	
11000	1000	52311	0000 Health and Medical Premiums		131,754	0.00	130,502	0.00	
11000	1000	52312	0000 Life		440	0.00	416	0.00	
11000	1000	52313	0000 Dental		7,951	0.00	7,951	0.00	
11000	1000	52314	0000 Vision		1,240	0.00	1,240	0.00	
11000	1000	52315	0000 Disability		351	0.00	351	0.00	
11000	1000	52500	0000 Unemployment Compensation		10,210	0.00	1,026	0.00	
11000	1000	52710	0000 Workers Compensation Premium		320	0.00	240	0.00	
11000	1000	52720	0000 Workers Compensation Employer's Fee		574	0.00	574	0.00	
11000	1000	52000	Total: Personnel Services - Employee Benefits		415,298	0.00	394,487	0.00	
11000	1000	53000	Purchased Professional and Technical Services						
11000	1000	53330	0000 Professional Development		1,900	0.00	5,000	0.00	
11000	1000	53000	Total: Purchased Professional and Technical Services		1,900	0.00	5,000	0.00	
11000	1000	55000	Other Purchased Services						
11000	1000	55817	0000 Student Travel		2,500	0.00	30,000	0.00	
11000	1000	55819	0000 Employee Travel - Teachers		2,500	0.00	5,000	0.00	
11000	1000	55825	0000 Other Contract Services		137,149	0.00	67,678	0.00	
11000	1000	55000	Total: Other Purchased Services		142,149	0.00	102,678	0.00	
11000	1000	56000	Supplies						
11000	1000	56113	0000 Software		26,955	0.00	15,000	0.00	
11000	1000	56118	0000 General Supplies and Materials		22,736	0.00	25,000	0.00	
11000	1000	56000	Total: Supplies		49,691	0.00	40,000	0.00	
11000	1000	57000	Property						
11000	1000	57332	0000 Supply Assets (\$5,000 or less)		31,899	0.00	10,000	0.00	
11000	1000	57000	Total: Property		31,899	0.00	10,000	0.00	
11000	1000		Total: Instruction		1,923,461	29.01	1,833,207	31.21	
11000	2100		Support Services						
11000	2100	51000	Personnel Services - Compensation						
11000	2100	51100	1214 Salaries Expense: Guidance Counselors/Social Workers		18,012	0.20	40,000	1.00	
11000	2100	51000	Total: Personnel Services - Compensation		18,012	0.20	40,000	1.00	
11000	2100	52000	Personnel Services - Employee Benefits						
11000	2100	52111	0000 Educational Retirement		2,098	0.00	4,360	0.00	
11000	2100	52112	0000 ERA - Retiree Health		238	0.00	520	0.00	
11000	2100	52210	0000 FICA Payments		1,102	0.00	2,480	0.00	
11000	2100	52220	0000 Medicare Payments		433	0.00	580	0.00	
11000	2100	52311	0000 Health and Medical Premiums		1,749	0.00	8,383	0.00	
11000	2100	52312	0000 Life		29	0.00	29	0.00	
11000	2100	52313	0000 Dental		148	0.00	535	0.00	
11000	2100	52314	0000 Vision		151	0.00	0	0.00	
11000	2100	52000	Total: Personnel Services - Employee Benefits		5,948	0.00	16,867	0.00	
11000	2300	53000	Purchased Professional and Technical Services						
11000	2300	53411	0000 Auditing		16,725	0.00	8,000	0.00	
11000	2300	53413	0000 Legal		3,000	0.00	3,500	0.00	
11000	2300	53414	0000 Other Services		2,000	0.00	2,000	0.00	
11000	2300	53000	Total: Purchased Professional and Technical Services		21,725	0.00	13,500	0.00	
11000	2300	55000	Other Purchased Services						

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# PART A – PERFORMANCE REPORT

State of New Mexico  
Public School Operating Budget  
Expenditure Detail with Job Class

Budget Name: Academy for Technology and the Classics 2009-2010						
FD	FN	OBJ	JOB Description	Estimated Amt	Estimated FTE	Projected Amt
11000	2300	55811	0000 Board Travel	0	0.00	250
11000	2300	55812	0000 Board Training	0	0.00	250
11000	2300	55900	Total: Other Purchased Services	0	0.00	500
11000	2400	51000	Personnel Services - Compensation			0.00
11000	2400	51100	Salaries Expense - Principals	114,125	1.50	155,500
11000	2400	51100	Salaries Expense - Secretarial/Clerical/Technical Assistants	64,943	2.00	63,724
11000	2400	51900	Total: Personnel Services - Compensation	179,068	3.50	219,224
11000	2400	52000	Personnel Services - Employee Benefits			4.00
11000	2400	52111	0000 Educational Retirement	20,861	0.00	23,695
11000	2400	52112	0000 ERA - Retiree Health	2,328	0.00	2,650
11000	2400	52210	0000 FICA Payments	11,102	0.00	13,582
11000	2400	52220	0000 Medicare Payments	2,596	0.00	3,179
11000	2400	52311	0000 Health and Medical Premiums	8,049	0.00	17,961
11000	2400	52312	0000 Life	72	0.00	43
11000	2400	52313	0000 Dental	1,049	0.00	1,411
11000	2400	52314	0000 Vision	219	0.00	279
11000	2400	52500	0000 Unemployment Compensation	1,579	0.00	179
11000	2400	52710	0000 Workers Compensation Premium	1,585	0.00	1,585
11000	2400	52720	0000 Workers Compensation Employer's Fee	0	0.00	26
11000	2400	52000	Total: Personnel Services - Employee Benefits	48,440	0.00	65,002
11000	2400	53000	Purchased Professional and Technical Services			0.00
11000	2400	53330	0000 Professional Development	761	0.00	1,000
11000	2400	53711	0000 Other Charges	27,500	0.00	31,500
11000	2400	53000	Total: Purchased Professional and Technical Services	28,261	0.00	32,500
11000	2400	55000	Other Purchased Services			0.00
11000	2400	55813	0000 Employee Travel - Non-Teachers	750	0.00	1,100
11000	2400	55900	Total: Other Purchased Services	750	0.00	1,100
11000	2400	56000	Supplies			0.00
11000	2400	56118	0000 General Supplies and Materials	11,000	0.00	15,000
11000	2400	56000	Total: Supplies	11,000	0.00	15,000
11000	2500	51000	Personnel Services - Compensation			0.00
11000	2500	51100	Salaries Expense - Assoc. Staff-Fn/Bus/Mor.	51,539	1.00	65,000
11000	2500	51900	Total: Personnel Services - Compensation	51,539	1.00	65,000
11000	2500	52000	Personnel Services - Employee Benefits			1.00
11000	2500	52111	0000 Educational Retirement	6,004	0.00	7,085
11000	2500	52112	0000 ERA - Retiree Health	670	0.00	845
11000	2500	52210	0000 FICA Payments	3,195	0.00	4,030
11000	2500	52220	0000 Medicare Payments	747	0.00	943
11000	2500	52311	0000 Health and Medical Premiums	2,648	0.00	2,689
11000	2500	52312	0000 Life	16	0.00	14
11000	2500	52313	0000 Dental	178	0.00	179
11000	2500	52314	0000 Vision	45	0.00	45
11000	2500	52500	0000 Unemployment Compensation	412	0.00	45
11000	2500	52710	0000 Workers Compensation Premium	45	0.00	396
11000	2500	52720	0000 Workers Compensation Employer's Fee	9	0.00	9
11000	2500	52000	Total: Personnel Services - Employee Benefits	13,969	0.00	16,280
11000	2500	53000	Purchased Professional and Technical Services			0.00
11000	2500	53330	0000 Professional Development	2,043	0.00	3,500
11000	2500	53000	Total: Purchased Professional and Technical Services	2,043	0.00	3,500
11000	2500	55000	Other Purchased Services			0.00
11000	2500	55813	0000 Employee Travel - Non-Teachers	6,500	0.00	8,000
11000	2500	55900	Total: Other Purchased Services	6,500	0.00	8,000
11000	2500	56000	Supplies			0.00
11000	2500	56118	0000 General Supplies and Materials	500	0.00	2,988
11000	2500	56000	Total: Supplies	500	0.00	2,988
11000	2600	51000	Personnel Services - Compensation			0.00
11000	2600	51100	Salaries Expense - Maintenance	60,000	2.00	60,000
11000	2600	51900	Total: Personnel Services - Compensation	60,000	2.00	60,000
11000	2600	52000	Personnel Services - Employee Benefits			2.00

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# PART A – PERFORMANCE REPORT

State of New Mexico  
Public School Operating Budget  
Expenditure Detail with Job Class

Budget Name: Academy for Technology and the Classics 2009-2010						
FD	FN	OBJ	JOB Description	Estimated Amt	Estimated FTE	Projected Amt
						Projected FTE
11000	2600	52111	0000 Educational Retirement	6,990	0.00	6,540
11000	2600	52112	0000 ERA - Retiree Health	780	0.00	780
11000	2600	52210	0000 FICA Payments	3,720	0.00	3,720
11000	2600	52220	0000 Medicare Payments	870	0.00	870
11000	2600	52311	0000 Health and Medical Premiums	4,022	0.00	5,604
11000	2600	52312	0000 Life	32	0.00	29
11000	2600	52313	0000 Dental	211	0.00	0
11000	2600	52314	0000 Vision	79	0.00	75
11000	2600	52500	0000 Unemployment Compensation	480	0.00	25
11000	2600	52710	0000 Workers Compensation Premium	23	0.00	223
11000	2600	52720	0000 Workers Compensation Employer's Fee	9	0.00	6
11000	2600	53000	Total: Personnel Services - Employee Benefits	17,216	0.00	17,875
11000	2600	54000	Purchased Property Services	0	0.00	5,000
11000	2600	54311	0000 Maintenance & Repair - Furniture/Fixtures/Equipment	0	0.00	5,000
11000	2600	54312	0000 Maintenance & Repair - Buildings and Grounds	15,000	0.00	20,000
11000	2600	54411	0000 Electricity	15,000	0.00	20,000
11000	2600	54412	0000 Natural Gas (Buildings)	10,200	0.00	10,200
11000	2600	54415	0000 Water/Sewage	18,118	0.00	18,300
11000	2600	54416	0000 Communication Services	307,036	0.00	125,672
11000	2600	54610	0000 Rental - Land and Buildings	20,000	0.00	20,000
11000	2600	54620	0000 Rental - Computers and Related Equipment	385,354	0.00	224,172
11000	2600	54000	Total: Purchased Property Services	35,321	0.00	40,000
11000	2600	55000	Other Purchased Services	2,857	0.00	2,500
11000	2600	55010	Property/Liability Insurance	38,178	0.00	42,500
11000	2600	55015	Other Contract Services	13,495	0.00	15,000
11000	2600	55000	Total: Other Purchased Services	13,495	0.00	15,000
11000	2600	56000	Supplies	13,495	0.00	15,000
11000	2600	56118	0000 General Supplies and Materials	0	0.00	29,085
11000	2600	56000	Total: Supplies	0	0.00	29,085
11000	2600	59000	Debt Service and Miscellaneous	992,998	6.70	888,073
11000	2600	59212	0000 Emergency Reserve	0	0.00	0
11000	2600	59000	Total: Debt Service and Miscellaneous	992,998	6.70	888,073
11000	2600	59000	Total: Support Services	2,626,459	35.71	2,721,280
11000	2600	59000	Total: Operational	2,626,459	35.71	2,721,280
25000			Federal Direct Grants			
25250			State Equalization Guarantee-Federal Stimulus			
25250	2000		Support Services			
25250	2600	54000	Purchased Property Services			
25250	2600	54610	0000 Rental - Land and Buildings	0	0.00	187,249
25250	2600	54000	Total: Purchased Property Services	0	0.00	187,249
25250	2000		Total: Support Services	0	0.00	187,249
25250			Total: State Equalization Guarantee-Federal Stimulus	0	0.00	187,249
25000			Total: Federal Direct Grants	0	0.00	187,249
			Total: Expenditure	2,626,459	35.71	2,908,529

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# PART A – PERFORMANCE REPORT

**REVENUE ESTIMATE WORKSHEET**  
**BASED ON**  
**2008-2009 STARS FINAL 80/120 DAY AVERAGE**

Charter Name **ACADEMY FOR CLASS & TECH** Charter Number **071-024**

	3Y DD	4Y DD	C & C-GIFTED	D & D-GIFTED	*BASIC	GRADE TOTAL
<b>Kindergarten Program</b>						
ECE/KN						0.00
FDK						0.00
<b>Basic Program</b>						
Grade 1						0.00
Grade 2						0.00
Grade 3						0.00
Grade 4						0.00
Grade 5						0.00
Grade 6						0.00
Grade 7			0.50	1.00	63.50	65.00
Grade 8			1.50	1.00	68.50	71.00
Grade 9					63.50	63.50
Grade 10					45.00	45.00
Grade 11					40.50	40.50
Grade 12			0.50		30.50	31.00
Totals	0.00	0.00	2.50	2.00	311.50	
*INCLUDE STUDENTS RECEIVING A/B SERVICES						ECE FTE
						0.00
Is this a Charter School? <b>Y</b>						TOTAL GRADES 1-12
Is this for the 40th Day? <b>N</b>						316.00
						SUBTOTAL MEM
						316.00
						TOTAL MEM
						316.00

	ECE FTE	COST INDEX	PROGRAM UNITS		
<b>Kindergarten</b>					
ECE, FDK-New, and FDK	0.00	1.44	0.000	Kindergarten Units	0.000
<b>Basic Program (Grade Total)</b>					
Grade 01	0.00	1.20	0.000		
Grade 02	0.00	1.18	0.000		
Grade 03	0.00	1.18	0.000		
Grade 04	0.00	1.045	0.000		
Grade 05	0.00	1.045	0.000		
Grade 06	0.00	1.045	0.000		
Grade 07 *	65.00	1.25	81.250		
Grade 08 *	71.00	1.25	88.750		
Grade 09 *	63.50	1.25	79.375		
Grade 10 *	45.00	1.25	56.250		
Grade 11 *	40.50	1.25	50.625		
Grade 12 *	31.00	1.25	38.750		
* Includes Vocational Weighting					
<b>Special Education</b>	MEM	Factor		Basic Program Units	395.000
C & C-Gifted	2.50	1.00	2.500		
D & D-Gifted	2.00	2.00	4.000		
3 Yr. DD	0.00	2.00	0.000		
4 Yr. DD	0.00	2.00	0.000		
A/B MEM (Reg/Gifted)	112.00	0.70	78.400	Special Ed. Units	84.900
Adjusted Ancillary FTE	1.71	25.00		Ancillary FTE Units	42.750
				Total Special Education Units	127.650
<b>Elementary Fine Arts Program</b>	MEM	Factor			
		0.0500		Fine Arts Program Units	0.000
<b>Bilingual Program</b>					
HOURS	MEM	FTE	Factor		
1	0.00	0.00			
2	0.00	0.00			
3	0.00	0.00			
Total Bilingual	0.00	0.00	0.500	Bilingual Units	0.000

PERIOD FROM 10/15/08 TO 12/26/08 OF STUDENTS in grades K-12.)

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# PART A – PERFORMANCE REPORT

## 2008-2010 STATE EQUALIZATION GUARANTEE COMPUTATION REVENUE ESTIMATE WORKSHEET BASED ON 2008-2009 STARS FINAL 80/120 DAY AVERAGE

<b>Elementary P.E. Program</b>					
	MEM		Factor	0.060	
					Elementary P.E. Units 0.000
					<b>TOTAL MEMBERSHIP PROGRAM UNITS 522.650</b>
					T & E Index (District's Oct 2007) 1.085
					<b>ADJUSTED PROGRAM UNITS 567.075</b>
<b>National Board Certified Teachers</b>					
	FTE:		Factor	1.500	
					National Board Certified Teachers Units: 0.000
<b>Size Adjustment Units</b>					
		UNITS			
Elementary/Mid/Jr. High		0.000			District Size Adjustment Units 43.655
Senior High		110.271			Charter Schools not eligible for District Size (43.655)
District Size		43.655			School Size Adjustment Units 110.271
					Rural Isolation Units 0.000
					New District Adjustment Units 0.000
<b>At-Risk Units</b>					
2009-2010:	At-risk Index	MEM			
	0.067	316.00			At Risk Units 21.172
<b>Charter Schools Student Activities</b>					
(Districts Only)	MEM		Factor	0.100	
					Growth Units 32.900
					Charter Schools Student Activities Units 0.000
					(Charters not eligible for CS Student Activities) 0.000
<b>Home School Student Activities</b>					
(Districts Only)	MEM		Factor	0.100	
					Home School Student Activities Units 0.000
					(Charters not eligible for Home School Student Activities) 0.000
					<b>TOTAL PROGRAM UNITS 731.418</b>
					Save Harmless Units 0.000

GROWTH & SAVE HARMLESS CALCULATION DATA	
2008-09 Actual 40th Day MEM: (Enter the District Mem EXCLUDING Charter Mem)	\$21.00
2009-10 Projected MEM: (Enter the District Mem EXCLUDING Charter Mem)	\$40.00
2009-2010 Actual 40th MEM (Enter the District Mem EXCLUDING Charter Mem)	
<b>Save-Harmless Data</b>	
2009-2010 40th Day TOTAL PROGRAM UNITS (Not Grand Total Program Units)	
<b>Growth Data</b>	
2009-10 Operating Budget Calculation	32.900
Op-Bud takes 08-09 40 Day compared to 09-10 Mem Proj. FTE	0.000
40th Day Calculation	
Takes Prior Year 40th-Day and compares to Current Year 40th-Day	

	<b>GRAND TOTAL UNITS 731.418</b>
	× Unit Value \$3,606.40
	<b>PROGRAM COST \$2,637,785.88</b>
<b>Non-Categorical Revenue Credits:</b>	
Tax Levy (41110, 41113, 41114)	\$0.00
Federal Impact Aid (44103)	\$0.00
Federal Forest Reserve (44204)	\$0.00
Total Non-Cat Rev Credits	\$0.00
Less: 75% of Non-Categorical Revenue Credits	\$0.00
<b>Other Credits/Adjustments:</b>	
Cash Balance Credit	\$0.00
Energy Efficiency	\$0.00
Other Misc Credits	\$0.00
Total Other Credits	\$0.00
Less: Other Credits/Adjustments	\$0.00
	(\$52,755.72)

STATE EQUALIZATION GUARANTEE \$2,585,030.16

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# PART A – PERFORMANCE REPORT

## 2009-2010 STATE EQUALIZATION GUARANTEE COMPUTATION REVENUE ESTIMATE WORKSHEET BASED ON 2008-2009 STARS FINAL 80/120 DAY AVERAGE

### SIZE ADJUSTMENT UNITS:

PED 9108-6

#### 1. ELEMENTARY/MIDDLE SCHOOL/JUNIOR HIGH

List each school with a projected MEM (Basic 1-9 and Operational Fund Early Childhood FTE EXCLUDING SPECIAL ED.) of less than 200.  
 $((200 - \text{MEM})/200) \times (1.0 \times \text{MEM}) = \text{UNITS}$

SCHOOL NAME	CODE	GRADES	MEM	UNITS
				0.000
				0.000
				0.000
				0.000
				0.000
				0.000
TOTAL ELEMENTARY/MIDDLE SCHOOL/JUNIOR HIGH UNITS				0.000

#### 2. SENIOR HIGH SCHOOL

List each school with a projected MEM (Basic 7-12 EXCLUDING SP. ED.) of less than 400 (program units will be computed using the formula which yields the most units):

$$((200 - \text{MEM})/200) \times (2.0 \times \text{MEM}) = \text{UNITS} \quad \text{or} \quad ((400 - \text{MEM})/400) \times (1.6 \times \text{MEM}) = \text{UNITS}$$

SCHOOL NAME	CODE	GRADES	MEM	UNITS
Academy for Class & Tech	24	7-12	311.50	110.271
				0.000
				0.000
				0.000
				0.000
TOTAL SENIOR HIGH SCHOOL UNITS				110.271

#### 3. RURAL ISOLATION

Based on district MEM (Basic 1-12, Special Education C and D, Non-Profit and Operational Fund Childhood FTE), a district is eligible for units if it has a MEM greater than 10,000 with a ratio of MEM to senior high schools less than 4,000:1.

$$(4,000 - (\text{MEM} / \text{Eligible Senior High Schools})) \times 0.5 = \text{UNITS}$$

Enter the number of approved senior high schools (exclude alternative schools):

N.A.

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

0.000

#### 4. NEW DISTRICT ADJUSTMENT

If district is eligible, enter YES in the appropriate box.

##### a. NEWLY CREATED SCHOOL DISTRICT

$$(\text{MEM for current year}) \times .147 = \text{UNITS}$$

YES?

UNITS

0.000

##### b. DISTRICT WHOSE MEMBERSHIP DECREASES AS A RESULT OF A NEWLY CREATED DISTRICT

$$(\text{MEM for prior year} - \text{MEM for current year}) \times .17 = \text{UNITS}$$

0.000

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## PART A – PERFORMANCE REPORT

### 2009-2010 CASH BALANCE CREDIT WORKSHEET

*The Cash Balance Credit will be updated as part of the 40-Day adjustment using the 2009-2010 final funded program cost and June 2009 audited (if available) or reported cash balances.*

2008-2009 Final Funded Program Cost	2,827,677
2008-2009 Total Budgeted Operational Expenditures	2,818,632
Percentage for Allowable Cash	18.0%
Allowable Cash Balance Limit	507,354
<b>Excess Cash Test</b>	
Budgeted 2008-2009 Operational Revenue	2,818,632
Less Budgeted Impact Aid	-
Less Budgeted Forest Reserve	-
Less Budgeted .5 Mill Levy	-
Adjusted Operational Revenues	2,818,632
Adjusted Operational Revenues/Budgeted Operational Revenues	100.00%
Unrestricted Cash Balance 6/30/08	96,795
Adjusted Operational Revenues/Budgeted Operational Revenues	100.00%
Adjusted Cash Balance	96,795
<b>18% Test (20% for APS)</b>	
Adjusted Cash Balance	96,795
18% of Adjusted Cash Balance	17,423
Adjusted allowable Cash Balance (after 75% credit adjustment)	96,795
Less Allowable Cash Balance Limit	(507,354)
Excess Cash	0
<b>Excess Cash Penalty</b>	
Lower of Excess Cash or 18% Test (Enter on 910B-5)	0

ACADEMY FOR CLASS & TECH

071-024



## ACADEMY FOR CLASS &amp; TECH

## 80 DAY

\*INCLUDE STUDENTS RECEIVING AB SERVICES

ECE FTE	0.00
---------	------

TOTAL GRADES 1-12	319.00
-------------------	--------

SUBTOTAL MEM	319.00
--------------	--------

	SUBTOTAL MEM	319.00
Charter School Mem (for District size calculations)		0.00

TOTAL MEM	319.00
-----------	--------

**Bilingual Program:**

	3	0.00
<b>Total Bilingual</b>		0.00

### Charter Schools Student Activities

(Districts Only) MEM

0.00

### Home School Student Activities

Home School Student  
(Districts Only) MEM

0.00

**Elementary Fine Arts Program:**

MEM

0.00

1. ELEMENTARY/MIDDLE SCHOOL/JUNIOR HIGH

## 2. SENIOR HIGH SCHOOL

# PART A – PERFORMANCE REPORT

80/120 DAY MEMBERSHIP  
2008/2009

ACADEMY FOR CLASS & TECH

120 DAY

3Y DD	4Y DD	C & C-GIFTED	D & D-GIFTED	*BASIC	GRADE TOTAL	
<b>Kindergarten Program:</b>						
ECE/KN					0.00	
FDK					0.00	
<b>Basic Program:</b>						
Grade 1					0.00	
Grade 2					0.00	
Grade 3					0.00	
Grade 4					0.00	
Grade 5					0.00	
Grade 6					0.00	
Grade 7			1.00	63.00	64.00	
Grade 8		1.00	1.00	69.00	71.00	
Grade 9				63.00	63.00	
Grade 10				44.00	44.00	
Grade 11				40.00	40.00	
Grade 12				30.00	31.00	
Totals	0.00	0.00	2.00	309.00		
*INCLUDE STUDENTS RECEIVING A/B SERVICES						
					ECE FTE	0.00
					TOTAL GRADES 1-12	313.00
					SUBTOTAL MEM	313.00
Charter School Mem (for District size calculations)						0.00
					TOTAL MEM	313.00
<b>Bilingual Program:</b>						
A/B MEM (Reg/Gifted)	110.00					
TOTAL Ancillary FTE	1.71					
		HOURS	MEM	<b>Charter Schools Student Activities</b>		
		1	0.00	(Districts Only)	MEM	0.00
		2	0.00			
		3	0.00			
		Total Bilingual	0.00	<b>Home School Student Activities</b>		
				(Districts Only)	MEM	0.00
<b>Elementary Fine Arts Program:</b>						
MEM 0.00						
<b>1. ELEMENTARY/MIDDLE SCHOOL/JUNIOR HIGH</b>						
SCHOOL NAME		CODE	GRADES	MEM		
-		-	-	-		
-		-	-	-		
-		-	-	-		
-		-	-	-		
-		-	-	-		
-		-	-	-		
-		-	-	-		
-		-	-	-		
-		-	-	-		
<b>2. SENIOR HIGH SCHOOL</b>						
SCHOOL NAME		CODE	GRADES	MEM		
ATC		24	7-12	309.00		
-		-	-	-		
-		-	-	-		
-		-	-	-		
-		-	-	-		
-		-	-	-		

• • • • •

## ACADEMY FOR CLASS &amp; TECH

A/B MEM (Reg/Gifted) 112.00

Adjusted Ancillary FTE 1.71

HOURS	MEM
1	-
2	-
3	-
Total Bilingual	0.00

(Districts Only) MEM

MEM

(Districts Only) MEM

[illegible]

SCHOOL NAME	CODE	GRADES	MEM
ATC	24	7-12	311.50
"	"	"	"
"	"	"	"
"	"	"	"
"	"	"	"

## PART A – PERFORMANCE REPORT

**Bowker, Pamela M., PED**

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**From:** Jaclyn Gomez [jaclyngomez@atcschool.org]  
**Sent:** Wednesday, April 22, 2009 9:02 AM  
**To:** Bowker, Pamela M., PED  
**Subject:** Growth Units-ATC SEG

Pam

This e-mail is to serve that ATC does comprehend that we did budget 32.90 units in growth, which amounts to \$116,277.55 and do acknowledge that it might not materialize in the 2009-2010 school year. ATC is confident that we will keep our enrollment at 340 due to the amount of potential students we have on our waiting list.

If you need anything further, please do not hesitate to contact me.

*Jaclyn Gomez, Business Manager  
The Academy for Technology & the Classics  
74 A Van Nu Po Road  
Santa Fe, NM 87508  
(505) 473-4282 ext. 104  
(866) 362-8106 - fax*

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This inbound email has been scanned by the MessageLabs Email Security System.

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4/22/2009

## PART A – PERFORMANCE REPORT

### 2009-2010 New Mexico Public Education Department Program Budget Questionnaire OPERATING BUDGET & E.P.S.S. Documentation for Program Budget Review

SCHOOL DISTRICT/CHARTER SCHOOL: Santa Fe School District/The Academy for Technology & the Classics Charter School

PERSON COMPLETING QUESTIONNAIRE: Duane Bigler CONTACT # (505-473-4282 ext. 109)

SUPERINTENDENT/CHARTER DIRECTOR SIGNATURE (Required) [Signature] DATE: 5/27/09

Please provide answers to all questions included in the Questionnaire and submit to your Budget Analyst by your budget due date.

\*Incomplete Questionnaires will not be accepted.

This form will be retained in the district's/charter school's budget file as the district/charter school's official response.

#### PROGRAM RELATED QUESTIONS

Please provide specific written responses to the following questions prior to the district/charter school's program budget review. Attach extra pages as needed. If the question does not apply to you please provide a not applicable answer.

1. Does your district/charter school's E.P.S.S. reflect the following?
- |  |              |             |              |
|--|--------------|-------------|--------------|
| a) Are district's/charter's goals supported by assessment data?                  | <u>X</u> Yes | ___ No      | ___ N/A      |
| b) Do your district's/charter's goals include:                                   |              |             |              |
| ✓ Bilingual education goals  | ___ Yes      | ___ No      | <u>X</u> N/A |
| ✓ Special education goals  | <u>X</u> Yes | ___ No      | ___ N/A      |
| ✓ Title I goals  | ___ Yes      | ___ No      | <u>X</u> N/A |
| ✓ School health goals  | <u>X</u> Yes | ___ No      | ___ N/A      |
| ✓ Career-Technical Education (CTE) goals   | ___ Yes      | ___ No      | <u>X</u> N/A |
| c) Professional Development for the purpose of using data to drive instruction   | <u>X</u> Yes | ___ No      | ___ N/A      |
| d) Professional Development for the purpose of using standards based instruction | <u>X</u> Yes | ___ No      | ___ N/A      |
| e) The implementation of short cycle assessments                                 | <u>X</u> Yes | ___ No      | ___ N/A      |
| f) A "systems approach" for the deployment of the E.P.S.S.                       | ___ Yes      | <u>X</u> No | ___ N/A      |
| g) District's goals and school's goals are aligned                               | <u>X</u> Yes | ___ No      | ___ N/A      |
| h) Implementation of CTE Programs of Study to integrate academic and CTE content | ___ Yes      | ___ No      | <u>X</u> N/A |

## PART A – PERFORMANCE REPORT

2. If you answered yes to question 1.g, please provide evidence that the alignment occurs. \_\_\_\_\_ N/A

Our systems approach for deploying for EPSS has not been fully developed. That will be goal for our school during the 2009-2010.

3. Briefly describe the process your district/charter has implemented this school year to update the E.P.S.S. and changes made based on gaps in student achievement. \_\_\_\_\_ N/A

All departments met to review SBA from last year. Areas of need were identified across the curriculum. All identified areas were reviewed on a quarterly basis through charting, graphing and meeting with the Principal.

4. New Mexico Public School Code (22-10A-16, NMSA 1978) and NCLB requires procedures for ensuring that parents are aware of their right to request information regarding the professional qualifications of their child's classroom teacher, instructional support providers and principal. Please provide the date and means that this information was provided to parents. \_\_\_\_\_

By letter in September 2008

5. How is your school going to integrate the components of the wellness policy (i.e., physical activity, nutrition, safe schools, social/emotional well being, health education, physical education, health services, and family/school involvement), into your curriculum in terms of your budget? \_\_\_\_\_

All 7<sup>th</sup> and 9<sup>th</sup> graders are required to take a year of physical education. Additional students in grades 8, 10, 11 and 12 may take physical education as an elective. The school follows the state nutrition guidelines for any food that is sold by the school and clubs. We have on staff a counselor/social worker for counseling students. We have an emotional intelligence program for our 7<sup>th</sup> and 8<sup>th</sup> graders to help them transition during these difficult adolescent years. We also have had an outside counseling service come in to work with the 8<sup>th</sup> graders on bullying issues. All student this past school year were part of a program brought in from an outside medical group to discuss alcohol, drugs and sexual issues.

## PART A – PERFORMANCE REPORT

6. Is your School Health Advisory Committee included in your budget?

☒ Yes ☐ No

Our teachers, staff members and parents will be part of the School Health Advisory Committee and any expenses involved are in operational funds. The emotional intelligence program is a part of a grant.

7. Section 22-13-11.A-D, NMSA 1978 requires each student to prepare a next step plan at each grade level (grades 9-12). Please provide assurances/evidence that this process is in place at all high schools in the district. ☐ N/A

The Student Services Coordinator works with all English classes to assure that the Next Step Plans were completed for all students

8. If your district/charter purchased Dual Credit textbooks please provide the amount expended/budgeted on the textbooks and which funding was used.

	Amount	Funding Source
2008 -2009	\$2,000.00	Operational
2009 -2010	\$2,500.00	Operational

9. If your district Section 22-13-11.A-D, NMSA 1978 requires each student to prepare a next step plan at each grade level (grades 9-12). Please provide assurances/evidence that this process is in place at all high schools in the district. ☐ N/A

**PART A – PERFORMANCE REPORT**

**CHART A**

Schools in your district with NCLB Designations (SI-1, SI-2, CA, RI, or RII) for the 2008-2009 school year, must have a district E.P.S.S. that aligns funding to school improvement strategies. Please provide information below.      X   N/A

CHART A

SCHOOL NAME	NCLB DESIGNATION	E.P.S.S. GOAL AREA (Funded) and data that supports the goal area in Reading and/or Math	FUNDING SOURCE (i.e., CSRD grant, School Improvement Grant, other)	BUDGET FUND/ FUNCTION / OBJECT CODE	TOTAL AMOUNT BUDGETED



## PART A – PERFORMANCE REPORT

### CHART B

Use Chart B to provide your information for the 2008-2009 school year. \_\_\_\_\_ N/A

- a. **FOCUS AREA:** List district/charter activities, which address the four PED focus areas: Short Cycle Assessments, Professional Development in systems for continuous improvement, Professional Development for the implementation of standards based instruction and Professional Development for the use of data to drive instruction.
- b. **DISTRICT ACTIVITIES:** List the activities that have been implemented and those you plan to implement to ensure student progress for the focus areas.
- c. **BUDGETED AMOUNT:** Identify the budgeted amount, by **FUNDING SOURCE**, for each E.P.S.S. goal.
- d. **EVALUATION MEASURES:** List specific evaluation measures for each goal.

### CHART B

FOCUS AREA	DISTRICT/CHARTER ACTIVITIES	BUDGETED AMOUNT	FUNDING SOURCE	EVALUATION MEASURES
1. Short Cycle Assessments	December NWEA MAPS Testing			3 times per year
2. Professional Development in systems for continuous improvement	In-service trainings, conferences and workshops			Plus delta forms survey's
3. Professional Development for the implementation of standards based instruction	Training at the beginning of the year			Monitor use of standards based instruction throughout the year
4. Professional Development for the use of data to drive instruction	In-service trainings and staff meetings			

## PART A – PERFORMANCE REPORT

### BUDGET RELATED QUESTIONS

1. If you are a district that has authorized a charter school, what method do you use to review the budget before it goes to your Local Board for approval?

N/A

2. What is the process the district uses to require financial reporting from the charter school(s) you have authorized?

N/A

3. Did the 2008-2009 unit value reduction have an impact on any programs in your district? If so, please explain.

\_\_\_\_\_ Yes   X   No

4. Does the district receive Title VIII, Impact Aid, Indian Set-Aside funds for children residing on Indian Lands?

\_\_\_\_\_ Yes   X   No

If the answer is "yes," please answer the following questions: (add additional pages if necessary)

- a. Does the district flow any Title VIII, Impact Aid to the charter school(s)?

\_\_\_\_\_ Yes \_\_\_\_\_ No

## PART A – PERFORMANCE REPORT

- b. How does your district/charter school's operational budget support the improvement of academic performance by Native American students? What special programs or services are provided that address the identified needs of Native American students?

- c. Indian Education Act, Section 22-23A-5/B.7, NMSA 1978 requires district/charter schools to obtain a signature of agreement by tribal governments regarding the federal Indian Policies and Procedures (IPP). Please provide the date the current district's IPP was signed by a tribal representative(s).

Date: \_\_\_\_\_

Was a copy of the current IPP sent to PED/IED:

\_\_\_\_ Yes \_\_\_\_ No

Is a copy attached?

\_\_\_\_ Yes \_\_\_\_ No

- d. To meet IPP requirements, which documents are disseminated to parents and tribal offices? (check all that apply)

____ Application	____ Program Overview	____ Program Evaluation
____ IPP	____ Program Budget/Funding Support	____ Announcements
____ Minutes of Meetings	____ Public Hearings	____ Joint Bylaws of Parent Committee

## PART A – PERFORMANCE REPORT

5. How many teachers is the district/charter school projecting to have in FY 2009-2010 at the following licensure levels:

Levels I                8

Levels II              12

Levels III-A          5

- a. Is the District/Charter School raising all Level I, II, and III-A teachers to the required minimum salary for 2009-2010?

X Yes               No

- b. Have all of the Level III-A teachers receiving the \$50,000 minimum salary for 2009-2010 been evaluated under the tiered evaluation system? (This is a requirement of HB2 prior to the distribution of funds for these salaries.)

X Yes               No

- c. Do all of the teachers that have been evaluated (as reported in question 3b) meet the professional competencies at Level III indicators? (This is a requirement of HB2 prior to the distribution of funds for these salaries.)

X Yes               No

- d. If some of the teachers evaluated under question 3b above do not meet the competencies at Level III indicators, are you implementing the procedures in 6.69.4.10 (E) and/or (F) NMAC for those teachers?

       Yes               No        X N/A

## PART A – PERFORMANCE REPORT

6. How many Educational Assistants does the district/charter have that are making less than \$13,000 in 2008-2009?

None

7. Are you providing a salary of at least \$13,000 in 2009-2010 for all Educational Assistants as recommended by the Governor in HB2 veto language? If the answer is no, please explain.

☒ Yes ☐ No ☐ N/A

8. How many principals and assistant principals will the district/charter school have in FY 2009-2010 at the Level 3-B licensure level?

Principals Level 3-B 1

Assistant Principals Level 3-B 1

9. Is the district/charter school providing the minimum salary as determined by the applicable responsibility factor for all Level 3-B principals and assistant principals? (This is a requirement of Section 22-10A-11, NMSA 1978. Minimum salaries are calculated and listed below.)

Elementary School Principal	\$60,000	Elementary School Assistant Principal	\$55,000
Middle School Principal	\$70,000	Middle School Assistant Principal	\$57,500
High School Principal	\$80,000	High School Assistant Principal	\$62,500

☒ Yes ☐ No

## PART A – PERFORMANCE REPORT

10. Is the district/charter school providing services to At-Risk students?

  X   Yes        No

If the answer is no, please explain why. (districts/charters are required to do so in order to receive At-Risk units and funding under the funding formula)

11. How did the district/charter solicit parental involvement in the budget process? (This is a requirement of 22-8-11.C, NMSA 1978.)

The Parent Teacher Student Coalition meets monthly. The principal attend those meetings gives financial updates at these meetings. During the April 2009

12. Please provide the dates the Local Board of Education / Charter School Governance Council scheduled time to receive questions, comments, and suggestions from parents. (This is a requirement of Section 22-8-10.B, NMSA 1978.)

Dates: April 15, 2009

## PART A – PERFORMANCE REPORT

### AMERICAN RECOVERY AND REINVESTMENT ACT RELATED QUESTIONS

In accordance with guidance from the United States Department of Education, school districts and charter schools are prohibited from using the Education Stabilization funds (Fund 25250) for the following purposes:

- Maintenance Costs
- Stadiums or other facilities primarily used for athletic events or other events in which admission is charged to the general public
- Purchase or upgrade of vehicles
- Improvement of stand-alone facilities whose purpose is not the education of children, including central office administration or operations or logistical support facilities.
- Financial assistance for students to attend private elementary or secondary schools (excluding special education and related services to students with disabilities as authorized by IDEA)
- School modernization, renovation, or repair that is inconsistent with State law
- Restoring or supplementing a "rainy day" fund

1. Are you attempting to budget any of the Education Stabilization funds (Fund 25250) allocated to your district/charter in any of the above mentioned areas.

\_\_\_\_\_ Yes \_\_\_\_\_ No

2. What programs in your district/charter are you focusing the Education Stabilization funds (Fund 25250) on?

## PART A – PERFORMANCE REPORT

3. Describe in the chart below the main areas you are budgeting your Education Stabilization funds (Fund 25250)?

Object Code	Budget Amount	Description of Expenditures

4. How many jobs have been saved as a result of the receiving Education Stabilization funds (Fund 25250)?

5. How many jobs have been created as a result of the receiving Education Stabilization funds (Fund 25250)?

ADDITIONAL COMMENTS  
(Attach additional pages if necessary)



**PART A – PERFORMANCE REPORT**

**THE ACADEMY FOR TECHNOLOGY & THE CLASSICS**



**FISCAL POLICIES FOR INTERNAL CONTROL**

## **PART A – PERFORMANCE REPORT**

### **The Academy for Technology & the Classics**

#### **Fiscal Policies for Internal Control Administrative and Financial Procedures**

#### **TABLE OF CONTENTS**

1. Procedures for Purchasing
2. Procedures for Budget and Budget Maintenance
3. Procedures for Accounting
4. Procedures for Receipt of Funds
5. Procedures for the Use of Petty Cash
6. Policy For Financial Reporting

## **PART A – PERFORMANCE REPORT**

### **PROCEDURES FOR PURCHASING**

1. All employees shall utilize the Requisition/ Purchase Order process prior to obligating school funds. Items purchased without prior approval and payment shall be the responsibility of the employee.
2. Employees shall submit a Requisition to the charter school business manager for processing. If the requisition is vendor or brand specific, the employee will provide that information on the Requisition, along with cost and quantities. Otherwise, the charter school business manager will research state and federal contracts and other best sources for the appropriate vendor.
3. The charter school business manager shall be responsible for assignment of account numbers and verification of the availability of budget and cash.
4. Upon review and approval of the Requisition by the charter school administrator, the charter school business manager shall prepare a Purchase Order for approval and signature by the charter school business manager.
5. The selected vendor(s) shall be provided with the original of the signed Purchase Order. A copy shall also be provided to the charter school business manager
6. A Non-Taxable Certificate shall be provided to vendors as proof of tax exemption for the non-payment of gross receipts tax.
7. Upon delivery of goods and services, the person receiving the goods/services shall verify receipt of all items by checking off all items on the invoice, and providing initials and date of receipt on the invoice.
8. The charter school business manager shall compile the approved Requisition, Purchase Order and invoice for payment to be made to vendor
9. Payment of invoices shall be made by the charter school business manager within 30 days of receipt of the invoice.
10. Professional service contracts exceeding \$30,000 require formal, sealed, competitive bids. To ensure appropriate encumbering and accounts payable processing an approved Purchase Order and a copy of the executed contract shall be provided to the charter school business manager.

## **PART A – PERFORMANCE REPORT**

- a. Persons offering professional services make their services available to the general public and have direct control over when, where and how he/she works.
- b. An employer does not provide or control the detail of how the contractor's work is to be accomplished.
- c. Refer to the "Employee vs. Contractor Common Law Rules/Factors" for additional guidance in distinguishing between a contractor and an employee.
- d. Contractors shall be required to complete a W-9, Request for Taxpayer Identification Number and Certification.

11. The following are exempt from the State Procurement Code:

- a. Personal property or services of another state agency or local public body;
- b. Public utilities;
- c. Shipping, travel, meals and lodging;
- d. Public school transportation services;
- e. Magazine subscriptions and conference registration fees;
- f. Entertainers;
- g. In the event of the availability of only one source for the required goods or services (sole source) refer to State Purchasing Act for guidance and instructions;
- h. Purchases from the federal price schedule (GSA).

12. Emergency procurement is allowable only in the instances of threat to life, health, and public welfare

13. Public money is not to be used for an individual's personal benefit (e.g., paper goods and coffee for every day coffee drinking, etc.)

## **PART A – PERFORMANCE REPORT**

### **PROCEDURES FOR BUDGET AND BUDGET MAINTENANCE**

1. The charter school shall follow state laws and regulations in the development and maintenance of the budget.
2. The charter school business manager shall review all purchase orders for sufficiency of budget.
3. The charter school business manager shall provide the status of the budget during a report to the governing council on a monthly basis.
4. The charter school business manager shall present proposed budget adjustment requests as necessary to maintain a positive budget balance by object code.
5. The charter school business manager shall keep the governing council informed of the availability of revenue for budgeting.

## **PART A – PERFORMANCE REPORT**

### **PROCEDURES FOR ACCOUNTING**

1. The charter school shall follow Generally Accepted Accounting Principles, and state laws and regulations in accounting for all funds in its custody and control.
2. The charter school shall utilize the account structure (fund, function, and object) and chart of accounts mandated by the Public Education Department
3. The charter school shall account for funds utilizing the cash basis for accounting and budgeting, and modified accrual basis in the preparation of year-end financial statements.
4. Financial transactions shall be entered for all revenue received, all expenditures, and corrections thereto to accurately reflect the financial position of the district.
5. All accounts shall be reconciled with the bank on a monthly basis.

## **PART A – PERFORMANCE REPORT**

### **PROCEDURES FOR RECEIPT OF FUNDS**

#### **Cash Receipts**

1. The charter school shall safeguard and account for all cash and checks, and shall deposit funds in the bank within 24 hours of receipt or one banking day, as required by state law.
2. The charter school business manager, or other designated employee, shall prepare a receipt in duplicate for money received from all sources. The original receipt is to be provided to the person making payment. If a receipt is voided, all copies shall be marked “Void” and retained in the receipt book.
3. An individual other than the one preparing cash receipts shall prepare the bank deposit ticket in duplicate. The duplicate copy of the receipt shall be attached to the school’s copy of the deposit ticket.
4. Bank deposits shall be made by someone other than the individual preparing the actual bank deposit ticket.
5. After a deposit is made, provide the school’s copy of the deposit ticket, the duplicate receipt, and the bank deposit receipt to the charter school accountant.
6. The charter school accountant will post the revenue to the appropriate fund and revenue code.

## **PART A – PERFORMANCE REPORT**

### **PROCEDURE FOR THE USE OF PETTY CASH**

#### **Petty Cash Fund**

1. The petty cash fund shall not exceed \$200.00.
2. A check shall be issued to the charter school business manager Petty Cash Custodian, from the Operational Fund.
3. Petty cash shall be used when there is an urgent, unanticipated need for items. There must be budget in the object code to be expended.
4. The business manager shall be responsible for maintaining, safeguarding, and accounting for petty cash.
5. The Petty cash fund and records shall be available for inspection and audit at any time during business hours by the independent public auditor during the conduct of the annual audit



## **PART A – PERFORMANCE REPORT**

### **POLICY FOR FINANCIAL REPORTING**

#### **Financial Records**

1. The charter school administrator shall be responsible for ensuring that financial records and supplies are safeguarded from theft and destruction.
2. Financial records shall be kept up-to-date and available for inspection after reasonable notice.
3. Financial records shall be retained as required by the State Records Center Records Retention and Disposition Schedule for New Mexico Public Schools.

#### **Financial Reports**

- A. Financial reports reflecting the financial and budget position of the charter school shall be provided to the governing council on a monthly basis.
- B. Financial reports required by the Public Education Department shall be submitted on a timely basis. The governing council shall be notified of any report not submitted on a timely basis and the reason for the late filing.

#### **Fiscal Responsibility:**

ATC takes very seriously the school's fiscal responsibility. The school will negotiate annually for contracted services, which may include, but are not limited to: purchasing and payroll, miscellaneous fiscal matters and categorical program and support audits. Additionally, a support staff member will be dedicated to performing any necessary in-house accounting duties.

The charter school will participate in an annual audit of the school's financial affairs by the auditing firm hired by the Santa Fe Public Schools. The audit will verify the accuracy of the school's financial statement, revenue-related data collection and reporting practices and review the school's internal controls. The Governing Board will review the auditor's findings and address any audit exceptions or deficiencies with a report to the district on how the exceptions and deficiencies have been or will be resolved.

## **PART A – PERFORMANCE REPORT**

## **PART A – PERFORMANCE REPORT**

### **ACADEMY FOR TECHNOLOGY AND THE CLASSICS**

#### **FISCAL YEAR 2005 AUDIT**

#### **FINDINGS/EXCEPTIONS**

1. **FINDING:** There is no contract in the current year for the accounting consultant.

**RESPONSE:** Typed a contract up and had Domingo sign for our files.

2. **FINDING:** Salary line items were charged for contract services.

**RESPONSE:** Will do a journal entry to fix problem.

3. **FINDING:** An invoice was underpaid by 9 hours. An invoice was overpaid by .5 hours.

**RESPONSE:** Will do a journal entry to fix problem.

4. **FINDING:** Ancillary services need to be coded to the correct object code instead of grouped into the general object code of contract services.

**RESPONSE:** Will do a journal entry to fix problem.

5. **FINDING:** A social worker was coded as a diagnostician.

**RESPONSE:** Will do a journal entry to fix problem.

6. **FINDING:** In regards to accounts payable, there were 5 instances of an incorrect line item being recorded.

**RESPONSE:** Will do a journal entry to fix problem.

7. **FINDING:** In regards to cash receipts, there were 6 instances out of 13 of an incorrect line item being recorded.

**RESPONSE:** Will do a journal entry to fix problem.

8. **FINDING:** A W-4 had an employee marking “married but withhold at the single rate” and ATC was withholding as married.

**RESPONSE:** Let employee know about it and he agreed that he would change it and that it was fine with him on his deductions.

9. **FINDING:** A Level II licensed teacher was not making \$35,000.

**RESPONSE:** Made adjustment in contract so that he will have made \$35,000 by end of the fiscal/school year.

## **PART A – PERFORMANCE REPORT**

10. **FINDING:** One instance of a W-4 not being completely filled out.

**RESPONSE:** Had employee fix the problem and initial the change.

11. **FINDING:** One instance of a W-4 not being legible on the withholdings.

**RESPONSE:** Had employee fix the problem and initial the change.

12. **FINDING:** Payroll is not encumbered.

**RESPONSE:** Will start to encumber next year.

13. **FINDING:** On the quarterly reports, combined money for funds 31600 and 31700 into fund 32100.

**RESPONSE:** Let Domingo know and said he'll work on it.

14. **FINDING:** On the quarterly reports, no record of deposits being recorded into funds 31600 and 31700.

**RESPONSE:** Let Domingo know and said he'll work on it.

15. **FINDING:** On the quarterly reports, outstanding checks are not being allocated to the appropriate fund. All the checks are lumped into fund 11000.

**RESPONSE:** Let Domingo know and said he'll work on it.

## **PART A – PERFORMANCE REPORT**

### Progress Response to Independent Auditor's Report

#### Finding #2004-19

Corrective Action: Quarterly audits have been conducted by the Business Manager and secretary, then reviewed by the Principal. Principal signs off on quarterly audit.

#### Finding #2004-20

Corrective Action: Quarterly audits have been conducted by the Business Manager to ensure that all paperwork for employee's files, are in the employee's file. Principal signs off on quarterly audit.

#### Finding #2004-21

Corrective Action: Dual signature by business manager and principal on any and all hourly employees. Review all timesheets on a monthly basis to ensure both signature are on timesheets.

#### Finding #2004-22

Corrective Action: Created and placed a drug free workplace policy in all personnel files, which are signed by the employees acknowledging that they are in compliance with the policy. On the quarterly audits, this is also signed off on to ensure that this policy is in place.

#### Finding #2004-23

Corrective Action: Receipt book is in one central location and is still locked in a fireproof safe in which the principal and business manager are the only ones that have the unlock code for the safe. Teachers are not allowed to receipt anything for their classrooms. All receipts are filled out by the secretary and then immediately given back to business manager and place in safe.

#### Finding #2004-24

Corrective Action: During the course of this school year, credit card use has been almost extinct for teachers using the card. If teachers need something on an emergency basis, they fill out a requisition in which the business manager will do a purchase order for the credit card and the business manager will go to get the supplies for them. Staff is also reminded not to make this a habit. Receipts are signed by the principal or another staff member due to the fact that the business manager goes to get the supplies.

**PART A – PERFORMANCE REPORT**

**ACADEMY FOR TECHNOLOGY AND THE CLASSICS**

**FISCAL YEAR 2005 AUDIT**

**FINDINGS/EXCEPTIONS**

**SUGGESTION ITEMS FOR ATC'S REVIEW:**

1. **SUGGESTION:** Research building a bathroom versus spending around \$1,000 a month on portable.

**RESPONSE:** Will discuss with board in May's meeting.

2. **SUGGESTION:** Research the cost savings of moving the post office closer to the school.

**RESPONSE:** Will discuss with board in May's meeting.

**SUGGESTION ITEMS FOR AUDITORS REVIEW:**

1. **SUGGESTION:** Research to see if the insurance deductions are correct.

**RESPONSE:** Talked to Domingo so he will research it.

2. **SUGGESTION:** Research to see if teachers are actually biweekly or semi-monthly.

**RESPONSE:** Talked to Domingo so he will research it.

## **PART A – PERFORMANCE REPORT**

Academy for Technologies and the Classics – (Component Unit)

### 2007-7: Lack of Supporting Documentation

#### ***Criteria***

NMAC 6.20.2.17 states that each school shall establish and implement written policies and procedures for purchasing which shall be in compliance with the procurement code, Section 13-1-21, NMSA 1978. Purchasing policies and procedures for grant funding shall comply with requirements established within the grant and the procurement code. An internal control structure over purchasing shall be established and maintained.

#### ***Condition***

During our test work of credit cards, we noted that there was one disbursement for \$96.65 out of six (that totaled \$851.18), tested that was missing a purchase order in the supporting documentation.

#### ***Cause***

School was not consistent in utilizing purchase orders.

#### ***Effect***

Not issuing purchase orders properly and timely could result in the District overspending budget line items and/or not obtaining the best price when procuring goods and services. The school is in a violation of NMAC 6.20.2.17.

#### ***Recommendation***

We recommend that the school follow their policy.

#### ***Agency Response***

ATC has corrected this by making sure if there is a change in price due to any circumstances, a change order is done at the time of notification of the price change.

## **PART A – PERFORMANCE REPORT**

Academy for Technologies and the Classics – (Component Unit)

### 2007-8: PED Reports

#### ***Criteria***

According to Regulation 6.20.2.14 SBE-6, reports submitted to the Public Education Department (PED) must agree to the general ledger.

#### ***Condition***

Audit procedures performed at the school indicated that the June 30, 2007 PED report did not agree with the balances recorded in the general ledger. The District maintains the general ledger on the cash basis which is the same as the budget basis. The PED reports should tie to the general ledger.

#### ***Cause***

School officials are not reconciling the PED reports to the general ledger.

#### ***Effect***

The general ledger and/or the PED reports could be materially misstated either intentionally or by error if they are not properly reconciled to each other and to cash.

#### ***Recommendation***

School officials must insure that PED reports, as well as the recording of financial activity is processed and performed in compliance with PED requirements. This includes the agreement of the reports to financial transaction activity recorded for the schools records and ensuring timely filing of reports.

#### ***Agency Response***

PED reports are double checked and made certain that they correspond with the GL.



## **PART A – PERFORMANCE REPORT**

Academy for Technologies and the Classics – (Component Unit)

### 2007-9: Cash Management

#### ***Criteria***

According to NMAC 6.20.2.14.E, the School shall verify there is sufficient cash and budget prior to disbursement of cash.

#### ***Condition***

The School maintained an overdrawn cash balance of a negative \$83 in one bank account at June 30, 2007.

#### ***Cause***

The School took over its own fiscal management this fiscal year and school officials were not reviewing the cash balances per the general ledger or the bank reconciliation with respect to transferring cash to maintain positive cash balances in the bank accounts.

#### ***Effect***

The School is in violation of State regulations and their funding and/or charter could be affected.

#### ***Recommendation***

We recommend the School establish and maintain a cash management program to ensure there are sufficient funds in the bank.

#### ***Agency Response***

ATC is checking on a monthly basis to make sure that cash balances in each fund account is sufficient for each Governing Council Meeting.

## **PART A – PERFORMANCE REPORT**

Academy for Technologies and the Classics – (Component Unit)

### 2007-10: Bank Reconciliation

#### ***Criteria***

Good basic accounting practices require that the reconciled bank balances tie to the cash per accounting records.

#### ***Condition***

The general fund and state grant fund reconciled bank balances do not agree to the cash balances per the general ledger. There was a difference of \$209 between the reconciled bank balances and the cash balances per the general ledger.

#### ***Cause***

The Academy for Technologies and the Classics took over its own fiscal management during the physical year ended June 30, 2007, including reconciling the bank accounts to the general ledger. The computer program used to maintain the accounting records was not clearing cash and accounts payable correctly.

#### ***Effect***

When cash per the bank statements and cash per the general ledger do not agree by \$209 the reason could be because only \$209 transaction did not get posted correctly to the general ledger; or it could be because numerous material transactions did not get posted to the general ledger, whose total difference is only \$209.

#### ***Recommendation***

We recommend that the Business Office set up and monitor monthly reconciliation procedures that require bank statements to be reconciled accurately and timely to the general ledger, to properly account for cash in each fund.

#### ***Agency Response***

ATC has made the recommendation changes and are done at the end of each month on a timely basis.

## **PART A – PERFORMANCE REPORT**

Academy for Technologies and the Classics – (Component Unit)

### 2007-11 Budget Compliance Issues

#### **Criteria**

A. According to 6.20.2.14 (E) NMAC, each school district shall verify that there is sufficient cash and budget prior to disbursement of cash. When it becomes apparent that line item expenditures will exceed the budget amount, a budget line item transfer should be approved by the governing body in order to comply with state budgeting requirements applicable to school districts, 22-8-6 to 22-8-12 NMSA 1978.

B. Deficit budgeting is not allowed. The “designated cash” must be available at the end of the prior fiscal year to cover the deficit created when budgeted expenditures exceed budgeted revenues.

#### **Condition**

A. Line item spending exceeded the budget, by charter school, in the following funds.

The general fund support services – school administration function exceeded its budget of \$58,855 by \$163,958; and the central services function exceeded its budget of 5,226 by \$50,376. The Idea B fund support services – students exceeded its budget of zero by \$43,384.

B. In the following funds the prior year FY06 ending assets were not adequate to cover the ending budget deficit in FY07.

In the general fund the ending budget deficit was (\$379,637) but there was only \$185,257 of general fund assets available at the end of FY06. In the Public School Outlay Capital Projects fund the ending budget deficit was (\$24,435) but there was only \$1,246 of assets available at the end of FY06. In the HB-33 Capital Projects fund the ending budget deficit was (\$24,435) but there was only \$2,147 of assets available at the end of FY06.

#### **Cause**

A. The required budget line item transfers were not proposed or approved by the governing body prior to the charter schools expending these resources.

B. Prior year ending assets held in the fund were not carefully monitored to determine adequacy for FY07 budgeting purposes.

#### **Effect**

The component schools are violation of 6.20.2.14 (E) NMAC which requires each fund to disburse money for its specific purpose in accordance with its budget. The component school has not complied with the requirement to ensure adequate cash is available for budgeted expenditures.

## PART A – PERFORMANCE REPORT

### ***Recommendation***

We recommend improved monitoring of the budget.

### ***Agency Response***

ATC did have a positive budget at year end. Cash Report shows that is was not over-expended. 4<sup>th</sup> Quarter Cash Reports attached for supporting documentation.

## PART A – PERFORMANCE REPORT

The Academy for Technology & The Classics

Findings

June 30, 2008

### **FS 08-01 – Cash Reconciliation**

*Criteria:* 6.20.2.14 K NMAC states that “All bank accounts shall be reconciled on a monthly basis.”

*Condition:* During our cash testwork it was found that there was a difference of \$1,975 between the reconciled cash balance and the General Ledger.

*Cause:* The bank reconciliation for June 30, 2008 was not properly reconciled to the General Ledger.

*Effect:* The school’s cash does not reconcile to the general ledger as of June 30, 2008. Without proper reconciliations, cash may be misstated on the financial statements.

*Auditor’s Recommendation:* We recommend that the school implement controls to make ensure that reconciled bank statements match the general ledger.

*Management’s Response:*

## PART A – PERFORMANCE REPORT

### **FS 08-02 Payroll**

*Condition:* During payroll test work, four out of fifteen employee files reviewed did not have an I-9 properly completed. Three forms were present, but were not properly and completely filled out while one form was missing.

*Criteria:* NMAC 6.20.2.18 requires that school districts shall maintain and have available for inspection the following employee record documentation: employment contracts, personnel/payroll action forms, certification records, employment eligibility verification (I-9), federal and state withholding allowance certificates, pay deduction authorizations, pay, or position change notices, Education Retirement Act plan application, and direct deposit authorizations. The Immigration Reform and Control Act (IRCA) of 1986 requires, among other things, that an employee's eligibility to work be verified by use of the Employment Eligibility Verification Form I-9. Sections one and two of this form are required to be filled out completely upon hiring.

*Cause:* The school did not follow policies and procedures regarding payroll.

*Effect:* The school is not in compliance with NMAC 6.20.2.18 and with IRCA of 1986. By not properly filling out the documents it is possible that the school could allow an individual not legal to employ in the United States take a job, which could place the school in legal trouble.

*Auditor's Recommendation:* We recommend that the school ensure that all forms filled out by both the employer and employee upon hiring be filled out completely in order to be in compliance with MAC 6.20.2.18 and the IRCA of 1986.

*Management Response:* All paperwork is now filled out completely by the employee at the time of hiring.

## PART A – PERFORMANCE REPORT

### III. PETITION OF SUPPORT FROM EMPLOYEES


**A certified petition in support of the charter school renewing its charter status signed by not less than sixty-five (65) percent of the employees in the charter school.**

I am the Director of the Academy for Technology and the Classics Charter School. The attached petition in support of the Academy for Technology and the Classics Charter School renewing its charter was circulated to all employees of the Academy for Technology and the Classics Charter School. There are 31 teachers employed by the Academy for Technology and the Classics Charter School. The petition contains the signatures of 31 employees which represents 100 percent of the teachers employed by the Academy for Technology and the Classics Charter School.

STATE OF NEW MEXICO )  
COUNTY OF Santa Fe ) ss.

I, Edward Woodd, being first duly sworn, upon oath state:

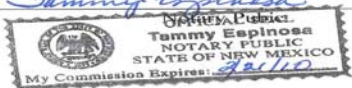
That I have read the contents of the attached Petition, and my statements herein are true to the best of my knowledge and belief.



SUBSCRIBED AND SWORN TO before me this 23<sup>rd</sup> day of September 2009.


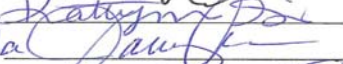

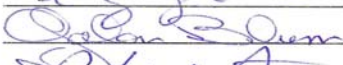
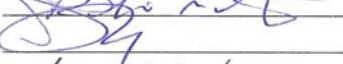
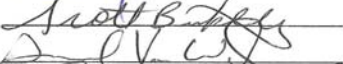
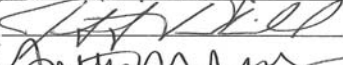
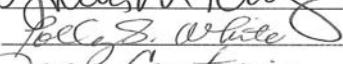
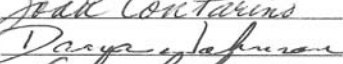

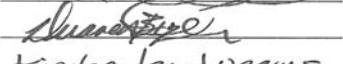
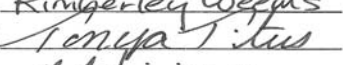
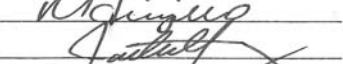










My Commission Expires:

2-21-10



## PART A – PERFORMANCE REPORT

We, the undersigned teachers at the Academy for Technology and the Classics, a public Charter School in Santa Fe, New Mexico support the renewal of our charter for another 5 year term.

Print Name	Signature	Address
ERIC HUFFORD		PO Box 1134 PECOS NM 87552
Kathryn Solis		1896 Loria Drive Apt 55 Santa Fe, NM 87505
Janet Castaneda		3 Vista Lagunitas Santa Fe, NM 87501
Ruth Grodinsky		2911 Viñar Pardo Ave 18205
Linda Zerkin		3032 Calle Princesa Juana Santa Fe, NM 87507
Oscar S. Schem		19 Victoria Pkwy 87502
Robert Mathis		PO Box 474 Ribera NM 8751
DANA KELLEY		409 La Jolla Rd SF, NM 87501
Scott Binkley		1538 Calle de la Canada SF 87
Don Van Wyk		17 Encantado Loop SF 87508
JOSE VERKOUILLIE		3055 AGUA FRIA PARK TRD SF, NM 87507
Yvette Martinez		124 Romero St. #1 SF, NM 87501
Polly White		1553 Avenida de las Americas SF
Juan Contarino		984 Nambu Loop, Los Alamos NM 87541
Dana Johnson		16 Mariano Rd, SF 87502
Carlos Santistevan		2719 Camino Artesano SF, NM 87502
JOHN S. JONES		1 Azule Loop, SF, NM 87506
Duane A. Bigler		9 Calle Agua Clara Santa Fe, NM 87506
Kimberly Weiss		130B Las Estrellas 87507
Tonya Titus		70 Box 4039 87502
Melissa Trajillo		2829 Vereda de Pueblo 87507
Jaclyn Gomez		107 Siringo Rd. 87505
ALMA M. SUAREZ		PO Box 28295 SF NM 87592



## PART A – PERFORMANCE REPORT

*We, the undersigned Teachers at the Academy for Technology and the Classics, a public Charter School in Santa Fe, New Mexico support the renewal of our charter for another 5 year term.*

[illegible]



## PART A – PERFORMANCE REPORT

*We, the undersigned parents/guardians of the student body at the Academy for Technology and the Classics, a public Charter School in Santa Fe, New Mexico support the renewal of our charter for another 5 year term.*

[illegible]

## PART A – PERFORMANCE REPORT

*We, the undersigned parents/guardians of the student body at the Academy for Technology and the Classics, a public Charter School in Santa Fe, New Mexico support the renewal of our charter for another 5 year term.*

Print Name

Signature \_\_\_\_\_

Address

ELAN VAKSHAY

*[Signature]*

12 Km RD Sf, Nm 87501

## Tally Villa

Tally

4004 Paseo del Sol

*W. H. S.*

Jul' Bay M.

is 12 Monterey Kd 8780.

Atkinson

Anna Heuser

6750 Camino Cordero 8750

(Tan) Andrea J. Pineda

Tara Andrea B. Swiercz

2367 Ruta Corta 87507

## PART A – PERFORMANCE REPORT

We, the undersigned parents/guardians of the student body at the Academy for Technology and the Classics, a public Charter School in Santa Fe, New Mexico support the renewal of our charter for another 5 year term.

Print Name	Signature	Address
Shana Hought	[Signature]	4220 ROCKCASTLE
Joseph Winkelman	[Signature]	3072 N. de San Marcos
Isabel Bennett	Isabel Bennett	4125 Monte Carlo - SF 87508
Thomas K. Wood	Thomas K. Wood	P.O. Box 332 Route 71. N. 87508
Judy Radilla	Judy Radilla	108 N. 100 Mile Rd 87501
AARON MARCHI	Aaron Marchi	PO BOX 2524 SF NM 87508
EILEEN FURCK	Eileen Furck	22 TURQUOISE CT SF NM 87508
James Cordle	James Cordle	5 Legum Lane SF 87508
Diane Moss	Diane Moss	11 Puente Rd S. 87508
Patrick Lane	Patrick Lane	
Teresa Perez	Teresa Perez	5953 Jaguar Dr.
Isaac J. Pao	Isaac J. Pao	15 Capital Peak
Angela Wilson	Angela Wilson	8 Buster Ridge SF 87505
Martha Scheiner	Martha Scheiner	P.O. Box 8343 SF 87509

## PART A – PERFORMANCE REPORT

*We, the undersigned parents/guardians of the student body at the Academy for Technology and the Classics, a public Charter School in Santa Fe, New Mexico support the renewal of our charter for another 5 year term.*

[illegible]



## PART A – PERFORMANCE REPORT

*We, the undersigned parents/guardians of the student body at the Academy for Technology and the Classics, a public Charter School in Santa Fe, New Mexico support the renewal of our charter for another 5 year term.*

[illegible]

## PART A – PERFORMANCE REPORT

I, the undersigned parents/guardians of the student body at the Academy for Technology and the Classics, a public Charter School in Santa Fe, New Mexico support the renewal of our charter for another 5 year term.

Print Name	Signature	Address
Patricia Uriostegui	[Signature]	2820 Cerrillos Rd SF NM 87508
SCOTT HAUENSTEIN	[Signature]	1036 Camino de Chelly SF NM 87508
Karen Achilles	[Signature]	45 Camino Cerro Escondido Santa Fe, NM 87508
Dr. Bill Achilles	[Signature]	45 Camino Cerro Escondido SF, NM 87508
Shelley Cobarr	[Signature]	20 STAR VISTA ROAD SANTA FE, NM 87505
Adriana Lira	[Signature]	18 Calle Lazo Erante Santa Fe NM 87507
Rosario Velazquez	[Signature]	80 Calle Lazo Erante Santa Fe NM 87507
MARIA GARCIA	[Signature]	2813 DAIL CIRCLE SANTA FE NM 87507
Tally Lenetsky	[Signature]	438 Luisa Lane Santa Fe, NM 87505
Omar Pedraza	[Signature]	6914 Brokenmesa
Michelle Holmes	[Signature]	1869 B Calle Queda SF NM 87508
Meriam Jawhar	[Signature]	601 Circulo de Morelia, Limbo SF NM 87508
Mark Kueckle	[Signature]	601 Circulo de Morelia 22 SF NM 87508
Linda Montano	[Signature]	2840 Don Quijote Santa Fe 87505
Linda Lohr	[Signature]	5 A Callejon Valdez Limbo NM 87508



## PART A – PERFORMANCE REPORT

we, the undersigned parents/guardians of the student body at the Academy for Technology and the Classics, a public Charter School in Santa Fe, New Mexico support the renewal of our charter for another 5 year term.

Print Name	Signature	Address
DAVID F. TRUJILLO		4509 Solorio Loop Santa Fe 87507
Cataline Trujillo		4509 Solorio Loop Santa Fe NM 87507
Eliza Bonham		6519 Winding Ridge Loop Santa Fe, NM 87507
Jodie L. Wheeler		1036 Calle don Roberto Santa Fe, NM 87507
LEROY TALLADO		2458 Arlano Lane Santa Fe, NM 87507
Dora D. Little		1283 Senda Vie. Valle SE, NM 87507
Pamela V. Michael		5 Senda Torcido Santa Fe, NM 87508
Shari Genswald		1807 San Felipe Cir 87505
NINA MASTRANGELO		609 Calle de Leon
JERRY WELLMAN		609 Calle de Leon
CAROL WARE		147 Gungah R. SE 87501
Martha Rascon		6151 Airport Rd. #151 SE 87506
Araceli Enriquez		4650 Airport Rd #229
Claudia Amcava		2869 Dail Circle SE 87507
Guadalupe N. Saez		3712 Select St. SE NM 87505
Sanjay Bhakta		12 Coyote Pass Rd. 87508
Denise Romero		54 Churchill Rd. SE 87505
Maria G. Rojas		P.O. Box 24813 87592
Adriana Lira		181 Calle Lazo Errante Santa Fe NM 87507
Rosario Velazquez		80 Calle Lazo Errante Santa Fe NM 87507
Marga Matakovich		79 Hena da Rd. Santa Fe NM 87505
Richard Galt		1027 Bishop's Lodge Rd. Santa Fe NM 87501









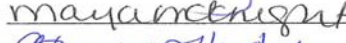
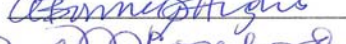


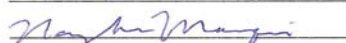





## PART A – PERFORMANCE REPORT

We, the undersigned parents/guardians of the student body at the Academy for Technology and the Classics, a public Charter School in Santa Fe, New Mexico support the renewal of our charter for another 5 year term.

Print Name	Signature	Address
Jeanne Armstrong	Jeanne Armstrong	6955 Golden Mesa
MARY HENSON	Mary Henson	91. Placita De Oro, S.F.
DORIS WELCH	D. Welch	123 Cam. de las Cuevas SF 87501
Sherry Garcia	Sherry L. Garcia	POB 16118 Santa Fe 87509
DOTI GRANIER	Doti Granier	232 AVE DE LAS CAMPANAS 87507
Frances Valencia	Frances Valencia	4359 Santa Lucia St. Santa Fe 87507
Linda Lou Ornelas	Linda Lou Ornelas	90 N Fork Rd SF NM 87501
Guadalupe A. Martinez	Guadalupe A. Martinez	40 Calle Varada Sfe 87507
KAREN DYKE	Karen Dyke	624 Pico de la Cruz #7 87501
Francisca Sotelo	Francisca Sotelo	3038 Jemez Rd Santa Fe NM 87506
KRISTINE KUEBEL	Kristine Kuebel	21A Pine Haven Dr 87505
Caitlin Thomas	Caitlin Thomas	12 Encantado Circle SF 87501
Bethie Boylan Canon	Bethie Boylan Canon	34 Dos Lobos SF NM 87501
FERNANDO BORRERO	Fernando Borrero	#9 Calle Sarcoma 87507
Guy Le Sage	Guy Le Sage	2906 Avenida Alamosa 87506
Kim Pietrowski	Kim Pietrowski	7620 Cielo Blvd 87501
EVE STARBRIDGE	Eve Starbridge	422 Gneg Ave SF NM 87501
Matthew Lewis	Matthew Lewis	2358 Placita de la Marquesa 87501
KELLY S. GARDNER	Kelly S. Gardner	2740 LAUSTED APT 12 87501
Jane Boriack	Jane Boriack	217 Sereno Dr., S.F. 87501
CHRISTINA PHAR	Christina Phar	623 1/2 W. SAN FRANCISCO #1A
Rose Rodriguez	Rose Rodriguez	59 mutt N Alon

## PART A – PERFORMANCE REPORT




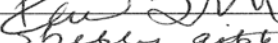
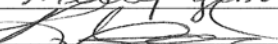
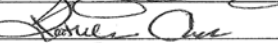




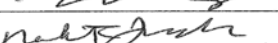
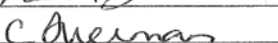
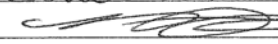
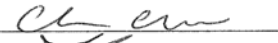
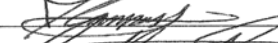


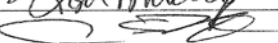
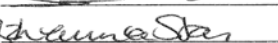



We, the undersigned parents/guardians of the student body at the Academy for Technology and the Classics, a public Charter School in Santa Fe, New Mexico support the renewal of our charter for another 5 year term.

Print Name	Signature	Address
William Cray		113 Calle Nopal, Santa Fe, NM
Ray Rin		803 W. Granada St #216 SF
HELENA CARLING		2314 Paseo de Tulancia, SF 87505
Peter Olson		1004 Camino Anasazi SF 87508
Monica Jacobi		24 Firerock Place SF 87508
Sanjay Kalyani		2501 W. Zia Rd. #420 SF 87508
Shelley Flores		43 Calle Cantanillo SF 87508
Gina Castro		1531 Kachina Ridge Dr. 87508
Zusset Humming		1 Oriente Ct 87508
mayamcknight		100 Rio Vista Pl. #202 SF, NM 87508
Bonney Hughes		4 Victoria Peak, SF 87508
MEANIE COPELAND		800 24136 SFE 87508
Lynne Livingston		415 Camino Del Rio 87508
Ernesto Rios		
Nancy Marquis		3343 ave San Marcos SF 87508
Susan Hardy		3 Conchas Ct. 87508
Todd Hardy		3 Conchas Court, SF 87508
Silvia Castro		1299 Zepol Rd #178




## PART A – PERFORMANCE REPORT

We, the undersigned parents/guardians of the student body at the Academy for Technology and the Classics, a public Charter School in Santa Fe, New Mexico support the renewal of our charter for another 5 year term.

Print Name	Signature	Address
AARON MARINI		PO BOX 2504 SF NM 87501
Jake Menting		PO Box 1128 Santaluz, NM 87501
<del>Ramon Chao</del>	<del></del>	376 Calle Luna Santa Fe
Ramona Mateo		4733 Vista del Sol 87507
Shelly Gibbs		29 Kachina Rd. 87508
Kirsten Hood		19 Ojo de la Vaca SF 87501
<del>Ramon Chao</del>	<del></del>	5 Hagen Lane SF 87501
Jane Taylor		1026 Villa Rd Santa Fe, NM 87501
Larry Coleman		2491 Swinell Rd. #403
Patrick Crews		5 Arroyo Coyote Rd
Bill Snyder		2 DOVELA PL. SF 87508
Michaela Fong		PO Box 285 Tesuque 87574
Robert Jackson		2353 Santa Rita, Cerrillos 87010
Claudia Freeman		6 DOWELA PL SF NM
Betty Berkman		3028 Plaza Blanca SF 87508
Charles Culbreth		1844 Otowi 87505
Marco A. Campos		1503 Calle Apollonia SF 87501
Aaron Newsom-Pino		15 Capitol Peak 87508
Isaac J. Pino		15 Capitol Peak 87508
Lisa Bradley		102 Williams St 87501
Susan Young-Tweet		2096 Placita de Vida 87505
Shauna Star		1268 Senda de Valle 87507

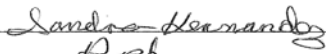
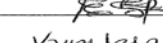
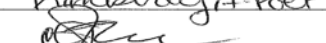
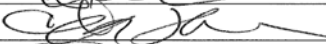
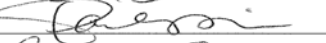



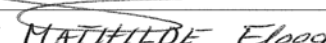
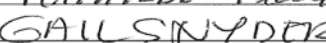
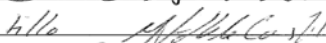

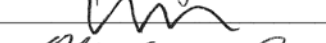

## PART A – PERFORMANCE REPORT

We, the undersigned parents/guardians of the student body at the Academy for Technology and the Classics, a public Charter School in Santa Fe, New Mexico support the renewal of our charter for another 5 year term.

Print Name	Signature	Address
Valerie Martinez		2551 Camino Caballo Santa Fe NM 87508
Johanna Sindela	J. Sindela	39 Via de Luna Santa Fe, NM 87501
ELIZABETH GUSS	Elizabeth Guss	206 TESUQUE DRIVE SANTA FE, NM 87505
Tamai Fernandez	T. Fernandez	7 Duvola Rd Santa Fe
DOTI, GRAVIET	Doti Graviet	2312 Ave de las Arbores SF
Adela M. Suarez	Adela M. Suarez	3000 Halpin Ct Santa Fe NM 87505
Rosalinda	ROSALIA GALAZZI	212 LA CRUZ RD S.F. 87509
Karyl Geary Spear	Karyl Geary Spear	3 Jornada Ct, SF 87508
Terry Hall	Terry Hall	3650 HWY 14 SF 87508
Belinda Garcia	Belinda Garcia	02 Trinidad Lane SF
Shana Houps	Shana Houps	4220 ROCK CASTLE SF
KAREN STASZOWSKI	Karen Staszowski	15 AESTE ESEI CAMINO.
Jim Guss	Jim Guss	206 Tesuque Dr, SF, NM 87505
IED T. Lopez	IED T. Lopez	2121 Camino Maria Fele
Isabel Bennett	Isabel Bennett	4125 Monte Carlo - SI
Maurice S. Pasquale	Maurice S. Pasquale	3 New Village Ave - 87508
Quale Radilla	Quale Radilla	108 Nine Mile Rd 87508
Daniel Craig	Daniel Craig	622 Pauline St SF NM 87505
Ken Robertson	Ken Robertson	14 Caviana Rd SF NM 87508
Luz Rios	Luz Rios	08-B Los Jimenez Rd Sta Fe 8750
Jorge E. Garcia	Jorge E. Garcia	877 Madrona Alb NM 87108
<del>Angela J. Garcia</del>	<del>Angela J. Garcia</del>	

## PART A – PERFORMANCE REPORT

We, the undersigned parents/guardians of the student body at the Academy for Technology and the Classics, a public Charter School in Santa Fe, New Mexico support the renewal of our charter for another 5 year term.

Print Name	Signature	Address
Sandra Hernandez		4129 S. Meadows 1522
Estela Alvarez		2001 Hopewell Azof
Kimberly A. Pelt		840 Don Diego Ave S.F.
CECILIA TADFOR		3245 Lorraine Cir 87507
Clint Hicks		10 Feather bush CT 87508
Paula Rivera		P.O. Box 32273 SEN M
ANTHONY ENGELMAN		4761 <del>St</del> Punta de Vista SFNM 87514
DAVID LUCERO		141 Sunrise Santa Fe NM 87507
Juanne Mujica		6460 Poplar St.
Star Vigh		6460 Poplar St.
Matilde E. Flood	MATILDE Flood	85 Camino Montoya SF
Gail Snyder	GAIL SNYDER	2832 HWY 14 MADRID
Nathalie Villa Castillo		6787 Camino Conita SF 87507
ROSALIA GALASSI		212 LA CRUZ RD SE 87501
LISA FLYNN		4208 Juniper Hill Ln 875
Olga Valenzuela		8440 Estrellao SENM 87507

## PART A – PERFORMANCE REPORT

we, the undersigned parents/guardians of the student body at the Academy for Technology and the Classics, a public Charter School in Santa Fe, New Mexico support the renewal of our charter for another 5 year term.

Print Name	Signature	Address
Dana J. Soums	<i>Dana J. Soums</i>	11 Gunda Ct Santa Fe NM 87508
Kathryn Odell	<i>Kathryn Odell</i>	729 Dunlap SF 87501
David Pfeife	<i>David Pfeife</i>	8 Bear Mountain SF 87502
Bridget Wolf	<i>Bridget Wolf</i>	4417 Contenta Ridge SF 87507
Diane Lacassagne	<i>Diane Lacassagne</i>	71-C Lower La Joya SF 87592
Elida Summers	<i>Elida Summers</i>	1313 Lujan St. SF 87505
Pam Dale	<i>Pam Dale</i>	50 Rito Guicu SF 87507
Michael Tibbets	<i>Michael Tibbets</i>	7 Esquina Rd SF 87508
MARK TIBBETS	<i>Mark Tibbets</i>	7 Esquina Rd SF 87508
Angela Trujillo Lopez	<i>Angela Trujillo Lopez</i>	10 San Pedro Way SF 87501
Abdial Lopez	<i>Abdial Lopez</i>	10 San Pedro Way SF 87508
Michelle Lovitt	<i>Michelle Lovitt</i>	4600 Sugar D. # 506 SF 87507
Gregory B. Pliburn	<i>Gregory B. Pliburn</i>	45 Croy Rabbit Dr., SF 87508
<del>Dr. Pamela Kramer, MD</del>	<i>Ryanina Kramer</i>	2308 Camino Verde, SF. 87507
Charles Guarrillo	<i>Charles Guarrillo</i>	3213 S. Irving St SF 87507
DANIEL GUERRILLO	<i>Daniel Guarrillo</i>	3215 S. Irving St SF 87507
Angela Trujillo	<i>Angela Trujillo</i>	4000 La Caceria #214 SF 87501
Eric Shultz	<i>Eric Shultz</i>	147B Pacheco Canyon Tesuque SF 8757
Fernando Gonzalez	<i>Fernando Gonzalez</i>	2 plaza Velazquez, SF 87501
Valery Henderson	<i>Valery Henderson</i>	130 Rio Seco, SF, NM 87501
Shizuko Kobayashi	<i>Shizuko Kobayashi</i>	3649 Mimbres Lane, SF, NM 87501
Karen Chavez	<i>Karen Chavez</i>	2320 Ave. de las Campanas SF 87507



## PART A – PERFORMANCE REPORT

We, the undersigned parents/guardians of the student body at the Academy for Technology and the Classics, a public Charter School in Santa Fe, New Mexico support the renewal of our charter for another 5 year term.

Print Name	Signature	Address
<u>Amanda Montoya</u>	<u>[Signature]</u>	<u>1037 Valerie Circle - SF, NM.</u>
<u>Peter Gonzales</u>	<u>[Signature]</u>	<u>1272 Chestnut St. SF, NM.</u>
<u>Kirsti Laine-Castiglione</u>	<u>[Signature]</u>	<u>1 Encantado Rd, SF, NM 87508</u>
<u>James P. Bearzi</u>	<u>[Signature]</u>	<u>119 Jornada Loop, SF 87508</u>
<u>Maryellen Bearzi</u>	<u>[Signature]</u>	<u>PO Box 6148 SF, NM 87508</u>
<u>Jill Haddock</u>	<u>[Signature]</u>	<u>803 11th Ave NW, SF, NM</u>
<u>ERIC POPP</u>	<u>[Signature]</u>	<u>18 WEBB RD. SF, NM 87508</u>
<u>Diane Carboneau</u>	<u>[Signature]</u>	<u>24 Calle Capulin SF, NM 87507</u>
<u>Ana Ottersberg</u>	<u>[Signature]</u>	<u>P.O. Box 15457, Santa Fe, NM 87592</u>
<u>Glorinda H. Tan</u>	<u>[Signature]</u>	<u>7015 Vuelta Vistosa Santa Fe, NM 87505</u>
<u>ROBERT J FOX</u>	<u>[Signature]</u>	<u>1868 CANDELA ST S.F.E NM 87505</u>
<u>Pat Jochem</u>	<u>[Signature]</u>	<u>2262 Calle Cuesta, SF, NM 87502</u>
<u>Alexis Letero</u>	<u>[Signature]</u>	<u>2645 Chispa Lane, SF, NM 87508</u>
<u>Donna Quintana</u>	<u>[Signature]</u>	<u>6300 Olive St SF, NM 87507</u>
<u>Carey Stogin</u>	<u>[Signature]</u>	<u>1205 Calleyon Arroyo SF 87504</u>
<u>BETH VOTER</u>	<u>[Signature]</u>	<u>2 ELK CIR SF 87506</u>
<u>Devon Skerle</u>	<u>[Signature]</u>	<u>88 Concho Val Rancho SF 87508</u>
<u>RENEE VIGIL</u>	<u>[Signature]</u>	<u>107 TASEO CDE BACA 87507</u>
<u>Jackie Gutierrez</u>	<u>[Signature]</u>	<u>SB Tierra Hermosa Ct 87501</u>
<u>GERT WENES</u>	<u>[Signature]</u>	<u>3578 Via Brisa SF, NM 87505</u>
<u>Lillian Weibel</u>	<u>[Signature]</u>	<u>2710 Megaw Vistas SF, NM 87505</u>
<u>Jill Cliburn</u>	<u>[Signature]</u>	<u>45 Crazy Rabbit Dr 87508</u>



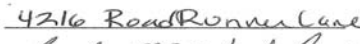
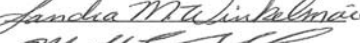


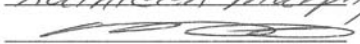



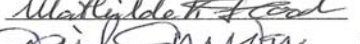
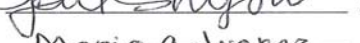
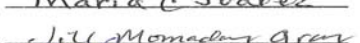
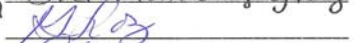

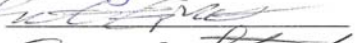

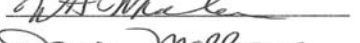


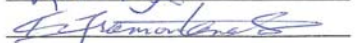



## PART A – PERFORMANCE REPORT

We, the undersigned parents/guardians of the student body at the Academy for Technology and the Classics, a public Charter School in Santa Fe, New Mexico support the renewal of our charter for another 5 year term.

Print Name	Signature	Address
Kanetta Cook	Kanetta Cook	1004 DUKE SF NM 87501
Tom Sandoval	Tom Sandoval	7007 Vuelta Vistosa
Lakisha Holley	Lakisha Holley	3920 Los Milagros
Jann Phillips	Jann Phillips	80 BOX 660 - Glaceta
Barbara Kheen	Barbara Kheen	22009 3030th La 8750
Flaene Chavez	Flaene Chavez	2163 T. Anna Can 87507
Angelique Midthunder	Angelique Midthunder	15 CRAZY RABBIT CR. 87501
Rubi Noriega	Rubi Noriega	2838 PASEO DEL SOL 87501
Lucia Perez	Lucia Perez	1123 Harrison Rd 87501
Edward Vigil	Edward Vigil	2519 Camino Escondido SF NM 87501
Kristi Lopez	Kristi Lopez	4254 Falling Star Ln 87507
Araceli Enriquez	Araceli Enriquez	4650 Airport Rd. #279 Santa Fe 87501
Martha Rascón	Martha Rascón	6151 Airport Rd. 151 S.F. NM 87507
Peter Gyallay-Pap	Peter Gyallay-Pap	451 San Marcos Loop SF 87508
Marga Matakovich	Marga Matakovich	79 Herrada Rd. SF 87508
Vanessa Medina	Vanessa Medina	13 Avenida Saurisa
DAVID HERZENBERG	David Herzenberg	2867 VILLAGE DE RUSSE SF NM 87501
KAREN DOYLE	Karen Doyle	624 Paseo De La Luna #7, 87501
Chris Oltersberg	Chris Oltersberg	PO Box 15457, Santa Fe, NM 87502
Louis Rietrocin	Louis Rietrocin	7630 Cree Cr. Santa Fe 87501
Nancy Fox	Nancy Fox	1868 Candela St SF 87501
Janet Sones	Janet Sones	13 Wild Turkey Way 87505

## PART A – PERFORMANCE REPORT

we, the undersigned parents/guardians of the student body at the Academy for Technology and the Classics, a public Charter School in Santa Fe, New Mexico support the renewal of our charter for another 5 year term.

Print Name	Signature	Address
Yolanda Castro		4216 Road Runner Lane, Santa Fe, NM
Sandra M. Winkelmaier		1 Ortiz Lane, Santa Fe, NM
Math Ezgul		2830 Don Berardo, S.F. NM
Wendy Bowman		175 Vaguer Rd SF NM
Kathleen Murphy		14 Cherry Ln, Santa Fe, NM 87504
Bonnie Bortman		3028 Plaza Blanca SF NM 87505
Gila Hoya		P.O. Box 6400 S.F. NM 87505
Holly Purcell-Callin		29 Valencia Loop SF 87508
Julia Lopez		6151 Airport H.D. 87507
MATHILDE K. Flood		85 Camino Montoya SF 87507
GAIL SNYDER		2892 HWY 14 MADRID 87010
Maria C. Alvarez		32 N Paseo de Angel SF NM 87508
Jill Monahan Gray		615 Cam. de la Luz 87508
Gaby Loy		P.O. Box 408 Tesuque NM 87558
Art Loy		" " " "
ROBERT ERAN. ET		2312 Ave de las Campanas SF NM 87507
Danny J. Staszewski		15A Este Es El Camino SF NM 87508
William A. Wheeler		1050 Calle don Roberto Santa Fe, NM 87502
James MALLORY		40 CALLE CRISTIANO SF 87508
GUADALUPE MARTINEZ		40 CALLE VARADA S.F. 87507
Robert Burtis		51 Bonanza Creek Rd 87508
Kerry Trueman		4765 Arroyo Pisueno, SF 87508


## PART A – PERFORMANCE REPORT

We, the undersigned parents/guardians of the student body at the Academy for Technology and the Classics, a public Charter School in Santa Fe, New Mexico support the renewal of our charter for another 5 year term.

Print Name	Signature	Address
Sandra Kaiser	<i>Sandra Kaiser</i>	74 Venano Loop SF NM 87508
Andrew Marchi	<i>Andrew Marchi</i>	28 Cerro del Alamo SF NM 87507
Sharon Arnold	<i>Sharon Arnold</i>	4014 W. View Terrace SF NM 87507
Jamesh Singh	<i>Jamesh Singh</i>	2 Camino Pecos Santa Fe, NM - 87508
Andie Rivera	<i>Andie Rivera</i>	106 Pimura St Santa Fe NM 87501
Pala Bar	<i>Pala Bar</i>	1423 Gualistado St.
Graciela Treto	<i>Graciela Treto</i>	36 Cerro del Alamo
YAMMA L. LeMieux	<i>YAMMA L. LeMieux</i>	1022 Flora Dr. SF NM
Virginia Molinari	<i>Virginia Molinari</i>	2708 Via Venado SF NM
David Kevin Romero	<i>David Kevin Romero</i>	1107 Calle Del Paraiso SF NM
Anne Hanika Ortiz	<i>Anne Hanika Ortiz</i>	111 Calle Pimera SF 87505
Ramona Ruiz	<i>Ramona Ruiz</i>	1299 Zepol Rd #6
Sara Ann Nohel	<i>Sara Ann Nohel</i>	40 Calle Varada SF 87505
Germaine Ortiz	<i>Germaine Ortiz</i>	7 VALLEJO ST SF 87507
Juan S. Kallas	<i>Juan S. Kallas</i>	80 La Paz Loop SF NM 87507
Joan Kallas	<i>Joan Kallas</i>	80 LA Paz Loop SF 87507
Monica V. Dwyer	<i>Monica V. Dwyer</i>	5 SACRAMENTO DEL RANCHO SE
Kenny Garcia	<i>Kenny Garcia</i>	5 Dumas Rd Santa Fe, NM 87507
Amy Velazquez	<i>Amy Velazquez</i>	1607 Monte Azul SF NM 87507
Lea Ann Garcia	<i>Lea Ann Garcia</i>	26 Avila Rd SF NM 87508
Veronica Briejo	<i>Veronica Briejo</i>	1598 Camino la Canada SF NM 87507
Monica Apodaca	<i>Monica Apodaca</i>	2096 Calle Enseada SF NM 87507
Roberta Sanchez	<i>Roberta Sanchez</i>	1540 Calle Blanca

## PART A – PERFORMANCE REPORT

ICAGUA AEWZ  
K. MOYERS  
Sharon Scarlott  
Angela Gulick  
Jenny Gagan-Vigil

  
K.S. Moyers  
Sharon Scarlott  
Angela Gulick  
Jenny Gagan-Vigil

ICAGUA at 82508  
scarlott@cybermesa.com  
angela@german-  
translator.  
net  
gagan505@  
comcast.net

## **PART A – PERFORMANCE REPORT**

### **V. FACILITIES**

**A description of the charter school facilities and assurances that the facilities are in compliance with the requirements of Section 22-8B-4.2 NMSA 1978.**

ATC Currently occupies the facilities located at 74 A Van Nu Po Road, Santa Fe, in the Rancho Viejo Development.



## PART A – PERFORMANCE REPORT

STATE OF NEW MEXICO		Nº 008232
REGULATION AND LICENSING DEPARTMENT		
CONSTRUCTION INDUSTRIES DIVISION		
GENERAL CONSTRUCTION BUREAU		
THIS BUILDING HAS BEEN OCCUPIED BEFORE A FINAL INSPECTION HAS BEEN CONDUCTED.		
<input checked="" type="checkbox"/> PERMANENT	<input type="checkbox"/> TEMPORARY	EXPIRATION DATE
~ CERTIFICATE OF OCCUPANCY ~		
THE FOLLOWING BUILDING OR PORTION THEREOF HAS BEEN INSPECTED FOR COMPLIANCE WITH THE REQUIREMENTS OF OCCUPANCY GROUP _____ AS SPECIFIED BY THE NEW MEXICO BUILDING CODE.		
2395 Richards Ave. Santa Fe, New Mexico, 87504. BUILDING ADDRESS		
SFe Public Schools / Academy for Technology and the Classics NAME AND ADDRESS OF OWNER		
Western Structural moving NAME(S) OF LICENSED NEW MEXICO CONTRACTOR(S)	IF NO LICENSED CONTRACTOR, NAME(S) OF OWNER-BUILDER(S)	
230009 BUILDING PERMIT NUMBER	PORTION OF BUILDING	
<i>[Signature]</i> INSPECTOR'S NAME	2-17-03 DATE	
Finals Completed by the City of Santa Fe COMMENTS		

## PART A – PERFORMANCE REPORT

### VI. TERM OF RENEWAL

**A statement of the term of the renewal requested, if less than five (5) years. If a charter school renewal application does not include a statement of the term of the renewal, it will be assumed that renewal is sought for a term of five (5) years.**

The Academy for Technology and the Classics requests a term of renewal of five (5) years.

**PART C**

**THE RENEWAL CHARTER**

**THE ACADEMY FOR TECHNOLOGY AND THE CLASSICS**

**CHARTER SCHOOL**

**SEPTEMBER 2009**



## PART C – THE RENEWAL CHARTER

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## PART C – THE RENEWAL CHARTER

### II. RENEWAL CHARTER COVER SHEET

#### **School Information:**

Name of Charter School: Academy for Technology and Classics Charter School

Name of Principal: Edward W. Woodd

Daytime Tel (505) 473-4282 Fax (866) 362-8106

Alternate Tel (505) 690-2614 E-mail: edwardwoodd@atschool.org

Name of Governing Council President: Sherry L. Garcia

Daytime Tel (505) 954-8564 Fax (866) 362-8106

Alternate Tel (505) 473-0341 E-mail: sherryg\_711@msn.com

*Name of District Authorizer the school is requesting to transfer from: N/A*

#### **Enrollment Information:**

Grade span at full enrollment 7-12

Total number of students at full enrollment (enrollment cap) 400

Complete the chart:

School Year		Grade Levels	Total Projected Student Enrollment
First Year	2010-11	7 – 12	340
Second Year	2011-12	7 – 12	350
Third Year	2012-13	7 – 12	350
Fourth Year	2013-14	7 – 12	370
Fifth Year	2014-15	7 – 12	400

## **PART C – THE RENEWAL CHARTER**

### **Abstract of Renewal Academy for Technology and the Classics Charter School:**

The Governing Board (Board) of The Academy for Technology and the Classics (ATC) is pleased to submit this application for renewal of its charter to the Board of Education (Board) of the Santa Fe Public School District (District) as provided for by the 1999 Charter Schools Act (22-8B, NMSA, 1978). We request that the charter of ATC be renewed for a period of five years from July 2010 through July 2015. The Charter School Act provides a mechanism for introducing choice, diversity and parental involvement into public education. Our school has been a part of this worthwhile initiative since it began operation in January 2001, providing a quality choice in public education in a small school environment.

ATC will continue to provide the means and proper support to facilitate the opportunity for student success. We believe all students can succeed given the correct circumstances. Smaller class sizes and a smaller school overall allow for more effective student support, increased communication and a familial atmosphere throughout the entire school community. ATC is proud to have been recognized in January of 2008 by *U.S. News and World Report* and State of New Mexico Secretary of Education, Veronica Garcia as one of America's Best High Schools.

ATC will continue to provide an academically rigorous and content rich curriculum which is aligned to the New Mexico Content Standards and Benchmarks and meets or exceeds the graduation requirements of the District. The school scaffolds the curriculum and monitors student progress from grades seven through twelve. Faculty support for corrections and extensions is provided to enhance the learning of students at all levels. ATC recognizes that parents are integral partners in the education process and therefore requires parents to involve themselves with the school by volunteering for any of the numerous committees and activities offered.

## PART C – THE RENEWAL CHARTER

### III. STATEMENT OF ASSURANCES - RENEWAL

*This form must be signed by a duly-authorized representative of the charter school and submitted with the renewal application. An application will be considered incomplete if it is not accompanied by the Statement of Assurances.*

STATE OF NEW MEXICO     )

)

COUNTY OF SANTA FE     )

I, Sherry L. Garcia, after being duly sworn, state as follows:

1. My name is Sherry L. Garcia and I reside in Santa Fe, New Mexico.
2. I am the authorized representative of the governing body for The Academy for Technology and the Classics charter school which is located at 74 A Van Nu Po Road, Santa Fe, New Mexico 87508, I certify that, if our charter is renewed:
  1. The CHARTER School's admission processes shall be in compliance with Section 22-8B-4.1 NMSA 1978.
  2. The CHARTER School's admission process shall not discriminate against anyone regarding race, gender, national origin, color, ability level, or age.
  3. The CHARTER SCHOOL shall be a nonsectarian, non-religious, and non-home-based public school.
  4. Except as otherwise provided in the Public School Code, the CHARTER SCHOOL shall not charge tuition or have admission requirements.
  5. The CHARTER SCHOOL shall comply with all state and federal health and safety requirements applicable to public schools and shall produce an E-Occupancy certificate for the school facility.
  6. The governing body shall not contract with a for-profit entity for the management of the CHARTER SCHOOL.
  7. The CHARTER SCHOOL shall comply with all applicable state and federal laws and rules related to providing special education services.
  8. The CHARTER SCHOOL shall comply with conflict of interest provisions identified in the New Mexico Procurement Code, and the New Mexico Prohibited Sales Act,

## **PART C – THE RENEWAL CHARTER**

and comply with the applicable federal regulations.

9. The CHARTER SCHOOL shall ensure that criminal background checks are conducted on all employees in accordance with Section 22-10A-5 NMSA 1978.
10. The CHARTER SCHOOL shall comply with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and part B of the Individuals with Disabilities Education Act;
11. The CHARTER SCHOOL shall provide equitable access to and participation in its federally assisted program for students, teachers, and other program beneficiaries with special needs.
12. Meetings of the CHARTER SCHOOL Governing Body shall comply with the New Mexico Open Meetings Act, Sections 10-15-1 et seq., NMSA 1978.
13. The CHARTER SCHOOL shall adopt policies and procedures of the governing body, that address governance, relationship to staff, professional development, the role of the governing body in policy-making, personnel decisions, budgeting, and operation of the school, including how decisions will be made.
14. The Governing Body or head administrator of the CHARTER SCHOOL shall recognize and work with employee labor representatives, if any.
15. The CHARTER SCHOOL shall develop personnel policies that comply with all applicable federal and state labor laws, regulations and rules implementing them.
16. The CHARTER SCHOOL shall develop a curriculum that is aligned to the New Mexico content standards, benchmarks and performance standards.

*I hereby certify that the information submitted in this application for the renewal of a charter is true to the best of my knowledge and belief.*

**[Signatures required on next page]**

## PART C – THE RENEWAL CHARTER

*I hereby certify that the information submitted in this application for the renewal of a charter is true to the best of my knowledge and belief.*

Sherry L. Garcia  
[Signature]

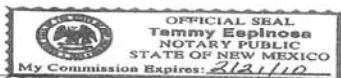
9/29/09  
Date

Sherry L. Garcia, representative of the governing body of the  
Academy for Technology and the Classics Charter School.

Subscribed and sworn to before me, this 29th day of September, 2009.

[Notary Seal:]

Tammy Espinosa  
[signature of Notary]



TAMMY ESPINOSA  
[typed name of Notary]

NOTARY PUBLIC

My commission expires: 2/21, 20 10.

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

The Charter School Mission Statement should communicate the essence of the school to stakeholders and to the public and should provide the focal point to which all other sections of the school's plans align. In addition, the charter school and its mission must be in the best interest of the students and community that it serves.

**ATC Mission:** The foundation for educational and societal interactions is based on respect, responsibility, and personal discipline. The success of the educational process relies on a partnership of students, families, school staff and community members.

#### **ATC School-Wide Goals**

- I. ATC will improve the adequate yearly progress (AYP) of our low achieving population sub groups by specifically targeting instruction to those students.
  - A. MATH: The 2008-09 low achieving sub groups in math are Hispanic students @ 35.6% proficient; Students with Disabilities @ 14.3% proficient; and Economically Disadvantaged students @ 28.1% proficient.
    - a. Our goal is to raise the proficiency of each of these sub groups by 5 over-all percentage points each year until AYP standards are met.
  - B. ENGLISH: The 2008-09 low achieving sub group in English is Students with Disabilities @ 35.7%.
    - b. Our goal is to raise the proficiency of this sub group by 5 over-all percentage points each year until AYP standards are met.
- II. ATC will increase the number of parents who engage as partners by:
  - A. Requiring all parents to sign a promise of participation during registration
  - B. Engaging the Parent Teacher Student Coalition to provide numerous activities throughout the year to raise funds and help improve the campus and physical plant
  - C. Creating opportunities for parents to provide classroom support
- III. ATC will increase student access to technology in each classroom by:
  - A. Purchasing classroom sets of laptop computers until each student has access to a laptop in all classes.
  - B. Hiring a full-time technology specialist
  - C. Increasing the number to technology related course offerings
  - D. Providing technology related professional development training for faculty and staff
- IV. ATC will begin the process of integrating the curriculum by:
  - A. Piloting an all school thematic unit of two weeks duration during the 2009-10 school year
  - B. Moving to a block schedule and piloting interdisciplinary programs during the 2010-11 school year



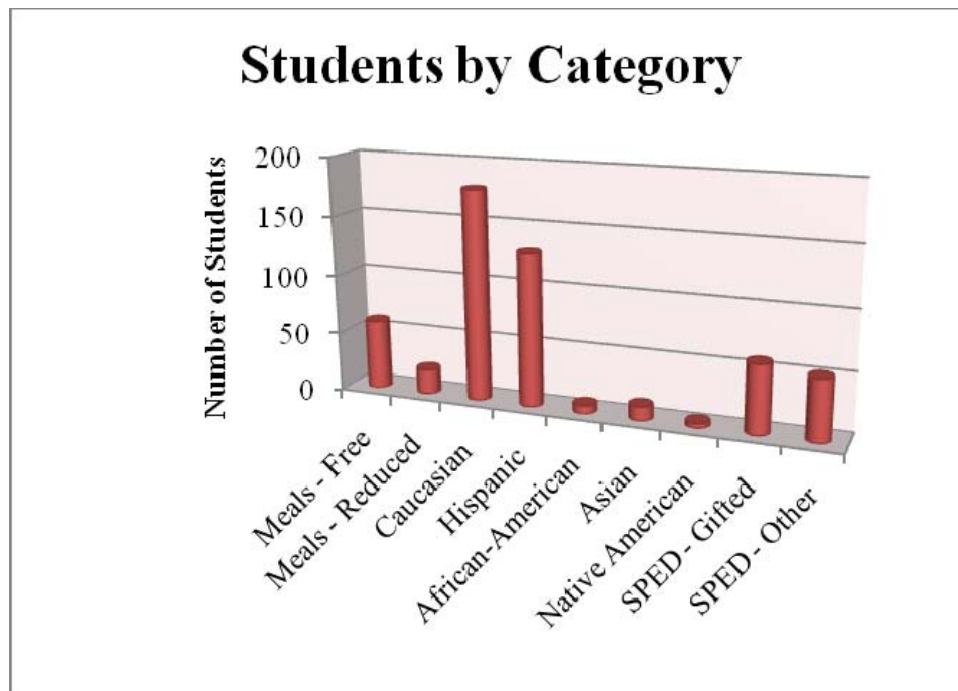
## PART C – THE RENEWAL CHARTER

- C. During second semester of the 2010-11 school year, assess the success of the interdisciplinary programs and devise a plan to either fully integrate or modify our approach based on student achievement data
- D. Fully implement the plan during the 2011-12 school year
- V. The ATC Foundation will make improvements/additions to the physical plant of the school by:
  - A. Assessing our short and long term needs during the 2009-10 school year
  - B. Develop a capitol improvement fundraising campaign to implemented during the 2010-11 school year
  - C. Engage the services of an architect to draw up plans for the proposed improvements during the 2010-11 school year and obtain permits
  - D. Break ground on the new facilities during the 2011-12 school year

**ATC Philosophy:** All students can succeed when given the appropriate opportunities and support.

**Student Expectations:** Students are expected to make wise choices, embrace ownership of their behaviors, and realize that taking appropriate risks and making mistakes are part of becoming a responsible young adult.

**Statement of Need:** The need for the education ATC provides is clearly established by the fact that we have thrived for 10 years. Via the State mandated lottery process, we continue to sustain approximately 300% more demand for enrollment than we are able to accommodate. ATC serves a diverse student population with approximately 38 percent of our population qualifying for special education services. The following chart illustrates the diversity of our student body:



## **PART C – THE RENEWAL CHARTER**

The ATC Foundation, a 501.c.3 nonprofit organization, conducted a successful campaign to design and build a new facility for our school located in the Rancho Viejo Development. The building was occupied at the beginning of the 2007-08 school year and plans are currently underway for facility expansion. Current enrollment is 340 students in grades 7-12.

ATC recognizes that well-rounded students must be skilled in technology use. Our students analyze, synthesize, and evaluate how technology affects society and they utilize technological resources to access, process, and present information. Technological hardware and software are integrated across the curriculum. ATC recognizes our students require skills that will prepare them for a rapidly changing world and we stay abreast with current research and best practice regarding those skills. ATC embraces the “classical” model of American education which holds the arts in high esteem and realizes the study of cultures is an essential part of an holistic education

### **V. EDUCATIONAL PLAN**

The educational plan should describe who the school expects to serve; what the students will achieve; how they will achieve it; and how the school will evaluate performance. It should provide a clear picture of what a student who attends the school will experience in terms of educational climate, structure, materials, schedule, assessment and outcomes.

#### **A. CURRICULUM FRAMEWORK**

1. Philosophy and Approach to Instruction.

ATC’s philosophy is that all students can succeed given the appropriate opportunities and support. We maintain small class sizes in order to optimize teacher/student contact time. Our faculty received on-going professional development to assure they stay abreast with current best practice.

2. Our curriculum is developed using the backward design approach beginning with the State of New Mexico Standards and Benchmarks for each content area, developing desired outcomes for individual courses, writing curriculum, then creating assessment rubrics and unit plans.

3. The following examples chosen randomly from middle and high school courses illustrate how courses are designed and curriculum is delivered:

## **PART C – THE RENEWAL CHARTER**

### **Example 1:**

### **ATC History Department**

### **7<sup>th</sup> Grade New Mexico History**

### **Title: Native People of NM**

### **Focus: Emerging Societies and Identity**

### **Time: 2 weeks**

Content Standard III: Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal, and national levels.

**5-8 Benchmark 3-A:** demonstrate understanding of the structure, functions and powers of government (local, state, tribal and national). Performance Standards, grade 7.

**5-8 Benchmark 3-B:** explain the significance of symbols, icons, songs, traditions and leaders of New Mexico and the United States that exemplify ideals and provide continuity and a sense of unity. Performance Standards, grade 7.

**5-8 Benchmark 3-D:** explain how individuals have rights and responsibilities as members of social groups, families, schools, communities, states, tribes and countries. Performance Standards, grade 7.

Content Standard IV: Students understand basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities, and governments.

**5-8 Benchmark 4-A:** explain and describe how individuals, households, businesses, governments and societies make decisions, are influenced by incentives (economic as well as intrinsic) and the availability and use of scarce resources, and that their choices involve costs and varying ways of allocating. Performance Standards, grade 7.

### **Topics:**

**Vocabulary & Concepts**

**Group ID and Values**

**Culture and Change**

**Part II: Multiple Perspectives (The Middle East)**

**Resources: Text 43-66**

**Maps**

**Film: Colores “Pueblo People” and “Ancient Civilizations”**

**Literature: “Last Matriarch” Pueblo stories and Gilgamesh.**

**PART C – THE RENEWAL CHARTER**

**Diorama: Home and early Artifacts**

**HW and ASS: WTK**

**SRs**

**Reading**

**Quizzes**

**Family time lines**

**Early law codes**

## **PART C – THE RENEWAL CHARTER**

### **Example 2:**

#### **ATC History Department**

##### **Economics, grades 9-12**

The course examines the different systems available for productions and distribution of goods and service from a macro-economic perspective. Areas compared and contrasted include the following: barter, manorialism, mercantilism capitalism, socialism, and communism. Students are expected to learn the theory behind each system and demonstrate how the competing systems operate in practice.

The course also includes a micro-economic component centered on personal finance. Areas of focus include the following: employment, credit, insurance, banking, investment, real estate, and tax preparation. Students will demonstrate wise decision making in personal finances as a life skill.

The course addresses the following standards and benchmarks for grades 9-12:

#### **Strand: Economics**

Content Standard IV: Students understand basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities, and governments.

**9-12 Benchmark 4-A:** analyze the ways individuals, households, businesses, governments and societies make decisions, are influenced by incentives (economic and intrinsic) and the availability and use of scarce resources, and that their choices involve costs and varying ways of allocating:

#### **Performance Standards**

1, 2, 4, 6, 7, 8 11, 12, and 13.

## **PART C – THE RENEWAL CHARTER**

**9-12 Benchmark 4-B:** analyze and evaluate how economic systems impact the way individuals, households, businesses, governments and societies make decisions about resources and the production and distribution of goods and services:

Performance Standards: 1, 2, 3, 7, 8, 10, 11, 12, and 13.

**9-12 Benchmark 4-C:** analyze and evaluate the patterns and results of trade, exchange and interdependence between the United States and the world since 1900:

Performance Standards: 1, 2, 3, 6, 9, and 12.

**PART C – THE RENEWAL CHARTER**

**Example 3:**

**Show Parents & Keep in Your Binder**

**Name:** \_\_\_\_\_

**Syllabus for Seventh Grade English 2009-2010**

**(What we're going to do this year)**

**Teacher: Dana Johnson**

This class will focus on:

**Multicultural literature** for teen readers “coming of age”

Stories from different places, times, and perspectives,  
including our different American cultures and global cultures.

Improve reading comprehension; learn to find deeper meaning.

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

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

Perf. Stands: gd. 7, 1 and 2.

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

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

Perf. Stands: gd 7, 1, 2, and 3.

**Writing** essays, fiction, and opinion papers

How to write an outline

How to write an expository essay (one that explains something)

How to quote an author to strengthen your argument;

## **PART C – THE RENEWAL CHARTER**

How to research a topic and cite your sources;

Tell your own story and find your voice;

Express your opinions in an organized structure.

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

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

Perf. Stands: gd 7, all.

Benchmark II-C: Demonstrate competence in the skills and strategies of the writing process.

Perf. Stands: gd 7, 1, 2, and 4.

### **Grammar: How to speak and write using correct English**

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

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

Perf. Stands: gd 7, all.

Benchmark II-C: Demonstrate competence in the skills and strategies of the writing process.

Perf. Stands: gd 7, 1, 2, and 4.

### **Vocabulary: Understand more words to improve your reading and your ability to express yourself.**

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

Benchmark II-C: Demonstrate competence in the skills and strategies of the writing process.

Perf. Stands: gd 7, 2 and 4.

### **The Spoken Word:**

Learn to conduct a group discussion;

Learn tolerance for the differences and ideas of your peers;



## PART C – THE RENEWAL CHARTER

Intro to the Socratic method of questioning and discussion to develop ideas.

Teach your class with your own research presentations.

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

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

Perf. Stands: gd. 7, all.

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

Perf. Stand: gd. 7, 2.

**Thinking:** Remember to question what you don't understand, consider new ideas openly,  
  
and think critically.

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

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

Perf. Stand: gd. 7, 2.

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

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

Perf. Stands: gd. 7, all.

**One of the common themes this year:** Friendships that cross cultures and boundaries

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

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

Perf. Stands: gd. 7, all.

## PART C – THE RENEWAL CHARTER

**GOAL:** My goal for you is that you love to read, write, and learn!

Feel enriched and empowered by what we read this year. Reading is a way to connect to the human race. Literature is an ongoing, eternal, and universal discussion about *what it is to be human*. Have fun learning.

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

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

Perf. Stands: gd. 7, all.

### FIRST QUARTER

***Freak the Mighty***, Rodman Philbrick’s novel about two American teenage boys who overcome their differences and their disabilities. Winner of six awards for young adult literature. A fun, funny, creative read, and an easy start to the year.

Skills to acquire or improve with this novel:

Reading comprehension

Vocabulary

Writing personal reflections

Writing an outline (several)

Writing an essay (an expository essay, one that explains) about the book

Understand how the use of literary devices, such as imagery, personification, metaphor, simile, alliteration, and diction,

## PART C – THE RENEWAL CHARTER

convey the author's message and purpose

Elements of fiction: setting, plot, rising action, dialogue, climax, & resolution

Identify themes

Character analysis

Homework: Reading parts at home; writing parts at home.

***Dracula* (excerpts)**, the original classic by Bram Stoker. Excerpts only, edited for content. Reading comprehension, vocabulary, and fun for Halloween week and to tie in with the current vampire craze.

**Grammar** lessons in *English Essentials* workbook. This workbook is yours.

Homework: worksheets as assigned, after explanations given in class.

## SECOND QUARTER

***Becoming Naomi Leon***, by Pam Muñoz Ryan.

Winner of the Americas Award for Children's and Young Adult Literature.

Skills to acquire with this novel:

An awareness of American Hispanic Literature

Exposure to Mexican culture to enrich your study of Spanish.

Apply the skills that we learned above with *Freak the Mighty*

Research presentation on a Mexican tradition, to enhance your understanding of

## PART C – THE RENEWAL CHARTER

the traditions in the story, such as Las Posadas, Semana Santa, King's Day, Lent, Cinco de Mayo, Carnaval, Benito Juarez Day, Dia de la Candelaria, Day of the Dead, Guelaguetza, Feast Day of de San Antonio de Abad (animals in church), and the Radish Festival of Oaxaca.

Homework: Reading parts at home; writing parts at home. Research & presentation.

**Independent Reading Project** with a book of student's choice.

10 assignments due for each quarter of the book. (See 2 handouts.)

Skills to acquire with this novel:

Recognize and understand literary devices: imagery, simile, metaphor, personification, alliteration, diction (word choice)

Emotional literacy, character analysis, summarization, theme analysis,

Elements of Fiction, vocabulary, and use of quotes as evidence

***House on Mango Street***, excerpts, by Sandra Cisneros

Winner of a number of prestigious (famous) awards

Skills to acquire with this novel:

Further awareness and comparison of American Hispanic literature

Creative writing – write your own novella!

In your story, use: description, imagery, figurative language, dialogue  
(Apply the skills that we learned above with *Freak the Mighty*)

Homework: your own novella

## PART C – THE RENEWAL CHARTER

**Grammar** lessons in *English Essentials* workbook.

Homework: worksheets as assigned, after explanations given in class.

**Vocabulary:** Words are taken from our novels, ongoing.

Homework: learn vocabulary words for quizzes.

**Spelling Bee** for each class, and

**Middle-school spelling bee in January at Santa Fe Prep’s auditorium.**

Please participate or be in the audience!

Spelling and language of origin in preparation.

## THIRD QUARTER

**Plans subject to change**

***The Power of One***, by Bryce Courtney. A young adult novel about South Africa, prejudice, tolerance, bullying, rising up, and the sport of boxing. Told with humor.

Skills to acquire with this novel:

Reading comprehension at a higher level

Problem-solving: how should nations deal with many cultures?

Develop ideas through discussion; write an essay with your ideas

Africa: Familiarity with countries, culture, South African politics

## PART C – THE RENEWAL CHARTER

Final Essay: a 5-paragraph essay discussing the themes of the novel

Using quotes from the book as evidence.

**Grammar** lessons in *English Essentials* workbook.

Homework: worksheets as assigned, after explanations given in class.

**Vocabulary** from our readings. Homework: learn vocabulary words for quizzes.

## FOURTH QUARTER

**Shakespeare: *Midsummer Night's Dream***

Learn about Shakespeare, the Bard of Avon, and England, his country

Become familiar with the language of Shakespeare

Have fun with Shakespearean insults and compliments

Shouting Shakespeare Games

Read from the text aloud in class and decode it

Watch a movie of the play to help with understanding and visualizing

Memorize some lines from the play and/or

Dramatize a scene of the play

Homework: first reading will not be done at home, but other assignments will,

Such as memorization or drama

**Grammar** lessons in *English Essentials* workbook.

## PART C – THE RENEWAL CHARTER

Homework: worksheets as assigned, after explanations given in class.

**Vocabulary** from the play.

Homework: learn vocabulary words and Shakespearean English for quizzes.

## FINAL EXAM

Review of the lessons learned from the year.

Identify 20 quotes from Shakespeare's *A Midsummer Night's Dream*

Mastery of how to write a correct sentence: no runons or fragments

Commas, apostrophes, nouns, verbs, and other English essentials

Mastery of the 5-paragraph essay

This syllabus is subject to change, as I learn more about this year's students.

Homework assignments will be given aloud, on the board, often on handouts, and often can be viewed online.

This course encompasses the New Mexico Content Standards and Benchmarks for Education for the 7<sup>th</sup> grade.

*Email me any time with questions: [danajohnson@atcschool.org](mailto:danajohnson@atcschool.org)*

## **PART C – THE RENEWAL CHARTER**

### **Essay Scoring Guide**

**5-** The response will address the prompt and be structured with clear syntax, consistently correct punctuation, and varied diction. The response will also contain the use of descriptive language.

**4-** The response must clearly address the prompt, but may lose focus at times. There can be minor errors in spelling, syntax and punctuation but must not be distracting. There can be some repetition but diction should be somewhat varied.

**3-** The response mentions but strays from the prompt. Repetition, rare use of detail, and inconsistency are apparent in this paper. Grammatical errors are minor, occasionally distracting but don't affect the overall understanding of the response.

**2-** There is little success at addressing the prompt. Major errors in construction make the paper unclear and distracting.

**1-** The response contains unclear language and neglects to address the prompt. There are significant errors in structure and grammar. The reader can't understand the writer's ideas.



## PART C – THE RENEWAL CHARTER

### Example 4:

Section one of the course syllabus for Algebra I is shown here. It exemplifies how standards, benchmarks, and

performance standards are addressed within the mathematics department. The textbook, *Discovering*

*Algebra*, used in ATC's Algebra I course is correlated by the publisher, Key Curriculum Press, with the

New Mexico Standards, Benchmarks, and Performance Standards.

1. Review: What do you know?

1a. Decimals

Standard II—Algebra, Functions, and Graphs: Students will understand algebraic concepts and applications

Benchmark A: Represent and analyze mathematical situations and structures using algebraic symbols.

Related Performance Standards:

1. Classify numbers and members of the following sets: Natural, whole integers, rationals, and irrationals.

2. Simplify numerical expressions using the order of operations, including exponents.

1b. Fractions

Standard II—Algebra, Functions, and Graphs: Students will understand algebraic concepts and applications.

Benchmark A: Represent and analyze mathematical situations and structures using algebraic symbols.

Related Performance Standard:

2. Simplify numerical expressions using the order of operations, including exponents.

1c. Integers

Standard II—Algebra, Functions, and Graphs: Students will understand algebraic concepts and applications.

Benchmark A: Represent and analyze mathematical situations and structures using algebraic symbols.

Related Performance Standards:

1. Classify numbers and members of the following sets: Natural, whole integers, rationals, and irrationals.

1c. PEMDAS with Review of exponents

Standard II—Algebra, Functions, and Graphs: Students will understand algebraic concepts and applications.

Benchmark A: Represent and analyze mathematical situations and structures using algebraic symbols.

Related performance Standards:

2. Simplify numerical expressions using the order of operations, including exponents.

1e. Ratio & Proportions

Standard II—Algebra, Functions, and Graphs: Students will understand algebraic concepts and applications.

Benchmark D: Analyze changes in various contexts.

Related Performance Standard:

2. Solve routine two-and three-step problems relating to changes using concepts such as

## **PART C – THE RENEWAL CHARTER**

exponents, factoring, ratio, proportion, average, and percent.

1f. Types of Numbers

Standard II—Algebra, Functions, and Graphs: Students will understand algebraic concepts and applications.

Benchmark A: Represent and analyze mathematical situations and structures using algebraic symbols.

Related Performance Standard:

1. Classify numbers and members of the following sets: Natural, whole integers, rationals, and irrationals.

## PART C – THE RENEWAL CHARTER

### Algebra 1 Syllabus

1. Review (This is the “What do you know?” section.)
  - a. Decimals
    - i. Putting them in order
    - ii. Add, multiply, subtract, divide
    - iii. Converting to fractions
  - b. Fractions
    - i. What is a fraction anyway?
    - ii. Putting them in order?
    - iii. Reducing
      1. Factors
      2. Multiples
      3. Divisibility rules
    - iv. Add, multiply, subtract, divide
    - v. Converting to decimals
  - c. Integers
    - i. Add, multiply, subtract, divide
    - ii. Absolute value
  - d. PEMDAS with review of exponents
  - e. Ratios & Proportions
    - i. What is a ratio?
    - ii. What is a proportion?
      1. Direct variation (Book Section 2.4)
      2. Inverse variation (Book Section 2.5)
    - iii. Percentages
      1. Converting to a decimal
      2. Simple word problems.
  - f. Types of numbers
2. Intro to Algebra
  - a. What is algebra?
  - b. What is a variable? How is it used?
  - c. Translating into common language and vice versa
  - d. Properties
    - i. Commutative
    - ii. Associative
    - iii. Distributive
  - e. Monomials, binomials, trinomials, polynomials
  - f. Combining like terms.
3. Working with simple equations
  - a. Isolating the variable and solving (Book Section 3.6)
  - b. Checking your answer

## PART C – THE RENEWAL CHARTER

### Algebra 1 Syllabus

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## PART C – THE RENEWAL CHARTER

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      2. Multiples
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    - ii. Associative
    - iii. Distributive
  - e. Monomials, binomials, trinomials, polynomials
  - f. Combining like terms.
3. Working with simple equations
  - a. Isolating the variable and solving (Book Section 3.6)
  - b. Checking your answer

## PART C – THE RENEWAL CHARTER

- c. Rearranging formulas
  - d. Simple word problems
  - e. Solving inequalities.
- 4. Graphing linear equations
  - a. The coordinate plane and points on it.
  - b. Graphing a line by creating a table.
  - c. Slope (Book Section 4.1)
  - d. Finding patterns ( $y=mx+b$ ) (Book section 4.3, 4.4, 4.5)
  - e. Finding the equation of a line
  - f. Finding the equation of a line containing given points.
  - g. Graphing inequalities.
- 5. Solving systems of equations
  - a. Graphing
  - b. Substitution (Book Section 5.2)
  - c. Subtraction (Book Section 5.3)
  - d. Matrices (?) (Book Section 5.4)
- 6. Solving systems of inequalities
  - a. Systems in one variable (Book Section 5.5)
  - b. Systems in two variables
    - i. Graphing (Book Section 5.6)
    - ii. Solving arithmetically (Book Section 5.7)
- 7. Exponents
  - a. Deriving the exponent rules (including zero and negative exponents) (Book Section 6.6)
  - b. Simplifying
  - c. Exponential modeling (if time) (Book Section 6.7 and 6.8)
- 8. Relations v. Functions
  - a. Defined
  - b. One-to-one functions
  - c. Function notation
  - d. Compound functions
  - e. Functions and graphing
  - f. Absolute value function
- 9. Quadratics
  - a. Factoring
    - i. GCF
    - ii. Quads
    - iii. Trinomials
    - iv. Difference of 2 squares
  - b. Graphing
  - c. Solving by factoring
  - d. Tie in the x and y intercepts to the above. (Book Section 9.3)
  - e. Figuring out the equation of a quadratic from its graph.

## PART C – THE RENEWAL CHARTER

10. *Floating subject matter:*
  - a. *Probability*
  - b. *Statistics*
  - c. *Graphing frequency distributions*
  - d. *Surveying*

## **PART C – THE RENEWAL CHARTER**

### **Example 5:**

#### **Scientific Thinking and Practice- Strand 1**

**9-12 Benchmark III: Use mathematical concepts, principles, and expressions to analyze data, develop models, understand patterns and relationships, evaluate findings, and draw conclusions.**

- 1. Create multiple displays of data to analyze and explain the relationships in scientific investigations.**
- 2. Use mathematical models to describe, explain, and predict natural phenomena.**
- 3. Use technologies to quantify relationships in scientific hypotheses (e.g., calculators, computer spreadsheets a graphing software, simulations, modeling).**
- 4. Identify and apply measurement techniques and consider possible effects of measurement errors.**
- 5. Use mathematics to express and establish scientific relationships (e.g., scientific notation, vectors, dimension**

#### **Strand II: The Content of Science**

**Standard I (Physical Science): Understand the structure and properties of matter, the characteristics of energy, and the interactions between matter and energy.**

**9-12 Benchmark II: Understand the transformation and transmission of energy and how energy and matter interact.**

#### **Energy Transformation and Transfer**

- 1. Identify different forms of energy, including kinetic, gravitational (potential), chemical, thermal, nuclear, and discrete amounts.**

**9-12 Benchmark III: Understand the motion of objects and waves, and the forces that cause them.**

#### **Forces**

- 1. Know that there are four fundamental forces in nature: gravitation, electromagnetism, weak nuclear force, and**
- 2. Know that every object exerts gravitational force on every other object, and how this force depends on the mass and the distance between them.**
- 6. Represent the magnitude and direction of forces by vector diagrams.**



## **PART C – THE RENEWAL CHARTER**

**7. Know that when one object exerts a force on a second object, the second object exerts a force of equal magnitude in the opposite direction on the first object (i.e., Newton's Third Law).**

### **Motion**

**8. Apply Newton's Laws to describe and analyze the behavior of moving objects, including:**

- displacement, velocity, and acceleration of a moving object
- Newton's Second Law,  $F = ma$  (e.g., momentum and its conservation, the motion of an object falling under

independence of a falling object's motion on mass)

- circular motion and centripetal force.

**9. Describe relative motion using frames of reference.**

## **PART C – THE RENEWAL CHARTER**

### **Strand III: Science and Society**

**Standard I: Understand how scientific discoveries, inventions, practices, and knowledge influence, and are influenced by, individuals and societies.**

**9-12 Benchmark I: Examine and analyze how scientific discoveries and their applications affect the world, and explain how societies influence scientific investigations and applications.**

### **Science and Technology**

- 1. Know how science enables technology but also constrains it, and recognize the difference between real technology and science fiction (e.g., rockets vs. antigravity machines; nuclear reactors vs. perpetual-motion machines; medical X-ray machines; tricorders).**
- 2. Understand how advances in technology enable further advances in science (e.g., microscopes and cellular studies, understanding of the universe).**
- 3. Evaluate the influences of technology on society (e.g., communications, petroleum, transportation, nuclear energy, medicine, genetic engineering) including both desired and undesired effects, and including some historical examples (e.g., the wheel, the plow, the printing press, the lightning rod).**
- 6. Analyze the impact of digital technologies on the availability, creation, and dissemination of information.**

## **PART C – THE RENEWAL CHARTER**

### **Biodiversity Independent Study and Project**

**I. Read Chapters 7 (Diversity of Living Things), Chapter 25 ( Organisms and Their Environment), Chapter 26 (Interactions Among Organisms), and Chapter 27 (Climate and Biomes).**

**II. Define/describe in your own words the important vocabulary.**

#### **Vocabulary/Glossary**

<b>biodiversity</b>	<b>natural resources</b>
<b>genus</b>	<b>conservation</b>
<b>species</b>	<b>food chain</b>
<b>natural selection</b>	<b>food web</b>
<b>biome</b>	<b>climate</b>
<b>ecosystem</b>	<b>consumer</b>
<b>ecology</b>	<b>producer</b>
<b>biotic factors</b>	<b>abiotic factors</b>
<b>community</b>	<b>energy pyramid</b>
<b>population</b>	<b>competition</b>
<b>habitat</b>	<b>prey</b>
<b>niche</b>	<b>predator</b>
<b>adaptation</b>	

#### **Areas of Study and Assignment Requirements**

**1. Choose an animal or plant to study.**

**1. Classify the organism's domain, kingdom, phylum, class, order, family, genus, and if you are focusing on one in particular, its species.**

**2. Describe the biotic and abiotic parts of its environment.**

**a. Describe the biome in which the organism normally lives.**

**b. Explain the relationships among the components.**

**1) Describe the interaction of the organism by discussing the population, community, niche, habitat, and food webs it may take part in.**

**3. Research and explain the condition of the organism's ecosystem and resources (example: quality and availability of water & food supplies).**

**4. Research and document the history and evolution of the species, including any fossil documentation found.**

**a. Describe the adaptations the organism possesses that favor its survival in their environment**

## **PART C – THE RENEWAL CHARTER**

**5. Design a plan for protecting the organism from endangerment or extinction. You will want to create empathy in other people to support your cause for protection of the animal or plant.**

**Using the data that you found, you will design a brochure, power point, or childrens' book to educate others about your organism. If you have another idea for your project, come up with a plan and discuss it with your teachers.**

**You can be very proud of the work you will accomplish!**

**You can change the world!**

## **PART C – THE RENEWAL CHARTER**

### **Biodiversity Independent Study and Project**

#### **Areas of Study and Assignment Requirements**

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**5. Design a plan for protecting the organism from endangerment or extinction. You will want to create empathy in other people to support your cause for protection of the animal or plant.**

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## PART C – THE RENEWAL CHARTER

**Group Number:** \_\_\_\_\_ **Student Names:** \_\_\_\_\_

### ATC Ecosystem Project Display Rubric

Display Requirements	Exceptional 5-4 points	Admirable 3-2 points	Amateur 1-0 points
Meteorology	All temperatures are identified and graphed, and the units for the temperatures are shown.	All temperatures are identified and graphed.	Some or none of the temperatures are identified and graphed.
	Two questions are answered in detail.	Two questions are answered but not in detail.	One or none of the questions are answered.
Specific Organisms	For each report, the animal or plant is identified with a scientific name	The animal or plant name is given, but one lacks a scientific name.	No scientific names are given
	The habitats and niches are descriptive and could be specific to ATC	The habitats and niches are descriptive	The habitats and niches are identified
	Various adaptations are described in detail.	A few adaptations are described.	Descriptions of adaptations are limited, are incorrect, or none are given.
Food web	Web is illustrated, colored, and labeled as to the specific organisms in the ATC ecosystem	Web is illustrated, colored, and labeled, but not all organisms are specifically identified	Web is illustrated
	Arrows are drawn between organisms showing correct direction from the sources of energy	Arrows are drawn between organisms but the direction is incorrect	No arrows, only lines, are drawn between organisms.
Soils sample + analysis	Three samples are posted and the areas they were found are identified.	Three samples are posted.	Less than three samples are posted.
Levels of organization	Levels diagram correctly identifies the	Levels diagram identifies either the levels or the	The levels diagram is

### PART C – THE RENEWAL CHARTER

	levels (center to outside: organism, population, community, ecosystem, biome) and organisms within each level.	organisms, but not both.	drawn but not labeled.
Journal observations + drawings	Journals and/or drawings are available and useful for understanding	Journals and/or drawings are available	Neither journal or drawings are posted or available
Map	The site for this group is mapped		There is no map on the display
Display outcome	Overall display is very attractive & neat, shows great effort, and is very useful to understanding the ATC ecosystem	Overall display is sufficient in helping describe the ATC ecosystem	Display is lacking in many respects of attractiveness and/or usefulness
Requirement Totals			
		TOTAL SCORE	

**PART C – THE RENEWAL CHARTER**

**Name:** \_\_\_\_\_ **Pd.** \_\_\_\_\_

**ATC Ecosystem Project Display Rubric**

<b>Display Requirements</b>	<b>Exceptional 5-4 points</b>	<b>Admirable 3-2 points</b>	<b>Amateur 1-0 points</b>
<b>Meteorology</b>			
<b>Specific Organisms</b>			
<b>Food web</b>			
<b>Soils sample + analysis</b>			
<b>Levels of organization</b>			
<b>Journal observations + drawings</b>			
<b>Map</b>			
<b>Display outcome</b>			
<b>Requirement Totals</b>			
		<b>TOTAL SCORE</b>	



## **PART C – THE RENEWAL CHARTER**

### **Assessment Methods for Tracking Student Progress**

The science department at ATC, in both the middle and high school, incorporates a variety of assessment methods into the curriculum, including formal and informal assessments, as well as formative and summative assessments.

Formal assessments can be both formative as well as summative and include homework assignments, in-class work, science notebooks, reading comprehension assignments, lab reports, quizzes, tests, projects and portfolios.

Informal assessments focus on observations of student learning, comprehension and performance during both individual and group work. This type of work allows for observation of student's problem-solving abilities, goal-setting capacity and the ability to work with others. It may also include completion of homework and in-class work.

### **Methods**

**Daily Homework**

**In-Class Work – Individual & group**

**Projects – Individual & group – models, power-point presentations, posters, etc.**

**Composition Science notebook**

**Tests/quizzes – including traditional objective tests, short –answer and essay responses**

**Lab reports**

**Lab performance/participation**

**Observations**

**Portfolios**

**Reading in Content Area – summaries, reaction**

**Responding to demonstration of concepts – explanations, descriptions, reactions.**

## PART C – THE RENEWAL CHARTER

### Example 6:

2009/2010

The Foreign Language Department at ATC utilizes the National standards developed by the American Council on the Teaching of Foreign Languages.

### COMMUNICATION (standard 1)

#### *Communicate in Languages Other Than English*

**Standard 1.1:** Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

**Standard 1.2:** Students understand and interpret written and spoken language on a variety of topics.

**Standard 1.3:** Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

In class participation and activities:

- speaking, asking and answering questions
- exchange, support and discuss ideas
- comprehension of spoken and written FL
- helping fellow students with FL comprehension
- communication activities with partners and in small groups
- website activities – research, FL radio and -TV programs
- role playing
- homework log and homework assignment completion

### CULTURE (standard 2)

#### *Gain Knowledge and Understanding of Other Cultures*

**Standard 2.1:** Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

**Standard 2.2:** Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

In class participation and activities:

- cultural comparison projects and activities understanding student and family life in FL cultures
- demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied
- demonstrate an understanding of the relationship between the products and perspectives of the FL culture studied (explain ads, create an ad, recognize culture specific products)
- formal and informal correspondence with students from FL culture
- assessments focusing on use of language and culture as a basis for discussing differences in aesthetics, ways of living, beliefs, celebrations and rituals, politics

### CONNECTIONS (standard 3)

#### *Connections Connect with Other Disciplines and Acquire Information*

**Standard 3.1:** Students reinforce and further their knowledge of other disciplines through the foreign language.

**Standard 3.2:** Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

## PART C – THE RENEWAL CHARTER

In class participation and activities:

- students demonstrate, reinforce and further their knowledge of other disciplines
- through their FL – ex.: math times-table exercises, geography in FL, historic facts
- and main historic figures in FL
- reading and understanding schedules in FL
- read recipes in FL etc.

### COMPARISONS (standard 4)

***Comparisons Develop Insight into the Nature of Language and Culture***

**Standard 4.1:** Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

**Standard 4.2:** Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

In class participation and activities:

- Students through various exercises and assessments demonstrate understanding of the nature of language through comparison of the FL studied and their own native language
- oral or written grammar assessments,
- oral and written understanding of language used in every day use, media and literature

### COMMUNITIES (standard 5)

***Communities***

***Participate in Multilingual Communities at Home & Around the World***

**Standard 5.1:** Students use the language both within and beyond the school setting.

**Standard 5.2:** Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

In class participation and activities:

- Students can appropriately converse, interact and communicate with nativespeakers of their FL studied in both formal and informal ways and settings –
- CEIT (cultural educational immersion travel)
- ICIC participation (International cultural immersion club)
- Buy food in a local market (if not in real life – ROLE PLAY)
- Order Food in a restaurant - role play if no real life experience possible
- Order a product online in FL
- Make travel, hotel etc. reservations in FL
- Maintain internet contact with native FL speakers

## PART C – THE RENEWAL CHARTER

	ATC 2009	ATC 2010	FRENCH 1	PLANNING	
	AUGUST		SEPTEMBER		OCTOBER
THEME	GREETINGS AND INTRODUCTION		AT SCHOOL		NOVEMBER
					LIKES AND DISLIKES
WHAT STUDENTS MUST KNOW	GREETINGS, INTRODUCE	CLASSROOM			FOODS
	YOURSELF & OTHERS ASK PEOPLE'S NAMES, AGE ALPHABET & PRONOUNCING TO HAVE AND TO BE DAYS OF WEEK AND DATE NUMBERS 0-20 PERSONAL PRONOUNS PROPER ORDER	OBJECTS AND COURSES AFTER SCHOOL ACTIVITIES HOMEWORK AND STUDY NEW VERBS: ALLER & ACHETER, COGNATES FALSE & TRUE COLORS	MEANS OF PUBLIC TRANSPORTATIONS COMING AND GOING FROM PLACES WITH MEANS OF TRANSPORT NEW VERBS: VENIR, ALLER, VISITER, ARRIVER ASKING FOR PLACES DESCRIBE PLACES, PROPER USE OF ADJECTIVES		MUSIC AND HOBBIES PLACES & SEASONS AGREEING/DISAGREEING ASKING INFORMATION GIVING OPINIONS IMMEDIATE FUTURE WITH ALLER
NATIONAL FL STANDARDS	1.1,1.2.2.1,3.2.4.1,4.2.5.2	1.1,1.2.2.1,3.1,3.2.4.1,4.2		1.1,1.2.2.1,2.2.3.1,3.2.4.1,4.2.5.1,1.1.2.2.1,2.2.3.1,3.2.4.1,4.2	
SKILLS	-GREET SOMEONE & THE CLASS, EXPRESS HOW YOU ARE DOING, FEELING TELL THE DAY AND DATE THANK SOMEONE GIVE YOUR AGE AND TELL YOUR TELEPHONE NUMBER RESTATING INFORMATION	EXPRESS NEED ASK WHAT SOMETHING IS IDENTIFY OBJECTS TELL LOCATION AND ASK INFORMATION AGREE OR DISAGREE EXPRESS EMOTIONS INTEGRATE ROSETTA	EXPRESS HOW YOU GO FROM PLACE TO ANOTHER NAME MAJOR BUILDINGS AND CITIES IN ANY CITY ASK FOR SCHEDULES TELL TIME TELL SOMEONE WHERE A PLACE IS AND DESCRIBE	EXPRESS LIKES & DISLIKES SPEAK ABOUT YOUR HOBBIES AND TASTES ASK OTHERS ABOUT THEIR PREFERENCES	
CULTURE	-GREETINGS FL CLASSROOM BEHAVIOR BODY LANGUAGE AND MANNERS IN GREETINGS FORMAL/INFORMAL	SCHOOL SUPPLIES SCHOOL CULTURE DIFFERENCE IN SCHOOL CULTURES IN FRANCOPHONIE WORLD AND USA	CITY ARCHITECTURES COMPARE FOREIGN CITIES TO US- CITIES LOCATE FOREIGN CITIES ON MAPS	FRENCH POPULAR MUSIC COMPARE TO US HOBBIES CROSS CULTURAL COMPARISON WEBSITE COMPARISON	
ASSESSING	QUIZZES ORAL AND WRITTEN QUIZZES		COMMUNICATION ACTIVITIES	WEB SITE EXERCISE	

## PART C – THE RENEWAL CHARTER

	ATC 2009	ATC 2010	FRENCH 1	PLANNING		
	SKITS		ROLE PLAYING	READ SCHEDULE	ROSETTA STONE	
	HOMEWORK LOG WRITING	HOMEWORK LOG WRITING	QUIZZES		QUIZZES	
	ONLINE NEWS ANALYSIS	ROSETTA LESSONS	WHITE BOARD EXERCISES	HOMEWORK LOG WRITING		
	COMMUNICATION ACTIVITIES	CULTURAL COMPARISONS	ROSETTA LESSONS			
	CULTURAL COMPARISONS		CULTURAL COMPARISONS			
	ROSETTA STONE LESSONS		HOMEWORK LOG WRITING			

## PART C – THE RENEWAL CHARTER

	DECEMBER		
THEME	FAMILY AND CELEBRATIONS		
WHAT STUDENTS MUST KNOW	FAMILY TREE AND RELATIONSHIPS AGE AND CHARACTER DESCRIPTION BODY PARTS HAIR AND EYE COLOR DESCRIPTION POSSESSIVE ADJECTIVES		
GRAMMAR	FAMILY TRADITIONS FAMILY FOODS		
NATIONAL FL STANDARDS	1.1,1.2,1.3,2.1,2.2,3.1,3.2,4.1,4.2,5.1,5.2		
SKILLS	POINT OUT FAMILY MEMBERS DESCRIBE FAMILY MEMBERS DESCRIBE PHYSICAL TRAITS DESCRIBE FAMILY ACTIVITIES TELL BIRTHDAYS AND FAMILY CELEBRATIONS EXPRESS EMOTIONS		
CULTURE	FRENCH FAMILIES AND HOLIDAYS THROUGHOUT THE FRANCOPHONE WORLD VACATIONS AND WINTER ACTIVITIES		
ASSESSING	WRITE CELEBRATION CARDS TO FAMILY		

## PART C – THE RENEWAL CHARTER

INVITE SOMEONE FOR A FESTIVITY  
HOMEWORK LOG WRITINGS  
QUIZZES  
LABEL FAMILY ALBUM OR FAMILY TREE

## PART C – THE RENEWAL CHARTER

	ATC 2009	ATC 2010	FRENCH 1	PLANNING				
	JANUARY		FEBRUARY		MARCH		APRIL	
THEME	STORIES		WRITE AND ILLUSTRATE A CHILDREN'S STORY		INTERNATIONAL WEEK FOOD AND STORIES		TRAVELING EXPLORING THE FRANCO- PHONE WORLD THROUGH TRAVELING	
WHAT STUDENTS MUST KNOW	IDENTIFY NATIONALITIES, RECOGNIZE CULTURAL DIFFERENCES IN CHILDREN'S BOOKS, IDENTIFY GENRES				EXHIBIT THEIR ILLUSTRATED CHILDREN'S BOOK		WAYS OF TRAVELING AND MEANS OF TRANSPORTATION	
	IDENTIFY NATIONALITIES, ASK AND GIVE INFORMATION WHAT IS EFFECTIVE STORY TELLING AND ILLUSTRATING				TELL THEIR STORY TO AN AUDIENCE		READ ITINERARIES AND TRAIN SCHEDULES	
GRAMMAR	BIRTHDAYS, COUNTRIES, NATIONALITIES, PRESENT OF VENIR, DE-DEFINITIVE A, FORMULATE QUESTIONS TIME PHRASES AND PAST TENSES				ANSWER QUESTIONS ABOUT THEIR STORY CHOICE DIRECTIONS AND STORY CONTENT		READ MAPS+ ORDER FOOD ASK FOR AND UNDERSTAND PASSE COMPOSE AND Etre PREPOSITIONS FOR CITIES AND COUNTRIES	
NATIONAL FL STANDARDS	1, 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2				1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2,		1.1, 1.2, 2.1, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2	
							EXPRESS HOW YOU GO FROM 1 PLACE TO ANOTHER NAME MAJOR BUILDINGS AND CITIES IN ANY CITY ASK FOR SCHEDULES TELL TIME TELL SOMEONE WHERE A PLACE IS AND DESCRIBE	
SKILLS	TELL THE CLASS WHICH KID'S BOOKS ARE YOUR FAVORITE?/ WHY WHAT WOULD YOUR MESSAGE TO YOUNGER CHILDREN BE? FORMULATE YOUR STORY OR MESSAGE EFFECTIVELY. RESEARCH AND THEN EXPLAIN HOW CULTURAL ASPECTS ARE REFLECTED IN KID'S STORIES. "ALSO YOUR LEAST FAVORITE							
	RESTATING INFORMATION		INTEGRATE ROSETTA				CITY ARCHITECTURES COMPARE FOREIGN CITIES TO US- CITIES LOCATE FOREIGN CITIES ON MAPS	
CULTURE	ILLUSTRATIONS AND STORY LINES FOR KIDS IN DIFFERENT CULTURES - SIMILARITIES AND DIFFERENCES IMAGES OF FAMILIES, CHILDREN, HEROES, VILLAINS							





## PART C – THE RENEWAL CHARTER

	MAY		
THEME	MY FAVORITE RESTAURANT		
WHAT STUDENTS MUST KNOW	FRENCH CUISINE IN THE WORLD READ A MENUE ASK ABOUT THE DISH ORDER FOOD AND BEVERAGES ASKING AND STATING PRICES		
GRAMMAR	VOULOIR, POUVOIR, PRENDRE, REVIEW - REVIEW - REVIEW		
NATIONAL FL STANDARDS	1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1		
SKILLS	INVITE AND INTRODUCE GUESTS ACCEPT AND DECLINE AN INVITATION  REVIEW - REVIEW - REVIEW		
CULTURE	RESEARCH AND UNDERSTAND THE CULTURAL DIFFERENCES IN 'EATING-OUT'		

## PART C – THE RENEWAL CHARTER

ASSESSING	WRITE CELEBRATION CARDS TO FAMILY
	INVITE SOMEONE FOR A FESTIVITY
	HOMEWORK LOG WRITINGS
	QUIZZES
	LABEL FAMILY ALBUM OR FAMILY TREE

### Assessments

When thinking of (or about) performance assessment in foreign language acquisition the following assessment questions come to mind:

- How well can a student make him/herself understood?
- How well can and does the student understand?
- How accurate is the student's language use?
- How well does the student use vocabulary?
- In using a FL how well does a student apply cultural knowledge?
- How well can a student maintain FL communication?

## PART C – THE RENEWAL CHARTER

The following seven pages provide representative examples of the assessments used in Italian, French, and German courses taught at The Academy for Technology and the Classics.

2008 ITALIAN READING AND  
COMPREHENSION FINAL

NAME;

1) PLEASE PRACTISE READING THE FOLLOWING ITALIAN TEXT –

2) CREATE ON THE ATTACHED SHEET A LIST OF ALL THE VERBS (IN THEIR INFINITIVE) THAT YOU RECOGNIZE AS SUCH – THE ONES YOU KNOW YOU CAN TRANSLATE INTO ENGLISH

3) CREATE A LIST OF ALL THE QUESTION WORDS AND PHRASES IN THE TEXT.

4) BE PREPARED TO ANSWER A FEW COMPREHENSION QUESTIONS BOTH IN ENGLISH AND ITALIAN

*FL - texts are individualized  
and adapted to level of  
expected proficiency (I, II, III)  
and to learning styles*

## PART C – THE RENEWAL CHARTER

2008 FRENCH READING AND  
COMPREHENSION FINAL

NAME:

1) PLEASE PRACTISE READING THE FOLLOWING FRENCH TEXT – TO MAKE  
IT EASIER MARK ALL THE NECESSARY LIASIONS

2) CREATE ON THE ATTACHED SHEET A LIST OF ALL THE VERBS (IN THEIR  
INFINITIVE) THAT YOU RECOGNIZE AS SUCH – THE ONES YOU KNOW YOU  
CAN TRANSLATE INTO ENGLISH

3) CREATE A LIST OF ALL THE QUESTION WORDS AND PHRASES IN THE  
TEXT.

4) BE PREPARED TO ANSWER A FEW COMPREHENSION QUESTIONS BOTH  
IN ENGLISH AND FRENCH

*FL- texts are adapted  
to level of expected  
proficiency + learning  
styles*

## PART C – THE RENEWAL CHARTER

### 2<sup>nd</sup> quarter foreign language essay: guidelines

In a letter (email) essay present your ~~TRAVEL~~ <sup>TRAVEL</sup> Family or groups of friends to an American cousin.

Introduce yourself name, age, where do you live and with whom? What are you doing in life (student, professional? Etc) Who are the people you are living with their ages, genders, occupations – do you all live in a house, apartment city or countryside? How big is the place, describe it.

Describe an ordinary day for yourself and the people around you (for ex.:

By what time do you leave the house for school or work and by what means, do you eat breakfast before leaving or do you go to a coffee shop before work or do you not eat at all? Where do you have lunch and with whom, How do you like your work or school?(or not like) When do you get home in the evening? What do you usually do in the evening? Describe what you do at work or in school

What do you like about your town or village you are living in? (or what are the things that you do not like?) What are the things you used to do (have walks, swimming, bicycling, go shopping etc) = use immediate past,

What do you still like to do? Go to movies, meet with friends etc = use present tense.

What are your favorite restaurants or hanging out places? What are some of the problems your city, village is facing?

What are you looking forward to do = use immediate future, when your cousins come to visit you or when you go visit them in the USA. Choose a season or time and write about the things you are looking forward to do.

I am looking for a minimum of 1 and ½ pages (one- and- a-half) or a minimum of 5-7 sentences per paragraph. I look for correct sentence structure, use of different subjects, use of adjectives and use of different tenses as required in the paragraphs also the use of negation and questions.

You are permitted to use your composition book, the verb book and a dictionary – however I look mostly for the use of vocabulary we have covered in class or through Rosetta. Write essay into your composition book

ABSOLUTELY NO COMPUTERS ALLOWED – IF YOU TURN YOUR COMPUTER ON YOU ARE DISQUALIFIED FROM THIS IN CLASS TEST. YOU HAVE TUESDAY AND WEDNESDAY PERIOD TO WORK ON THIS.

AT THE END OF EACH PERIOD YOU LEAVE YOUR COMPOSITION BOOK WITH ME – REMEMBER= I ALSO GRADE YOU ON YOUR COMPOSITION BOOKS.

THANK YOU

## PART C – THE RENEWAL CHARTER

**ATC / GERMAN I**  
**2003 – 2004**

### **UNIT II : ASSESSMENT**

Question 1: Conjugate below the verb to have in German

Question 2: Conjugate below the verb to be in German

## PART C – THE RENEWAL CHARTER

Question 3: below write all the German possessive pronouns

---

Mine, yours, his, hers, its, our, you alls, theirs

Question 4:

Translate into German:

- A) This is my mother
- B) This is your brother
- C) This (these) are his parents
- D) She is my sister
- E) He is not my cousin (male)
- F) This is my aunt and this is my uncle
- G) This is our son



## PART C – THE RENEWAL CHARTER

- H) She is his cousin (female)
- I) This are my cousins from Europe (male)
- J) This are her grandparents
- K) Where is your sister?
- L) You go with your mother home
- M) This is their daughter
- N) This are our parents
- O) This is my aunt from New York
- P) She is my grandmother
- Q) He is his grandfather
- R) What is your fathers name?
- S) How old is her sister?
- T) How old is your brother?
- U) How old are her parents?

## PART C – THE RENEWAL CHARTER

V) How old is your aunt?

W) His daughter lives in Santa Fe

X) Our parents live in Florida

Y) My brother lives in Atlanta

Z) You alls grandmother lives in San Fransisco

## **PART C – THE RENEWAL CHARTER**

### **ATC ELECTIVE**

### **PERFORMING ARTS (8<sup>th</sup>)**

#### **DRAMA (High School)**

#### **Full Year**

#### **Grades 8-12**

I follow the eight Standards devised by the State for both middle grades and high school for Theater Arts. Assessment time for Theater Arts: 60% Creative/Performing, 40% Responding.

Students engage in improvisation, write and perform scripted dramatizations and plays, and analyze characters, motives themes and playwriting. We investigate all aspects of theater arts: business, history, acting, writing, directing and designing.

Standard I: Benchmark 5. & 5.1. Demonstrate artistic discipline to achieve an ensemble.

Demonstrate the ability to listen to, react to, and play off from other actors in rehearsal and in performance. Benchmark 3. Interact as characters in an ensemble.

Standard IV. 1.1. Explain the roles of the playwrights, actors, designers, and directors in their function as creative or interpretive artists. Benchmark 2.1. Discuss the relationship and responsibilities of all personnel in the production staff hierarchy.

Students study and perform plays, integrate music, dance, and movement, include topics from other subject areas. They create sets and costumes, learning about make-up and technical aspects of performance. They critique performances by professionals and classmates for growth and improvement.

Standard III: Benchmark 1.1. Create improvised or scripted dramatizations that express specific ideas, meanings, themes, moods, and emotions. Construct and refine

## **PART C – THE RENEWAL CHARTER**

dramatic scripts. Benchmark 1.1. Incorporate elements of dance, music, and visual arts in scripted and improvised scenes.

Standard V: Benchmark 1.2. Articulate personal evaluation of dramatic work comparing perceived artistic intent with production achievement.

High school students learn about the history of theater. They read plays from the various genre and periods of playwriting from Greek/Roman Theater to modern times. The performance aspect for the high school is more advanced with more character development and acting refinement.

Standard VI: Benchmark 1. Analyze and compare dramatic texts and artists from various cultures and periods of history. Describe and compare universal characters and situations in dramas from various cultures and historical periods.

Both levels write a one-act play. Each year adds to the repertoire for the next year's archive of plays.

All performing arts and drama students must take part in some way in the All School Play each year as a requirement for the course: publicity, programs, tickets, set design, costume design, and procuring, make up, crew, lighting, sound and/or performing.

### **FINAL**

Both levels are performance-based; individual or ensemble.

Play script – Semester II

**FINAL EXAM      PERFORMING ARTS/DRAMA      MAY 2009**

J. Contarino

Performance

Skit –(previously published) performed by group OR

Monologue performed by an individual (3 minutes in length).

Evaluation will be a rating by student audience and instructor based on the following criteria:

Stage presence: posture, body movement, positioning.

Deliverance: Intent – did the audience get the message?

Diction: speed, volume, pronunciation, enunciation, clarity

Acting: interaction with other character/s, emotion, expression.

Rating will be based on a total of 20 points. Each of the four categories will be rated from 1-5.

A = 18-20 Points

B = 15-17 Points

C = 12-14 Points

D = 10-11 Points

## **PART C – THE RENEWAL CHARTER**

Any score below 10 will result in failure.

The FINAL is worth 40% of the 4<sup>th</sup> Quarter grade.

### **FINAL PERFORMANCE RATING SHEET**

Rate each category from 1-5 (5 being the best).

#### **CATEGORY**

#### **RATING**

**Stage presence:** posture, body movement, positioning.

**Deliverance:** did the audience get the message

**Diction:** speed, volume, enunciation

**Acting:** interaction with other characters, emotion, expression.

#### **TOTAL**

## PART C – THE RENEWAL CHARTER

### B. EDUCATIONAL PROGRAM

1. Length of the School Day and Year

Our school day begins at 8:45am and ends at 4:20pm with a 40 minute lunch period and 20 minute morning break which allows for seven hours of instructional time per day. Our school year is comprised of 180 instructional days. The total amount of instructional time is 1,260 hours.

2. Grade Levels, Class Size and Projected Enrollment

ATC serves students in grades 7-12

Our maximum enrollment is 400 students

Current enrollment is 340

3. Our graduation requirements are:

#### Graduation Requirements

It is the responsibility of the student and parent to be aware of graduation requirements and the individual's status. The guidance office can be contacted for the student's current standing. The student services coordinator works with each student each year in planning classes and checking credits. **Please read the policy for graduation and participation in the commencement services beginning on page 20 of the handbook.**

High school students at ATC are required to earn the following 26 credits to graduate:

Course	Credits	Explanation
English	4	English I,II,III,IV
Math	4	Any four math classes. College-bound students are advised to take Algebra II
Science	4	2 must be lab science
Social Studies	4	*New Mexico History, Geography, World History, United States History, Government/Economics
Modern Language	3	German, French, Latin, Italian, Spanish. Students must take a second year of one language
Communication	1	Emphasis on writing and speaking
Physical Education	1/2	
Health	1/2	
Electives	5	

## **PART C – THE RENEWAL CHARTER**

### **Graduation Requirements for Special Education Students:**

The Individualized Education Program (IEP) team is responsible for determining whether students with disabilities and receiving special education services have completed a planned program of study making him/her eligible to receive a diploma or certificate.

Upon completion of a planned program of study that meets the following requirements of 6 NMAC 3.2.9.18.9, the student will be awarded a diploma:

A standard program of study meeting or surpassing all requirements for graduation based on New Mexico Standards for Excellence with or without modification of delivery and assessment.

A career readiness program of study based upon meeting the State Board of Education's Career Readiness Standards with Benchmarks as defined in the IEP.

An ability program of study based upon IEP goals and objectives, referencing skill attainment at a student's ability level which may lead to meaningful employment.

A student who receives special education services may be granted a certificate when:

The IEP team provides documentation and justification for the use of a certificate for an individual student and a follow-up plan of action.

- A student who receives a certificate is eligible to continue receiving special education services until receipt of a diploma or until the end of the academic year in which the student turns 22 (twenty-two). The receipt of a diploma terminates the service eligibility of students with special needs.

**References: 6 NMAC 3.2.9.18.9**

### **C. STUDENT PERFORMANCE EXPECTATIONS**

It is understood that students must grow academically as they progress through school. Beginning with the 2010-11 school year, ATC will phase in a system to track the annual progress of individual students. Essentially, each student will have an individualized education plan similar to a portfolio which will include the scores on standardized tests, short cycle assessments, educational goals, career interests beyond high school and samples of summary assessments in all content areas. Interdisciplinary teams of teachers will be assigned to specific groups of students for whom they will be responsible. Each student will have a plan tailored to their specific needs. The goals will be measurable, ambitious, and targeted to annual timelines.

### **D. PLAN FOR EVALUATING STUDENT PERFORMANCE**

In addition to State of New Mexico mandated standardized tests, ATC will utilize short cycle assessments similar to MAPS or Stanford 9. Our Educational plan for Student Success will be the foundational plan on which we build our student performance plan. The individualized education plan, referenced in section C above, will serve as the measure of individual student progress. When student fall below the goals set in



## **PART C – THE RENEWAL CHARTER**

their individual plans, the faculty team assigned to them will convene a student study team (SST) to develop specific, targeted strategies for remediation. When appropriate, the special education department, clinical counselor, and/or other educational specialists will be called in to advise the process.

Student portfolios will be maintained in electronic formats and available to parents through the ATC school website. Each parent has a code which allows them to access current information about attendance, progress in individual courses, and the individualized education plan for their student(s). In addition, each teacher will maintain a hyperlink which parents can use to contact them.

### **E. SPECIAL POPULATIONS**

1. Our philosophy allows the mainstream classroom to remain the central focus for student learning. ATC is proud of our student study team (SST) which is comprised of ATC's clinical counselor and volunteer classroom teachers. They monitor the progress of students who do not have IEP's but are performing below grade level in core subjects or seem to be struggling with language proficiency. The SST makes recommendations to classroom teachers for accommodations to be implemented in an attempt to improve individual student performance. If individual student progress does not improve based on the SST recommendations, students are referred to the special education department for testing to determine if they might benefit from ELL, special education or 504 services.

The ATC inclusion model requires special education teachers to work with instructional faculty both inside and outside the classroom to provide individualized accommodations for students identified as special needs and/or gifted. On-going training is provided for the faculty who also assist with classroom accommodations and enrichments during their preparation times.

2. The federal Individuals with Disabilities Education Act (IDEA) and its 2004 reauthorization make it clear that schools have a duty to educate children with disabilities in general education classrooms. It is the goal of ATC to provide inclusive educational opportunities to the greatest extent possible while adhering to the students' individual education plans (IEP's). The special education department provides classes for special education students who need specialized help in math, English, and study skills. These classes are run by a member of the special education department to accelerate the acquisition of skills in a classroom setting providing one-to-one help. The goal of these classes is to facilitate the student becoming an independent learner able to move back into the general education setting.

3. ATC provides ancillary services including occupational therapy (OT), speech language pathology, (SLP), social work (SW), physical therapy (PT), clinical counseling, and nursing. These providers communicate with the special education department and work with the students individually addressing issues in the IEP or 504 plans. We also work in close cooperation with the Santa Fe School District (SFSD) special education department because many of our students move back and forth between schools in the district. The SFSD also generously offers ATC its specialist services to fill in any gaps which might occur in services ATC might not be able to provide to our special needs population.

## **PART C – THE RENEWAL CHARTER**

### **VI. FINANCIAL PLAN**

The Financial Plan should provide a description of how the school leadership intends to manage the school's finances, including assurances that public funds will be used appropriately and in compliance with all applicable federal and state requirements and laws.

### **FISCAL MANAGEMENT**

ATC takes very seriously the school's fiscal responsibility. The school will negotiate annually for contracted services, which may include, but are not limited to: purchasing and payroll, miscellaneous fiscal matters and categorical program and support audits. Additionally, a support staff member will be dedicated to performing any necessary in-house accounting duties.

The charter school will participate in an annual audit of the school's financial affairs by the auditing firm hired by the Santa Fe Public Schools. The audit will verify the accuracy of the school's financial statement, revenue-related data collection and reporting practices and review the school's internal controls. The Governing Board will review the auditor's findings and address any audit exceptions or deficiencies with a report to the district on how the exceptions and deficiencies have been or will be resolved.

## **PART C – THE RENEWAL CHARTER**

### **VII. GOVERNANCE/MANAGEMENT PLAN**

The Governance/Management Plan should provide an understanding of how the school is governed and managed. It should present a clear picture of the school's governance and management practices, what roles and responsibilities various groups and individuals have, and how those groups relate to one another. The Plan should outline how decisions are made at the school site and provide a convincing picture of the school leadership's capacity to successfully operate the school. In addition, the governing body of a charter school is, first and foremost, publicly accountable for student academic performance and the expenditure of public funds.

#### **A. GOVERNANCE**

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

### **ACADEMY FOR TECHNOLOGY AND THE CLASSICS**

#### **BY-LAWS OF THE GOVERNING COUNCIL**

Amended and approved by a vote of the Governing Council

April 9, 2009

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## **PART C – THE RENEWAL CHARTER**

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## **PART C – THE RENEWAL CHARTER**

### **1. Definitions**

In these Bylaws, the following definitions shall apply:

- A. The "Academy" shall mean the Academy for Technology and the Classics.
- B. The "Council" shall mean the Governing Council of the Academy for Technology and the Classics. Whenever these bylaws call for, require or address action by the Council, such action shall be by the voting members of the Council.
- C. "Charter" shall mean the Charter approved by the Santa Fe Council of Education of the Santa Fe School District and any amendments thereto approved by the Santa Fe Council of Education of the Santa Fe School District.

### **2. Organization of the Council**

- A. The Council of the Academy for Technology and the Classics shall have an organizational meeting in the month following the election of Council members as provided in the Charter. At the organizational meeting newly elected members shall take the oath of office and the voting members of the Council shall elect officers as required by these Bylaws.
- B. The Council shall be composed of seven (7) voting members, who shall serve a term of two (2) years from the date of the election. Any member of the Council whose term of office expires before a new Council member is elected may continue in that office until a successor is elected and qualified. Council members may serve no more than three consecutive terms. Effective October 30, 2009, all sitting Council members shall be limited to one additional term after serving their current term. Former Council members may return to the Council after sitting out for a period of one term. The Council is responsible for recruiting replacement members as needed.
- C. The Council shall be comprised of seven members:
  - Three members of the community;
  - Two parents of students enrolled at the Academy; and
  - Two members representing professional education.
- D. In addition to the voting members, the Council shall consist of the following non-voting members who shall serve as advisors to the Council:
  - The Director of the Academy;
  - One student representative selected by the Student Government of the Academy;
  - One teacher employed at the Academy.

## **PART C – THE RENEWAL CHARTER**

All elected or appointed members of the Council shall, before entering upon his duties, take and subscribe to the following oath or affirmation: that he/she will support the constitution of the United States, the constitution and laws of the State of New Mexico and the Charter of the Academy and that he/she will faithfully and impartially discharge the duties of his/her office to the best of his/her ability.

E. From among its members the Council shall elect a president, a vice-president, and a secretary.

F. The Council shall have the power to make, amend, or repeal these by-laws, either in whole or in part. The by-laws may be amended at any regular meeting of the Council or any special meeting called for that purpose. Written notice of the proposed change to the bylaws, stating the time and location of the meeting shall be given to each member of the Council and shall be posted in all places and in newspapers as required by the Open Public Meetings Act not less than ten (10) days prior to the meeting at which such change(s) shall be proposed and voted upon. Any change shall require the approval by a two-thirds (2/3rds) vote of the voting members of the Council .

G. Any officer may be removed from office, with cause, by the affirmative vote of two-thirds (2/3rds) of the voting members of the Council at any regular meeting or special meeting called for that purpose. Any officer proposed to be removed for cause shall be entitled to at least five business days' notice in writing by mail of the meeting of the Council at which such removal is to be voted upon and shall be entitled to appear before and be heard by the Council at such meeting.

H. The Academy shall indemnify every Council member to the full extent permitted by the laws of New Mexico. No Council member shall be held personally liable for damages caused by or incurred at the Academy.

I. The Council shall provide for all Council members and the Council itself insurance that is considered necessary and prudent as protection against possible claims.

### **3. Powers and Duties of the Council**

A. The powers and duties of the Council shall be conferred and prescribed by statute and the Academy's Charter. Complete and final control of all matters pertaining to the Academy, delegated to the Council by law or under the approved Charter shall be vested in the Council.

B. The Council shall have the following powers and duties subject to the requirements of the State Council of Education and Santa Fe Council of Education of the Santa Fe School District, the Academy Charter and other controlling laws, except where there is a lawful waiver of such requirements:

## **PART C – THE RENEWAL CHARTER**

- (1) to select and hire a Director for the Academy and fix his/her salary;
- (2) to delegate the administration and supervision of the day-to-day operation of the Academy to the Director;
- (3) to approve or disapprove the recommendations made by the Director for employment, termination or discharge of all employees and certified school personnel of the Academy;
- (4) to fix the salaries of all employees and certified school personnel of the Academy based on the recommendations of the Director;
- (5) to contract, lease, purchase, sell, acquire or dispose of property for the Academy;
- (6) to sue or be sued on behalf of the Academy;
- (7) to establish and approve a fiscal year budget for the Academy;
- (8) to contract for any necessary outside professional services;
- (9) to repair and maintain all property belonging to the Academy;
- (10) to control the expenditure of money;
- (11) to develop and implement policies pertaining to the administration of the Academy;
- (12) to make application for, accept or reject any charitable gift, grant, devise or bequest on behalf of the Academy;
- (13) to review periodic reports of academic performance of the students of the Academy prepared by the principal; and
- (14) to provide public notice of meetings of the Council pursuant to the Open Meetings Act.

### **4. Formation of Council Policy**

A. The Council provides the policies necessary for the operation of the Academy and for the work of the Council itself as a governing body. The Council delegates to the Principal the determination of all procedures and regulations necessary to operate the school. These processes and regulations must be consistent with Council policy.

B. It shall be the duty of the Principal to advise the Council from time to time so that all Council policies are in conformance with applicable state and federal laws and regulations.

### **5. Methods of Operation by Council**

A. The Council exercises authority over the Academy in accordance with applicable laws and the Academy charter. It determines policy, delegates supervisory and instructional authority to the Academy's employees, and appraises the results achieved in light of the goals of the school system.

B. The Council shall concern itself primarily with broad questions of policy and with the appraisal of results rather with administrative detail. The application of policies is an administrative task to be performed by the Director and his/her staff, and they shall be held responsible for the effective administration and supervision of the Academy.

## **PART C – THE RENEWAL CHARTER**

C. A member of the Council is a public officer, but has no power or authority individually. The law and the Academy charter vests power in the Council, not in the members individually and these powers shall be exercised by the Council through regular or specially called meetings, with action duly recorded in its minutes.

D. The Council shall not be bound in any way by any action or statement on the part of any individual Council member unless such statement or action is made at the direction of the Council.

E. The Council may not consider or act on matters brought to its attention by a parent, student or faculty member without first directing the matter to the attention of the Director for his or her attention.

### **6. Code of Ethics**

A Governing Council member:

- Understands that the Council sets the standards for the Academy for Technology and the Classics through Council policy. Council members do not manage the Academy on a day-to-day basis.
- Understands that the Council makes decisions as a team. Individual Council members may not commit the Council to any action.
- Respects the right of other Council members to have opinions and ideas that differ.
- Recognizes that decisions are made by a majority vote and should be supported by all Council members.
- Makes decisions only after the facts are presented and discussed.
- Recognizes that the Council must comply with the Public Meetings Law and has authority to make decisions only at official Council meetings.
- Insists that all Council and district business is ethical and honest.
- Is open, fair and honest – has no hidden agenda.
- Understands that he or she will receive confidential information that cannot be shared.
- Refrains from bringing personal or family problems into Council considerations.
- Gives the staff the respect and consideration due skilled professional employees.
- Respects the right of the public to attend and observe Council meetings.
- Respects the right of the public to be informed about ATC Governing Council decisions and Academy operations as allowed by law.

### **7. Orientation of New Council Members**

The Council shall provide each new member of the Council with appropriate materials explaining the functions and responsibilities of the Council and its members.

A. The Director shall develop and maintain materials explaining the functions of the Council, the bylaws, the Charter, and the policies established by the Council.



## **PART C – THE RENEWAL CHARTER**

B. The Council shall encourage nominees to the Council to attend Council meetings and to participate in its discussions prior to actual induction; and

C. The Director shall invite every incoming Council member to meet with him or her and any other administrative personnel designated by the Director and shall invite every incoming member of the Council to tour the school during regular school hours.

### **8. Opportunities for Development**

A. The Council shall encourage and support staff members who wish to attend professional development and training seminars that are consistent with the goals and values of the Academy.

B. The Council shall join appropriate local, state, or national school or charter school associations and shall encourage members of the Council to join such organizations in their individual capacity as part of their Council service.

### **9. Remuneration and Reimbursement for Council Members**

A. Council members shall serve without compensation and voting members shall not be employed in any capacity by the Academy during the term for which the member was elected. Council members incurring expense for Council business shall be reimbursed according to State law.

### **10. Conflict of Interest for Council Members and School Employees**

A. Council members, school officials, and faculty members are prohibited from selling to the Academy any furniture, equipment, apparatus, supplies, property, or insurance, nor may they do any work under contract, or receive any commission or profit on account thereof except as provided in the State Purchasing Act without the prior written approval of the Council.

B. Any member of the Council who is immediately related to an individual applying for employment at the Academy shall not speak on behalf of that candidate or vote on that candidate's employment.

(C) The direct supervision of an employee by immediate family member is prohibited unless approved in advance by the Principal and the Council.

### **11. Availability of Council Records to Citizens**

A. All records of the Council with the exception of personnel records, pupil records, and personal correspondence shall be available for inspection at the Office of the Principal.

## **PART C – THE RENEWAL CHARTER**

The Principal shall not unreasonably interfere or prevent the inspection of the records of the Academy by community members but may permit inspection by appointment only.

B. The approved budget, statistical compilations, reports, notices, bulletins, memoranda, minutes of meetings, and official communications between governmental branches are public records within the meaning of state statutes, and access thereto during normal hours of business may be granted to any community member as anticipated in the statute. When access to school records is granted, examination thereof will be made in the presence of the record custodian responsible for maintenance of files.

### **12. Committees of the Council**

A. In accordance with State law, the Council shall always act as a whole, and there shall be no standing committees. At the request of the Council, temporary advisory committees may be formed for study and fact-finding.

B. The Council shall outline and communicate the duties, responsibilities and scope of work for each committee at the time of appointment of members, including timelines for a final report or recommendations to the Council and any requirements for interim reports.

C. Committees shall be automatically dissolved upon submission of a final report to the Council. However, the Council may formally request that an advisory committee continue beyond submission of a final report, in a new capacity (for example in a monitoring capacity), for a defined period of time with new duties and responsibilities as defined by Council.

D. The Council may accept or reject any recommendations of advisory committees based on the Council's determination of the best interest of the Academy.

E. The Council reserves the right to dissolve committees and to replace and/or appoint members at any time.

### **13. Audits and Audit Committee**

A. The Council shall provide for an annual audit of the books and finances of the Academy by an independent private accounting firm. The accounting firm shall be selected by the Santa Fe Public School District, after receiving bids in accordance with State Law.

B. Upon receipt of the audit report, the Director shall provide a copy to all Council members and to the Superintendent of Schools of the Santa Fe School District. Audit reports shall be treated as a public record and shall always be available to any member of the public.

## **PART C – THE RENEWAL CHARTER**

C. The Council shall appoint an audit committee consisting of at least one Council member and the Director who shall:

- 1). work with and assist the auditing firm;
- 2). meet with the auditor periodically, if necessary, to answer questions or to discuss issues;
- 3). participate in the exit conference with the auditor; and report periodically to the Council on any corrective actions undertaken as a result of the audit; and
- 4). perform other services as requested by the Council and the Director.

### **14. Duties of the Officers of the Council**

A. The President of the Council shall preside at all meetings and shall appoint committees unless otherwise directed by the Council. The President shall determine which Council members have the authority to sign legal documents. The President, or his/her representative, shall be an ad hoc voting member of the ATC Foundation Council . The President shall determine who has the authority to sign legal documents.

B. The Vice President shall perform the duties of the President in the absence of the president.

C. The Secretary shall keep the minutes in a minute book that is maintained at the Academy. The Secretary with the assistance of the principal shall develop the agenda shall post each meeting agenda as required by the Open Meetings Act.

### **15. Vacancies on the Council**

A. If a Council member misses three consecutive regular meetings without the approval of the Council he or she will be deemed to have resigned from the Council. "Regular meetings" means a meeting of the members of the Council at which at least a quorum is present, about which notice has been published and at which normal Academy business is transacted.

B. A vacancy occurring in the membership of the Council (whether due to disqualification under Subsection 15A, above, resignation or death) shall be filled by a majority vote of the voting members.

C. A qualified person appointed to fill a vacancy occurring in the membership of the Council shall hold that office until the end of the existing term, when an election shall be held to fill the vacancy for the unexpired term.

### **16. Meetings of the Council**

## **PART C – THE RENEWAL CHARTER**

A. Regular meetings of the Council of the Academy will be held monthly at a time determined by the Council no less than nine (9) times per year. An agenda shall be prepared by the Council Secretary in consultation with the Principal and sent to Council members at least forty-eight (48) hours before the regular meeting. The place of the meeting shall be held within premises of the Academy, and shall be announced in advanced to all voting and non-voting Council members, employees of the Academy, and parents of students of the Academy.

B. Special meetings, whether for action or for study and deliberation without action may be called by the president of the Council or by two members collectively in the event that the president fails to act. No business shall be transacted except that for which the meeting is called except upon unanimous consent of the Council , at least two (2) days before the time of the meeting. An agenda shall be prepared by the Council Secretary in consultation with the Director and sent to Council members at least forty-eight (48) hours before the meeting.

C. Emergency meetings of the Council may be called by the President of the Council or by two members collectively in the event that the president fails to act, in order to take action on unforeseen events, for crisis intervention, calamity, or disaster. Every effort shall be made to notify each member of the Council and the general public at least three (3) hours before the time of the emergency meeting.

D. Executive meetings of the Council may be called at such times and places agreeable to the Council for consideration of matters appropriate to closed sessions under the laws of the State of New Mexico. Any tentative proposal for action taken at such closed sessions must be confirmed at a subsequent open meeting.

E. Adjourned meeting shall serve as a continuation of any meeting held by the Council and not as a special or called meeting.

F. A quorum shall consist of four (4) voting members, and no official business may be transacted without a quorum.

G. All meetings of the Council shall be conducted in accordance with the Open Meetings Act, NMSA 1978, §§ 10-15-1 through 10-15-H. The rules of parliamentary procedure outlined in Robert's Rules of Order (revised) shall govern the Council in its deliberations. Rules may be amended at any meeting by a majority vote.

### **17. Meetings of the Council: Order of Business.**

A. Council business will be conducted in a manner which generally includes the following elements in the format outlined below. The order of business or elements may be changed or amended by a majority vote of those present.

#### **1). Opening Activities**

##### **a. Call to Order**

## **PART C – THE RENEWAL CHARTER**

- b. Roll Call
- c. Approval of Agenda
- 2). Approval of minutes of previous meeting
- 3). Report of the Director
- 4). Presentation of Reports: Business Manager, Teachers, Students
- 5). Consent Agenda
- 6). Action Items
- 7). Advanced Planning and Discussions
- 8). Open Forum (three minutes each)
- 9). Adjournment

### **B. Procedures for Use of Consent Agenda.**

As a means of expediting Council action on agenda items that the Principal deems to be of a routine nature, the Council authorizes the Principal to establish a consent agenda. All items included on the consent agenda will be acted on with one motion and vote. As a means of safeguarding the public interest and the wish of individual Council members to discuss particular consent agenda items, the Council has established the following rules of order with respect to the consent agenda.

- 1). Consent agenda items and supporting documents must be clearly identifiable in the Council packet so that the Council and others who review Council materials are fully informed.
- 2). Once the Council packet is distributed, no additional items may be added to the consent agenda.
- 3). the time the Council is asked to approve the agenda, the Council President will afford any Council member the opportunity to remove any item from the consent agenda. All requests will be honored. Items removed would then be discussed after approval of the remaining consent agenda items. Once the items are discussed, the Council President will call for a vote on each item pulled and discussed.
- 4). The Council President will allow members of the public an opportunity to request removal of items from the consent agenda.

## **18. Minutes of the Meetings**

### **A. The minutes of the meetings of the Council shall include:**

- 1). the classification (regular, special, emergency, or adjourned), date and place of meeting;
- 2). the call to order stating time, person presiding, and his office;
- 3). the record of the roll call of Council members (voting and non-voting);
- 4). a notation of the presence or absence of the Principal and of other staff members and visitors present;
- 5). a record of any corrections to the minutes of the previous meetings and the action approving them;

## **PART C – THE RENEWAL CHARTER**

- 6). a record of all communications presented to the Council ;
- 7. a record of the hearings of all petitions of parents and citizens;
- 8). a record of any report of Council members or staff members;
- 9). a record of each motion placed before the Council, including a the member making the motion and the member seconding, if any, and the declaration of the presiding officer that the motion passed or failed, as well as the number of ayes or nays if not unanimous.

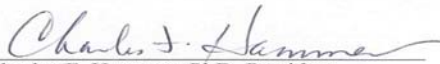
B. The minutes shall be permanently filed and indexed for reference purposes in the Office of the Director.

C. All reports requiring Council action, resolutions, agreements, and other written documents may be made a part of the minutes by reference, in which case they shall be placed with the Minutes in the permanent records of the Academy.

D. Draft minutes shall be timely prepared and shall be approved, amended or disapproved at the next meeting where a quorum is present. The minutes do not become official until approved by the Council at the next Council meeting.

## PART C – THE RENEWAL CHARTER

Passed Unanimously by the Governing Council on April 9, 2008

  
Charles F. Hammer, PhD, President

  
Richard R. Stenzhorn, DDS, Vice President

  
George Bennett, Education Member

  
Norman R. Kaczmarek, MD, Community Member

  
Sheila Lewis, JD, Community Member

  
Sherry L. Garcia, Parent Member

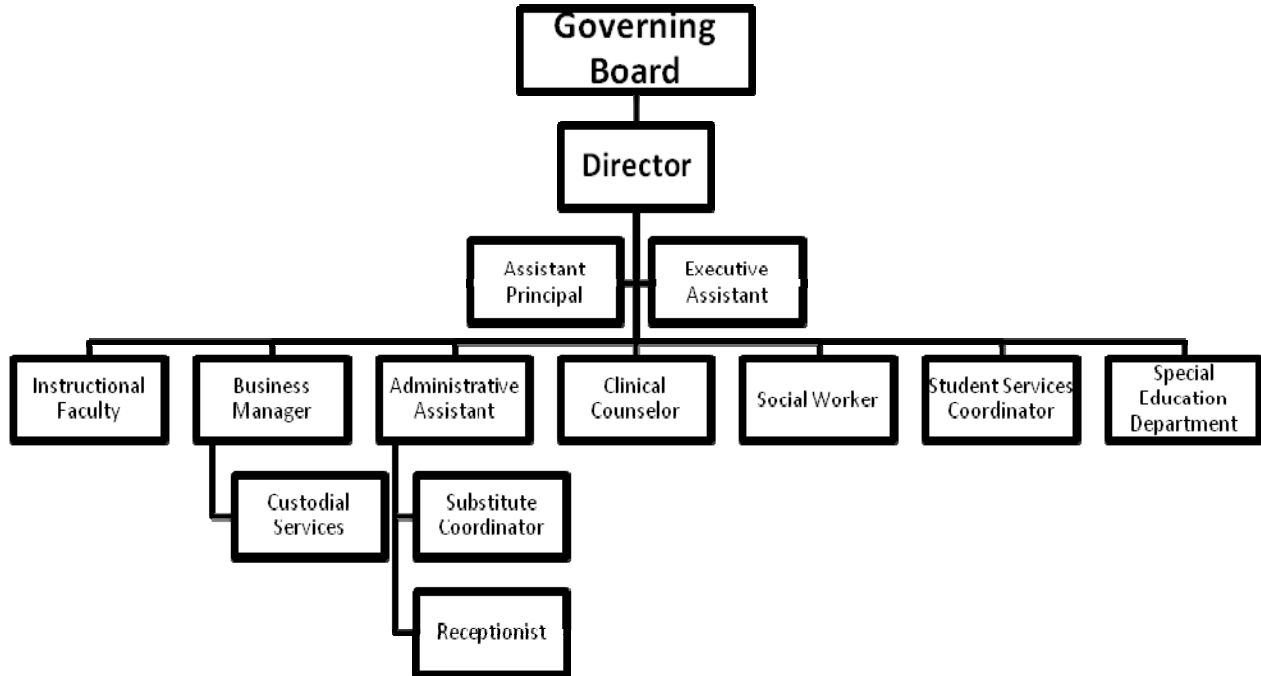
  
Jerry Wellman, Parent Member

### C. PARTNERSHIPS (optional)

Not Applicable

D. SCHOOL ORGANIZATIONAL STRUCTURE

## ATC Organization Chart



### Position Descriptions

➤ **Board Responsibilities:**

- Set policy
- Conduct Strategic Planning
- Hold the Charter
- Maintain Fiscal Oversight
- Hire and evaluate Director

➤ **Director Responsibilities:**

- Facilitate the growth and prosperity of ATC through community and public relations
- Provide leadership in the areas of curriculum and assessment
- Direct organizational and fiscal development and accountability
- Hire, supervise and evaluate faculty and staff



## **PART C – THE RENEWAL CHARTER**

### **➤ Faculty Responsibilities:**

- Provide students with effective and innovative approaches to learning and help motivate them
- Accept students at their existing level of emotional/physical/intellectual skill and help them grow
- Align curriculum and assessment with NM standards
- Make all required accommodations for IEPs's and 504 plans
- Guide your own professional growth and technological literacy
- Communicate regularly with parents regarding student emotional/physical/intellectual progress

### **➤ Student Responsibilities:**

- Engage actively in the learning process
- Complete assigned work to the best of your ability
- Ask for help when needed
- Show respect for yourself and to others and our facilities

### **➤ Parent Responsibilities:**

- Engage as an active partner with the school by serving on committees, helping with fund and friend raising, participating in work parties
- Encourage your students and provide assistance with homework as needed
- Constantly monitor your student's progress
- Keep the school apprised of any relevant issues regarding your student's emotional/physical/ intellectual health

## **E. EMPLOYEE RELATIONS**

ATC will employ teachers who hold appropriate New Mexico teaching certificates issued by the New Mexico Public Education Department. The charter school shall not discriminate against any employee on the basis of race, creed, color, gender, national origin, religion, ancestry, age, disability, sexual orientation or pregnancy in recruitment, selection, training, utilization, termination or other employment-related activities. All employees will have a signed contract in place within 30 days of employment. Teaching staff will be evaluated by the site administrator in accordance with New Mexico statutes. ATC will meet all salary requirements mandated by the New Mexico Public Education Department, and will maintain their own salary schedule for its employees.

All staff members employed by ATC will participate in the education retirement system of the State of New Mexico. The charter school shall comply with all applicable federal and state laws concerning employee welfare, safety and health issues, including, without limitation, the requirement of federal law for a drug-free workplace.

ATC agrees to provide eligible employees group medical, dental and vision insurance through and as determined by the New Mexico Public Schools Insurance Authority (NMPSIA).

**Academy for Technology and Classics Charter School**

## **PART C – THE RENEWAL CHARTER**

For those employees who elect to participate in the approved insurance plan(s), the charter school will contribute the percentage of the premium required by state law. ATC agrees to provide employees access to long term disability and life insurance benefits available through NMPSIA.

See Appendix A, Staff Handbook, for details.

## **PART C – THE RENEWAL CHARTER**

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

The enrollment procedures of ATC will be in accordance with 22.8b-4.1, NMSA, 1978. The charter school's enrollment policy prohibits discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry or need for special education services.

In order to achieve racial, socioeconomic and ethnic balance, ATC will implement a student recruitment strategy that includes, but is not limited to, the following:

- An enrollment timeline and process that allows for a broad based recruiting and application process.
- The development of promotional and informational materials that speak to all ethnic groups represented in the district.
- The distribution of promotional and informational materials to a broad variety of community groups and agencies that serve various ethnic and interest groups represented in the district

After each enrollment period, if the number of applications received by the charter school by the deadline is less than the number of spaces available, students shall be admitted through a lottery process. The process used is as follows:

- Applications shall be divided so all students of the same grade are separated from the students of other grades. All applications shall be on the same paper, of the same size and folded alike.
- As the drawing of applicants takes place, a record will be kept of the order in which each applicant is drawn.
- Students will be admitted to the school until each class is full. If deemed necessary and in order to prevent overfilling of classes, names may be drawn first from classes that are not filled to capacity. All other students will be placed on the waiting list in the order in which they were drawn.

If necessary, subsequent lotteries will be held. Those students whose names are drawn will be assigned a number, which will either allow them to become a student at the charter school or put them on a waiting list for future positions.

- These waiting list numbers will follow the student as long as the student is age and grade eligible to attend the charter school. The students remaining on the waiting list for their grade shall have priority for admission over subsequent applicants to ATC.
- All applicants who are involved in the lottery will be sent notification of their position in the lottery. Those who are enrolled, due to lottery position, will be sent a letter of intent and questionnaire that must be returned to the school within ten days after receipt. If the letter of intent and questionnaire is not returned within the deadline, it will be assumed that the applicant does not wish to enroll and they will lose their position.

## **PART C – THE RENEWAL CHARTER**

ATC will give enrollment preference only to: (1) students who have been admitted to the charter school through an appropriate admission process and remain in attendance through subsequent grades; and (2) siblings of students already admitted to or attending the same school.

The Academy for Technology and the Classics shall not charter tuition nor does it have admission requirements, except as otherwise provided in the Public School Code, Sections 22-1-1 et seq., NMSA 1978.

### **G. FACILITIES**

Our long range plans to transition from our temporary location to a permanent space for the 2007-2008 school year became a reality on July 2007 and was very successful. The school occupied the building in August 2007 and is leasing the building from the ATC Foundation.

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

- The SFPS provides bus transportation for families who wish to participate.
- ATC contracts with Summit Food Services Management, 2703 Broadbent Parkway NE, Suite F, Albuquerque, NM 87107. Summit provides breakfast and lunch daily and we participate in the Federal free and reduced lunch program.
- ATC provides ancillary services including occupational therapy (OT), speech language pathology, (SLP), social work (SW), physical therapy (PT), clinical counseling, and nursing. These providers communicate with the special education department and work with the students individually addressing issues in the IEP or 504 plans. We also work in close cooperation with the Santa Fe School District (SFSD) special education department because many of our students move back and forth between schools in the district. The SFSD also generously offers ATC its specialist services to fill in any gaps which might occur in services ATC might not be able to provide to our special needs population.
- ATC contracts with SFPS for nursing services, vaccinations, eye and hearing screening and other health services on an as needed basis.

## **PART C – THE RENEWAL CHARTER**

### **VIII. REQUIREMENTS**

The Requirements section of the application addresses the necessary arrangements that school leaders must make to define the respective legal liability and responsibility of the governing body and the Public Education Department. These requirements include, but are not limited to, securing appropriate insurance coverage and identifying waivers that will be sought by the school from the Public Education Department.

#### **A. LEGAL LIABILITY AND INSURANCE COVERAGE**

# PART C – THE RENEWAL CHARTER

ACORD CERTIFICATE OF LIABILITY INSURANCE						DATE (MM/DD/YYYY) 4/27/2009	
<b>PRODUCER</b> 800-578-8802, Fax818-449-9449 <b>Poms &amp; Associates</b> 5700 Canoga Ave. Suite #400 Woodland Hills CA 91367				THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW.			
<b>INSURED</b> NMPSIA-Academy for Technology and the Classics P.O. Box 8646 2395 Richards Avenue Santa Fe NM 875018747				<b>INSURERS AFFORDING COVERAGE</b>		<b>NAIC #</b>	
				<b>INSURER A</b> NMPSIA is Reinsured by:			
				<b>INSURER B</b> Munich Reinsurance			
				<b>INSURER C</b>			
				<b>INSURER D</b>			
				<b>INSURER E</b>			
<b>COVERAGES</b> THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES.							
<b>AGGREGATE LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.</b>							
INSR ADD'L LTR INSR	TYPE OF INSURANCE	POLICY NUMBER	POLICY EFFECTIVE DATE (MM/DD/YY)	POLICY EXPIRATION DATE (MM/DD/YY)	LIMITS		
A	GENERAL LIABILITY	MOC NO. L0011	07/01/2008	07/01/2009	EACH OCCURRENCE	\$ See	
	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY				DAMAGE TO RENTED PREMISES (Ea occurrence)	\$ Reverse	
	<input type="checkbox"/> CLAIMS MADE <input checked="" type="checkbox"/> OCCUR				MED EXP (Any one person)	\$ For Limits	
					PERSONAL & ADV INJURY	\$	
					GENERAL AGGREGATE	\$	
	GEN'L AGGREGATE LIMIT APPLIES PER:						
	<input type="checkbox"/> POLICY <input type="checkbox"/> PRO-PORT <input type="checkbox"/> LOC				PRODUCTS - COMPROP AGG	\$	
	AUTOMOBILE LIABILITY				COMBINED SINGLE LIMIT (Ea accident)	\$	
	<input type="checkbox"/> ANY AUTO				BODILY INJURY (Per person)	\$	
	<input type="checkbox"/> ALL OWNED AUTOS				BODILY INJURY (Per accident)	\$	
	<input type="checkbox"/> SCHEDULED AUTOS				PROPERTY DAMAGE (Per accident)	\$	
	<input type="checkbox"/> HIRED AUTOS						
	<input type="checkbox"/> NON-OWNED AUTOS						
	GARAGE LIABILITY				AUTO ONLY - EA ACCIDENT	\$	
	<input type="checkbox"/> ANY AUTO				OTHER THAN EA ACC	\$	
					AUTO ONLY: AGG	\$	
	EXCESS/UMBRELLA LIABILITY				EACH OCCURRENCE	\$	
	<input type="checkbox"/> OCCUR <input type="checkbox"/> CLAIMS MADE				AGGREGATE	\$	
						\$	
	<input type="checkbox"/> DEDUCTIBLE					\$	
	RETENTION \$					\$	
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY				WC STATUTORY LIMITS	OTH-ER	
	ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED?				E.L. EACH ACCIDENT	\$	
	If yes, describe under SPECIAL PROVISIONS below				E.L. DISEASE - EA EMPLOYEE	\$	
					E.L. DISEASE - POLICY LIMIT	\$	
	OTHER Coverage for Sexual Misconduct Claims	MOC NO. L0011	07/01/2008	07/01/2009	CLAIMS MADE FORM RETRO DATE: 07/01/2006		
DESCRIPTION OF OPERATIONS/LOCATIONS/VEHICLES/EXCLUSIONS ADDED BY ENDORSEMENTS/SPECIAL PROVISIONS NMPSIA SELF-INSURED RETENTION \$750,000 LIABILITY. Certificate Holder is named as additional insured as respects activities of The Academy for Technology & the Classics on May 1-2, 2009							
<b>CERTIFICATE HOLDER</b> Santa Fe County Fair Board & Santa Fe Cou				<b>CANCELLATION</b> SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, THE ISSUING INSURER WILL ENDEAVOR TO MAIL 30 DAYS WRITTEN NOTICE TO THE CERTIFICATE HOLDER NAMED TO THE LEFT, BUT FAILURE TO DO SO SHALL IMPOSE NO OBLIGATION OR LIABILITY OF ANY KIND UPON THE INSURER, ITS AGENTS OR REPRESENTATIVES. AUTHORIZED REPRESENTATIVE Janeane Walter			

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# PART C – THE RENEWAL CHARTER

ACORD CERTIFICATE OF LIABILITY INSURANCE						DATE (MM/DD/YYYY) 4/27/2009	
<b>PRODUCER</b> 800-578-8802, Fax818-449-9449 <b>Poms &amp; Associates</b> 5700 Canoga Ave. Suite #400 Woodland Hills CA 91367				THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW.			
<b>INSURED</b> NMPSIA-Academy for Technology and the Classics P.O. Box 8646 2395 Richards Avenue Santa Fe NM 875018747				<b>INSURERS AFFORDING COVERAGE</b>		<b>NAIC #</b>	
<b>INSURER A</b> NMPSIA is Reinsured by:							
<b>INSURER B</b> Munich Reinsurance							
<b>INSURER C</b>							
<b>INSURER D</b>							
<b>INSURER E</b>							
<b>COVERAGES</b> THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES.							
<b>AGGREGATE LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.</b>							
INSR ADD'L LTR. INSDG	TYPE OF INSURANCE	POLICY NUMBER	POLICY EFFECTIVE DATE (MM/DD/YYYY)	POLICY EXPIRATION DATE (MM/DD/YYYY)	LIMITS		
A	GENERAL LIABILITY	MOC NO. L0011	07/01/2008	07/01/2009	EACH OCCURRENCE	\$ See	
	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY				DAMAGE TO RENTED PREMISES (Ea occurrence)	\$ Reverse	
	<input type="checkbox"/> CLAIMS MADE <input checked="" type="checkbox"/> OCCUR				MED EXP (Any one person)	\$ For Limits	
					PERSONAL & ADV INJURY	\$	
					GENERAL AGGREGATE	\$	
	GEN'L AGGREGATE LIMIT APPLIES PER:						
	<input type="checkbox"/> POLICY <input type="checkbox"/> PRO- PERT <input type="checkbox"/> LOC				PRODUCTS - COMPROP AGG	\$	
	AUTOMOBILE LIABILITY				COMBINED SINGLE LIMIT (Ea accident)	\$	
	<input type="checkbox"/> ANY AUTO				BODILY INJURY (Per person)	\$	
	<input type="checkbox"/> ALL OWNED AUTOS				BODILY INJURY (Per accident)	\$	
	<input type="checkbox"/> SCHEDULED AUTOS				PROPERTY DAMAGE (Per accident)	\$	
	<input type="checkbox"/> HIRED AUTOS						
	<input type="checkbox"/> NON-OWNED AUTOS						
	GARAGE LIABILITY				AUTO ONLY - EA ACCIDENT	\$	
	<input type="checkbox"/> ANY AUTO				OTHER THAN EA ACC	\$	
					AUTO ONLY: AGG	\$	
	EXCESS/UMBRELLA LIABILITY				EACH OCCURRENCE	\$	
	<input type="checkbox"/> OCCUR <input type="checkbox"/> CLAIMS MADE				AGGREGATE	\$	
	<input type="checkbox"/> DEDUCTIBLE					\$	
	RETENTION \$					\$	
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY				WC STATU- TORY LIMITS	OTH- ER	
	ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED?				E.L. EACH ACCIDENT	\$	
	If yes, describe under SPECIAL PROVISIONS below				E.L. DISEASE - EA EMPLOYEE	\$	
					E.L. DISEASE - POLICY LIMIT	\$	
	OTHER Coverage for Sexual Misconduct Claims	MOC NO. L0011	07/01/2008	07/01/2009	CLAIMS MADE FORM RETRO DATE: 07/01/2006		
DESCRIPTION OF OPERATIONS/LOCATIONS/VEHICLES/EXCLUSIONS ADDED BY ENDORSEMENTS/SPECIAL PROVISIONS NMPSIA SELF-INSURED RETENTION \$750,000 LIABILITY. Certificate Holder is named as additional insured as respects activities of The Academy for Technology & the Classics on May 1-2, 2009							
<b>CERTIFICATE HOLDER</b>  Santa Fe County Fair Board & Santa Fe Cou				<b>CANCELLATION</b> SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, THE ISSUING INSURER WILL ENDEAVOR TO MAIL 30 DAYS WRITTEN NOTICE TO THE CERTIFICATE HOLDER NAMED TO THE LEFT, BUT FAILURE TO DO SO SHALL IMPOSE NO OBLIGATION OR LIABILITY OF ANY KIND UPON THE INSURER, ITS AGENTS OR REPRESENTATIVES. AUTHORIZED REPRESENTATIVE Janeane Walter			

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## **PART C – THE RENEWAL CHARTER**

### **B. WAIVERS**

The Academy for Technology and the Classics will adopt Santa Fe School District Policy for its day to day operations regarding the administration of ATC with the following exceptions listed below. Where the terms “Santa Fe School District,” “Board” or “Board of Education” is used, “ATC Governing Council” or “council” shall be substituted; “ATC School Director” shall replace the terms “Superintendent, Principal or Academic Dean”.

For purposes of the ATC Charter renewal, specific waivers to the following Santa Fe School District policies are requested: (ATC policy statement follows waived Santa Fe School District policy)

1. SFSD policy articles 236, Grievances by Employees and 294, Anonymous Complaints.
2. SFSD policy article 180, Complaints to the Board
3. SFSD policy article 636, Soliciting and Advertising on School Property
4. SFSD policy article 207, Job Descriptions
5. SFSD policy article 505, Budget Development
6. SFSD policy article 281, Personnel Assignments
7. SFSD policy article 200, Personnel Policy Statement
8. SFSD policy article 300, Compulsory School Attendance
9. SFSD policy article 316, Graduation
10. SFSD policy article 342, Activities
11. SFSD policy article 306, Extra Curricular Activities
12. SFSD policy article 360, Transportation
13. SFSD policy articles 348, Student Dress, and 349, Uniforms
14. SFSD policy article 336, Student Rights and Responsibilities
15. SFSD policy articles 338, Hazing; and 346, Gang Activity
16. SFSD policy article 339, Searches of Students
17. SFSD policy article 345, Corporal Punishment
18. SFSD policy article 347, Weapons in School
19. SFSD policy article 337, Sexual Harassment - Students
20. SFSD policy article 351, Student Publications
21. SFSD policy article 352, Sale and Distribution of Unauthorized Materials
22. SFSD policy article 410, Homebound Instruction
23. SFSD policy article 650, Relations with Home Schools
24. SFSD policy article 436, Personality Tests
25. SFSD policy article 440, Equipment, Books and Materials
26. SFSD policy article 340, Students Charged with Serious Crime
27. SFSD policy article 456, Flag Display
28. SFSD policy article 455, Pledge of Allegiance
29. SFSD policy article 310, Employment Certificates

### **ATC Replacement Policy Statements for Requested Waivers to Santa Fe School District Policy**



## **PART C – THE RENEWAL CHARTER**

*1. The following replaces Santa Fe School District Policy articles 236, Grievance by Employees; and 294, Anonymous Complaints*

### **Grievances and Complaints**

A grievance is defined as a complaint made by a student to a member of the faculty or administration charging an unfair practice.

ATC shall provide students with the opportunity to communicate matters of concern to the faculty and administration by means of a formal grievance procedure. ATC administration and staff will honor students' rights of inquiry and rights to express matters of concern through avenues of communication which do not infringe upon the rights of others.

Student or parent complaints, concerns or suggestions will be communicated through the appropriate channels beginning at the teacher level before approaching a counselor or the Director. Concerns and issues addressed to the Director will be forwarded to the relevant section for resolution.

All concerns, complaints or suggestions must be signed by an individual or group for the matter to be acted on.

*2. The following replaces Santa Fe School District Policy Article 180, Complaints to the Board*

### **Board Protocols on Roles and Lines of Communication**

The ATC Governing Council in the interests of clarifying the roles of the Board, individual board members, and the administration, and to establish appropriate lines of communications, according to such roles, adopts the following principles for all matters of communications including complaints and grievances:

#### **A. Communications Between the Governing Council and the Director:**

1. The work of the Academy for Technology and the Classics is best pursued when information is shared among the Governing Council members and the Director.
2. The authority of the Governing Council lies with the Governing Council as a whole, and not with individual members.
3. Individual Council members should avoid direct involvement in administrative matters, but rather should refer them to the Director.
4. The Director is the point person for all communications and distribution of information between the Governing Council and the school.
5. The Governing Council's objectives and concerns should be communicated from the Governing Council exclusively through the Director.
6. It is the Director's job to prioritize and implement the Governing Council's objectives and concerns.

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7. If the Director is to pursue the Governing Council’s priorities efficiently, its attention and resources must not be diverted by individual council members without the assent of the entire Governing Council and the knowledge of the Director.
8. It is the Director’s responsibility to bring administrative problems and concerns to the attention of the Governing Council.
9. Communications to the Governing Council or to individual members of the council should go through or involve the Director.

### **B. Governing Council Members’ Communications with parents, employees, and other constituents:**

1. Council duties involve both “legislative” and “adjudicative” functions and their ability to communicate with constituents differs depending on the nature of the matter to be addressed.
2. Council duties usually involve legislative functions in which the Council determines overall directions and policies or makes rules in areas of ATC business such as financial and budgetary policies, curricular and academic policies, employment and personnel policies, disciplinary policies, etc.
3. The Governing Council and individual council members may and should be open to discussions with employees, parents, and other constituents at any time concerning current or proposed policy matters or actions by the Governing Council in establishing such policies and overall direction of ATC.
4. Governing Council duties also encompass adjudicative functions in which the Governing Council must review administrative decisions, or make final determinations concerning the rights and obligations of individual students or employees, including disciplinary or employment matters, that will or may become the subject of a hearing before the Governing Council.
5. Such adjudicative matters may be addressed, by interested parties, only to the Governing Council as a whole in the context of a Council meeting convened to hear such matters.
6. Individual council members should strictly avoid involvement in any discussions concerning such adjudicative matters, regardless of whether such discussions are with persons who have a direct interest in the outcome of such matters, and regardless of whether such discussion is sought before, during or after Council adjudication.
7. With respect to parents, employees, or other constituents who approach an individual council member with issues of their individual concern – including student academic, extra-curricular or disciplinary matters, or employee performance or disciplinary matters – council members are to direct such persons to the Director for resolution, rather than becoming directly involved in such matters themselves.
8. If a parent, employee, or other constituent has pursued an issue through the Director, and remains dissatisfied, he or she or an individual council member may request that the Director place the matter on the agenda for a meeting of the Governing Council, and the Council, at its discretion, may decide whether it wishes to consider the matter.

*3. The following replaces Santa Fe School District Policy Article 636, Soliciting and Advertising on School Property:*

### **Soliciting and Advertising on School Property**

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### **Advertising**

No individual, group or organization shall be permitted to use school facilities or organizations as media for advertising unless it has been determined by the Director or her/his designee that the involvement supports the ATC Governing Council's vision, mission and goals. School officials shall screen all contests and activities carefully and shall not involve the school in controversial and compromising situations.

### **Access to employees and students**

The Director may give permission to a company or individual to make literature available to school staff.

The Director has the discretion to approve material for distribution to students when:

- The organization has received prior approval from the Director;
- The literature is directly related to an event, activity or service that the ATC Governing Council deems appropriate and necessary for students;
- The organization is non-profit or government sponsored.

Materials shall be prepared and delivered according to the direction of the ATC Governing Council in accordance with school guidelines. No direct access to school employees or students will be granted during school hours.

### **Solicitation**

No person shall solicit sales of goods, merchandise or services to school employees or students during employee work hours on school property except as authorized by the Director or her/his designee.

*4. The following replaces Santa Fe School District Policy Article 207, Job Descriptions:*

### **Job Descriptions**

The ATC Governing Council is charged with the responsibility for creating job descriptions for all classes of ATC employees. ATC job descriptions shall:

1. assist employees to meet their duties and responsibilities,
2. assist employees and supervisors in the employee evaluation process,
3. encourage the cooperation and collaboration among and between employees needed for maximum efficiency and effectiveness in achieving the work of ATC, and
4. assist ATC in meeting its responsibilities under the Americans with Disabilities Act.

*5. he following replaces Santa Fe School District Policy Article 505, Budget Development:*

### **Budget Development**

The Academy for Technology and the Classics' budget shall be developed annually from the best estimates. The Director shall determine the manner in which the annual budget is to be compiled.

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The ATC Governing Council shall meet to consider tentative budget proposals prior to formal presentation of the budget for adoption. At a regularly scheduled meeting the Governing Council shall present the budget to the public and shall adopt the budget as provided by state statute or regulation.

The Director shall administer the budget in conformity with legal requirements and the decisions of the Governing Council.

*6. The following replaces Santa Fe School District Policy Article 281, Personnel Assignments:*

### **Personnel Assignments**

No employee of ATC shall be assigned a position or job classification in which the immediate supervisor is the spouse, father, father-in-law, mother, mother-in-law, brother, brother-in-law, sister, sister-in-law of the assigned employee without prior approval of the ATC Governing Council.

*7. The following replaces Santa Fe School District Policy Article 200, Personnel Policy Statement:*

### **Personnel Policy Statement**

The personnel policies of the Santa Fe Public Schools are an essential part of the program of public education in the community. Through its policies, the ATC Governing Council aims to establish conditions that will attract and hold the highest qualified personnel who are committed to the education and welfare of our students.

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

The ATC Governing Council will establish the procedures needed to keep its personnel policies and corresponding regulations in the highest state of effectiveness to achieve the above purposes.

*8. The following replaces Santa Fe School District Policy Article 300, Compulsory School Attendance: (Note: this policy is reiterated and published in the ATC Student and Parent Handbook):*

## **ATTENDANCE POLICY**

### **Compulsory Attendance Law**

The ATC governing council agrees with the state of New Mexico's Compulsory Attendance Law and believes that the fundamental right to attend public schools places upon students the

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accompanying responsibility to be faithful in attendance. Regular attendance is assumed to be essential for a student's successful academic progress.

When a student is absent from school for one or more periods in a day for any reason there must be communication between the parent and the school. The parent shall inform the school (473-4282) of the absence by 9:00AM on the day of the absence. If the parent knows the student will be out for several days the dates of absence must be provided. If the parent does not contact the school, the school will attempt to contact the parent.

### **Excused Absences**

Excused absences are defined as absences that are due to participation in school-sponsored events, medically-related conditions, a death in the immediate family (father, mother, siblings, grandparents, aunts and uncles only), inclement weather which would be dangerous to the life or health of the student if he/she attended school, legal quarantine, or an emergency condition as determined by the principal. All other absences are unexcused absences. The school urges all parents to plan travel during non-school times.

### **Unexcused Absences**

Unexcused absences include, but are not necessarily limited to: work, truancy, and babysitting. The school does not sanction unexcused absences for any reason.

The student may not leave school during the school day without permission from the office.

The school will inform the parents daily of such absence of their student, if the school has not been notified that their student will be absent. This notification will include written notification at the third full day of absence, the fifth day, and the tenth day in accordance with the Compulsory School Attendance Law.

### **5<sup>th</sup> Unexcused Absence**

If a student reaches five unexcused absences, he/she is considered to be a student in need of early intervention. If a student accumulates 5 unexcused absences, there will be a meeting of the parent and the school administration. This meeting will be scheduled at the earliest possible time. The student will attend school on the day of the scheduled meeting. If the parent and child do not attend the meeting, the case may be reviewed by the Juvenile Probation Office (JPO).

Upon the tenth unexcused absence the school will send a written notice of habitual truancy by mail to the parent. The student shall be reported to the Juvenile Probation Services Office of the judicial district where the student resides. The student will be required to meet with the ATC school administration to develop a credit recovery plan to include makeup of all missing work. The student may be considered for a drop from the class(es). If a student is dropped from a class, he/she must makeup that class to remain on track for graduation. The student will be required to achieve a 70% final average for all classes in order to earn credit for his/her classes.

Upon the tenth absence of any kind the parent will be required to meet with ATC school administration to discuss possible interventions to improve the student's attendance. Serious consideration will be given to the reality that the student may not graduate on time due to lack of

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sufficient credits.

Regardless of the type of absence, the student is responsible to stay current with his/her school work. For any absence, the school and its teachers shall supply make-up work. Each teacher will outline how students can negotiate make-up assignments and clearly explain the process to students. When a student requests make-up work, teachers will work with that student to provide guidance to complete the necessary work.

### **Truancy**

Truancy is the habitual and unlawful absence from school. In accordance with the New Mexico School law on mandatory attendance, the parent(s) and/or legal guardian is responsible for requiring any student under his/her control or charge to **attend school regularly. If a student under the age of 18 years becomes truant, the parent or legal guardian of said student may be guilty of misdemeanor and subject to legal action.**

Students may not leave school between classes or during any class without permission from the office. A student will be considered truant/unexcused if he/she leaves school without permission, comes to school but does not attend classes, leaves campus without the permission of a school official, or obtains permission to go to a certain place but does not report to that place. Students who are found in violation of these rules will suffer the loss of certain privileges.

ATC feels so strongly about 100% attendance that we make sure parents are notified and involved at the earliest possible time. We will ask parents to be present for a meeting if their student does not follow our school's attendance expectations. The school takes attendance very seriously because every hour missed is learning missed. Our goal for attendance goes hand in hand with our goal for student academic and personal success. Students with chronic absences do not do well in school.

We believe that a partnership between parents and the school is an important step in assuring that the student succeeds. Be assured that ATC will work with our students' parents to address issues related to attendance.

### **Make-Up Work**

Makeup work is always available for students. It is the student's and parent's responsibility to contact the teacher for makeup work. A reasonable amount of time will be given to submit makeup work.

### **Field Trip Notification**

Each student who takes part in a field trip must complete a permission slip, have it signed by a parent or guardian, and return it prior to the trip. This written permission must be in hand prior to departure. Verbal permission will not be acceptable. All school rules apply while on field trips. Assignments missed due to field trips are to be made up in accordance with the make-up policy for that class. Permission to go on school field trips will be based upon a student's grades and/or attendance. Students who are academically or behaviorally at risk may be excluded from school-related activities at the discretion of the school administration.

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### **Non-Participation Rule for All Extra-Curricular Activities**

Students must be counted present for the day in order to participate in any school sponsored extra-teacher curricular activity which may occur after school hours.

*9. The following replaces Santa Fe School District Policy Article 316, Graduation: (Note: this policy is reiterated and published in the ATC Student and Parent Handbook):*

### **Graduation and Participation In ATC Commencement / Graduation Exercises**

Graduation dates for students at The Academy for Technology and the Classics charter school are scheduled on the yearly school calendar and approved by the ATC Governing Board. Graduation dates and times may not be changed without approval of the principal.

Graduation exercises will be scheduled at the completion of the regular school year and at the end of the summer school session. Students who opt for early graduation may participate in either one of the graduation ceremonies.

The school principal must assure that all students who participate in the graduation ceremony have met all requirements for graduation including completion of all course requirements and successful passage of required state exams. The principal must develop procedures for routine credit checks through the school's Student Services Department to assure that students are on schedule for graduation. The principal or designee must notify students and parents if it is determined that the student will be unable to meet requirements for graduation. The principal or designee cannot approve participation in graduation ceremonies if a student has not met all State and District requirements for graduation.

The principal or designee must assure that students have ample time to review and approve their name as it will appear on the diploma.

### **Replacement of Grade When Courses are Re-taken**

Note: The following policy on grade replacement is Applicable to Secondary Students in Grades 9-12.

The Governing Board of ATC School recognizes that students may complete a course from time to time and receive a D or F grade. In order to encourage students to achieve to their maximum potential, the ATC Governing Board authorizes the principal or his or her designee the authority to allow students to retake the course in question and replace it with a better grade, if it is earned, once the D or F grade has been recorded on a secondary transcript. In making the decision to retake a course, school officials and students need to be keenly aware of credit earned and credit requirements for graduation.

Courses may be taken at ATC, through alternative course offerings (see SFPS policy #320) or a higher education institution if such institutions are accredited by the State Board of Education of the state in which the entity is located, or at a college or university which is regionally accredited for such purposes. If a course is taken outside the Santa Fe Public School District or at an institution other than ATC, appropriate documentation must be included with the request to change

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the student's grade. The documentation shall include a grade report with passing grade noted and credit earned. If a student elects to change a D or F grade, that student will not be eligible for valedictory or other class ranking for graduation purposes.

### **Student Graduation Speeches**

Students may deliver speeches during graduation as an approved part of the ceremony. Principals may review the content of such speeches, but must be careful not to censor speeches unless such speech contains profanity or derogatory statements against a class, race or group. Federal law protects student speech including references to religious or political material.

### **Graduation Requirements for Special Education Students:**

The Individualized Education Program (IEP) team is responsible for determining whether students with disabilities and receiving special education services have completed a planned program of study making him/her eligible to receive a diploma or certificate.

Upon completion of a planned program of study that meets the following requirements of 6 NMAC 3.2.9.18.9, the student will be awarded a diploma:

A standard program of study meeting or surpassing all requirements for graduation based on New Mexico Standards for Excellence with or without modification of delivery and assessment.

A career readiness program of study based upon meeting the State Board of Education's Career Readiness Standards with Benchmarks as defined in the IEP.

An ability program of study based upon IEP goals and objectives, referencing skill attainment at a student's ability level which may lead to meaningful employment.

A student who receives special education services may be granted a certificate when:

The IEP team provides documentation and justification for the use of a certificate for an individual student and a follow-up plan of action.

- A student who receives a certificate is eligible to continue receiving special education services until receipt of a diploma or until the end of the academic year in which the student turns 22 (twenty-two). The receipt of a diploma terminates the service eligibility of students with special needs.

**References: 6 NMAC 3.2.9.18.9**

*10. The following replaces Santa Fe School District Policy Article 342, Activities:*

### **Activities**

All student activities shall be approved by the Director.

A parent or guardian may request, in writing, that a student be excused from specific activities for religious or physical reasons. The administration will consider the request in terms of the welfare of all students as well as the individual.



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Residual funds from inactive student activities/organizations shall revert to the general student body funds unless otherwise designated.

*11. The following replaces Santa Fe School District Policy Article 306, Extracurricular Activities Participation (Note: this policy is reiterated and published in the ATC Student and Parent Handbook):*

### **Sports/Activities Participation**

ATC is fortunate to have several active sports teams and clubs which participate in competitions throughout the state. Students are encouraged to join one of these organized activities. There are eligibility guidelines for participation and these can be explained to interested students by the coach or sponsor of the particular activity.

Students at ATC are allowed to participate in organized sports at other schools in the Santa Fe District. However, students will not be allowed to miss classes at ATC to practice with a team from another school. If a game/competition is scheduled for a school where an ATC student is a member of the team, the student may be excused for that specific event provided that the absence is approved by an ATC administrator. Guidelines for NMAA sanctioned activities will be followed in deciding if a student may participate in a non ATC activity.

*12. The following replaces Santa Fe School District Policy Article 360, Transportation:*

### **Transportation**

At the middle school level, students shall be eligible to be transported to and from school if they reside at a distance of one and one-half miles or more from the school, and at the senior high level, students shall be eligible to be transported to and from school if they reside two or more miles from the school.

Students of any grade may be transported a lesser distance than that provided in this policy due to extremely hazardous walking conditions as determined by the ATC Governing Council.

Students riding school buses shall be under the supervision, direction and control of the driver. Bus riding privileges can be suspended for disciplinary reasons by the school administration.

Decisions regarding any extension of service shall consider both safety and the availability of funds in the transportation budget. It is the intent of the Governing Council that all costs for to-and-from school transportation must be met from the funds allocated by the state for that purpose, with no contribution from the district's operational budget.

The administration of the pupil transportation program shall at all times be consistent with current regulations and statutes of the State of New Mexico as published in the Santa Fe Public Schools' Transportation Manual and the Procedures for Special Education Students as set forth by the Department of Special Education.

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*13. The following replaces Santa Fe School District Policy Articles 348, Student Dress and 349, Uniforms (Note: this policy is reiterated and published in the ATC Student/Parent Handbook):*

### **Guidelines for Student Dress**

Students are expected to dress appropriately and respectfully for school. Discretion will be used to determine the appropriateness of a student's dress on an individual basis. Dress which is too revealing, advertises drugs, alcohol or tobacco, or sayings/language which are rude or offensive will not be tolerated.

The administration reserves the right to address individual instances of inappropriate dress that are not covered by these guidelines, and classes missed to address this issue will be unexcused. Excessive abuse of the dress expectations will result in appropriate disciplinary action.

*14. The following replaces Santa Fe School District Policy Articles: 336, Student Rights and Responsibilities;*

### **Student Conduct**

**The goal of ATC is for its students to accept responsibility for their choices and behavior.**

#### **Classroom Conduct**

The greatest opportunity for students to learn self-esteem, self-discipline, and respect for others occurs in the classroom under the direction of the classroom teacher.

If a student evidences a lack of respect for established rules, teachers shall assist the student in recognition of the inappropriate action, help the student identify the rule he/she is breaking, and help in the development of a plan for making appropriate choices in behavior. This is an effort to address the problem before it becomes a situation warranting punitive measures.

Teachers shall apply logical, appropriate consequences for student misbehavior, including, but not limited to, immediate intervention, student conferences, parent conferences, and teacher's detention. Student misconduct which is intense or frequent enough to cause significant disruption in the instructional program shall be referred to an administrator for appropriate disciplinary action. Documentation of previous interventions will be required before sending a student to the administration for disciplinary action.

**Rules of Conduct – a complete copy of the rules of conduct is posted in all classrooms so that all individuals in the classroom may see them.**

Students must courteously and respectfully comply with the reasonable request of any teacher, staff member, or administrator in or out of the classroom. Students are expected to give their names if asked of them by any staff member.

- Any conduct that is **potentially illegal or disruptive to the school or learning environment** is prohibited.

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- Each teacher has the authority to designate additional rules for his/her class. A copy of these classroom standards will be given to the student during the first week of class.
- **Students are not to go to the parking area or cars unless special permission has been granted. Students are not to loiter in or around parked cars before or after school or during lunch.**
- Students who bring cellular phones or other digital playback devices (audio or video) must use them only at approved times. This means e-devices of any type may not be used during class time or during other times when instruction is being delivered, unless the instruction actively involves such a device. If a student violates the use expectations for electronic devices, the device will be confiscated and returned at the end of the class period.
- Headphones or recorders may only be used in a classroom with the **permission of the teacher and if the use of these items is a part of the curriculum or instructional strategy for a particular student or students.**
- School buildings will be opened at **8:00AM** and will be locked at **5:15PM**.
- Any student who is out of his/her assigned class for any reason **must have a hall pass**. It is the responsibility of the student to see that he/she has the hall pass with the prior approval of the teacher.
- Pets are not to be brought to school without permission.
- Skateboards are not to be ridden while on the school campus. If a student brings a skateboard to school, he/she agrees that it must be immediately brought to the designated area where it will be stored. The student can then retrieve their skateboard at the end of school.
- Students are not to engage in public displays of affection.
  - Students who engage in acts of cheating, forgery, plagiarism, hacking and/or other forms of dishonesty that involve any aspect of school, school records, or school assignments will be disciplined appropriately.
- Written or verbal proposals to engage in inappropriate acts are prohibited.

*15. The following replaces Santa Fe School District Policy Articles 338, Hazing; and 346, Gang Activity (Note: these policies are reiterated and published in the ATC Student/Parent Handbook):*

### **Bullying, Threats, Harassment**

Harassment, threat, or intimidation of another student or employee, which includes verbal insults, cyber-bullying, sexting, unfair criticism, name calling, spreading rumors, mocking, teasing,

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threatening or obscene gestures, menacing stares, hitting, throwing, using a weapon, taking someone's belongings, forming coalitions against someone, persuading others to do any of these behaviors will not be tolerated at ATC. Any student who feels he/she has been bullied, threatened, or harassed should report it to an administrator immediately. Allegations will be investigated and evidence collected for determination of action. **Students who engaging in any of the above mentioned behaviors are subject to disciplinary action.**

*16. The following replaces Santa Fe School District Policy Articles 339, Searches of Students (Note: this policy is reiterated and published in the ATC Student/Parent Handbook):*

### **Searches on School Property**

Desks, lockers, and other equipment at any school belong to the school district and, although assigned to particular students for use, may be entered and searched by school officials whenever school officials have reasonable belief that some substance or other material is contained therein which is illegal, harmful to the safety of the student or to the student body as a whole, or significantly disruptive or dangerous to the overall educational process of the school. Backpacks and coats may also be searched by a school official when there is reasonable cause to believe that there are materials or substance inside the coat or backpack that are illegal, a threat to health or safety, or may significantly disrupt the educational process or orderly operation of the school. Students may be asked to empty their pockets, if school officials have reasonable belief/suspicion that the student may be in possession of illegal or dangerous material or substances.

Any items specifically prohibited by law, by the Governing Board, education policy, or by fair and reasonable local school requirements may be confiscated by school officials. Such prohibited items shall include, but are not limited to:

**Any weapons, illegal drugs of any sort, prescription medicines not used in the prescribed manner, alcoholic beverages, pornographic material or otherwise obscene material.**

**Any other object, controlled substance, or material which would be a violation or evidence of a violation of Federal or State law, or by Board policy, or of the local school's fair and reasonable regulations.**

*17. The following replaces Santa Fe School District Policy Article 345, Corporal Punishment (Note: this policy is reiterated and published in the ATC Student/Parent Handbook):*

### **Unacceptable Behaviors**

**ATC students shall be held accountable for their behavior and choices.** Chronic violations of the Student Code of Conduct will result in appropriate disciplinary action to include:

**Staff Parent/Student Contact** – Staff member will conference with student and/or parent.

**Administrator/Parent/Student Conference** – Administrator, student and parent will be involved

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in a discussion at school.

**School Service Activities** – will be assigned on Saturday. Schoolwork, campus clean up and/or behavioral intervention strategies will be the activities on Saturday. School Service is assigned by administrator.

**Out-of-School Suspension** – Students are not allowed on campus and may not attend classes until their parents and school administration agree on the positive behaviors that must be demonstrated by the student prior to readmission. An out-of-school suspension can range from one to ten days. Students may not attend any school-sponsored activities during the time of suspension.

**Long-Term Suspension** – To protect the majority of the student population, it may be necessary to disenroll students whose presence may interfere with the atmosphere of calm and order. Students may be re-enrolled after they agree in writing to conform to appropriate behaviors. A long-term suspension is eleven or more days. Procedures as outlined in SBE Reg. 81.3 will be used for long-term suspensions. Special Education students require alternate due process procedures as described in this regulation. These procedures that are designed to protect disabled children will be followed precisely.

**Expulsion** –New Mexico State Board of Education Regulation 81.3 will be followed in cases requiring long-term suspensions and expulsions.

A student who must be expelled has lost his/her right to be to be a student at ATC. A student may be expelled only upon the recommendation of the governing board of ATC and the school principal.

**Referral for Legal Action** – When the unacceptable behavior is a direct violation of state and federal laws, the case will be referred to law enforcement officials.

**Restitution** – Restitution will be sought for damage or for the theft of personal or school property. This includes damage to the school facilities, textbooks, materials and supplies for which the student and parent are responsible.

**Contractual Agreements** – In any of the discipline situations, contracts may be used to clarify and define the guidelines and consequences as needed on an individual basis.

**Student Due Process** – The ATC governing board defines the procedures for appealing administrative decisions. The staff of the school shall comply with provisions of the appeals procedure. To initiate an appeal, the student and/or parents must confer, within seven calendar days, with the school principal concerning the initial decision. This appeal may be in writing or can be scheduled by conference with the principal. The principal's decision can be appealed to the governing board if the decision is perceived to be unduly harsh or unfair.

The following steps shall be used when appealing a principal's decision: (1) The appeal must be in writing; (2) be received within the established time frame of either the student or parent being informed; and (3) be delivered to the administrator involved in each step.

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An appeal to the governing board must be in writing and received within seven calendar days after notification of the principal's decision. The governing board may modify or overrule the decision based on the written report.

*18. The following replaces Santa Fe School District Policy Article 347, Weapons in School (Note: this policy is reiterated and published in the ATC Student/Parent Handbook):*

### **Weapons on School Premises**

Possession of dangerous weapons on school premises is illegal and prohibited. A dangerous weapon is defined as a knife, club, gun, chain, or any other object deemed dangerous by the principal. This policy pertains to the possession of a weapon at school, on school grounds, on school bus, and/or at any school sponsored event before, during, or after regular school hours. Coats and backpacks may be searched and students may be asked to empty their pockets. **Any ATC student violating this policy shall be subject to disciplinary action.**

*19. The following replaces Santa Fe School District Policy Article 337, Sexual Harassment – Students (Note: this policy is reiterated and published in the ATC Student/Parent Handbook):*

### **Sexual Harassment**

Sexual harassment consists of unwelcome verbal or physical conduct of a sexual nature. Such conduct will not be tolerated at ATC. Any person who feels they have been victimized should report it to an administrator immediately.

*20. The following replaces Santa Fe School District Policy Articles 351, Student Publications:*

### **Student Publications**

Student publications are important elements of the instructional program and contribute directly to the accomplishment of the schools' goals.

The ATC Governing Council recognizes the students' constitutionally protected right to freedom of expression. Freedom of expression in ATC shall be interpreted as including, and not being contrary to:

- The development of student responsibility in distinguishing between freedom and license.
- The consideration by the faculty of the maturity levels of students and of appropriate standards of journalistic taste.
- The development of written expression skills among students.

Any student or student group deprived of freedom of expression under this policy shall have the right to request a hearing to determine whether such deprivation is justified under these rules. Such a hearing must be held as soon as possible after the request before a committee which includes representatives of the faculty and the student body. The hearing shall provide for a full

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and fair opportunity for both sides to present evidence and argument as to the propriety of the application of this policy. At such hearings, the school shall have the burden of justifying its actions.

The student or student group has the right to appeal the decision of the hearing authority to the ATC Governing Council. Such appeal shall be a review of the procedure and the findings of the hearing authority and shall not be set aside unless it is established, by a preponderance of the evidence presented, that insufficient cause existed for the decision.

ATC shall set high standards and shall exercise control in regard to publications produced or distributed under school auspices and will not permit or sponsor the publication or dissemination of student expression that is biased or prejudiced, vulgar, profane, obscene or lewd, unsuitable for immature audiences, defamatory or otherwise intrusive upon the rights of others, inadequately researched, ungrammatical or poorly written, or that will, or is likely to, disrupt or impede the work of ATC.

ATC may control production or distribution of school publications so long as some valid educational purpose is served by such control. Publications may not be deemed disruptive merely because they express unpopular or controversial views. The ATC Board is hereby authorized to act under the guidance of this policy taking the Santa Fe community standards into account.

*21. The following replaces Santa Fe School District Policy Article 352, Distribution and Sale of Unauthorized Materials:*

### **Distribution and Sale of Unauthorized Materials**

No one, including students and ATC employees, shall, on any school grounds, publish, distribute, or sell materials, papers, supplies, or any other matter without first obtaining the written consent of the ATC Governing Council wherein such publications, distribution, or sale is proposed to be made. To petition to distribute or sell, the petitioner must submit a written request to the ATC Governing Council detailing the nature of the item in question. The ATC Governing Council shall approve or disapprove the request within ten (10) workdays. In the event of disapproval of a request by students, a review may be requested by a review committee appointed by the Superintendent composed of two instructors, two students, and the Superintendent's designee. They shall make their determination known in writing to the petitioner and ATC Governing Council within ten (10) workdays after the receipt of the request. In the event of disapproval by the review committee, a review by the Director may be requested, a determination in writing to be made within ten (10) workdays.

*22. The following replaces Santa Fe School District Policy Article 410, Homebound Instruction:*

### **Homebound Instruction**

ATC will make every effort to provide Homebound Instruction to students who, because of handicapping illness or accident, are unable to attend school for a period of four weeks or more. Students considered for this program shall be referred by the ATC Governing Council to the

## **PART C – THE RENEWAL CHARTER**

Special Education Department if appropriate. Placement into a homebound program for special education student must have a prior recommendation by the IEP Committee. Prior to final approval, the attending physician of the student concerned must present a statement requesting this placement. Reentry into the regular program shall be contingent on approval by the attending physician.

*23. The following replaces Santa Fe School District Policy Article 650, Relations with Home Schools:*

### **Placement of Home Schooled Students**

The grade placement of students who are in grades 7 through 12, who are in a home school program and who wish to enroll into ATC shall be determined by the ATC Governing Council in consultation with the classroom teacher(s) and subject to satisfactory performance on grade level competency tests. The awarding of course credits for home school students in grades 9 through 12 shall be subject to satisfactory performance on ATC's competency tests on the coursework in question or upon certification of satisfactory completion of the course from a Santa Fe School Board approved school.

*24. The following replaces Santa Fe School District Policy Article 436, Personality Tests:*

### **Personality or Metacognitive Assessments**

ATC faculty may utilize various types of assessment and meta-cognitive tools to identify and accommodate the diverse learning styles of its students.

*25. The following replaces Santa Fe School District Policy Article 440, Equipment, Books and Materials:*

### **Equipment, Books and Materials**

The selection of equipment, books and materials shall be made after consultation with the Director and teachers who will be held responsible for its use.

*26. The following replaces Santa Fe School District Policy Article 340, Students Charged with Serious Crime:*

### **Students Charged with Serious Crimes**

Any student charged with or convicted of a serious crime, as determined by the Director or his/her designee, unrelated to his or her status as a student who wishes to continue his or her education may do so only according to the terms and conditions, and under the circumstances, provided herein:

Any such student who wishes to continue his or her education during the pendency of his or her criminal proceedings must submit a written request to do so to the building principal. Upon receipt



## **PART C – THE RENEWAL CHARTER**

of such a request, the Director shall develop and submit to the ATC Governing Board , for approval, a plan to provide continued educational services to the student on an off-campus, homebound, or other alternative basis. Upon such approval by the ATC Governing Council, the student shall be limited to the alternative educational plan until:

He or she is acquitted of the charge or charges; or

He or she is removed from or leaves ATC.

The terms of this policy shall also be applied to any new student validly seeking to be enrolled into ATC.

*27. The following replaces Santa Fe School District Policy Article 456, Flag Display:*

### **Flag Display**

The flag of the United States of America and the flag of the State of New Mexico shall be displayed at the entrance to ATC.

*28. The following replaces Santa Fe School District Policy Article 455, Pledge of Allegiance:*

### **Pledge of Allegiance**

Teachers have the option to recite or forego recitation of the Pledge of Allegiance within their classrooms.

*29. The following replaces Santa Fe School District Policy Article 310, Employment Certificates:*

### **Employment Certificates**

ATC shall not issue Certificate of Employment to Students to be excused from full time attendance at ATC.

**IX. APPENDICES**

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

# **The Academy for Technology & the Classics**

**“Embracing innovation while honoring tradition”**



# **EMPLOYEE HANDBOOK**

## **POLICIES AND PROCEDURES**

**2009-2010**

74 A Van Nu Po Road

Santa Fe, NM 87508

(505) 473-4282 ▪ [www.atcschool.org](http://www.atcschool.org)

## **PART C – THE RENEWAL CHARTER**

## **PART C – THE RENEWAL CHARTER**

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## **PART C – THE RENEWAL CHARTER**

### **The Academy for Technology and the Classics**

#### **Administration/Faculty/Staff**

Edward Woodd, Director/Principal—edwardwoodd@atcschool.org

Duane Bigler, Assistant Principal—duanebigler@atcschool.org

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Melissa Trujillo, Executive Assistant—melissatrujillo@atcschool.org

Tammy Espinosa, Administrative Assistant—tammyespinosa@atcschool.org

Diana Kelley, Substitute Teacher Coordinator—dianakelley@atcschool.org

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## **PART C – THE RENEWAL CHARTER**

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### **ATC Governing Board**

Mr. George Bennett, Education Member

Dr. Charles Hammer, President

Ms. Eileen Funck, Parent Member

Dr. Richard Stenzhorn, Vice President

Ms. Sheila Lewis, Parent Representative

Dr. Norman Kaczmarek, Community Member

Ms. Linda Vigil, Recording Secretary

Ms. Sherry Garcia, Secretary



## **Employment Basics**

**Licensure:** Every teacher at ATC must be properly licensed by the State of New Mexico in the content areas in which they are teaching. It is the responsibility of the employee to provide the required license to the school administration within 60 days of the beginning of school in order to be legally employed. The New Mexico State Statutes state that a teacher cannot be paid their salary if licensure documentation has not been received within 60 days. Additionally, if a teacher has received additional certification, a higher degree, or has moved from Level I to Level II status, or from Level II to Level III status, it is the responsibility of the teacher to provide documentary evidence of these changes to the school administrator. If a teacher has received an advanced degree, evidence of such must be turned in during the first month of school.

**Mentorship and New Teacher Buddy Programs:** **All intern and tier I teachers are required by law to follow a one-year mentorship. The Santa Fe Public school district works in conjunction with ATC to provide such teachers with a mentor. Additionally, all teachers new to ATC will be assigned a “buddy” teacher to help them get acquainted with the workings of the school and be available for questions and help as needed.**

**Transcripts:** Copies of college transcripts must be provided and are required to be a part of each employee’s personnel file.

**Application/Resume:** An official ATC application form or a resume is required for inclusion into the personnel file for each individual. Any missing information from either the application or the resume must be provided within a reasonable period of time.

**Security Requirements:** The State of New Mexico requires that a background check must be completed and a set of fingerprints must be submitted for every individual who has unsupervised access to children. All certified employees who hold a valid New Mexico teaching license have met this requirement. Every individual employed by ATC will be screened in relation to Megan’s Law. This screening is used to uncover any convictions related to child abuse and/or sexual misconduct.

**Employment Eligibility:** Required forms to verify citizenship or other employment eligibility must be completed. Copies of documents to complete employment eligibility will have to be provided by the employee to the school.

## **PART C – THE RENEWAL CHARTER**

**Contracts:** Employment contracts must be signed and on file with the Business Manager before any current year pay can be received. It is the responsibility of the employee to verify all information in the contract before signing. Once signed, contracts will only be changed in very rare cases and only with the Administrator's approval.

### **Professional Development Plan**

A professional Development Plan (PDP) must be completed during the first month of school. An explanation of the process for completing your PDP will be given during an inservice activity.

**Insurance:** A complete employee benefit plan is provided to each employee. Enrollment forms for the various benefits will be provided to employees. Insurance enrollment forms must be completed and returned as per instructions in the enrollment materials. Attention must be paid to enrollment deadlines and required documentation for dependent enrollment. The school provides deduction services, but does not accept any responsibility for claims, rates and coverage selected, needed changes, or other insurance management services.

**Tax Withholding:** In order to complete payroll transactions a W-4 form must be completed and returned to the Business Manager.

**Payroll:** Each employee will receive a payroll schedule and a payroll breakdown sheet detailing the employee's base pay and all deductions. Each employee should carefully review these details and bring any discrepancies to the attention of the Business Manager immediately.

Each employee should check their pay stub carefully to determine if there has been any change in the net amount. If any change is seen, positive or negative, contact the Business Manager to determine why there has been a change.

The Academy for Technology and the Classics is not covered by the Santa Fe Public Schools union contract. Salary and working condition issues are covered by the policies of the Governing Council for ATC. Any concerns regarding salary and/or working conditions will be discussed with the Principal prior to contacting Governing Council members.

## **PART C – THE RENEWAL CHARTER**

### **LEAVE REQUEST PROCEDURE**

Teacher must fill out a **Leave Request Form** found in the schools **TEACHERS PUBLIC folder**. From this folder open **BUSINESS OFFICE FORMS folder** and then **PAYROLL FORMS folder**.

Turn form into Ed Woodd for approval.

Please do not schedule leave on day of Wednesday staff meetings.

Once the request has been approved:

- Jackie will notify you of the approval of your request via email.
- A sub will be assigned to your class(es). Please **DO NOT** ask a teacher to cover for you as the sub assignment will come from Diana Kelley.

Prior to leave:

- Provide lesson plans for your sub and leave them clearly marked on your classroom desk.
- If you are a floater, please leave your plans with Diana.

If you are sick:

- Call and leave a message with Diana Kelley at extension #125. Leave a message with Dr. Bigler as well at 870-2170.
- Email your lesson plans to Diana Kelley.
- Submit Leave Request Form upon your return.

## **PART C – THE RENEWAL CHARTER**

### **PROFESSIONAL DEVELOPMENT REQUEST PROCEDURE**

Teacher must fill out a **Leave Request Form** found in the schools **TEACHERS PUBLIC folder**. From this folder open **BUSINESS OFFICE FORMS folder** and then **PAYROLL FORMS folder**.

Turn request form into Ed Woodd for approval and provide a written proposal explaining how the funds requested will be spent and how the professional development event would assist in improving instruction for students at ATC.

Upon receipt of request, Mr. Woodd will meet with you to discuss your proposal. Approval of the request will be issued by Mr. Woodd directly.

A review of prior professional development and expenditures from within the requesting department will also be made to insure that the money available for professional development should be shared equally among staff.

**Work Day:** The workday begins 30 minutes prior to the start of classes and 30 minutes after classes end. There will be some times when the work day will vary from this schedule due to duty schedule, Parent/Teacher Conferences, Staff Meetings, Special Events, Professional Development, or special assignments.

**Teaching assignments and duty assignments will be arranged to maximize our ability to provide effective instruction and meet the needs of our students.**

Efforts will be made to reach the lowest PTR (pupil teacher ratio) that we can fund without creating a hardship on the operational budget of the school. The normal workday includes additional assignments such as Duty, Individual Prep, Administrative Duties, Team Meetings, Staff Meetings, Professional Development, IEP meetings, and other assignments as needed.

From time to time every school experiences emergencies and calls upon staff to help deal with them. These instances will be minimal, but may occur requiring time beyond your normal day. The safety of students demands that we remain vigilant and responsive to unusual incidents. The school administrator will make decisions about these cases.

## **PART C – THE RENEWAL CHARTER**

**Individual Prep:** Each teacher is assigned an individual prep. The purpose of this prep is to give the teacher time to work on curriculum and daily lesson plans, grade papers, make copies, call parents, etc. It is a time to be used wisely and professionally. If, on rare occasions, a teacher feels he/she needs to go off campus during this time, he/she must get prior approval of the principal and sign out before leaving campus.

If there are not enough classrooms available to accommodate individual teachers, sharing of classrooms will be required as needed.

**Administrative Duties Prep:** Teachers are assigned an Administrative Duties period to assist administration with duties such as substituting a class, monitoring students, calling parents, meeting with parents, helping students, doing committee work, preparing for presentations, checking bathroom and hallways, helping out in the office, etc. During this period, teachers are to be available to assist the administration as needed. There may be days when no specific assignment has been given by the Administration. In those cases, this period should be used productively.

Only in emergencies will the administration approve a teacher leaving campus during administrative or personal preparation periods. Prior approval must be received and the teacher must sign out before leaving campus.

**Daily Appearance:** Modeling expected behaviors and dress is the most effective way to help students attain a higher level of responsibility and to provide guidance for them.

### **WORK DAY BASICS**

#### **A. Classroom Instruction**

To maintain the integrity of the Academy for Technology and the Classics, we must assure our stakeholders that our curriculum, instruction, grades and assessments are implemented in a fair and consistent manner.

## **PART C – THE RENEWAL CHARTER**

Careful planning and delivery of instruction is important. It is expected that teachers will maximize class time so that students are actively engaged in learning during the entire period. Free time or reward time in which students are not engaged in learning is discouraged

A detailed curriculum must be available at all times and should encompass several days. Curriculum must indicate alignment with state content standards and benchmarks, and include (a) Knowledge and Skills Taught, (b) Strategies/Methods/Activities, (c) Resources Used, (d) Evaluation/Assessment, and (e) a clear indication of Content Standards and Benchmarks.

Student assessment should be clearly defined and explained before instruction starts. Academic expectations must be clear. Accurate records of student performance throughout the year are essential. Grades should be updated regularly on School Master and imported to the web so that parents may access them.

Progress reports are required to be prepared at midpoint of each grading period for all students. Information must be updated regularly and parents must be notified of failing students prior to progress.

### **This is the Official ATC Grading Scale:**

90 - 100 = A

89 - 80 = B

79 - 70 = C

69 - 60 = D

59 & below = F

Grades will be entered into the School Master management system.

## **PART C – THE RENEWAL CHARTER**

**Movies and Videos:** Movies can occasionally be a powerful tool to support instruction, but must never be used as a primary instructional method. Caution should be exercised to assure that these tools are appropriate for use in the classroom. Questionable language, nudity, violence, and inappropriate content are not to be shown.

Movies must not be shown unless previewed by the instructor. Teachers will be held accountable for the appropriateness of the content of any movies they show in class to students.

### **B. Classroom Management**

Teachers are role models for student behavior and therefore must behave in the same manner in which they want their students to behave. It is essential that all students are treated with respect and are spoken to without sarcasm and harshness. Remember, our students are children and we are the adults and the professionals.

Effective classroom management is an essential foundation for student learning. Giving clear instructions about behavior expectations, maintaining a relationship with your students, and taking care of minor problems before they become major problems are necessary to make the classroom an inviting place where learning is the main focus.

Be judicious in allowing your students out of the classroom to use the bathroom.

Students may go to their lockers only during passing periods and lunch.

If a student physically or verbally threatens a teacher, remove yourself from the situation and contact the administration immediately. The administrator will then report the threat to the parent and advise the parent that the incident will be reported to the police. An investigation of the incident will then be conducted by the school and the police. A serious offense contract will be given and implemented. If you must ask a student to leave the classroom for inappropriate conduct, a pass must be issued and the student instructed to immediately report to the office to see an administrator.

## **PART C – THE RENEWAL CHARTER**

Keep in mind that student safety is our priority. When the safety of many is threatened by a few, your main concern should focus on the larger group. Advise the administration at any time a crisis is imminent and follow procedures that will protect students.

### **C. Communication with Parents**

On-going communication with parents is one of the very best ways that you as a teacher can gain parental support and avoid unpleasant confrontations.

Because parents of our students have made a choice to put their children in ATC, they expect and will receive regular communication from the school including information from teachers on student progress, missing homework assignments, inappropriate behavior, outstanding student effort/performance, etc. This is also the expectation of the School's administrators and the Governing Council.

It is expected that teachers will return any request for communication from a parent/guardian within 24 hours. If the request is received on Friday or during the weekend, the response must be made by the end of the first school day following the weekend.

Check your voicemail messages and e-mail messages regularly. Use your school e-mail address when corresponding electronically with parents rather than any personal e-mail address. Your school e-mail address can be accessed from your home computer. E-mail is the preferred method of communication with parents.

If a teacher chooses to do a mailing to parents of his/her students, stamps, envelopes and return address labels are available in the office.

### **D. Reporting Attendance**

Attendance will be taken in every class period as mandated by law. If your School Master Attendance program is malfunctioning, attendance must be written down and entered later.

### **E. Progress Reports and Report Cards**



## **PART C – THE RENEWAL CHARTER**

Progress reports are sent to parents at the midpoint of each 9 weeks. They are a snapshot of the previous 4 ½ weeks and are given to students that have earned a “C” or below. Report cards are issued quarterly. Semester grades are the average of the first two quarters and equal the first semester grade. The final grade is the average of the four quarters. A final assessment must be given and that grade may not represent or be used for more than 10% of the student’s grade. Except in cases governed by law, the official ATC Grading Scale must be used in calculating a student’s grade.

Due dates are given on the staff calendar for each of the grading periods. Grades are reported by letter and percentage and entered through the School Master program. Grades of incomplete must be given only under exceptional circumstances and must be cleared by an administrator.

### **F. Confidentiality**

By the very nature of the business of a school, faculty and staff become recipients of confidential information. Under the Family Rights and Privacy Act (FERPA) we are required to maintain certain information as confidential to protect students and their families. To protect yourself and the school, do not share confidential student records such as behavioral observations, special education status, information related to a third party incident, student social security numbers, grades that are not those belonging to the student, and similar information. Make sure that all personal documents are secured.

### **G. Referrals for Counseling:**

If a teacher or a staff member wants to refer a student for counseling, a **Counselor Referral Form** must be completed. Completion of an electronic form is available, and after completion, can be e-mailed directly to the counselor. Referrals are for non-disciplinary behavioral and emotional based counseling. At times, the referral may coincide with a student write-up sent to the principal. If so, both forms require completion. The referrals will be responded to as quickly as possible.

**If a teacher has an Emergency Referral, call the administration office immediately.** A hardcopy of the Counselor Referral Form is available in the office for such referrals. If in crisis, the student will be seen immediately.

### **H. Scheduling**

## **PART C – THE RENEWAL CHARTER**

All student scheduling and schedule changes must be routed through and approved by an administrator. Schedule change requests made through this avenue will be reviewed and considered. If the request is made because of conflict between the student and teacher, mediation will be suggested, prior to honoring the request.

There is a one-week window after the beginning of the fall semester for schedule changes to be requested by students. Schedule changes will be approved only after evaluating the reason for the request, completing a student credit check and with appropriate administrative approval. Otherwise, the student's schedule will remain the same

Students are required to follow their assigned schedule.

### **I. Tech Support and Maintenance**

Any requests for repairs to computers or printers, requests for tech supplies or tech support should be directed to the technology coordinator (use Technical Request Forms). The regular computer lab is only for use by the Computer Tech classes. See pages 12 and 13 for additional information and clarification.

### **ATC EQUIPMENT CHECKOUT REGULATIONS AND PRODEDURES:**

#### **Regulations:**

**The purpose of this administrative regulation is to allow all staff an added advantage in the use of technology equipment as applied to their classroom teaching. This procedure applies to all faculty and staff.**

**Conditions are as follows:**

## **PART C – THE RENEWAL CHARTER**

- 1. Only those staff members who can demonstrate knowledge in the use and operation of the technology are eligible to check out equipment and software from ATC. (Knowledge means basic operation.)**
- 2. Equipment will be checked out on a first come - first served basis, with teachers having priority.**
- 3. Staff members will demonstrate professionalism in their requests and will use equipment for the primary purpose of professional growth, curriculum development, differentiation, and implementation.**

## **PART C – THE RENEWAL CHARTER**

### **Procedures:**

- 1. Staff members will submit a “checkout request” 48 hours prior to intended day of use. If equipment is not available to the staff member, an alternate time will be scheduled. Length of time equipment can be checked out will vary upon equipment and teacher. All checkout will be posted on a master calendar in the teacher’s lounge.**
- 2. Microcomputers can only be checked out for a weekend during the school year, during spring.**
- 3. The equipment must be returned by 8 a.m. of the next regular school day. Failure to do so will result in loss of checkout privilege.**
- 4. The staff member checking out any equipment assumes responsibility to:**
  - a. Determine that the system is operable before taking it.**
  - b. Review hook-up procedures; an instruction sheet will be included;**
  - c. Determine that the system is operable upon returning it.**
- 5. While the equipment is in the person’s possession, it is understood that:**
  - a. Equipment will not be left plugged in;**
  - b. No food or drink will be allowed where a computer is used;**
  - c. Equipment will not be used by unsupervised students;**
  - d. Users will not violate copyright protection regulations;**
  - e. Equipment shall not be modified, disassembled or attached to other devices.**
- 6. Failure to return equipment promptly or follow other procedures as outlined may void future privileges of an individual to check out this equipment.**

## **PART C – THE RENEWAL CHARTER**

**Because we share resources at ATC it is essential that everyone take responsibility for timely return of borrowed equipment. If you notice something is broken or missing please write it down and notify the tech director upon returning of equipment.**

**PART C – THE RENEWAL CHARTER**

# The Academy for Technology and the Classics

Equipment Checkout Sheet and Procedures:

Adopted: 8/19/2009

## **Equipment Checkout**

Name:

Classroom number to be used in:

Type of Equipment being checked out:

Equipment ID Code:

Date of checkout:

Date Returned:

**PART C – THE RENEWAL CHARTER**

Date: Approval:

--

(Authorized Signatures)

Teacher checking out equipment:

--

Technology Director (Rachel Gantt)

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## **PART C – THE RENEWAL CHARTER**

### **J. Use of ATC Computers and E-Mail**

In a world where resources are diminishing we need to show a responsible attitude toward these assets by using them wisely. It is required that each teacher and staff member check their e-mail regularly each school day.

E-mail will be used for all correspondence between teachers and administrators where a paper trail is required. The following forms are in electronic form and should be forwarded to the appropriate party via e-mail:

- Referral for Counseling
- Behavioral Referral
- Request for Leave
- Equipment Request
- Technical Maintenance Request
- Request for Appointment with an Administrator/Student Services Coordinator Dean of Students/Social Worker ●

**Teachers store confidential information of their computers; therefore, students are not allowed to use the teacher's computer in the classroom.**

### **K. Field Trip Procedures**

All field trips must be approved by the administration at least 3 weeks prior to the trip. Once the trip is approved, the teacher is responsible for securing transportation (requests for transportation must be in to SFPS 2 weeks before departure), chaperones and permission slips from parents to attend the trip. It is the teacher's responsibility to advise the administration if classes need to be covered and to prepare lesson plans for those classes. The teacher must provide the office with a list of students who will be on the field trip.



### **PART C – THE RENEWAL CHARTER**

If students will not be permitted to participate in a field trip because of behavior or academic concerns, the parents of these students must be notified by the teacher in writing and by telephone, giving the reason(s) why the student cannot participate.

Out of state or out of country trips must be approved one year in advance of the time of the trip.

**No field trips will be allowed during the last month of school.**

## **PART C – THE RENEWAL CHARTER**

### **L. Absence from Work**

If an employee is going to be absent from work due to illness or an emergency situation, he/she must call each contact in the order below:

- 1) Dr. Bigler, Assistant Principal at 505-870-2170.
- 2) Diana Kelley, Substitute Coordinator, in the evening prior to 9PM and the morning of the absence prior to 7AM at 438-9802.
- 3) Leave a message on the Teacher's Lounge extension (505-473-4282 x124) no later than 7:00 A.M.

Diana Kelley will be in charge of assigning coverage for classes. Coverage plans must be available for the substitute as well as all needed teaching equipment and any other items to ensure that instruction for the day is effective and not a lost day for students. Detailed lessons plans (not the emergency lesson plans) must be e-mailed to the vice principal, Dr. Bigler, and the substitute coordinator, Diana Kelley, no later than 8:00 A.M. to ensure the needed information is available for the teachers covering the classes. In addition, each teacher is responsible to have an emergency substitute red binder. The contents of this binder will include at a minimum the following:

- An accurate roster
- Class name & description
- Seating chart (if applicable)
- The teacher's regular schedule
- A daily school schedule
  - Important/essential contact information
  - 2 detailed lesson plans
- 2 emergency lesson plans
- Instructions on how to take attendance
- Emergency procedures information (Shelter in Place, Lockdown, Evacuation Plans, etc.)

## PART C – THE RENEWAL CHARTER

Personal leave days may not be taken immediately before or after scheduled days when the school is not in session.

### **M. Committees, Teams, Teacher Representatives, and IEP Attendance:**

#### Committees

Teachers are required to serve on various committees during the school year. There will be leadership opportunities as well as supporting role opportunities. Your assistance in contributing as a team member is essential to our success.

#### SAT (Student Assistance Team)

This team meets to develop plans and procedures to provide interventions for students who are experiencing academic or behavioral difficulties. This team is lead by the school counselor and requires teacher participation.

**IEP Committee Meetings—Regular education teachers MUST attend all scheduled IEP meetings. If you miss an IEP meeting, you are exposing us to litigation. Your absence will be considered insubordination and disciplinary action will be taken.**

**Accommodating our students' needs is our responsibility. Not making the required accommodations is educational malpractice.**

**A teacher representative** will be elected by the faculty at the beginning of each school year. The purpose of this position is to represent the faculty's interests and report on Governing Board proceedings to the faculty.

### **N. Assigned Duty:**

Teachers' duties will be assigned by mutual agreement through collaboration with faculty department members.

## **PART C – THE RENEWAL CHARTER**

### **O. Building and Room Care**

All of us are responsible for maintaining our beautiful new building and grounds. For any maintenance requests for your classroom, complete a work order and place it in the custodians' mail slot. Do not send students to get a custodian to fix a problem unless it is an emergency or compromises safety.

### **P. Parking:**

Red Spaces are designated for student parking. All staff must park in areas not intended for students. Remember why we have the Red Spaces.

### **Q. Office Basics:**

<b>Who to go to for:</b>	<b>Person</b>
Approval of all requisitions	Director
Approval of all leave slips	Director
Approval of requests for professional development	Director
Approval of all travel reimbursements	Director
To see your personnel file	Director or Vice Principal
Teacher Evaluations	Director or Vice Principal
Curriculum and Assessment	Director or Vice Principal
Discipline referrals	Vice Principal
Duty Rosters	Department Heads
Building Issues	Vice Principal
Technology Support	Director of Technology
Substitute Issues	Vice Principal
Personal Counseling Issues	School Counselor

**Academy for Technology and Classics Charter School**

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College/Career Counseling	Student Services Coordinator
Standardized Assessment Administration	Student Services Coordinator
To see a Student's file	Director or Vice Principal
Transcripts	Student Services Coordinator
Four year Plans/Next Step Plans	Student Services Coordinator
Students' schedules	Student Services Coordinator
Student Schedule Changes	Director or Vice Principal
New Student registration	Student Services Coordinator
Report cards and progress reports	Student Services Coordinator
SAT	School Counselor
504 Plans	School Nurse and Vice Principal
Insurance changes	Business Manager
Payroll questions/changes	Business Manager
Withdrawal of Students	Administrative Assistant
Attendance	Administrative Assistant
Appointments with Administrative Staff	Administrative Assistant

### R. Administrative Appointments

The principal, vice principal, student services coordinator, social worker and business manager are available for meetings; however, there will be times when they are not available. Please make an appointment to see them.

Students may make appointments to see the student services coordinator, social worker, or principal by completing a Request for Appointment during passing periods or lunch time. **Students may only leave the classroom to see one of the administrative staff if it is an emergency. In such cases, teachers are to call the office to advise that a student is on his/her way to the office.**

## **PART C – THE RENEWAL CHARTER**

### **S. Wednesday Staff Meetings**

Wednesdays will be dedicated for staff meetings from 4:15 to 5:00 p.m. Meetings for the entire staff will be held the 1<sup>st</sup> and 3<sup>rd</sup> Wednesdays of the month. These meetings will give the entire staff an opportunity to discuss issues concerning the entire school community. General information and housekeeping items will be disseminated through morning announcements or through e-mail.

These meeting times will be used to conduct essential professional development and address information crucial to our success as a school. The administration is conscious of the value of your time. Be assured that meeting time will not be wasted

**Staff members are required to reserve Wednesdays after school for these meetings and not schedule any appointments at this time.**

After school programs led by a teacher will not be held on Wednesdays.

## **PART C – THE RENEWAL CHARTER**

### **T. Miscellaneous**

#### Fire Drills

New Mexico state statutes require that fire drills be conducted once a week for the first four weeks of school and once a month thereafter. Please be patient with the instructional interruptions that result from these practice drills.

Ringling of the fire alarm system will signal fire drills. Teachers and students will stop all work, leave books and materials behind, and walk to the assigned locations in the parking lot. Teachers are required to take roll books with them, ensure that all students have left the classroom, close all doors, and maintain order as students walk to the parking lot. Once in the parking lot, students are to remain with their teacher. Teachers are to take roll to ascertain all students in their class are present. Teachers and students are to remain at this location until given the signal by the principal to return to class.

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### **The Family Educational Rights and Privacy Act**

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

School officials with legitimate educational interest;

Other schools to which a student is transferring;

Specified officials for audit or evaluation purposes;

Appropriate parties in connection with financial aid to a student;

Organizations conducting certain studies for or on behalf of the school;

Accrediting organizations;

To comply with a judicial order or lawfully issued subpoena;

Appropriate officials in cases of health and safety emergencies; and



## **PART C – THE RENEWAL CHARTER**

State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

For additional information or technical assistance, you may call:

(202) 260-3887 (voice). Individuals who use TDD may call the  
Federal Information Relay Service at 1-800-877-8339.

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### **Megan’s Law**

Notice to Parents and Guardians:

The New Mexico Department of Public Safety (DPS) regularly publishes information on registered sex offenders.

The Board of Education urges all parents and guardians of district students to check the listing of registered sex offenders residing within the district so that they may take appropriate precautions for the safety and welfare of their children/charges.

The listings include address of registered sex offenders in most cases, so parents and guardians may determine if registered sex offenders live near their children’s or charge’s schools, school bus stops, or their walking routes to school.

Parents and guardians may review the listings on the DPS’s website

[www.nmsexoffender.com](http://www.nmsexoffender.com). The listings may be searched by city, county and by other categories. If you do not have a computer in your home through which you can access the DPS website; you can utilize a computer at the public library or contact DPS directly at (505) 827-9193.

Pursuant to the Sex Offender Registration and Notification Act, the release of sex offender registration information is limited to those individuals convicted of a sex offense prior to that date and were incarcerated or on probation/parole as of that date. The integrity and accuracy of the information is based in the information provided at the time a sex offender registers. Address information is subject to frequent change. Information is updated when a sex offender registers, re-registers, after moving or following annual renewal; however, you are cautioned that the information contained on the web page may not reflect the current residence, status, or other information regarding the offender.

**If you believe there is a question regarding the accuracy of the information provided, please notify the DPS at (505) 827-9193.**

## **PART C – THE RENEWAL CHARTER**

### **Special Policies Section**

**When a parent, guardian or caregiver enrolls their child/children at ATC they give their complete consent to accept all expectations and policies of ATC and the ATC Governing Board. Likewise, when the student enrolls, he/she acknowledges consent and agreement that he/she will follow all expectations, policies and requests from all members of the ATC Staff. A place for the signatures is provided on a special page at the end of ATC Student Handbook.**

#### **POLICY ON GRADUATION AND PARTICIPATION IN ATC COMMENCEMENT/GRADUATION EXERCISES**

##### **Participation in Graduation Exercises**

Graduation dates for students at The Academy for Technology and the Classics charter school are scheduled on the yearly school calendar and approved by the ATC Governing Board. Graduation dates and times may not be changed without approval of the principal.

Graduation exercises will be scheduled at the completion of the regular school year and at the end of the summer school session. Students who opt for early graduation may participate in either one of the graduation ceremonies.

The school principal must assure that all students who participate in the graduation ceremony have met all requirements for graduation including completion of all course requirements and successful passage of required state exams. The principal must develop procedures for routine credit checks through the school's Student Services Department to assure that students are on schedule for graduation. The principal or designee must notify students and parents if it is determined that the student will be unable to meet requirements for graduation. The principal or designee cannot approve participation in graduation ceremonies if a student has not met all State and District requirements for graduation.

The principal or designee must assure that students have ample time to review and approve their name as it will appear on the diploma.

##### **Replacement of Grade When Courses are Retaken**

## **PART C – THE RENEWAL CHARTER**

Note: The following policy on grade replacement is Applicable to Secondary Students in Grades 9-12.

The Governing Board of ATC School recognizes that students may complete a course from time to time and receive a D or F grade. In order to encourage students to achieve to their maximum potential, the ATC Governing Board authorizes the principal or his or her designee the authority to allow students to retake the course in question and replace it with a better grade, if it is earned, once the D or F grade has been recorded on a secondary transcript. In making the decision to retake a course, school officials and students need to be keenly aware of credit earned and credit requirements for graduation.

Courses may be taken at ATC, through alternative course offerings (see SFPS policy #320) or a higher education institution if such institutions are accredited by the State Board of Education of the state in which the entity is located, or at a college or university which is regionally accredited for such purposes. If a course is taken outside the Santa Fe Public School District or at an institution other than ATC, appropriate documentation must be included with the request to change the student's grade. The documentation shall include a grade report with passing grade noted and credit earned. If a student elects to change a D or F grade, that student will not be eligible for valedictory or other class ranking for graduation purposes.

### **Student Graduation Speeches**

Students may deliver speeches during graduation as an approved part of the ceremony. Principals may review the content of such speeches, but must be careful not to censor speeches unless such speech contains profanity or derogatory statements against a class, race or group. Federal law protects student speech including references to religious or political material.

### **Graduation Requirements for Special Education Students:**

The Individualized Education Program (IEP) team is responsible for determining whether students with disabilities and receiving special education services have completed a planned program of study making him/her eligible to receive a diploma or certificate.

Upon completion of a planned program of study that meets the following requirements of 6 NMAC 3.2.9.18.9, the student will be awarded a diploma:

A standard program of study meeting or surpassing all requirements for graduation based on New Mexico Standards for Excellence with or without modification of delivery and assessment.

## **PART C – THE RENEWAL CHARTER**

A career readiness program of study based upon meeting the State Board of Education's Career Readiness Standards with Benchmarks as defined in the IEP.

An ability program of study based upon IEP goals and objectives, referencing skill attainment at a student's ability level which may lead to meaningful employment.

A student who receives special education services may be granted a certificate when:

The IEP team provides documentation and justification for the use of a certificate for an individual student and a follow-up plan of action.

- A student who receives a certificate is eligible to continue receiving special education services until receipt of a diploma or until the end of the academic year in which the student turns 22 (twenty-two). The receipt of a diploma terminates the service eligibility of students with special needs.

**References: 6 NMAC 3.2.9.18.9**

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### **Motor Vehicle Use by Students**

Individuals who drive in an unsafe manner may be prohibited from driving cars to school.

Students' vehicles must be parked in the school parking lot in designated RED parking spaces. Students may not return to their vehicle at any time after parking until school is dismissed. Unauthorized returning to vehicles may result in the loss of driving to school privileges.

The ATC governing council and administration do not assume any responsibility for individual vehicles, including contents of the vehicle. Any risk or loss is solely born by the owner and/or driver of the vehicle.

Students who drive vehicles to school must register them with the office and provide proof of driver's license and insurance.

### **Permission to Publish**

In order to publish information or photographs of students on the Internet or in newspapers, a "Permission to Publish" acknowledgement must be signed by both the student and a parent or legal guardian of that student. There is a "Permission to Publish" signature block attached to the general acknowledgement parental signature form at the end of this handbook.

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### Computer/Internet Acceptable Use Policy

You are responsible for the choices you make when you use ATC's technology equipment and/or access the Internet. We expect you to own your behaviors and accept the consequences for appropriate and inappropriate choices when you use any of our school's equipment. We expect you to follow the conditions specified in our Technology Use Policy.

- Food or drinks are not be consumed in the computer labs or while using school computers.
  - Any student who damages ATC's technology equipment or facilities will be required to make financial restitution for the damage he/she causes. In the event that the student does not or cannot make financial restitution, the student's parent agrees to be completely responsible for making financial restitution for the damage caused by his/her child.
  - Students who access the Internet or use Email to engage in cyber-bullying, sexting, or who knowingly send or receive sexually explicit pictures or text, hate or racist information, or other related information that results in harm to another individual will face severe consequences that may include loss of technology/computer/Internet privileges for the remainder of the school year.
  - Students are not to make changes to programs, computer settings, or other individuals' data. This includes adding programs to the server, changing established access or administrative settings, adding personal programs or software, downloading flash games or software of any type, or formatting disks—**without specific permission of the technology supervisor.**
  - Users are not to attempt to gain access to Internet sites that are secured from intrusion or attempt in any manner to bypass the Sonic Wall.
  - Students are not to access chat rooms or any other non-educational areas/sites on the Internet. This includes but is not limited to any type of site such as yahoo messenger or mspace.
  - Individual students are responsible for logging on and off school computers with their assigned user name and password. Students will not log on/off using another user's login or password. Students will log off after they have completed their session or assignment.
  - Students who are found to have violated any of the conditions or specific elements of ATC's Computer/Internet Acceptable use Policy are subject to loss of their computer and/or Internet privileges at school, use of school computers, and other disciplinary consequences for an amount of time to be determined
  - WE EXPECT YOU TO MAKE WISE CHOICES MAKING WISE CHOICES ALLOWS YOU TO KEEP YOUR TECHNOLOGY USE PRIVILEGES IN TACT. IF YOU CHOOSE NOT TO ABIDE BY ATC'S ACCEPTABLE USE POLICY, YOU WILL BE HELD RESPONSIBLE FOR YOUR CHOICES.

## **PART C – THE RENEWAL CHARTER**

- **Parent/guardian's Acknowledgement:**

I acknowledge and hereby release the Academy for Technology and the Classics, ATC's Internet provider, any other intermediary providers and operators, and any institutions with which they are affiliated from any and all claims and damages of any nature that may arise from my child's/children's use or inability to use the Internet connection provided by the Academy for Technology and the Classics. My release is without limitations or conditions and includes but is not limited to damages indicated in ATC's Computer/Internet Acceptable use Policy. Parents/guardians or caregiver will sign an acknowledgement on page 24 of this handbook.



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### ATC Policy on Visitors to the School

The ATC Governing Board believes the school must maintain a safe campus that is free from unnecessary problems or disruptions to the educational process. The policy that follows is intended to improve our ability to assure that students are safe from potential actions of unauthorized person who may enter ATC property.

ATC is considered to be a closed campus. That means outside visitations are controlled and permission to visit must be obtained from the school administration. All individuals are required to check-in at the office when they arrive. No one is exempt from the check-in requirement.

Parents or Guardians are welcome and encouraged to visit the school at any time.

Other family members may also visit for an official purpose such as delivery of school-related materials, medical supplies, delivery of a parent communication to a student, or special checkout (if verified by parent via written or verbal notification). Visits for social purposes are not allowed.

**\*Non-family visitors: Visiting a student is limited to one (1) fifty minute class period.**

**Former ATC students** who were in good standing when they withdrew or graduated and who had no major/serious discipline concerns while they were a student at ATC may visit the school with permission of the administration. These individuals must check-in at the office and obtain permission to visit from a school administrator or the designee. Office staff will not be allowed to give permission for visitations.

**\*Individuals who are not former ATC students may be allowed to visit the school only if their request is submitted 24 hours prior to the date and time they wish to visit.**

**There will be no exceptions to the former student requirement without specific administrative approval.** Permission to contact an ATC student will be solely at the discretion of the school administrator or designee. If permission is granted, the administrator or designee will provide a written authorization to the individual visitor(s). This authorization is for only one specific date and time. If permission is not granted to remain on ATC property, the individual will have to leave ATC property immediately.

## **PART C – THE RENEWAL CHARTER**

Teachers or other staff members will not give permission or permit unauthorized individuals to contact students.

Note: If an unknown individual arrives at the school, claims to be a relative, and requests to visit or check-out a student he/she will not be allowed to visit or remain on ATC property without positive picture identification and a determination that they are, in fact, related to and have a specific reason to visit an ATC student. The administrator or designee may Xerox and keep a copy of the identification provided by any individual who asks to visit anyone at the school.

To prevent any unnecessary emotional upset or hard feelings, it is recommended that any visitor other than a parent, guardian, or other individual listed on the student's personal information form (white office binder) bring a signed document from the parent or guardian requesting that the individual be allowed to contact the student. The school administration will determine the validity of the request and may/may not allow the individual to remain on campus. Law enforcement officials, professional service providers or others who accompany a parent or guardian are allowed to remain on campus to complete their business.

\* Exceptions to the 24 hour prior request or the 50 minute visitation limitation may be modified for special events, theme days, or other designated activities held on campus with authorization from an ATC administrator or designee.

Variations or exceptions to any and all of the above must be approved by an ATC administrator or designee.

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### **Policies for Use and Possession of Illegal Substances, Alcohol, and/or Tobacco**

Process Steps for students who possess use, distribute or traffic illegal or controlled substances or drug-related paraphernalia on ATC property. Controlled substances prescribed by an individual's physician and used as prescribed by that individual are not subject to the process described below. Students are exempt if they find a substance and immediately turn in the substance to an ATC staff member.

When a staff member witnesses or can otherwise substantiate that a student or other individual on ATC property possesses, distributes, traffics, is under the influence of controlled or illegal substances, or possesses paraphernalia/items used for the transport, sale, or use of illegal drugs the procedures below will be followed.

1. If the staff member finds a student under the influence of or in possession of an illegal substance or drug paraphernalia, the staff member will confiscate the items.
2. The staff member will immediately contact the office and make arrangements for the student/individual to be brought to the principal's office.
3. The student or individual will be provided with first aid, if required.
4. The student or individual will be isolated from other students and placed under continuous visual adult supervision until a law enforcement official arrives.
5. The confiscated substance or items will be given to the principal or the principal's designee for safekeeping and transfer to law enforcement as required.
6. Law enforcement officials will be notified.
7. Every effort will be made to notify the student's parent or guardian of the incident.
8. If contact is made with parents/guardians they will be requested to immediately report to the school. They will be informed that law enforcement officials will be notified.
9. If the student or individual smells of marijuana or is visibly intoxicated and smells of alcohol, the principal or designee may, with another staff member of the same sex as the student present, search the student for contraband. Physical searches of students will not progress beyond asking the student to empty the contents of his/her pockets and a search of backpacks, purses, book bags, lockers, or items of a similar nature. No further searches are to be conducted by ATC staff members. Further searches will be conducted only in the presence of the student's parent or by a law enforcement official.
10. If a student smells of marijuana or alcohol or is suspected of being under the influence of illegal or controlled substances, a search of the student's locker and/or car may be conducted by a school administrator or designee.

### **Consequences for Use or Possession of Drugs, Alcohol, or Unauthorized use Controlled Substances**

The consequences for use or possession of illegal substances, drug-related paraphernalia or unauthorized use or possession of controlled substances on ATC property are described below. A separate procedure for tobacco use or possession is provided.

## PART C – THE RENEWAL CHARTER

1. For a first offense, the student will be suspended for not more than five (5) days. **A manifestation determination (when appropriate) will be conducted within two school days.**
2. After the suspension is completed, the student and parent must meet with the principal or the principal's designee to discuss reinstatement options.
3. Upon reinstatement, the student and parent will sign and acknowledge a no repeat use or possession behavior contract.
4. The contract requires that the student enroll in and complete counseling for his/her substance abuse violation. For first offenses, counseling may be provided by a community based substance prevention program, a private licensed counselor hired by the parent, a minister, priest, Rabbi, or other spiritual counselor.
5. The parent must provide written documentation within two (2) weeks that the student has enrolled in a program. Otherwise, the student will be removed from school until his/her enrollment is verified in writing. Should the requested verification not be completed in a timely manner, the student may be recommended for long term suspension or expulsion.
6. Written verification must be provided to the school principal that the student has completed his/her designated counseling program.
7. If the student fails to complete his/her counseling or has a repeat violation of the ATC illegal substance policy, he/she will be immediately suspended while a recommendation for long term suspension or expulsion is considered.
  
8. **Students who have a second offense** will be suspended for not more than ten (10) school days. After the suspension is completed, the student and parent will meet with the principal or the principal's designee to be informed that a formal meeting with the ATC Governing Board will take place. The purpose of this meeting will be to review the student's behavior and determine if the student should face an expulsion hearing or be conditionally reinstated.
9. **Students who have a third offense** will be suspended for ten (10) days and be subject to an immediate recommendation for expulsion by the school administration. The student and parent will be required to present themselves before the ATC Governing Board for an expulsion hearing. During the hearing, the ATC Governing Board will consider options regarding the student's continued enrollment at ATC.

### Distribution or Trafficking Offenses

Distribution and trafficking of alcohol and drugs are considered to be extremely serious offenses. Distribution is giving substances to other students. Trafficking is exchanging money for illegal or controlled substances.

### Consequences for Distribution or Trafficking Offenses

1. The ATC staff member will notify the principal or designee.
2. The principal or designee will first notify the parents and then notify appropriate law enforcement officials (usually the Santa Fe County Sheriff's Department). The student will be released to an appropriate law enforcement official.
3. The principal or designee will conduct a preliminary hearing to determine the predominant facts related to the incident.
4. Student is suspended for a minimum of six (6) days, but not more than ten (10) days.

## PART C – THE RENEWAL CHARTER

**A manifestation determination will be conducted (when appropriate) within two (2) school days.**

5. During the suspension, a meeting will take place between the parent, student, ATC administration, and others deemed appropriate by the ATC Principal to consider options for a Formal Hearing before the ATC Governing Board where consideration for long-term suspension, enrollment in an alternative placement, or expulsion will be considered (unless preempted by 504 or special education regulations).

6. Enrollment Probation: Any student who is allowed to return to ATC after engaging in any offense related to distribution or trafficking of alcohol, illegal substances, or drugs will be placed on enrollment probation. Any subsequent violation of ATC policies related to illegal or controlled substances or any of the serious offenses described in the ATC Student Handbook will immediately result in a formal recommendation for permanent expulsion from ATC and denial of future enrollment at ATC.

### **Tobacco Use and Possession**

1. The ATC staff member will inform the principal or designee immediately.
2. The principal or designee will inform the parents and establish a time for a meeting with parent(s) and student(s).
3. A no repeat use and no repeat possession contract will be completed.
4. The student and parent will be referred to free smoking and tobacco community classes in lieu of a three to five day suspension. The school will provide information on possible sources for classes. Verification of enrollment must be provided to ATC within two (2) weeks or the student will immediately be suspended for a minimum of three (3) days.
5. **After the first offense**, all other offenses will result in required formal tobacco avoidance classes or sessions, long-term suspension, or other options as determined by the ATC administration.

Note: ATC is located in the county. Therefore, officers from the Santa Fe County Sheriff's office respond to investigate reports of possession, use, trafficking, etc. of illegal or controlled substances.

Any actions, procedures, or imposed consequences by law enforcement or the courts are separate from the actions taken by ATC.

1. When law enforcement officers arrive, they may/may not arrest the student but will likely interview the student at the school. Law enforcement officers will determine if they do/do not conduct an interview.
2. Law enforcement will complete a report of the incident and submit it to the proper juvenile or other agency (the student's age is a factor in reporting).
3. ATC has no control over the procedure followed by the law enforcement investigator who writes the report or by the legal officials that handle the case. The information we receive is

## **PART C – THE RENEWAL CHARTER**

limited. However, staff members may be asked to present evidence or give statements to the investigating officer.

4. Patience is required. The number of juvenile cases reported for action is significant. Therefore, it may be some time before we are able to determine the final legal outcome of any charges that are filed by the investigating officer. It may take several weeks before students are required to be in court. Charges indicated by law enforcement may/may not be reduced or dismissed when the student appears in court.

## What We Do

- **Board Responsibilities:**
  - Set policy
  - Conduct Strategic Planning
  - Hold the Charter
  - Maintain Fiscal Oversight
  - Hire and evaluate Director
  
- **Director Responsibilities:**
  - Facilitate the growth and prosperity of ATC
  - Provide leadership in the areas of curriculum and assessment
  - Oversee organizational and fiscal development and accountability
  - Hire, supervise and evaluate faculty and staff
  
- **Faculty Responsibilities:**
  - Provide students with effective and innovative approaches to learning and help motivate them
  - Accept students at their existing level of emotional/physical/intellectual skill and help them grow
  - Align curriculum and assessment with NM standards
  - Make all required accommodations for IEPS's and 504 plans
  - Guide your own professional growth and technological literacy
  - Communicate regularly with parents regarding student emotional/physical/intellectual progress
  
- **Student Responsibilities:**
  - Engage actively in the learning process
  - Complete assigned work to the best of your ability
  - Ask for help when needed
  - Show respect for yourself and to others and our facilities
  
- **Parent Responsibilities:**
  - Engage as an active partner with the school by serving on committees, helping with fund and friend raising, participating in work parties
  - Encourage your students and provide assistance with homework as needed
  - Constantly monitor your student's progress
  - Keep the school apprised of any relevant issues regarding your student's emotional/physical/ intellectual health

## PART C – THE RENEWAL CHARTER

### **Staff member's acknowledgement of receipt and agreement to comply with ATC policies and regulations.**

Staff member signatures on this document acknowledge that when they are employed as a staff member at ATC they give their complete and unrestricted acknowledgement and agreement that they will abide by and follow all policies and regulations of the school and the ATC Governing Board. The staff member also acknowledges that he/she is required to and will abide by and follow all policies and regulations of the school and the ATC Governing Board.

---

Print Staff Member Name

---

Staff's Signature and Acknowledgement

---

Date

Note: This consent will be kept on file by ATC until replaced by a subsequent more recently dated form/copy.



## **PART C – THE RENEWAL CHARTER**

### **Permission to Publish Acknowledgement**

Special note:

If the staff member whose signature appears below wishes to allow their picture and /or personal information to be placed on the Internet or shared with news media/reporters, the staff member must sign the following acknowledgement.

I give my complete and unrestricted permission for ATC to supply/publish my photograph and/or personal information to news media personnel and/or publish photographs and personal information about myself on the Internet or in newspapers. I agree and hereby do release The Academy for Technology and the Classics (ATC), its officials, officers, employees, and agents from any and all claims that may arise as a result of ATC providing or publishing my photograph and/or providing information about myself that is published in any form by any news source.

---

Staff Member Signature

---

Date

**PART C – THE RENEWAL CHARTER**

***APPENDIX A: PARENT/STUDENT HANDBOOK***

**THE ACADEMY FOR TECHNOLOGY & THE CLASSICS**  
**“Embracing innovation while honoring tradition”**

**A Santa Fe Public Charter School**



**STUDENT & PARENT HANDBOOK**  
**2009-2010**

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### **ATC Governing Board**

Mr. George Bennett, Education Member	Dr. Charles Hammer—President
Ms. Eileen Funk, Parent Member	Dr. Richard Stenzhorn, Vice President
Ms. Sheila Lewis, Parent Rep.	Dr. Norman Kaczmarek, Community Member
Ms. Jo Ann Valdez, Recording Secretary	

## PART C – THE RENEWAL CHARTER

# THE ACADEMY FOR TECHNOLOGY AND THE CLASSICS STUDENT AND PARENT HANDBOOK

### **ATC Non-Discrimination Policy**

It is the official policy of ATC that no person shall be discriminated against on the grounds of race, color, sex, disability, religion, national origin, or age, nor be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program, activity, or employment. Inquiries or complaints regarding compliance with state or federal regulations may be directed to Edward Woodd at (505) 473-4282.

### **Note to Parents Concerning School Visits**

Parents are encouraged to visit the school. All parents and other visitors **must** report to the school office to receive a visitor's pass and to record their presence on campus. Visitors may visit with teachers during the teacher's planning time if appointments are made in advance. Students will not be allowed to have visitors during the school day without prior approval by a school administrator. **Note: Also see the special policy section regarding visitors to the ATC campus.**

### **Sports/Activities Participation**

ATC is fortunate to have several active sports teams and clubs which participate in competitions throughout the state. Students are encouraged to join one of these organized activities. There are eligibility guidelines for participation and these can be explained to interested students by the coach or sponsor of the particular activity.

Students at ATC are allowed to participate in organized sports at other schools in the Santa Fe District. However, students will not be allowed to miss classes at ATC to practice with a team from another school. If a game/competition is scheduled for a school where an ATC student is a member of the team, the student may be excused for that specific event provided that the absence is approved by an ATC administrator. Guidelines for NMAA sanctioned activities will be followed in deciding if a student may participate in a non ATC activity. Also see the non-participation rule on page 8.

### **Announcements**

Announcements will be made during a designated class time when necessary. If you or the club or organization that you represent needs an announcement made, you should obtain an **Announcement Request Form**, complete it, have a teacher or sponsor sign it, and return it to the office.

### **School Lunch**

This year ATC will participate in the National School Lunch Program. Nutritious breakfasts and lunches will be available for students to purchase. However, milk will not be available. Parents are responsible to decide whether to purchase meals from the school or provide their child with food to bring to school. Microwave ovens are provided for student use in the cafeteria.

### **Policy for Checking Students Out of School**

Checkouts should be kept to a minimum. If a student needs to be checked out of school, the office staff must speak with and be able to verify that it is the student's parent/guardian who is giving permission. **ONLY A PARENT/GUARDIAN CAN GIVE PERMISSION FOR A STUDENT TO CHECK OUT OF SCHOOL.** Students must sign the checkout book before leaving school. Students may not check out of school and remain on the school campus. If a parent/guardian plans to go out of town, the parent/guardian must notify the school principal or secretary concerning who will have permission to check the student out of school during this time.

### **Note to students about self-checkouts:**

Even though students may be eighteen years of age and considered to be adults in the eyes of the law, when they are students at ATC, they must abide by our checkout policy. The only exception to this policy is when the student is recognized as an "EMANCIPATED MINOR" by the New Mexico Judicial System and has provided ATC with a copy of the emancipation document signed by the proper legal authority.

## **PART C – THE RENEWAL CHARTER**

### **Student Health Services**

All students must have a Certificate of Immunization before they enroll in school. It shall be the responsibility of school personnel to notify the parents immediately when a student becomes ill or is injured. Other than giving emergency first aid when it is required, **school personnel shall not give any medication, including aspirin or other “Over-the-Counter” medications, except as specified in the following medication guidelines:**

### **Medication Guidelines**

Students in grades 7-12 may bring medications, with the exception of controlled medications (such as Ritalin), to the school office along with a completed medication release form signed by a parent/guardian. Controlled medications, such as Ritalin, must be brought into the school office by an adult for all students. Office personnel will inventory the controlled medication.

All medications, prescription and nonprescription, must have a medication release form completed and on file in the office prior to the medication being administered by school personnel. A parent or guardian must sign the form.

A new medication release form must be completed anytime there is a medication change. To assist in this matter, information may be faxed to and from the doctor’s office and the school.

Prior to the administration of prescription medication, a physician must sign a medication release form.

All prescription medication must be in the original over-the-counter container. The information on the bottle must have the same information as the medication release form. Most pharmacists will provide an extra bottle for school use if asked.

All nonprescription medication must be in the original pharmacy-labeled container with the student’s name written on the outside of the container.

A parent/guardian should pick up all unused medication. Medication that has not been picked up will be disposed of by school personnel the day after school ends for summer break.

Students with potential life threatening illness/conditions (i.e.: asthma, seizures, severe allergic reactions, hemophilia, diabetes, cardiac conditions, or any other condition the doctor recognizes as life threatening) should have an emergency plan on file at the school. A parent should notify the school administration if an emergency plan is needed. The school nurse will be involved in the development of the emergency plan.

**Note: A student may not carry prescription or over-the-counter medications without the approval of an administrator. Any student who violates this policy shall be subject to expulsion.**

**Parents: Please notify an administrator if your child needs an emergency health plan.**

### **Returning Required Forms to School**

Several times during the school year we must acquire information from parents and/or students by means of forms provided by the federal government, the state education department, the ATC governing council, or the school administration. Sufficient time is allowed for each student to take the forms home, share them with parents, and return the forms to school. Failure to return any required form by the announced deadline may result in disciplinary action.

### **Withdrawals and Transfers from ATC**

It is recommended that the parent/guardian and student contact the guidance counselor in advance of the last day the student plans to attend ATC.

### **Lost Books and Other Indebtedness**

All lost textbooks, library books, library materials, fees, fines, monies collected from fund-raising, etc. must be

## **PART C – THE RENEWAL CHARTER**

returned or paid for before final exams. State regulations provide for holding report cards, transcripts, or grades if indebtedness is not paid in a timely manner. Report cards will be held in the principal's office until all outstanding fines or charges are paid. In the case of senior students, all past debts must be paid prior to participation in graduation exercises. If monies are not paid, the senior will not be allowed to participate in graduation ceremonies. A minimum \$20 fine will be assessed for damage or abuse of textbooks, equipment, or other classroom materials. In severe situations, total restitution may be required of the student or parent.

### **Checks**

Checks may be made to ATC. Parents will be notified if a check is returned for insufficient funds. Payment must then be made in cash. There is a \$20 fee for each returned check. If two checks are returned for insufficient funds from any family, no additional checks will be accepted during the school year.

### **Publicity**

ATC will work to develop a cooperative relationship with local newspapers and area television stations. During the year we receive requests to photograph or video students at school for use in media coverage. If you do not wish the media to use photographs or video of your child, please notify the school office. In order to publish information or photographs of students on the Internet, a "Permission to Publish" form must be signed by both the student and a parent or legal guardian of that student.

### **Release of Student Information**

The name, address, and telephone number of enrolled students is considered public record. If you do not want this information released, the guidance office must be notified by letter during the first two weeks of school.

### **Reporting of Threats**

Students must report serious threats to an appropriate school official. Students or parents may report concerns to school officials at 473-4282.

### **Interrogations of Students by Law Enforcement Officers**

All interrogations shall be conducted in private with an official school representative (principal or designated representative) present. Every reasonable effort shall be made to have a parent or guardian present. In those instances where a parent cannot be present within a reasonable period of time, school officials must allow interviews by law enforcement officials to proceed in the absence of a parent or guardian. Other non-school persons shall not interview students without administrative approval.

### **Fire Drills, Bomb Threats, and other emergencies are addressed in full in the Crisis Response Plan**

This document may be viewed in the administrative office or other designated places in the school.

Ringling of the fire alarm system will signal fire drills. Teachers and students will stop all work, leave books and materials behind, and go to the exit assigned to that classroom. The administration will indicate an **"All Clear."**

## PART C – THE RENEWAL CHARTER

### Computer/Internet Acceptable Use Policy

You are responsible for the choices you make when you use ATC's technology equipment and/or access the Internet. We expect you to own your behaviors and accept the consequences for appropriate and inappropriate choices when you use any of our school's equipment. We expect you to follow the conditions specified in our Technology Use Policy.

- Food or drinks are not be consumed in the computer labs or while using school computers.
- Any student who damages ATC's technology equipment or facilities will be required to make financial restitution for the damage he/she causes. In the event that the student does not or cannot make financial restitution, the student's parent agrees to be completely responsible for making financial restitution for the damage caused by his/her child.
- Students who access the Internet or use Email to engage in cyber-bullying, sexting, or who knowingly send or receive sexually explicit pictures or text, hate or racist information, or other related information that results in harm to another individual will face severe consequences that may include loss of technology/computer/Internet privileges for the remainder of the school year.
- Students are not to make changes to programs, computer settings, or other individuals' data. This includes adding programs to the server, changing established access or administrative settings, adding personal programs or software, downloading flash games or software of any type, or formatting disks—**without specific permission of the technology supervisor.**
- Users are not to attempt to gain access to Internet sites that are secured from intrusion or attempt in any manner to bypass the Sonic Wall.
- Students are not to access chat rooms or any other non-educational areas/sites on the Internet. This includes but is not limited to any type of site such as yahoo messenger or myspace.
- Individual students are responsible for logging on and off school computers with their assigned user name and password. Students will not log on/off using another user's login or password. Students will log off after they have completed their session or assignment.
- Students who are found to have violated any of the conditions or specific elements of ATC's Computer/Internet Acceptable use Policy are subject to loss of their computer and/or Internet privileges at school, use of school computers, and other disciplinary consequences for an amount of time to be determined
- WE EXPECT YOU TO MAKE WISE CHOICES MAKING WISE CHOICES ALLOWS YOU TO KEEP YOUR TECHNOLOGY USE PRIVILEGES IN TACT. IF YOU CHOOSE NOT TO ABIDE BY ATC'S ACCEPTABLE USE POLICY, YOU WILL BE HELD RESPONSIBLE FOR YOUR CHOICES.

- Parent/guardian's Acknowledgement:

I acknowledge and hereby release the Academy for Technology and the Classics, ATC's Internet provider, any other intermediary providers and operators, and any institutions with which they are affiliated from any and all claims and damages of any nature that may arise from my child's/children's use or inability to use the Internet connection provided by the Academy for Technology and the Classics. My release is without limitations or conditions and includes but is not limited to damages indicated in ATC's Computer/Internet Acceptable use Policy. Parents/guardians or caregiver will sign an acknowledgement page at the end of this handbook.



## **PART C – THE RENEWAL CHARTER**

### **TARDY POLICY**

STUDENTS ARE RESPONSIBLE TO BE ON TIME FOR CLASS.

Parents shall be notified after three tardies. It is the parent's responsibility to ensure that personal contact information remains, accurate.

If a student reaches five tardies, there will be a meeting of the parent and the school administration. This meeting will be scheduled at the earliest possible time. The student will attend school through the day of this meeting.

This same process will occur upon the 8<sup>th</sup> tardy, the 10<sup>th</sup> tardy, the 11<sup>th</sup> tardy, and each subsequent tardy.

### **ATTENDANCE POLICY**

#### **Compulsory Attendance Law**

The ATC governing council agrees with the state of New Mexico's Compulsory Attendance Law and believes that the fundamental right to attend public schools places upon students the accompanying responsibility to be faithful in attendance. Regular attendance is assumed to be essential for a student's successful academic progress.

When a student is absent from school for one or more periods in a day for any reason there must be communication between the parent and the school. The parent shall inform the school (473-4282) of the absence by 9:00AM on the day of the absence. If the parent knows the student will be out for several days the dates of absence must be provided. If the parent does not contact the school, the school will attempt to contact the parent.

#### **Excused Absences**

Excused absences are defined as absences that are due to participation in school-sponsored events, medically-related conditions, a death in the immediate family (father, mother, siblings, grandparents, aunts and uncles only), inclement weather which would be dangerous to the life or health of the student if he/she attended school, legal quarantine, or an emergency condition as determined by the principal. All other absences are unexcused absences. The school urges all parents to plan travel during non-school times.

#### **Unexcused Absences**

Unexcused absences include, but are not necessarily limited to: work, truancy, and babysitting.

The school does not sanction unexcused absences for any reason.

The student may not leave school during the school day without permission from the office.

The school will inform the parents daily of such absence of their student, if the school has not been notified that their student will be absent. This notification will include written notification at the third full day of absence, the fifth day, and the tenth day in accordance with the Compulsory School Attendance Law.

#### **5<sup>th</sup> Unexcused Absence**

If a student reaches five unexcused absences, he/she is considered to be a student in need of early intervention. If a student accumulates 5 unexcused absences, there will be a meeting of the parent and the school administration. This meeting will be scheduled at the earliest possible time. The student will attend school on the day of the scheduled meeting. If the parent and child do not attend the meeting, the case may be reviewed by the Juvenile Probation Office (JPO).

Upon the tenth unexcused absence the school will send a written notice of habitual truancy by mail to the parent. The student shall be reported to the Juvenile Probation Services Office of the judicial district where the student resides. The student will be required to meet with the ATC school administration to develop a credit recovery plan to include makeup of all missing work. The student may be considered for a drop from the class (es). If a student is dropped from a class, he/she must makeup that class to remain on track for graduation. The student will be required to achieve a 70% final average for all classes in order to earn credit for his/her classes.

## PART C – THE RENEWAL CHARTER

Upon the tenth absence of any kind the parent will be required to meet with ATC school administration to discuss possible interventions to improve the student's attendance. Serious consideration will be given to the reality that the student may not graduate on time due to lack of sufficient credits.

Regardless of the type of absence, the student is responsible to stay current with his/her school work. For any absence, the school and its teachers shall supply make-up work. Each teacher will outline how students can negotiate make-up assignments and clearly explain the process to students. When a student requests make-up work, teachers will work with that student to provide guidance to complete the necessary work.

### **Truancy**

Truancy is the habitual and unlawful absence from school. In accordance with the New Mexico School law on mandatory attendance, the parent(s) and/or legal guardian is responsible for requiring any student under his/her control or charge to **attend school regularly. If a student under the age of 18 years becomes truant, the parent or legal guardian of said student may be guilty of misdemeanor and subject to legal action.**

Students may not leave school between classes or during any class without permission from the office. A student will be considered truant/unexcused if he/she leaves school without permission, comes to school but does not attend classes, leaves campus without the permission of a school official, or obtains permission to go to a certain place but does not report to that place. Students who are found in violation of these rules will suffer the loss of certain privileges.

ATC feels so strongly about 100% attendance that we make sure parents are notified and involved at the earliest possible time. We will ask parents to be present for a meeting if their student does not follow our school's attendance expectations. The school takes attendance very seriously because every hour missed is learning missed. Our goal for attendance goes hand in hand with our goal for student academic and personal success. Students with chronic absences do not do well in school.

We believe that a partnership between parents and the school is an important step in assuring that the student succeeds. Be assured that ATC will work with our students' parents to address issues related to attendance.

### **Make-Up Work**

Makeup work is always available for students. It is the student's and parent's responsibility to contact the teacher for makeup work. A reasonable amount of time will be given to submit makeup work.

### **Field Trip Notification**

Each student who takes part in a field trip must complete a permission slip, have it signed by a parent or guardian, and return it prior to the trip. This written permission must be in hand prior to departure. Verbal permission will not be acceptable. All school rules apply while on field trips. Assignments missed due to field trips are to be made up in accordance with the make-up policy for that class. Permission to go on school field trips will be based upon a student's grades and/or attendance. Students who are academically or behaviorally at risk may be excluded from school-related activities at the discretion of the school administration.

### **Non-Participation Rule for All Extra-Curricular Activities**

Students must be counted present for the day in order to participate in any school sponsored extra- teacher curricular activity which may occur after school hours.

## PART C – THE RENEWAL CHARTER

### ACADEMICS

#### Student Assessment

Grading scale:

90 – 100 = A	80 – 89 = B	70 – 79 = C
60 – 69 = D	0 – 59 = F	I or Incomplete

An incomplete may be given if in the judgment of the instructor, the reason for incomplete work warrants an extension of time. Any incomplete must be removed within the first two weeks of the next grading period or the grade becomes an “F.” The final average will be calculated as specified in the course syllabus.

Rank is determined by taking the numerical final average for each unit attempted and dividing by the number of units attempted. The GPA is determined by awarding points for each final average letter grade. Total points are then divided by the number of class credits attempted by the student. Points are:

A = 4 points	B = 3 points	C = 2 points
D = 1 point	F = 0 points	

#### Promotion to Grades

Promotion to Tenth Grade – students must have accumulated six credits.

Promotion to Eleventh Grade – students must have accumulated 12 credits.

Promotion to Twelfth Grade – Students must have accumulated 19 credits including three credits in English, Math and Science, and three credits in Social Studies.

#### Reporting of Grades

Students will receive a report card twice per semester. The end of each grading period and the dates that report cards will be distributed are as follows:

October 28	End of first grading period
November 4	Report cards will be mailed
January 21	End of second grading period
January 28	Report cards will be mailed
March 31	End of third grading period
April 8	Report cards will be mailed
June 2	End of fourth grading period
June 9	Report cards will be mailed

A final grade of 100 is considered as perfect at ATC. No higher grade will be awarded on the final transcript. Transferring students with final averages more than 100 in any subject will have the transferred grade on the permanent record. However, in determining rank, any grade greater than 100 will be averaged as 100.

#### Guidance Services—Through the Student Services Coordinator

The Student Services Coordinator provides guidance services are available for every student in school. Services include assistance with educational and career planning, help with academic concerns, or with other concerns. The Counselor provides for crisis counseling services.

## PART C – THE RENEWAL CHARTER

### Schedule Changes

All student scheduling and schedule changes must be handled through the Student Services Coordinator. Schedule changes will be considered up to one week after the beginning of the semester. Schedule changes will be approved only after evaluating the reason for the request, completing a student credit check and with department/teacher approval.

Students are required to follow their assigned schedule.

### Graduation Requirements

It is the responsibility of the student and parent to be aware of graduation requirements and the individual's status. The guidance office can be contacted for the student's current standing. The student services coordinator works with each student each year in planning classes and checking credits. **Please read the policy for graduation and participation in the commencement services beginning on page 20 of the handbook.**

High school students at ATC are required to earn the following 26 credits to graduate:

Course	Credits	Explanation
English	4	English I,II,III,IV
Math	4	Any four math classes. College-bound students are advised to take Algebra II
Science	4	2 must be lab science
Social Studies	4	*New Mexico History, Geography, World History, United States History, Government/Economics
Modern Language	3	German, French, Latin, Italian, Spanish. Students must take a second year of one language
Communication	1	Emphasis on writing and speaking
Physical Education	1/2	
Health	1/2	
Electives	5	

### Transcript & Record Requests:

Requests for student records and transcripts must be made directly to the Student Services Coordinator. Please note that processing and preparation of student records and transcripts may take one to two weeks, depending on the time of year. Please do not ask for an immediate response to your request.

If the transcript is to be sent to a specific school or program, a sealed official transcript will be sent directly to the recipient from the ATC Administrative Office.

Final transcripts will be available three weeks after graduation for all seniors. Final transcripts will be sent directly to the colleges and universities that the student has requested. An official transcript will be placed in the student's cumulative file for future student requests. The cost of sending official transcripts is as follows: two transcripts are sent at no charge; a fee of \$2.00 is charged for additional requests.

## PART C – THE RENEWAL CHARTER

### Santa Fe Community College: Dual & Concurrent Enrollment

#### Santa Fe Community College: Dual Enrollment

The State of New Mexico will pay for authorized dual enrollment classes offered at SFCC during the spring and fall semesters. Students may take 1 dual Enrollment course per semester. Students may also take a class in the summer between their junior and senior years. Junior and senior students who have a GPA of at least a 2.5 are eligible for dual enrollment. Some classes may require prerequisites or placement tests for enrollment. Students receive both college and high school credit for classes in which they receive a passing grade. These classes apply toward graduation credit requirements. Dual credit classes cannot duplicate any classes offered at ATC and cannot conflict with the student's ATC schedule. Dual enrollment classes are taken after school or on Saturdays. In certain circumstances, senior students can leave campus early to attend their SFCC classes. Transcripts for dual enrollment students are sent automatically to ATC at the end of each semester. ATC purchases textbooks for classes. Books must be returned and in reusable condition at the end of the semester or at the time of withdrawal, or the student is responsible for payment to ATC for the full price of the book. Any lab or activity fee connected to the SFCC class is to be paid by the student.

Students are not allowed to take any class for a required credit during the last half of their senior year. They may take classes the last half of that year for extra credit.

Students who receive a D, F, or W (withdraw after the reimbursement period), are responsible for reimbursement to ATC for the amount of the class. No student records, grades, or transcripts will be released by ATC until reimbursement has been made.

Text books are assigned to the students at the beginning of each semester, and must be returned upon withdrawal from, or completion of the class. **If books are not returned or are returned damaged, and not in reusable or "buy-back" condition, the student is responsible for the full cost of the book(s).**

ATC will send home with students their SFCC Dual Enrollment contract. Please review the contract with the students and sign them. SFCC requires signatures from both, the student and the parent/guardian. It is important that the contracts be signed, and return to the school. If the contracts are not completed and returned to ATC by the 2nd week of classes at SFCC, the student will automatically be dropped from his/her Dual Enrollment class.

#### Concurrent Enrollment:

If a student takes a concurrent enrollment class at SFCC, they will receive college credit for the class, but not high school credit. Neither ATC nor the State of New Mexico will pay for concurrent enrollment.

## PART C – THE RENEWAL CHARTER

### STUDENT CONDUCT

**Our goal is for students to accept responsibility for their choices and behavior.**

#### Classroom Conduct

The greatest opportunity for students to learn self-esteem, self-discipline, and respect for others occurs in the classroom under the direction of the classroom teacher.

If a student evidences a lack of respect for established rules, teachers shall assist the student in recognition of the inappropriate action, help the student identify the rule he/she is breaking, and help in the development of a plan for making appropriate choices in behavior. This is an effort to address the problem before it becomes a situation warranting punitive measures.

Teachers shall apply logical, appropriate consequences for student misbehavior, including, but not limited to, immediate intervention, student conferences, parent conferences, and teacher's detention. Student misconduct which is intense or frequent enough to cause significant disruption in the instructional program shall be referred to an administrator for appropriate disciplinary action. Documentation of previous interventions will be required before sending a student to the administration for disciplinary action.

**Rules of Conduct – a complete copy of the rules of conduct is posted in all classrooms so that all individuals in the classroom may see them.**

Students must courteously and respectfully comply with the reasonable request of any teacher, staff member, or administrator in or out of the classroom. Students are expected to give their names if asked of them by any staff member.

- Any conduct that is **potentially illegal or disruptive to** the school or learning environment is prohibited.
- Each teacher has the authority to designate additional rules for his/her class. A copy of these classroom standards will be given to the student during the first week of class.
- **Students are not to go to the parking area or cars unless special permission has been granted. Students are not to loiter in or around parked cars before or after school or during lunch.**
- Students who bring cellular phones or other digital playback devices (audio or video) must use them only at approved times. This means e-devices of any type may not be used during class time or during other times when instruction is being delivered, unless the instruction actively involves such a device. If a student violates the use expectations for electronic devices, the device will be confiscated and returned at the end of the class period.
- Headphones or recorders may only be used in a classroom with the **permission of the teacher and if the use of these items is a part of the curriculum or instructional strategy for a particular student or students.**
- School buildings will be opened at **8:00AM** and will be locked at **5:15PM**.
- Any student who is out of his/her assigned class for any reason **must have a hall pass**. It is the responsibility of the student to see that he/she has the hall pass with the prior approval of the teacher.
- Pets are not to be brought to school without permission.
- Skateboards are not to be ridden while on the school campus. If a student brings a skateboard to school, he/she agrees that it must be immediately brought to the designated area where it will be stored. The student can then retrieve their skateboard at the end of school.
- Students are not to engage in public displays of affection.
- Students who engage in acts of cheating, forgery, plagiarism, hacking and/or other forms of dishonesty that involve any aspect of school, school records, or school assignments will be disciplined appropriately.
- Written or verbal proposals to engage in inappropriate acts are prohibited.

## **PART C – THE RENEWAL CHARTER**

### **Guidelines for Student Dress**

Students are expected to dress appropriately and respectfully for school. Discretion will be used to determine the appropriateness of a student's dress on an individual basis. Dress which is too revealing, advertises drugs, alcohol or tobacco, or sayings/language which are rude or offensive will not be tolerated.

The administration reserves the right to address individual instances of inappropriate dress that are not covered by these guidelines, and classes missed to address this issue will be unexcused. Excessive abuse of the dress expectations will result in appropriate disciplinary action.

### **Bus Conduct**

Riding the bus is a privilege that our students enjoy because we make special provisions for this service. Bus transportation includes a great deal of responsibility because of the potential for accidents and mechanical problems. For this reason students must obey all of the commands of the bus driver and comply with requests for help or assistance. The Santa Fe Public Schools allows us to use their busses for transportation and any severe or continued inappropriate behavior could result in the loss of bus privileges for all students of ATC. We expect you to exhibit exemplary behavior on the bus.

Students may not do anything, including making loud noises that distract the bus driver from his or her driving responsibilities.

- Students may be assigned seats.
- Failure to obey the bus driver will result in disciplinary action.
- Students may not deface anything on the bus.
- Students must remain seated while the bus is moving and must not have anything outside of the window.
- If students have any questions about proper behavior on the bus they should ask the bus driver.

### **Motor Vehicle Use by Students**

The speed limit on school grounds is 5 miles per hour. Violators may lose their driving privileges.

Motor vehicles must be parked in the school parking lot in the designated parking spaces. Students may not return to their vehicles during school hours without permission from the office.

The ATC governing council and administration do not assume any responsibility for individual vehicles, including contents of the vehicle. Any risk or loss or damage to a driver's vehicle is solely born by the owner and/or driver of the vehicle.

**Students who drive vehicles to school must register them with the office and receive a parking sticker. Proof of a valid driver's license and insurance is required.**

### **Sexual Harassment**

Sexual harassment consists of unwelcome verbal or physical conduct of a sexual nature. Such conduct will not be tolerated in this school. Any person who feels they have been victimized should report it to an administrator immediately.

### **Bullying, Threats, Harassment**

\*Harassment, threat, or intimidation of another student or employee, which includes verbal insults, cyber-bullying, sexting, unfair criticism, name calling, spreading rumors, mocking, teasing, threatening or obscene gestures, menacing stares, hitting, throwing, using a weapon, taking someone's belongings, forming coalitions against someone, persuading others to do any of these behaviors will not be tolerated at ATC. Any student who feels he/she has been bullied, threatened, or harassed should report it to an administrator immediately. Allegations will be investigated and evidence collected for determination of action.

**\*Students who engage in any of the above mentioned behaviors are subject to disciplinary action.**

## **PART C – THE RENEWAL CHARTER**

### **Weapons**

Possession of dangerous weapons on school premises is illegal and prohibited. A dangerous weapon is defined as a knife, club, gun, chain, or any other object deemed dangerous by the principal. This policy pertains to the possession of a weapon at school, on school grounds, on school bus, and/or at any school sponsored event before, during, or after regular school hours. Coats and backpacks may be searched and students may be asked to empty their pockets. **Any student who violates this policy shall be subject to immediate expulsion. The local police will be notified.**

### **USE OF TOBACCO AND/OR OTHER ADDICTIVE OR CONTROLLED SUBSTANCES:**

#### **Searches on School Property**

Desks, lockers, and other equipment at any school belong to the school district and, although assigned to particular students for use, may be entered and searched by school officials whenever school officials have reasonable belief that some substance or other material is contained therein which is illegal, harmful to the safety of the student or to the student body as a whole, or significantly disruptive or dangerous to the overall educational process of the school. Backpacks and coats may also be searched by a school official when there is reasonable cause to believe that there are materials or substance inside the coat or backpack that are illegal, a threat to health or safety, or may significantly disrupt the educational process or orderly operation of the school. Students may be asked to empty their pockets, if school officials have reasonable belief/suspicion that the student may be in possession of illegal or dangerous material or substances.

Any items specifically prohibited by law, by the Governing Board, education policy, or by fair and reasonable local school requirements may be confiscated by school officials. Such prohibited items shall include, but are not limited to:

**Any weapons, illegal drugs of any sort, prescription medicines not used in the prescribed manner, alcoholic beverages, pornographic material or otherwise obscene material.**

**Any other object, controlled substance, or material which would be a violation or evidence of a violation of Federal or State law, or by Board policy, or of the local school's fair and reasonable regulations.**

**Please read the additional policies on addictive and controlled substances in the special policies section of this handbook (p. 25).**

### **Procedures to address unacceptable behaviors**

Chronic violations of the Student Code of Conduct will result in appropriate disciplinary action to include:

**Staff Parent/Student Contact** – Staff member will conference with student and/or parent.

**Administrator/Parent/Student Conference** – Administrator, student and parent will be involved in a discussion at school.

**School Service Activities** – will be assigned on Saturday. Schoolwork, campus clean up and/or behavioral intervention strategies will be the activities on Saturday. School Service is assigned by administrator.

**Out-of-School Suspension** – Students are not allowed on campus and may not attend classes until their parents and school administration agree on the positive behaviors that must be demonstrated by the student prior to readmission. An out-of-school suspension can range from one to ten days. Students may not attend any school-sponsored activities during the time of suspension.



## **PART C – THE RENEWAL CHARTER**

**Long-Term Suspension** – To protect the majority of the student population, it may be necessary to disenroll students whose presence may interfere with the atmosphere of calm and order. Students may be re-enrolled after they agree in writing to conform to appropriate behaviors. A long-term suspension is eleven or more days. Procedures as outlined in SBE Reg. 81.3 will be used for long-term suspensions. Special Education students require alternate due process procedures as described in this regulation. These procedures that are designed to protect disabled children will be followed precisely.

**Expulsion** –New Mexico State Board of Education Regulation 81.3 will be followed in cases requiring long-term suspensions and expulsions.

A student who must be expelled has lost his/her right to be to be a student at ATC. A student may be expelled only upon the recommendation of the governing board of ATC and the school principal.

**Referral for Legal Action** – When the unacceptable behavior is a direct violation of state and federal laws, the case will be referred to law enforcement officials.

**Restitution** – Restitution will be sought for damage or for the theft of personal or school property. This includes damage to the school facilities, textbooks, materials and supplies for which the student and parent are responsible.

**Contractual Agreements** – In any of the discipline situations, contracts may be used to clarify and define the guidelines and consequences as needed on an individual basis.

**Student Due Process** – The ATC governing board defines the procedures for appealing administrative decisions. The staff of the school shall comply with provisions of the appeals procedure. To initiate an appeal, the student and/or parents must confer, within seven calendar days, with the school principal concerning the initial decision. This appeal may be in writing or can be scheduled by conference with the principal. The principal's decision can be appealed to the governing board if the decision is perceived to be unduly harsh or unfair.

The following steps shall be used when appealing a principal's decision: (1) The appeal must be in writing; (2) be received within the established time frame of either the student or parent being informed; and (3) be delivered to the administrator involved in each step.

An appeal to the governing board must be in writing and received within seven calendar days after notification of the principal's decision. The governing board may modify or overrule the decision based on the written report.

**We want you to have an exceptional and enjoyable school year.**

**Make wise choices.**

**Should you participate or engage in inappropriate behavior,  
you will own your behavior and be held accountable for your choices.**

## **PART C – THE RENEWAL CHARTER**

### **The Family Educational Rights and Privacy Act**

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

School officials with legitimate educational interest;

Other schools to which a student is transferring;

Specified officials for audit or evaluation purposes;

Appropriate parties in connection with financial aid to a student;

Organizations conducting certain studies for or on behalf of the school;

Accrediting organizations;

To comply with a judicial order or lawfully issued subpoena;

Appropriate officials in cases of health and safety emergencies; and

State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

For additional information or technical assistance, you may call (202) 260-3887 (voice). Individuals who use TDD may call the Federal Information Relay Service at 1-800-877-8339.

## **PART C – THE RENEWAL CHARTER**

### **Megan’s Law**

Notice to Parents and Guardians:

The New Mexico Department of Public Safety (DPS) regularly publishes information on registered sex offenders.

The Board of Education urges all parents and guardians of district students to check the listing of registered sex offenders residing within the district so that they may take appropriate precautions for the safety and welfare of their children/charges.

The listings include address of registered sex offenders in most cases, so parents and guardians may determine if registered sex offenders live near their children’s or charge’s schools, school bus stops, or their walking routes to school.

Parents and guardians may review the listings on the DPS’s website:

[www.nmsexoffender.com](http://www.nmsexoffender.com)

The listings may be searched by city, county and by other categories. If you do not have a computer in your home through which you can access the DPS website; you can utilize a computer at the public library or contact DPS directly at (505) 827-9193.

Pursuant to the Sex Offender Registration and Notification Act, the release of sex offender registration information is limited to those individuals convicted of a sex offense prior to that date and were incarcerated or on probation/parole as of that date. The integrity and accuracy of the information is based in the information provided at the time a sex offender registers. Address information is subject to frequent change. Information is updated when a sex offender registers, re-registers, after moving or following annual renewal; however, you are cautioned that the information contained on the web page may not reflect the current residence, status, or other information regarding the offender.

**If you believe there is a question regarding the accuracy of the information provided, please notify the DPS at (505) 827-9193.**

## **PART C – THE RENEWAL CHARTER**

### **Special Policies Section**

**When a parent, guardian or caregiver enrolls their child/children at ATC they give their complete consent to accept all expectations and policies of ATC and the ATC Governing Board. Likewise, when the student enrolls, he/she acknowledges consent and agreement that he/she will follow all expectations, policies and requests from all members of the ATC Staff. A place for the signatures is provided on a special page at the end of ATC Student Handbook.**

### **POLICY ON GRADUATION AND PARTICIPATION IN ATC COMMENCEMENT / GRADUATION EXERCISES**

#### **Participation in Graduation Exercises**

Graduation dates for students at The Academy for Technology and the Classics charter school are scheduled on the yearly school calendar and approved by the ATC Governing Board. Graduation dates and times may not be changed without approval of the principal.

Graduation exercises will be scheduled at the completion of the regular school year and at the end of the summer school session. Students who opt for early graduation may participate in either one of the graduation ceremonies.

The school principal must assure that all students who participate in the graduation ceremony have met all requirements for graduation including completion of all course requirements and successful passage of required state exams. The principal must develop procedures for routine credit checks through the school's Student Services Department to assure that students are on schedule for graduation. The principal or designee must notify students and parents if it is determined that the student will be unable to meet requirements for graduation. The principal or designee cannot approve participation in graduation ceremonies if a student has not met all State and District requirements for graduation.

The principal or designee must assure that students have ample time to review and approve their name as it will appear on the diploma.

#### **Replacement of Grade When Courses are Retaken**

Note: The following policy on grade replacement is Applicable to Secondary Students in Grades 9-12.

The Governing Board of ATC School recognizes that students may complete a course from time to time and receive a D or F grade. In order to encourage students to achieve to their maximum potential, the ATC Governing Board authorizes the principal or his or her designee the authority to allow students to retake the course in question and replace it with a better grade, if it is earned, once the D or F grade has been recorded on a secondary transcript. In making the decision to retake a course, school officials and students need to be keenly aware of credit earned and credit requirements for graduation.

Courses may be taken at ATC, through alternative course offerings (see SFPS policy #320) or a higher education institution if such institutions are accredited by the State Board of Education of the state in which the entity is located, or at a college or university which is regionally accredited for such purposes. If a course is taken outside the Santa Fe Public School District or at an institution other than ATC, appropriate documentation must be included with the request to change the student's grade. The documentation shall include a grade report with passing grade noted and credit earned. If a student elects to change a D or F grade, that student will not be eligible for valedictory or other class ranking for graduation purposes.

#### **Student Graduation Speeches**

Students may deliver speeches during graduation as an approved part of the ceremony. Principals may review the content of such speeches, but must be careful not to censor speeches unless such speech contains profanity or derogatory statements against a class, race or group. Federal law protects student speech including references to religious or political material.

## **PART C – THE RENEWAL CHARTER**

### **Graduation Requirements for Special Education Students:**

The Individualized Education Program (IEP) team is responsible for determining whether students with disabilities and receiving special education services have completed a planned program of study making him/her eligible to receive a diploma or certificate.

Upon completion of a planned program of study that meets the following requirements of 6 NMAC 3.2.9.18.9, the student will be awarded a diploma:

A standard program of study meeting or surpassing all requirements for graduation based on New Mexico Standards for Excellence with or without modification of delivery and assessment.

A career readiness program of study based upon meeting the State Board of Education's Career Readiness Standards with Benchmarks as defined in the IEP.

An ability program of study based upon IEP goals and objectives, referencing skill attainment at a student's ability level which may lead to meaningful employment.

A student who receives special education services may be granted a certificate when:

The IEP team provides documentation and justification for the use of a certificate for an individual student and a follow-up plan of action.

- A student who receives a certificate is eligible to continue receiving special education services until receipt of a diploma or until the end of the academic year in which the student turns 22 (twenty-two). The receipt of a diploma terminates the service eligibility of students with special needs.

**References: 6 NMAC 3.2.9.18.9**

### **Motor Vehicle Use by Students**

Individuals who drive in an unsafe manner may be prohibited from driving cars to school.

Students' vehicles must be parked in the school parking lot in designated RED parking spaces. Students may not return to their vehicle at any time after parking until school is dismissed. Unauthorized returning to vehicles may result in the loss of driving to school privileges.

The ATC governing council and administration do not assume any responsibility for individual vehicles, including contents of the vehicle. Any risk or loss is solely born by the owner and/or driver of the vehicle.

Students who drive vehicles to school must register them with the office and provide proof of driver's license and insurance.

### **Permission to Publish**

In order to publish information or photographs of students on the Internet or in newspapers, a "Permission to Publish" acknowledgement must be signed by both the student and a parent or legal guardian of that student. There is a "Permission to Publish" signature block attached to the general acknowledgement parental signature form at the end of this handbook

## PART C – THE RENEWAL CHARTER

### Computer/Internet Acceptable Use Policy

You are responsible for the choices you make when you use ATC's technology equipment and/or access the Internet. We expect you to own your behaviors and accept the consequences for appropriate and inappropriate choices when you use any of our school's equipment. We expect you to follow the conditions specified in our Technology Use Policy.

- Food or drinks are not be consumed in the computer labs or while using school computers.
- Any student who damages ATC's technology equipment or facilities will be required to make financial restitution for the damage he/she causes. In the event that the student does not or cannot make financial restitution, the student's parent agrees to be completely responsible for making financial restitution for the damage caused by his/her child.
- Students who access the Internet or use Email to engage in cyber-bullying, sexting, or who knowingly send or receive sexually explicit pictures or text, hate or racist information, or other related information that results in harm to another individual will face severe consequences that may include loss of technology/computer/Internet privileges for the remainder of the school year.
- Students are not to make changes to programs, computer settings, or other individuals' data. This includes adding programs to the server, changing established access or administrative settings, adding personal programs or software, downloading flash games or software of any type, or formatting disks—**without specific permission of the technology supervisor.**
- Users are not to attempt to gain access to Internet sites that are secured from intrusion or attempt in any manner to bypass the Sonic Wall.
- Students are not to access chat rooms or any other non-educational areas/sites on the Internet. This includes but is not limited to any type of site such as yahoo messenger or myspace.
- Individual students are responsible for logging on and off school computers with their assigned user name and password. Students will not log on/off using another user's login or password. Students will log off after they have completed their session or assignment.
- Students who are found to have violated any of the conditions or specific elements of ATC's Computer/Internet Acceptable use Policy are subject to loss of their computer and/or Internet privileges at school, use of school computers, and other disciplinary consequences for an amount of time to be determined
- **WE EXPECT YOU TO MAKE WISE CHOICES -- MAKING WISE CHOICES ALLOWS YOU TO KEEP YOUR TECHNOLOGY USER PRIVILEGES. IF YOU CHOOSE NOT TO ABIDE BY ATC'S ACCEPTABLE USE POLICY, YOU WILL BE HELD RESPONSIBLE FOR YOUR CHOICES.**
- **Parent/guardian's Acknowledgement:**

I acknowledge and hereby release the Academy for Technology and the Classics, ATC's Internet provider, any other intermediary providers and operators, and any institutions with which they are affiliated from any and all claims and damages of any nature that may arise from my child's/children's use or inability to use the Internet connection provided by the Academy for Technology and the Classics. My release is without limitations or conditions and includes but is not limited to damages indicated in ATC's Computer/Internet Acceptable use Policy. Parents/guardians or caregiver will sign an acknowledgement on page 24 of this handbook.

## PART C – THE RENEWAL CHARTER

### ATC Policy on Visitors to the School

The ATC Governing Board believes the school must maintain a safe campus that is free from unnecessary problems or disruptions to the educational process. The policy that follows is intended to improve our ability to assure that students are safe from potential actions of unauthorized person who may enter ATC property.

ATC is considered to be a closed campus. That means outside visitations are controlled and permission to visit must be obtained from the school administration. All individuals are required to check-in at the office when they arrive. No one is exempt from the check-in requirement.

Parents or Guardians are welcome and encouraged to visit the school at any time.

Other family members may also visit for an official purpose such as delivery of school-related materials, medical supplies, delivery of a parent communication to a student, or special checkout (if verified by parent via written or verbal notification). Visits for social purposes are not allowed.

**\*Non-family visitors: Visiting a student is limited to one (1) fifty minute class period.**

**Former ATC students** who were in good standing when they withdrew or graduated and who had no major/serious discipline concerns while they were a student at ATC may visit the school with permission of the administration. These individuals must check-in at the office and obtain permission to visit from a school administrator or the designee. Office staff will not be allowed to give permission for visitations.

**\*Individuals who are not former ATC students may be allowed to visit the school only if their request is submitted 24 hours prior to the date and time they wish to visit.**

**There will be no exceptions to the former student requirement without specific administrative approval.** Permission to contact an ATC student will be solely at the discretion of the school administrator or designee. If permission is granted, the administrator or designee will provide a written authorization to the individual visitor(s). This authorization is for only one specific date and time. If permission is not granted to remain on ATC property, the individual will have to leave ATC property immediately.

Teachers or other staff members will not give permission or permit unauthorized individuals to contact students.

Note: If an unknown individual arrives at the school, claims to be a relative, and requests to visit or check-out a student he/she will not be allowed to visit or remain on ATC property without positive picture identification and a determination that they are, in fact, related to and have a specific reason to visit an ATC student. The administrator or designee may Xerox and keep a copy of the identification provided by any individual who asks to visit anyone at the school.

To prevent any unnecessary emotional upset or hard feelings, it is recommended that any visitor other than a parent, guardian, or other individual listed on the student's personal information form (white office binder) bring a signed document from the parent or guardian requesting that the individual be allowed to contact the student. The school administration will determine the validity of the request and may/may not allow the individual to remain on campus. Law enforcement officials, professional service providers or others who accompany a parent or guardian are allowed to remain on campus to complete their business.

\* Exceptions to the 24 hour prior request or the 50 minute visitation limitation may be modified for special events, theme days, or other designated activities held on campus with authorization from an ATC administrator or designee.

Variations or exceptions to any and all of the above must be approved by an ATC administrator or designee.

## PART C – THE RENEWAL CHARTER

### **Policies for Use and Possession of Illegal Substances, Alcohol, and/or Tobacco**

Process Steps for students who possess use, distribute or traffic illegal or controlled substances or drug-related paraphernalia on ATC property. Controlled substances prescribed by an individual's physician and used as prescribed by that individual are not subject to the process described below. Students are exempt if they find a substance and immediately turn in the substance to an ATC staff member.

When a staff member witnesses or can otherwise substantiate that a student or other individual on ATC property possesses, distributes, traffics, is under the influence of controlled or illegal substances, or possesses paraphernalia/items used for the transport, sale, or use of illegal drugs the procedures below will be followed.

11. If the staff member finds a student under the influence of or in possession of an illegal substance or drug paraphernalia, the staff member will confiscate the items.
12. The staff member will immediately contact the office and make arrangements for the student/individual to be brought to the principal's office.
13. The student or individual will be provided with first aid, if required.
14. The student or individual will be isolated from other students and placed under continuous visual adult supervision until a law enforcement official arrives.
15. The confiscated substance or items will be given to the principal or the principal's designee for safekeeping and transfer to law enforcement as required.
16. Law enforcement officials will be notified.
17. Every effort will be made to notify the student's parent or guardian of the incident.
18. If contact is made with parents/guardians they will be requested to immediately report to the school. They will be informed that law enforcement officials will be notified.
19. If the student or individual smells of marijuana or is visibly intoxicated and smells of alcohol, the principal or designee may, with another staff member of the same sex as the student present, search the student for contraband. Physical searches of students will not progress beyond asking the student to empty the contents of his/her pockets and a search of backpacks, purses, book bags, lockers, or items of a similar nature. No further searches are to be conducted by ATC staff members. Further searches will be conducted only in the presence of the student's parent or by a law enforcement official.
20. If a student smells of marijuana or alcohol or is suspected of being under the influence of illegal or controlled substances, a search of the student's locker and/or car may be conducted by a school administrator or designee.

### **Consequences for Use or Possession of Drugs, Alcohol, or Unauthorized use Controlled Substances**

The consequences for use or possession of illegal substances, drug-related paraphernalia or unauthorized use or possession of controlled substances on ATC property are described below. A separate procedure for tobacco use or possession is provided.

10. For a first offense, the student will be suspended for not more than five (5) days. **A manifestation determination (when appropriate) will be conducted within two school days.**
11. After the suspension is completed, the student and parent must meet with the principal or the principal's designee to discuss reinstatement options.
12. Upon reinstatement, the student and parent will sign and acknowledge a no repeat use or possession behavior contract.
13. The contract requires that the student enroll in and complete counseling for his/her substance abuse violation. For first offenses, counseling may be provided by a community based substance prevention program, a private licensed counselor hired by the parent, a minister, priest, Rabbi, or other spiritual counselor.
14. The parent must provide written documentation within two (2) weeks that the student has enrolled in a program. Otherwise, the student will be removed from school until his/her enrollment is verified in writing. Should the requested verification not be completed in a timely manner, the student may be recommended for long term suspension or expulsion.
15. Written verification must be provided to the school principal that the student has completed his/her designated counseling program.



## **PART C – THE RENEWAL CHARTER**

16. If the student fails to complete his/her counseling or has a repeat violation of the ATC illegal substance policy, he/she will be immediately suspended while a recommendation for long term suspension or expulsion is considered.
17. **Students who have a second offense** will be suspended for not more than ten (10) school days. After the suspension is completed, the student and parent will meet with the principal or the principal's designee to be informed that a formal meeting with the ATC Governing Board will take place. The purpose of this meeting will be to review the student's behavior and determine if the student should face an expulsion hearing or be conditionally reinstated.
18. **Students who have a third offense** will be suspended for ten (10) days and be subject to an immediate recommendation for expulsion by the school administration. The student and parent will be required to present themselves before the ATC Governing Board for an expulsion hearing. During the hearing, the ATC Governing Board will consider options regarding the student's continued enrollment at ATC.

### **Distribution or Trafficking Offenses**

Distribution and trafficking of alcohol and drugs are considered to be extremely serious offenses. Distribution is giving substances to other students. Trafficking is exchanging money for illegal or controlled substances.

### **Consequences for Distribution or Trafficking Offenses**

7. The ATC staff member will notify the principal or designee.
8. The principal or designee will first notify the parents and then notify appropriate law enforcement officials (usually the Santa Fe County Sheriff's Department). The student will be released to an appropriate law enforcement official.
9. The principal or designee will conduct a preliminary hearing to determine the predominant facts related to the incident.
10. Student is suspended for a minimum of six (6) days, but not more than ten (10) days.

### **A manifestation determination will be conducted (when appropriate) within two (2) school days.**

11. During the suspension, a meeting will take place between the parent, student, ATC administration, and others deemed appropriate by the ATC Principal to consider options for a Formal Hearing before the ATC Governing Board where consideration for long-term suspension, enrollment in an alternative placement, or expulsion will be considered (unless preempted by 504 or special education regulations)
12. Enrollment Probation: Any student who is allowed to return to ATC after engaging in any offense related to distribution or trafficking of alcohol, illegal substances, or drugs will be placed on enrollment probation. Any subsequent violation of ATC policies related to illegal or controlled substances or any of the serious offenses described in the ATC Student Handbook will immediately result in a formal recommendation for permanent expulsion from ATC and denial of future enrollment at ATC.

### **Tobacco Use and Possession**

6. The ATC staff member will inform the principal or designee immediately.
7. The principal or designee will inform the parents and establish a time for a meeting with parent(s) and student(s).
8. A no repeat use and no repeat possession contract will be completed.
9. The student and parent will be referred to free smoking and tobacco community classes in lieu of a three to five day suspension. The school will provide information on possible sources for classes. Verification of enrollment must be provided to ATC within two (2) weeks or the student will immediately be suspended for a minimum of three (3) days.
10. **After the first offense**, all other offenses will result in required formal tobacco avoidance classes or sessions, long-term suspension, or other options as determined by the ATC administration.

Note: ATC is located in the county. Therefore, officers from the Santa Fe County Sheriff's office respond to investigate reports of possession, use, trafficking, etc. of illegal or controlled substances.

Any actions, procedures, or imposed consequences by law enforcement or the courts are separate from the actions taken by ATC.

## **PART C – THE RENEWAL CHARTER**

5. When law enforcement officers arrive, they may/may not arrest the student but will likely interview the student at the school. Law enforcement officers will determine if they do/do not conduct an interview.
6. Law enforcement will complete a report of the incident and submit it to the proper juvenile or other agency (the student's age is a factor in reporting).
7. ATC has no control over the procedure followed by the law enforcement investigator who writes the report or by the legal officials that handle the case. The information we receive is limited. However, staff members may be asked to present evidence or give statements to the investigating officer.
8. Patience is required. The number of juvenile cases reported for action is significant. Therefore, it may be some time before we are able to determine the final legal outcome of any charges that are filed by the investigating officer. It may take several weeks before students are required to be in court. Charges indicated by law enforcement may/may not be reduced or dismissed when the student appears in court.

## What We Do

➤ **Board Responsibilities:**

- Set policy
- Conduct Strategic Planning
- Hold the Charter
- Maintain Fiscal Oversight
- Hire and evaluate Director

➤ **Director Responsibilities:**

- Facilitate the growth and prosperity of ATC
- Provide leadership in the areas of curriculum and assessment
- Direct organizational and fiscal development and accountability
- Hire, supervise and evaluate faculty and staff

➤ **Faculty Responsibilities:**

- Provide students with effective and innovative approaches to learning and help motivate them
- Accept students at their existing level of emotional/physical/intellectual skill and help them grow
- Align curriculum and assessment with NM standards
- Make all required accommodations for IEPs's and 504 plans
- Guide your own professional growth and technological literacy
- Communicate regularly with parents regarding student emotional/physical/intellectual progress

➤ **Student Responsibilities:**

- Engage actively in the learning process
- Complete assigned work to the best of your ability
- Ask for help when needed
- Show respect for yourself and to others and our facilities

➤ **Parent Responsibilities:**

- Engage as an active partner with the school by serving on committees, helping with fund and friend raising, participating in work parties
- Encourage your students and provide assistance with homework as needed
- Constantly monitor your student's progress
- Keep the school apprised of any relevant issues regarding your student's emotional/physical/ intellectual health

## PART C – THE RENEWAL CHARTER

### **Student and Parent/guardian's acknowledgement of receipt and agreement to comply with ATC policies and regulations.**

Parental signatures on this document acknowledge that when they enroll their child/children as a student at ATC parents give their complete and unrestricted acknowledgement and agreement that their child/children will abide by and follow all policies and regulations of the school and the ATC Governing Board. The student's also acknowledge that he/she is required to and will abide by and follow all policies and regulations of the school and the ATC Governing Board.

\_\_\_\_\_  
Print Student's Name

\_\_\_\_\_  
Student's Signature and Acknowledgement

\_\_\_\_\_  
Date

\_\_\_\_\_  
Print Parent/Guardian's Name

\_\_\_\_\_  
Parent/Guardian's Signature and Acknowledgement

\_\_\_\_\_  
Date

Note: This consent will be kept on file by ATC until replaced by a subsequent more recently dated form/copy.

#### **Permission to Publish Acknowledgement**

##### **Special note:**

If the parent or guardian of the student whose signature appears above wishes to allow the student's picture and /or personal information to be placed on the Internet or shared with news media/reporters, the parent/guardian must sign the following acknowledgement.

I give my complete and unrestricted permission for ATC to supply/publish my child's photograph and/or personal information to news media personnel and/or publish photographs and personal information about my child on the Internet or in newspapers. I agree and hereby do release The Academy for Technology and the Classics (ATC), its officials, officers, employees, and agents from any and all claims that may arise as a result of ATC providing or publishing my child's photograph and/or providing information about my child that is published in any form by any news source.

\_\_\_\_\_  
Parent/ Guardian Signature

\_\_\_\_\_  
Date

## **PART C – THE RENEWAL CHARTER**

# **Parent/Teacher/Student Coalition of the Academy for Technology and the Classics (PTSC-ATC) Hand Book**

**Bylaws as amended September 2009**

Available online at [www.atcschool.org/ptsc](http://www.atcschool.org/ptsc)

## **Article I: Name**

The name of the Association shall be the Parent/Teacher/Student Coalition of the Academy for Technology and the Classics (PTSC-ATC)

## **Article II: Objectives**

**T h e o b j e c t i v e s o f t h e P T S C - A T C a r e :**

- a. To plan and coordinate activities that supplement the academic program and enhance the school's sense of community;
- b. To encourage and facilitate communication between families and the school's administration, staff and governing council;
- c. To plan and coordinate fundraising to support identified activities and priorities.

## **Article III: Membership**

All parents or legal guardians of an ATC student, all teachers and administrators and all ATC students may participate as members of the PTSC-ATC.

## **Article IV: Executive Committee**

The PTSC-ATC shall be governed by an Executive Committee consisting of the elected officers and appointed chairpersons of standing committees. These positions are all non-paid and voluntary.

The terms of office for all members of the Executive Committee shall be two years, commencing with their installation at the last general meeting of the PTSC-ATC of the school year. Elected officers may only serve for a total period of four consecutive years. No two family members shall serve on the Executive committee simultaneously.

#### **Article V: PTSC-ATC Officers and Duties**

The elected officers shall consist of the following:

- President
- Vice-president
- Secretary
- Treasurer
- Communication Officer
- Volunteer Officer
- Fund Raising Officer

#### **DUTIES:**

**President:** The President presides at all PTSC-ATC meetings. The PTSC President is not an ex-officio member of the Governing Council. The PTSC elects two representatives to the Governing Council to serve staggered terms. The President shall insure that regular meetings of the PTSC-ATC are held; that an agenda for the meetings is created prior to meetings which are available for review by members of the organization. The President shall be a cosigner on the PTSC-ATC bank account. The President insures there is effective communication between ATC Administration and the PTSC-ATC.

**Vice President:** The Vice President presides at all PTSC-ATC meetings in the absence of the President. A vacancy in the office of the President will be filled by the Vice President.

**Secretary:** The Secretary insures that minutes of Executive Committee and general meetings are in type-written format and made available within a reasonable time frame for review and approval.



**Treasurer:** The Treasurer accounts for PTSC-ATC funds. This officer accepts and deposits funds in the PTSC-ATC bank account, writes checks as requested by the President and as agreed upon by the Executive Committee or the full PTSC-ATC, reconciles bank statements and provides financial updates at PTSC-ATC general meetings or as needed.

**Communication Officer (CO):** The Communication Officer insures that contact information for members of the PTSC-ATC is current and maintained for electronic and hard copy communication. The CO insures that information about activities of the PTSC-ATC is posted and/or communicated to all PTSC-ATC members.

**Volunteer Officer (VO):** The Volunteer Officer coordinates the activities of volunteer project chairs for PTSC-ATC activities. The VO acts as a liaison between the ATC Administration and the PTSC-ATC members regarding needed support or volunteer opportunities.

**Fund Raising Officer (FRO):** The Fund Raising Officer coordinates activities of fund raising project chairs. The FRO assists the PTSC-ATC to determine the annual fund raising goals, activities and to evaluate the outcomes of those activities relative to goals and future changes to fund raising activities.

The elected officers shall assist with the development of annual objectives of the PTSC-ATC. They have full authority to take action consistent with the SFPS Code of Conduct and the PTSC-ATC By-laws as necessary and in the best interest of the Coalition.

## **Article VI: Sub Committees**

There will be Sub Committees established as necessary to carry out the objectives of the PTSC-ATC. These committees and their function will be established by the elected officers in conjunction with the general membership.

Participation on sub committees, including chairpersons shall be non-paid and voluntary.

## **Article VII: Elections, Installation, Vacancies**

In order to be eligible for an elected position on the Executive Committee an individual must be a voting member of the PTSC-ATC.

Elections are held annually at the last general meeting of the PTSC-ATC of the school year. Nominations for elected positions can be made at any time prior to or during general meeting. Elections may be by show of hands or secret ballot as determined appropriate by a majority of the members present. Selection of officers shall be based on a simple majority of members present at the meeting. No proxy voting is permitted.

Installation of the newly elected officers shall be effective immediately. All documentation and records shall be made available at the last meeting of the PTSC-ATC of the school year.

A vacancy occurring in an office shall be filled by a majority vote of the Executive Committee. In the event of vacancy in the office of President, the Vice President shall fill the vacancy.

### **Article VIII: Meetings, Quorums, Voting**

The PTSC-ATC shall schedule monthly general meetings during the school year. General meetings should be scheduled in advance by agreement of the membership and are open to the entire PTSC-ATC membership.

Special PTSC-ATC meetings may be called by a majority vote of the elected officers or a written request to the elected officers.

Meetings of the Executive Committee and Sub Committees shall be scheduled based on need by the members of the committees and minutes shall be kept of meetings. All minutes shall be submitted to the Executive Committee for review, as necessary and appropriate.

Business may be conducted by electronic or telephonic methods as necessary and appropriate. For the purposes of the Executive Committee, a simple majority of the seven officers shall constitute a quorum.

Each member of the Executive Committee is entitled to one vote. Proxy votes are not permitted.

### **Article IX: Financial Management**

Fiscal Year:

The fiscal year of the PTSC-ATC shall be from July 1 to June 30.

#### Disbursement of Funds:

It shall be within the authority and discretion of the Executive Committee to determine the disbursement of funds generated through fundraising events. Any funds received through donations shall be deposited to the general fund of the PTSC, and its disbursement shall follow the format set forth in the fiscal policies stated in these Bylaws.

Expenditures of less than \$400 may be disbursed by the Treasurer with approval by a simple majority of the Executive Committee. Expenditures over \$400 must be presented at the next general meeting and voted upon by the members present. For purposes of expenditures, approval may be granted by a simple majority of members present.

The Treasurer shall report on expenditures (amounts and purpose) approved by the Executive Committee.

#### Audit:

The Executive Committee will perform an annual audit of the financial records prior to the end of the fiscal year. An individual or a committee (which may be from the PTSC-ATC membership at large) or may be the financial manager of ATC will review the financial records of the Coalition. The audit is to be performed after the bank records and ledgers are reconciled by the Treasurer, but before the first general meeting of the school year. The auditor must provide the Treasurer with a written report of findings and suggestions.

### **Article X: Ethics**

PTSC-ATC members and elected officers will act in service of and benefit to the ATC community. Members and officers will hold themselves to the highest code of ethics when conducting the business of the Coalition and will also act consistently with the SFPS Code of Conduct. Specifically, the following tenets will be observed:

Use respectful language in all communication

Foster support for continuous learning

Lead by example

Maintain professional relationships

Provide a culture of high expectations for all

Value all members and partners by displaying respect, fairness, honesty, integrity and support.

Work cohesively to gather and balance the input of all members and partners regarding decisions affecting ATC

Nurture an atmosphere of trust and openness

Use data to drive decisions

Create value by focusing on results

Support the PTSC mission in both words and actions

Demonstrate high standards of personal character

Find opportunities for personal service and encourage others to serve the community through volunteerism and financial support of projects

Make decisions that are not based on personal gain

#### **Article XI: Review and Amendments to Bylaws**

The Executive Committee shall review the Bylaws biannually or as frequently as deemed necessary. These Bylaws may be amended at any regular or special meeting of the PTSC-ATC by a simple majority vote of the members present.