



Corrales International School

An International Baccalaureate
Program for K-8 Students

Charter School Application
January 3, 2007

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RATIONALE FOR SCHOOL FOCUSED ON A GLOBAL CURRICULUM AND SECOND LANGUAGE STUDY

Global warming, natural disasters, terrorism, nuclear weapons proliferation, religious wars, reports of genocide in Africa, and illegal immigration have all recently filled the front pages of our newspapers and our television screens. However, despite the serious nature of these global problems many Americans remain alarmingly unaware of even the most basic facts associated with these international events. Several recently published reports support this view.

A report released in May 2006 by the National Geography Society demonstrates how little Americans know about the world. The National Geography survey of 18-24 year olds indicated that:

- 63% of young Americans failed to correctly locate Iraq on a map of the Middle East.
- 75% could not find Iran or Israel.
- Nine in ten could not find Afghanistan on a map of Asia.
- 54% were unaware that Sudan is a country in Africa.
- Even after heavy tsunami reports in December 2004, 75% of Americans failed to find Indonesia on a map. 75% were unaware that a majority of Indonesia's population is Muslim. The largest Muslim concentration in the world.
- Only 1 out of 5 young Americans owns a world map.

In terms of United States geography survey results indicated that Americans were not better prepared. The survey of 18-24 year olds revealed that:

- 50% could not find New York State on a map of the United States.
- Despite daily reports on the devastation left by Hurricane Katrina, 33% of Americans could not find Louisiana and 48% could not locate Mississippi on a map of the United States.
- 3 in 10 respondents put the U.S. population between one and two billion.

The attainment and use of a foreign language is also a serious concern. The National Geography study showed that young Americans believed:

- 74% said English is the most commonly spoken native language in the world.
- 14% believe speaking another language fluently is a necessary skill.

A concluding comment made by Humphrey Taylor of the Harris Poll (1998) shows "...that the fact that Americans believe more than half the world speaks English helps explain our linguistic myopia, which is reflected in the relatively low interest in foreign language study in this country." Furthermore, "Since very few high school

graduates are able to speak a foreign language, and fewer than 8% of college students enroll in foreign language courses, it is evident that as a nation we are not producing professionals with...language skills..." (Harris Poll #61, 1998)

To address the lack of international knowledge in the United States, researchers and policy makers have begun to ask for a change in schools. Douglas Richardson, Executive Director of the Association of American Geographers in Washington, D.C. stated, "We need to really now catch up in offering the foundation in geography in the middle schools and high schools." (NGS-Roper Public Affairs Geography Literacy Survey, May 2006)

Furthermore, American University Professor Pastor noted in the National Geography study that, "...young people who have more education, who have traveled outside the country, and who can speak a second language are more likely to answer more questions on the geography survey correctly." (NGS-Roper Public Affairs Geography Literacy Survey, May 2006)

Demanding a change in education policy and an emphasis on studying geography and foreign languages is just the beginning. A report, *The State of State World History Standards* by the Thomas B. Fordham Institute in Washington, D.C. June 2006, revealed the more than half of state world history standards failed to receive a passing grade. New Mexico's Social Studies Content Standards, Benchmarks, and Performance Standards received a "D." The foundation found the New Mexico's standards and benchmarks, "...throughout the middle-school years is cause for concern. World history is studied almost exclusively in the sixth grade. The only international topic that students address in the remainder of the middle school is 'the influence of Spain on the Western Hemisphere from colonization to the present.'"

The poor grade given to New Mexico's Social Studies Content Standards by the Fordham Institute should be a wake up call for education policymakers. State standards and benchmarks determine the school's curriculum. They determine what is taught and what is assessed. Standards and benchmarks are the underpinnings of classroom instruction, and therefore should contain the most comprehensive and rigorous course of study.

It is apparent that to address concerns raised by the National Geography Society, Fordham Institute and others more needs to be done at the classroom level. State social studies standards and benchmarks need to be re-written with an emphasis placed on world history, geography, and culture. Furthermore, students in elementary schools should be required to start the formal study of a second language.

It is essential that we all know as much as possible about other parts of the globe—the far distant as well as the near by—and that children begin learning about the interrelationships of places and peoples as soon as they have learned the concepts of home and community.


--Dr. James W. Scott, Professor of Geography and Director, Center for Pacific Northwest Studies, Western Washington University

Unfortunately, not many schools in the United States have answered the call. On the contrary, with more emphasis being placed on meeting federal and state requirements prescribed in the No Child Left Behind legislation, many schools have focused exclusively on teaching the basics. Foreign language programs have been eliminated and bilingual programs intended to maintain native language skills of English language learners or provide enrichment opportunities to English-speaking students have been significantly reduced. Public schools have responded to NCLB pressures by providing more opportunities for students to become proficient in areas currently assessed at the expense of other equally important content areas.

The Corrales International School (CIS) will provide its students with an integrated and standards-based global curriculum founded on educational principles established by the International Baccalaureate Organization (IBO). The IBO, headquartered in Geneva, Switzerland, provides three international education programs: 1) The Primary Years Programme for students age 3-12 or grades K-6th ; 2) The Middle School Years Programme for students age 12-16 or grades 7th -10th ; and the High School Diploma Programme for students 16-19 years old or grades 11th and 12th . CIS will offer students the Primary and Middle School Years Programme to students in grades K-8th . Both programs require students to engage in a rigorous global curriculum as well as in the study of foreign languages. Specific curriculum information on these programs is provided in Section C and Appendices A-I of this charter.


A. MISSION STATEMENT (number items 1-4)

Mission

The Corrales International School aims to develop inquiring, knowledgeable and caring young people who help create a better and more peaceful world through intercultural understanding and respect. CIS will graduate students who are active, compassionate, lifelong learners, and who have the academic and linguistic skills to understand other people. 

Corrales International School (CIS) will provide an educational program to students in grades K-8 founded on the principles of the International Baccalaureate Primary and Middle School Years Programmes. The Primary and Middle School Years Programmes offer students the opportunity to engage in a comprehensive global curriculum. Currently, there are only 60 such programs in the United States and none in New Mexico. CIS will be the first elementary and middle school to offer the programs in the state.

In addition, CIS's curriculum will meet or exceed all New Mexico State Content Standards, Benchmarks and Performance Standards. All IB curriculum materials are available in English, Spanish, and other languages.

The CIS will be open to K-8 students in the Village of Corrales and surrounding communities of Albuquerque, Rio Rancho, and Bernalillo as well as to other New Mexico families willing to transport their child(ren) to the school. The school will offer the Primary Years Programme for students in grades K-6th and the Middle School Programme for students in grades 7th and 8th.  In addition, to an international, standards-based curriculum, students will be required to learn Spanish in grades K-8th and add Chinese (Mandarin) in grades 6th-8th. Students will acquire a second and third language through an approach researched and developed in Canada known as one-way immersion.

Through the International Baccalaureate programs, CIS seeks to provide students with a unique opportunity to enroll at a school dedicated to the study of world civilizations, languages, and cultures. More specifically, the IB program will engage CIS students in the following areas:

- Building and reinforcing students' sense of identity and cultural awareness
- Fostering students' recognition and development of universal human values
- Stimulating curiosity and inquiry in order to foster a spirit of discovery and enjoyment of learning
- Equipping students with the skills to learn and to acquire knowledge, individually or collaboratively, and to apply these skills and knowledge accordingly across a broad range of areas
- Providing international content while responding to local requirements and interests
- Encouraging diversity and flexibility in pedagogical approaches

- Providing appropriate forms of assessment and international benchmarking

These educational outcomes that the CIS seeks to accomplish will be further developed into specific skills required in each of the grade levels. Specific grade level skills and assessments will incorporate IB requirements for the Primary and Middle School Years Programme as well as New Mexico Content Standards, Benchmarks and Performance Standards.

CIS students will be assessed in each of the core academic skill areas by a combination of ongoing authentic assessments such as portfolios, public exhibitions, and standardized tests. The school will participate in the New Mexico Standards Based Assessment (NMSBA) program and will administer Measures of Academic Progress (MAP) as its short-cycle assessment. More information on these assessments is provided in Section E of this charter.

In order to best serve our students and community, CIS will continue to examine and refine its list of student outcomes over time to reflect the school's mission and any changes to state or local standards.

B. GOALS, OBJECTIVES, AND STUDENT PERFORMANCE STANDARDS (number items 5-7)

Exit Outcomes

By the end of eighth grade, for students who have been at Corrales International School since kindergarten, the exit outcomes will be:

1. Bilingualism and biliteracy in Spanish and English; conversational in Chinese
2. High, at grade level or above, academic achievement;
3. Cultural understanding, respect, and appreciation.

Core Academic Skills

Language Arts: Students will demonstrate strong reading, writing, listening, speaking, and presentation skills, in multiple forms of expression with communication skills appropriate to setting and audience. They will comprehend and critically interpret forms of expression, including literature from various time periods and world cultures.

Mathematics: Students will develop abilities to reason logically and to understand and apply mathematical processes and concepts, including those with arithmetic,

algebra, and other mathematical subjects which staff and school governing body deem necessary to master state content standards.

Science and Technology: Students will successfully utilize scientific research and inquiry methods to understand and apply the major concepts underlying various branches of science and technology, which may include topics from physics, chemistry, biology, ecology, astronomy, and earth sciences.

History/Social Studies: Students will understand and apply civic, historical, geographical knowledge in order to live as responsible citizens in today's world of diverse cultures.

World Languages: Students will gain proficiency in speaking, reading, writing, and listening in at least one language in addition to their native tongue. Students will understand key aspects of the culture, past and present, of the second language.

Students will also be required to formally study Visual Arts, Drama, Physical Education, Music, and Personal and Social Education.

Life-long Learning Skills

Students will develop skills which will enable them to pursue their own path of learning throughout their adult lives, including:

- Study and research skills and habits
- Ability to plan, initiate, and complete projects
- Ability to reflect on and evaluate one's own and others' learning

Social and Interpersonal Skills

Students will demonstrate:

- Strong citizenship and leadership skills by planning and implementing a project in service to the school and/or greater community
- Ability to engage in responsible, compassionate peer relationships, by participating in conflict resolution training and serving on peer dispute teams
- Ability to collaborate and work effectively with others in cooperative groups

Measurable Student Objectives

School-wide:

- Corrales International School will meet or exceed annual growth targets for school-wide and all major subgroups as established by the New Mexico Public Education Department and No Child Left Behind legislation.
- Corrales International School students will demonstrate (using a self-administered survey) an understanding, respect, and appreciation for speakers of other languages and other cultures.

Grade Level:

- Students will make annual growth and will attain objectives within 5 years as detailed in the table below: Reading, Language, Writing, Math (English and Spanish) and Science.

Student Objectives: Grade Level	Below are specific learning objectives to increase student achievement so that all students school-wide and in each subgroup meet annual targets AYP. <u>Growth targets are established to be achieved within five years (2007-2012). By 2010, 80%, by 2012, 100% of students will achieve grade level proficiency in reading (Spanish and English), math, and science.</u>
Kindergarten:	By 2010, at least 80% of students will: <ul style="list-style-type: none"> ▪ Meet or exceed end of the year DIBELS benchmarks for kindergarten in Spanish and English ▪ Score 70% or higher on the K Profile in Math ▪ Score 7 or higher on writing test in Spanish and English ▪ Science will be assessed using teacher made tests.
First Grade:	By 2010, at least 80% of students will: <ul style="list-style-type: none"> ▪ Meet or exceed end of the year DIBELS Benchmarks for first grade in Spanish and English ▪ Score proficient(70%) or higher on math profile in Spanish and English ▪ Score 7 or higher on writing test in Spanish and English ▪ Science will be assessed using teacher made tests.
Second Grade:	By 2010, at least 80% of students will: <ul style="list-style-type: none"> ▪ Meet or exceed end of the year DIBELS Benchmarks for second grade in Spanish and English ▪ Score at grade level on Measures of Academic Progress short-cycle assessment in reading, math, social studies, and science. ▪ Score 7 or higher on writing test in Spanish and English.
Third Grade:	By 2010, at least 80% of students will: <ul style="list-style-type: none"> ▪ Meet or exceed end of the year DIBELS Benchmarks for third grade in Spanish and English ▪ Score near proficiency or higher on NMSBA in reading/language, math, and science ▪ Score 45th percentile or higher on Spanish Assessment of Basic Education (SABE) reading/language and math ▪ Score 7 or higher on writing test in Spanish and English ▪ Score at grade level on Measures of Academic Progress short-cycle assessment in reading, math, social studies, and science.

Fourth Grade:	By 2010, at least 80% of students will: <ul style="list-style-type: none"> ▪ Score Proficient or higher on NMSBA in reading/language, math, and science ▪ Score 50th percentile or higher on SABE reading/language and math ▪ Score 7 or higher on writing assessment in Spanish and English ▪ Score at grade level on Measures of Academic Progress short-cycle assessment in reading, math, social studies, and science.
Fifth Grade:	By 2010, at least 80% of students will: <ul style="list-style-type: none"> ▪ Score Proficient or higher on NMSBA in reading/language arts, science, and math ▪ Score 50th percentile or higher on SABE reading/language arts and math ▪ Score 7 or higher on writing assessment in English and Spanish ▪ Score at grade level on Measures of Academic Progress short-cycle assessment in reading, math, social studies, and science.
Sixth Grade:	By 2010, at least 80% of students will: <ul style="list-style-type: none"> ▪ Score Proficient or higher on NMSBA in reading/language arts, science, and math ▪ Score 50th percentile or higher on SABE reading/language arts and math ▪ Score 7 or higher on writing assessment in English and Spanish ▪ Score at grade level on Measures of Academic Progress short-cycle assessment in reading, math, social studies, and science. ▪ Score a 1 on the U.S. Foreign Service language scale in Chinese
Seventh Grade:	By 2010, at least 80% of students will: <ul style="list-style-type: none"> ▪ Score Proficient or higher on NMSBA in reading/language arts, science, and math ▪ Score 50th percentile or higher on SABE reading/language arts and math ▪ Score 7 or higher on writing assessment in English and Spanish ▪ Score at grade level on Measures of Academic Progress short-cycle assessment in reading, math, social studies, and science. ▪ Score a 2 on the U.S Foreign Service language scale in Chinese
Eighth Grade:	By 2010, at least 80% of students will: <ul style="list-style-type: none"> ▪ Score Proficient or higher on NMSBA in reading/language arts, science, and math ▪ Score 50th percentile or higher on SABE reading/language arts and math ▪ Score 7 or higher on writing assessment in English and Spanish ▪ Score at grade level on Measures of Academic Progress short-cycle assessment in reading, math, social studies, and science. ▪ Score a 2 on the U.S. Foreign Service language scale in Chinese

State Accreditation Status

According to Dr. Sheila Hyde, Director of the PED's Quality Assurance Bureau, a charter school is accredited once it receives the charter. It remains accredited unless and until it has a No Child Left Behind designation, at which point the school is "provisionally accredited." Therefore there are currently no PED goals, objectives and student performance standards to which accreditation is linked other than Adequate Yearly Progress (AYP). Corrales International School intends to meet AYP standards, which are measurable and student-centered.

The North Central Association (NCA) is working with the PED to create either new NCA accreditation program for New Mexico schools, or new PED accreditation standards, or both. At this time, however, the only standard in place is the one noted in the preceding paragraph. If and when the NCA accreditation is put into place, or when the PED establishes its own accreditation model, Corrales International School will seek accreditation from either or both, and will align its goals, objectives and student performance standards to meet those standards.

Standardized Testing

- All CIS students enrolled in grades 3-8 will participate in state-wide mandatory standardized testing according to the regulations and requirements established by the PED.

School Report Card and Educational Plan for Student Success

CIS will complete an annual School Report Card according to PED requirements. The Report Card will reports the status of the school based on student achievement, parent survey results, community-parent involvement plan, school safety plan, and other required information.

In addition to completing a School Report Card, CIS will develop and submit to the PED an Educational Plan for Student Success (EPSS). The EPSS provides the framework for documenting and addressing our school goals.

C. EDUCATIONAL PROGRAM, STUDENT PERFORMANCE STANDARDS AND CURRICULUM (number items 8 – 14)

Corrales International School's educational program consists of three aligned components. The first component is the written curriculum. This component explains in great detail the school's instructional goals and objectives. It addresses the question, "What will students learn?"

International Baccalaureate Organization (IBO) curriculum documents and New Mexico Content Standards, Benchmarks, and Performance Standards provide the guidance in determining the written curriculum. IBO and NM Standard documents have been reviewed and aligned to ensure that the written curriculum is taught and assessed effectively.

The second component of CIS' educational program is the taught curriculum. In this section, the question, "How will students learn?" is addressed. IBO provides some guidance in this area. However, the primary instructional strategies will be derived from the work by Marzano, A Handbook for Classroom Instruction that Works.

Marzano's research on effective classroom strategies will be the method of curriculum delivery. Explanation of these strategies is provided below.

The third and final component of CIS' educational program is the assessed curriculum. This component describes and explains all the formative and summative assessment that will be administered to monitor student progress and to generate quantitative and qualitative data to analyze. It will also provide important information on the alignment of the written, taught, and assessed curriculum. Most of this information is provided in Section D of this charter application.

The Written Curriculum

IB strives for a balance between the search for understanding, the acquisition of essential knowledge and skills, the development of positive attitudes and the opportunity for positive action.

In terms of achieving this balance, IB's programs emphasize five components of the written curriculum. These are referred to as the **essential elements** of curriculum and they are as follows:

- **Concepts:** powerful ideas which have relevance within and across the disciplines and which students must explore and re-explore in order to develop understanding
- **Knowledge:** significant, relevant, subject matter we wish the students to explore and know about
- **Skills:** those things the students need to be able to do to succeed in a changing, challenging world
- **Attitudes:** dispositions which are expressions of fundamental values, beliefs, and feelings about learning, the environment, and people
- **Action:** demonstration of deeper learning in responsible behavior through positive action and service; a manifestation in practice of the other essential elements

The IB program also consists of **six organizing themes**.

- **Who are we:** An exploration of the nature of the self; of our beliefs and values; of personal, physical, mental, social and spiritual health; of our families, friends, communities and cultures; of our rights and responsibilities; of what it means to be human.
- **Where we are in place and time:** An exploration of our orientation in place and time; of our personal histories; of history and geography from local and global

perspectives; of our homes and journeys; of the discoveries, explorations and migrations of humankind; of the contributions of individuals and civilizations.

- How we express ourselves: An exploration of the ways in which we discover and express our nature, ideas, feelings, beliefs, and values, through language and the arts.
- How the world works: An exploration of the physical and material world; of natural and human-made phenomena; of the world of science and technology.
- How we organize ourselves: An exploration of human systems and communities; of the world of work, its nature and its values; of employment and unemployment and their impact on us and the world around us.
- Sharing the planet: An exploration of our rights and responsibilities as we strive to share finite resources with other people and with other living things; of communities and of the relationships within and between them.

The International Baccalaureate program in the primary and middle school years requires instruction in all of the following content areas.

- Language Arts (reading and writing)
- Mathematics
- Science and Technology
- Social Studies
- Personal and social education
- Physical Education
- Visual Arts
- Music
- Drama

Curriculum documents are provided by IBO for all of the above-listed documents. They are included in the CIS Binder labeled Appendices: Volume I of this charter application.

The IB program is well-researched. Research citations are included at the end of each curriculum guide. All IB curriculum materials are available in English, Spanish, and other languages.

To demonstrate how the scope and sequence of the IB program aligns with NM Content Standards, a curriculum summary is provided below for the core content areas: Language Arts, Mathematics, Science and Technology. Complete alignment with NM State Standards is expected by the end of the 2007-2008 school year.

NOTE: The IB curriculum is divided by age range and not grade levels.

AGE RANGE	LANGUAGE ARTS			ALIGNMENT TO NM STATE STANDARDS
	INSTRUCTIONAL MATERIALS: HOUGHTON MIFFLIN			
	1. Oral Communication: Listening and Speaking	2. Written Communication: Reading and Writing	3. Visual Communication: Viewing and Presenting	
	Students will:	Students will:	Students will:	
5-7	<ul style="list-style-type: none"> • Share thoughts, feelings, and opinions • Listen to others carefully and with sensitivity • Identify main events and relevant points • Anticipate and predict 	<ul style="list-style-type: none"> • Demonstrate awareness of characters and plot • Use reference books and dictionary independently • Write confidently, with developing legibility and fluency • Write for a variety of purposes • Use spelling patterns 	<ul style="list-style-type: none"> • Understand that signs and symbols carry meaning • Read and use text with different types of layout • Understand information presented by a range of visual media 	K-4 Benchmark IA-ID; K-4 Benchmark IIA-C; K-4 Benchmarks IIIA-B
7-9	<ul style="list-style-type: none"> • Use increasingly complex language confidently and creatively with increasing accuracy, detail, and range of vocabulary • Become aware of the use of oral language to articulate, organize and reflect on learning • Begin to communicate in Spanish 	<ul style="list-style-type: none"> • Read a variety of fiction and non-fiction books confidently, fluently, and independently • Understand and respond to the ideas, feelings, and attitudes expressed in reading materials • Develop fluency in writing and write independently with confidence • Use a wide and vivid vocabulary with supporting details • Write for a range of purposes • Spell most high-frequency words accurately • Present their writing appropriately using a consistent, legible style 	<ul style="list-style-type: none"> • Respond to viewing experiences orally and in writing • Interpret visual media and recognize the power of visual media • Learn how to make informed choices in their personal viewing experiences • Use a variety of materials to plan and create projects 	K-4 Benchmark IA-ID; K-4 Benchmark IIA-C; K-4 Benchmarks IIIA-B

9-12	<ul style="list-style-type: none"> • Use speech to inform, entertain, and influence • Understand that oral language is a medium for learning • Interact confidently with others • Use a variety of linguistic structures and features of spoken language • Reflect on their communication approach to assess learning 	<ul style="list-style-type: none"> • Recognize and appreciate literary styles, forms and structures • Appreciate the structural and stylistic differences between non-fiction and fiction • Analyze details of plots and characterization • Identify and appreciate author's use of language • Locate and use a range of reference materials • Read for enjoyment and information • Write fluently and effectively for a range of purposes • Understand different types of writing • Show clear awareness of audience in their writing • Use relevant and appropriate supporting details • Use appropriate writing process independently • Develop voice and style to personalize writing 	<ul style="list-style-type: none"> • Respond to viewing experiences orally and in writing using specific vocabulary and terminology. • Understand media elements and the effect of design on meaning of the visual • Identify stereotypes and the purpose of visual material • Recognize implications of commercial media 	K-4 Benchmark IA-ID; K-4 Benchmark IIA-C; K-4 Benchmark IIIA-B
12-14	New Mexico State Content Standards. IBO Curriculum Guides Pending.			

AGE RANGE	MATHEMATICS					ALIGNMENT TO NM STATE STANDARDS
	INSTRUCTIONAL MATERIALS: EVERYDAY MATH K-6, CONNECTED MATH 7 TH & 8 TH					
	1. Data Handling: Statistics and Probability Students will:	2. Measurement Students will:	3. Shape and Space Students will:	4. Pattern and Function Students will:	5. Number Students will:	

5-7	<ul style="list-style-type: none"> • Sort, label, collect, display, and compare data • Discuss, identify, predict, and place outcomes in order of likelihood 	<ul style="list-style-type: none"> • Estimate, measure, label, and compare using non-standard units • Read and write time to hour, half hour, and quarter hour • Identify and compare lengths of time (days, weeks, months) 	<ul style="list-style-type: none"> • Describe the properties of 3-D shapes • Find and explain symmetry • Give an follow directions using left, right, forward, and backward 	<ul style="list-style-type: none"> • Describe, continue, create, and compare patterns • Identify commutative property • Model relationships in , and between, addition and subtraction 	<ul style="list-style-type: none"> • Read, write, estimate, count, compare, and order numbers to 1,000 • Read , write, model and understand addition and subtraction • Automatically use addition and subtraction facts to 10 • Explore multiplication and division • Use fraction names to describe part and whole relationships • Select and explain methods for solving a problem 	Strands I-V. K-8 Benchmarks
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7-9	<ul style="list-style-type: none"> • Discuss, compare, and create sets and subsets • Design, process and interpret data from a survey • Manipulate data in a database • Find, describe, and explain the mode in a set of data • Use probability to determine outcome of mathematically fair and unfair games 	<ul style="list-style-type: none"> • Estimate, measure, label, and compare length, mass, time, and temperature • Determine appropriate tools and units of measurement • Estimate, measure, label, and compare perimeter and area • Model the addition and subtraction of money • Able to read and write time to the minute and second 	<ul style="list-style-type: none"> • Sort, describe, and model regular and irregular polygons • Combine and transfer 2-D shapes to create another shape • Identify lines and axes of reflective and rotational symmetry • Understand angles as a measure of rotation • Locate features on a grid using coordinates 	<ul style="list-style-type: none"> • Recognize, describe, and analyze patterns in number systems • Identify patterns and rules of multiplication and division • Model multiplication as an array • Use number patterns to solve problems 	<ul style="list-style-type: none"> • Read, write, estimate, count, compare, and order numbers to 1,000, extending understanding of the base 10 system to the thousands • Read, write, and model multiplication and division problems. • Use and describe multiple strategies to solve addition, subtraction, multiplication, and division problems • Compare fractions using manipulatives fractional notation and mathematical vocabulary • Understand and model concept of equivalence to one 	Strands I-V. K-8 Benchmarks
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9-12	<ul style="list-style-type: none"> • Collect, display, and interpret data in a variety of ways • Compare data displays • Create and manipulate an electronic database • Set up a spreadsheet • Find, describe, and explain the range, mode, median, mean • Use a numerical probability scale 0-1 or 0-100% • Determine theoretical probability of an event and explain why this might be different from the experimental probability 	<ul style="list-style-type: none"> • Estimate, measure, label, and compare perimeter, area, and volume • Develop procedures for finding perimeter • Use the correct tool for any measurement with accuracy • Measure and construct angles in degrees using a protractor • Construct and use 12-hour and 24-hour timetables and be able to use determine times worldwide 	<ul style="list-style-type: none"> • Use mathematical vocabulary of 2-D and 3-D shapes and angles • Classify, sort, and label triangles and quadrilaterals • Convert 2-D net into a 3-D shape • Find and use scale and ratio • Use language notation of bearing to describe position • Be able to read and plot coordinates in four quadrants 	<ul style="list-style-type: none"> • Understand and use the relationship between four operations • Model and explain number patterns • Develop, explain, and model simple algebraic formulas • Model exponents as repeated multiplication • Understand and use exponents and roots as inverse functions 	<ul style="list-style-type: none"> • Read, write, and model numbers to one million and beyond, extending the base 10 to the millions and thousandths • Read, write, model, compare, and order fractions, decimals, and percentages • Interchange fractions, decimal, percentages • Add and subtract fractions with related denominators, simplify fractions and explore fractions using calculator • Add and subtract decimals • Find and use ratios • Read and write addition and subtraction of integers • Use exponential notation 	Strands I-V. K-8 Benchmarks
12-14	New Mexico State Content Standards. IBO Curriculum Guides Pending.					

AGE RANGE	SCIENCE AND TECHNOLOGY INSTRUCTIONAL MATERIALS: FOSS SCIENCE KITS, K-8	ALIGNMENT TO NM STATE STANDARDS
	Science and technology is an integrated area of inquiry. The unique perspective provided by following the strands outlined below contributes to an understanding of human activity.	

	1. Living Things: The study of humans and other animals, plants, and the environment and the interactions between them.	2. Earth and Space: The study of the planet Earth and its relationship to the universe	3. Materials and Matter: The study of the origins, properties, and uses of natural and human-made solids, liquids, and gases.	4. Forces and energy: The study of energy, its origins and transfer, and its effects.	
5-7	In this age range, students will develop their observational skills by using their senses to gather and record information, and will use their observations to identify patterns, make predictions and refine their ideas. They will explore the way objects and phenomena function, identify parts of a system and gain an understanding of cause and effect relationships. Students will examine change over varying time periods and recognize that more than one variable may affect change. They will be aware of different perspectives and ways of organizing the world and will show care and respect for themselves, other living things and the environment. Students will communicate their ideas or provide explanations using their own scientific experience.				Strands: Scientific Thinking and Practice; Content of Science; and Science and Society. K-8 Benchmarks I-III
7-9	In this age range, students will develop their observational skills by using their senses and selected observational tools. They will gather and record observed information in a number of ways, and reflect on these findings to identify patterns or connections, make predictions, and test and refine their ideas with increasing accuracy. Students will explore the way objects and phenomena function, identify parts of a system and gain an understanding of increasingly complex cause and effect relationships. They will examine change over time and recognize that change may be affected by one or more variables. They will be aware of different perspective and ways of organizing the world, and will be able to consider how these views and customs may have been formulated. Students will use their learning in science to plan positive and realistic action to improve their welfare and that of other living things and the environment. Students will communicate their ideas to provide explanations using their own scientific experience, and that of others.				Strands: Scientific Thinking and Practice; Content of Science; and Science and Society. K-8 Benchmarks I-III
9-12	In this age range, students will develop their observational skills by using their senses and selected observational tools. They will gather and record observed information in a number of ways, and reflect on these findings to identify patterns or connections, make predictions, and test and refine their ideas with increasing accuracy. Students will explore the way objects and phenomena function, identify parts of a system and gain an understanding of increasingly complex cause and effect relationships. They will examine change over time and recognize that change may be affected by one or more variables. They will be aware of different perspective and ways of organizing the world, and will be able to consider how these views and customs may have been formulated. Students will use their learning in science to plan positive and realistic action to improve their welfare and that of other living things and the environment. Students will communicate their ideas to provide explanations using their own scientific experience, and that of others.				Strands: Scientific Thinking and Practice; Content of Science; and Science and Society. K-8 Benchmarks I-III
12-14	New Mexico State Content Standards. IBO Curriculum Guides Pending.				

AGE RANGE	P.E. AND HEALTH	ALIGNMENT TO NM STATE STANDARDS
K-8		

	1. Living Things: The study of humans and other animals, plants, and the environment and the interactions between them.	2. Earth and Space: The study of the planet Earth and its relationship to the universe	3. Materials and Matter: The study of the origins, properties, and uses of natural and human-made solids, liquids, and gases.	4. Forces and energy: The study of energy, its origins and transfer, and its effects.	Partial. Complete alignment by end of 2007-08 SY.

Taught Curriculum

Marzano's handbook on strategies that work is the instructional approach for the delivery of the IB curriculum. CIS staff members will be required to complete an intensive training prior to the start of the school year and to use these highly-effective, research-proven instructional strategies: **Identifying similarities and differences; summarizing and note taking; reinforcing effort and providing recognition; homework and practice; representing knowledge; learning groups; setting objectives and providing feedback; generating and testing hypotheses; cues, questions, and advance organizers; and specific types of knowledge.**

In additions, IB programs provide some guidance in the defining connections between the written curriculum and actual classroom practice or the taught curriculum. While the IB focus is primarily on ensuring that classroom teachers maintain a strong connection between the written and the taught curriculum, requiring teachers to plan together around key questions and themes allows for sharing and articulation of ways to implement the curriculum.

Assessed Curriculum

The purposes of assessment are to promote student learning, to provide information about student learning and to contribute to the evaluation of the effectiveness of the school's educational program.

Assessment informs every stage of the learning and teaching process. In the earliest stages of the curriculum planning, assessment requires the teacher to translate the purpose of the unit into outcomes for students. With these purposes and outcomes in mind, activities and resources are selected. Assessment of the student's prior knowledge will help the teacher determine any necessary changes in lesson purposes and outcomes.

CIS will administer a variety of assessment instruments, formative and summative, to ensure the alignment exist between written, taught, and assessed curriculum as well as to monitor student progress. These assessments are explained further in Section E.

Educational Program Information

Length of School Day: CIS will be a 5 school-day school. The school day is 6 ½ hours with ½ hour for lunch. The school day will begin at 8:30AM and end at 3:30 PM

Length of School Year: Proposed length of school year is 180 days.

Grades:

2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
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K-2 & 6 th	K-3 & 6 th , 7 th	K-4 & 6 th , 7 th , 8 th	K-8	K-8
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Class Size: Our goal is to maintain an average class size of 20 students.

Enrollment:

2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
80	120	160	180	180

Student Records and Related Information

This information is available in the Family Handbook, Appendix O.

D. MEETING INDIVIDUAL STUDENT'S NEEDS (number items 15-18)

Corrales International School (CIS) is prepared to meet the needs of a diverse group of students including bilingual, English Language Learners, and special education students by implementing the reform framework known as *Universal Design for Learning* (UDL).

UDL provides a blueprint for creating flexible goals, methods, materials, and assessments that accommodate learner differences. The objective of the UDL framework is to teach every student in an inclusive setting. The general education curriculum will be accessible, interactive, and enable progress of every student. The teacher(s) design the planning curricular units of study with all the classroom students in mind. The instructional materials, activities, formative and summative assessments allow individuals with wide differences in their abilities to see, hear, speak, move, read, write, attend, organize, engage, and remember to achieve in the classroom. Regardless of special education eligibility, level of English proficiency, behavior, or other impacting factor, the Corrales International School is committed to inclusion, where students:

- (a) attend the same schools as siblings and neighbors (such as a public charter school);
- (b) have membership in general education classrooms with age-appropriate peers;
- (c) have individualized, relevant learning objectives, and
- (d) are provided with the means to access classroom curriculum materials.

The UDL framework is predicated on recent research in neuroscience, which shows that each brain processes information differently. The way we learn is as individual as DNA or fingerprints. However, despite our individual differences, this research reveals three primary brain networks and the roles each network plays in learning.

Recognition networks (Gathering facts)

This network relates to how we identify and categorize what we see, hear, and read. In school it allows us to identify letters, words, or an author's style. It is the "what" of learning.

Strategic networks (Planning and performing tasks)

This network relates to how we organize and express our ideas such as writing an essay or solving a math problem. It is the "how" of learning.

Affective networks (Engagement and motivation)

This network relates to how we respond, how we are challenged, excited, or interested. It is the "why" of learning.

To accommodate these many ways of learning, we can use what we know about how each brain network operates to make our teaching methods and curriculum materials flexible in specific ways.

The UDL framework includes creating student and classroom profiles, so information regarding students' strengths and weaknesses are considered when planning units of study.

Curriculum (Goal or Unit):		
Student name:		
Recognition Strengths (List here)	Recognition Needs (List here)	Recognition Preferences / Interests (List here)
Strategic Strengths (List here)	Strategic Needs (List here)	Strategic Preferences / Interests (List here)
Affective Strengths (List here)	Affective Needs (List here)	Affective Preferences / Interests (List here)

Below is a sample list of common students' strengths and weaknesses in each network.

<u>Recognition Strengths</u>	<u>Recognition Weaknesses</u>
<ul style="list-style-type: none"> ○ Excellent observer ○ Extraordinary spatial ability ○ Excellent interpretation graphs/charts ○ Acute sensitivity to nuance / tone ○ Perfect pitch ○ Extensive musical background ○ Excellent at deriving key points from spoken/written language ○ Extensive vocabulary ○ Extensive knowledge ○ Knowledge of multiple languages ○ Advanced reading abilities <ul style="list-style-type: none"> ▪ word recognition ▪ word decoding ▪ text structures/story ▪ grammar ▪ author style ▪ skimming ○ Facility with hypertext (e.g., Web links, navigation through electronic documents) ○ Skill with rhymes, phonemic awareness, language play 	<ul style="list-style-type: none"> ○ Low vision ○ Blindness ○ Poor visual / spatial understanding ○ Color blindness ○ Hearing impairment ○ Deafness ○ Difficulty processing and deriving meaning from spoken language ○ Limited vocabulary ○ Limited content knowledge ○ Limited English proficiency ○ Difficulty with reading <ul style="list-style-type: none"> ▪ word recognition ▪ word decoding ▪ text structures/story ▪ grammar ▪ author style ▪ skimming ○ Difficulty/confusion with hypertext ○ Tendency to literal interpretation ○ Difficulty finding important information

<u>Strategic Strengths</u>	<u>Strategic Weaknesses</u>
<ul style="list-style-type: none"> ○ Drawing/artistic talent ○ Talented athlete ○ Skilled with 3-dimensional design ○ Talented singer/musician ○ Excellent at computer graphics ○ Excellent dancer ○ Outstanding speaker/presenter ○ Outstanding written expression skills: <ul style="list-style-type: none"> ▪ poetry ▪ narrative ▪ expository writing ▪ journal ▪ dialogue/drama ▪ songs ○ Outstanding concentration/attention ○ Highly organized ○ Highly flexible, adaptable ○ Facility with constructing (building, assembling, fixing, designing) ○ Strong problem analysis/solving skills ○ Strong at summarizing, paraphrasing ○ Strong at composing (art, dance, multimedia, visual) 	<ul style="list-style-type: none"> ○ Fine motor difficulties ○ Gross motor coordination problems ○ Hand-eye coordination problems ○ Poor handwriting ○ Poor spelling ○ Speech impairment ○ Difficulty with oral presentations ○ Written expression problems: <ul style="list-style-type: none"> selecting/narrowing topic planning organization proofreading addressing audience ○ Restless/fidgety ○ Poor self-monitoring ○ Trouble completing work ○ Trouble completing work ○ Poor organization ○ Difficulty seeking relevant info ○ Poor memory for spoken information ○ Poor memory for written info ○ Difficulty taking good notes ○ Trouble finding key concepts ○ Trouble prioritizing

Affective Strengths	Affective Weaknesses
<ul style="list-style-type: none"> ○ Persistent ○ Optimistic ○ Highly confident ○ Outstanding leadership skills ○ High energy ○ Deep subject interests ○ Very independent worker ○ Deeply caring and considerate ○ Excellent collaborator ○ Seeker of challenge ○ Focused 	<ul style="list-style-type: none"> ○ Discouraged ○ Overconfident ○ Low expectation of success ○ Difficulty working in groups ○ Difficulty working in pairs ○ Fearful ○ Withdrawn ○ Domineering ○ Problems outside of school ○ Gives up easily ○ Difficulty with independent work

Certain instructional techniques are very effective in supporting students as they learn to recognize patterns; other techniques are better suited to supporting students as they learn strategic skills or as they build engagement with learning. To accommodate diverse learners we will use a repertoire of teaching strategies suited to each of the brain networks.

Designing Instruction to support Recognition learning

1. Provide multiple examples
2. Highlight critical features
3. Provide multiple media and formats
4. Support background knowledge

Designing Instruction to Support Strategic Learning

1. Provide flexible models of skilled performance
2. Provide ongoing opportunities to practice with support
3. Provide ongoing relevant feedback
4. Provide flexible opportunities for demonstrating skill

Designing Instruction to Support Affective Learning

1. Offer choices of content and tools
2. Provide adjustable levels of challenge
3. Offer choices of rewards
4. Offer choices of learning context

The UDL framework includes a four step process called, “Planning for all Learners” or PAL to facilitate making the curriculum and learning accessible for all students.

1. SET GOALS
 - a. Establish context and align standards
2. ANALYZE STATUS
 - a. Identify methods, materials, and assessments

- b. Identify barriers
- 3. APPLY UDL
 - a. Identify UDL materials and methods
 - b. Write UDL plan
 - c. Collect and organize materials
- 4. TEACH UDL LESSON
 - a. Teach lesson
 - b. Evaluate success
 - c. Revise lesson/unit and or utilize teacher's lessons in future planning

The model below shows how one teacher might select some solutions to reduce the particular barriers in his or her classroom, based on the learning network involved.

Materials and Methods	Potential Barriers / Missed Opportunities	Network(s)	UDL Solutions
Printed Materials	Difficulty seeing small text	Recognition	Electronic version of the text (varying text sizes, read aloud with text-to-speech)
Lecture & Chalkboard	Difficulty with extracting key points and notetaking	Recognition	e-text outline of lecture content with main ideas highlighted
Lecture & Chalkboard	Difficulty with extracting key points and notetaking	Strategic	Printed and electronic concept map to structure notetaking
Internet research	Difficulty finding relevant information	Recognition	Teacher made e-templates for focusing search
Internet research	Difficulty finding relevant information	Strategic	Printed and electronic concept map to structure notetaking
Internet research	Trouble keeping track of information gathered	Strategic	Teacher made e-templates for organizing information
Internet research	Not engaged with material, distracted from listening	Affective	Option to access content through multimedia resources
Chapter test	Some students can't effectively show knowledge on tests	Strategic	Option to demonstrate knowledge with electronic portfolio
Chapter test	Text anxiety	Affective	Option to demonstrate knowledge in format of choice
Written report	Difficulty with writing mechanics	Recognition	Talking word processor with spell check
Written report	Students with strengths in other modalities - skills not tapped	Strategic	Option to create multimedia report rather than written
Oral report	Some students intimidated	Strategic	Collaborative learning groups with different roles
Oral report	Does not tap into other expressive modalities	Strategic	Option to use computer slide show for presentation
Fixed project requirements & due date	Disengages students who have alternate strategies for completing work	Affective	Option to set own learning goals and milestones
Fixed project requirements & due date	Does not allow students to work at own level or pace	Affective Strategic	Flexible project requirements & due date

Another model might look like the following:

English Language Arts, Late Elementary	
Standard/Benchmark	<p>Standard: All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity of our society.</p> <p>Benchmark: Students will be able to describe and discuss the shared human experiences depicted in literature and other texts from around the world. Examples include birth, death, heroism, and love.</p>
Main focus	Information/content
Core Components	<ul style="list-style-type: none"> • Content or subject matter • Skills/strategies • Steps in a particular process
Variable Components	<ul style="list-style-type: none"> • Presentation media • Learning Context/format • Instructional format • Tools for student response/expression • Media for student response/expression • Information sources • Tools relating to content area
Scaffolds	<ul style="list-style-type: none"> • digital text with text to speech • templates with headings relating to themes of benchmark • models of themes pulled from specific works of literature • image banks • think alouds and prompts embedded in literature tying to students' personal experience

In conclusion, by considering the nature of the three brain networks critical to learning and by selecting media and tools wisely, we can extend learners' abilities and open pathways to success for every one. The UDL framework guides teachers through the process of injecting flexibility into three core elements of teaching: *setting goals, selecting materials and methods to support students in reaching those goals, and designing accurate ongoing assessment.*

SPECIAL EDUCATION

The Corrales International School (CIS) will identify, locate and screen students in need of special education services pursuant to Section 504 of the Rehabilitation Act of 1973, Title II of the American With Disabilities Act of 1990 (ADA), and the Individuals with Disabilities Education Act 2004 (IDEA). Individualized Education Plans (IEP) will be developed for those students who are identified as

eligible for special education services. CIS will comply with the IEP process established by state and federal law to ensure that all students are properly identified, assessed and services delivered. Students previously identified as qualifying for special education services will receive the special education services outlined in their current IEP, which will be reviewed annually, or the student will be reevaluated as determined by the student's current IEP. This process will assure:

- Equal access to all students
- Individualized Education Plans
- Free Appropriate Public Education (FAPE)
- Least Restricted Environment (LRE)
- Due process and parental involvement
- Nondiscriminatory evaluation

Student Assistance Team and Student Eligibility for Special Education The Corrales International School will use the NM PED "Student Assistance Team Manual" as guidance for providing student support. As recommended in the manual, a three-tiered approach will be implemented.

TIER I

If a teacher recognizes that a student is either struggling to learn the standard curriculum, working beyond the standard curriculum, or having difficulty maintaining appropriate behavior in the general education classroom, then the teacher conduct general screening and will implement classroom based interventions. If the student does not respond to the interventions, then the student is referred to the Student Assistance Team (SAT).

TIER II

The Student Assistance Team (SAT), a school-based group of people whose purpose is to provide student support, will recommend targeted individual interventions. It may be a specialized school program that includes small group instruction. Tier II interventions are implemented in addition to the Tier I interventions. Should the student not demonstrate a positive response to intervention, then the student moves to Tier III.

TIER III – Special education referral process

Students referred to this tier have begun the special education referral process. CIS will follow the rule that informed parental consent must precede initial evaluation, and the parent's consent to initial evaluation will not be construed as consent for special education services. The initial evaluation will be completed within 60 days from the date of parental consent, as per IDEA 2004.

Determination of eligibility and educational need

Upon completion of the initial evaluation, a Multidisciplinary Team Meeting (MDT) will be scheduled. A written notice to parents will be sent to inform them of, and inviting them to the meeting.

Parents will be afforded sufficient time for response and opportunity to request another time in order to accommodate their schedules.

The MDT team is composed of parents and educational professionals such as general and special education teachers, a diagnostician, related service providers if they conducted an evaluation, and a school administrator. The purpose of the meeting is to determine that the child is a “child with and disability and to determine the educational needs of the child.” An Individualized Education Plan (IEP) is developed at that point by the team. The IEP team will meet annually to update and develop the IEP for the succeeding year.

INDIVIDUALIZED EDUCATION PLAN

The Corrales International School will be responsible for developing, implementing, reviewing, and revising an IEP program in compliance with all applicable regulations and standards for each child with exceptionalities served by the school. At an IEP meeting, the individualized education plan for a student is developed by a team who, together, make informed decisions designed to provide the student with his or her best opportunity for success both in the present and future. CIS recognizes that the IEP is the written statement documenting a unique educational plan to assist a student with exceptionalities to receive a free appropriate public education, and is required for any student eligible for services.

The IEP team is composed of parents, regular education teachers, special education teachers, administrators, and other professionals with relevant knowledge or expertise, and individuals invited by the school or parents (such as an interpreter or an advocate).

The following actions will have already occurred prior to the IEP meeting:

- Evaluate the child through a variety of assessments, observations, and information gathering, targeting all areas related to the student’s eligibility.
- If this is an initial IEP, have the MDT team examine the data and determine if the child meets the criteria to be considered eligible for special education and, if appropriate, related services. Record determination results.
- If a student is found eligible for special education because of a specific learning disability, the MDT must also complete the form “Determining the Existence of a Specific Learning Disability.” This two-page form includes objective results (such as test data) and subjective assessments (such observation and professional opinion) to make the determination. This form also requires each team member to agree or disagree with the findings. A team

member who disagrees must submit a separate statement presenting his or her conclusions.

- A written notice of the meeting has been sent to the parents.

IEP CONTENT

IDEA 2004 requires that when developing a student's Individualized Education Plan, that the following information be considered:

- A. the strengths of the child;
- B. the concerns of the parents for enhancing the education of their child;
- C. the results of the initial evaluation or most recent evaluation of the child, and
- D. the academic, developmental, and functional needs of the child

To that end, Corrales International School will use the New Mexico Special Education Bureau's IEP form, which includes the following s

1. Consideration of special factors (i.e. second language learner?)
2. Student profile and student/family vision
3. Transition services (Required at age 14, or sooner, if appropriate)
4. Present levels of educational performance
 - a. How the child's disability affects the child's involvement and progress in the general education curriculum;
 - b. For children with disabilities who take alternate assessments aligned to alternate achievement standards, a description of benchmarks or short-term objectives
5. Annual goals (objectives/benchmarks)
 - a. The statement of measurable annual academic and functional goals must be designed to meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum, and
6. Least restrictive environment
7. Summary of services
8. Modifications
9. Supplementary aids and services
10. Participation in mandated testing
11. Schedules of Services
 - a. The projected date for the beginning of the services and modifications.
12. Level of Service / Setting
 - a. The anticipated frequency, location, and duration of those services and modifications.
13. Accommodations & Modifications
 - a. A statement of the special education and related services and supplementary aids and services to be provided to the child, or on behalf of the child, and a statement of the program modifications of supports for school personnel that will be provided for the child.

14. IEP Progress Documentation
15. Prior written notice of proposed/rejected action(s)

STUDENT DISCIPLINE

IDEA 2004 states that “school personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a student with a disability who violated a code of student conduct,” Section 615(k)(1)(A). Therefore, the School Director of CIS will consider each set of unique circumstances in deciding whether to seek a long-term disciplinary removal of a student with a disability. A long-term disciplinary removal is 10 or more school days.

MANIFESTATION DETERMINATION

Should the school recommend a change in the student’s placement due to a disciplinary offense, the school, parents, and relevant members of the IEP will review all information in the student’s file, including the child’s IEP, any teacher observation and any relevant information provided by the parents to determine:

- If the conduct in question was caused by, or had a direct and substantial relationship to the child’s disability; or
- If the conduct in question was the direct result of the school’s failure to implement the IEP.

Should the manifestation determination determine that the conduct in question was not caused by the child’s disability, and IEP team is charged with determining an interim alternative education setting if the student. Section 615 (k)(2).

If it was determined that the child’s behavior was related to the disability, the IEP team is to “return the child to the placement from which the child was removed, unless the parent and the school agree to a change of placement as part of the modification of the behavioral intervention plan.” Section 615(k)(1)(F)(iii).

FUNCTIONAL BEHAVIORAL ASSESSMENT (FBA) & BEHAVIORAL INTERVENTION PLAN (BIP)

A functional behavioral assessment is done when a student’s behavior interferes with his or her learning or the learning of others. Its purpose is to identify why a behavior is happening so that the IEP team can develop appropriate interventions. CIS will use the FBA and BIP forms provided by the NM PED Special Education Bureau.

Regarding a manifestation determination finding that a student’s behavior was related to his/her disability, then the IEP team must conduct a functional behavioral assessment and implement a behavioral intervention plan for the child, unless a FBA was already conducted prior to the behavior in question. Section

615(k)(1)(iii). If the school already had developed an implemented a BIP for the student, the IEP must review the plan and modify it, as needed to address the behavior in question.

TREATMENT OF STUDENT RECORDS

Assessments of IEPs and all other student records will be maintained confidentially consistent with state and federal law. CIS assures that all records and procedures pertaining to them will comply with the New Mexico Inspection of Public Records Act.

LEAST RESTRICTIVE ENVIRONMENT

Students who qualify for special education services will be placed in the least restrictive environment (LRE). Depending upon the student's needs this could be inclusion in regular programs, special speech and language services, and partial day special education classes specific to the student's needs. It can also extend to local district, regional services or school contracted private providers. Instructional support materials, computer programs, digitized media and other materials will be available to enhance and increase academic learning.

ALTERNATE ASSESSMENT

Corrales International School understands that Alternate Assessment was developed for students with severe cognitive disabilities. It measures the performance of this relatively small population of students who are unable to participate in the general assessment system, with or without accommodations as determined by an IEP team.

In the event that a student is enrolled at CIS whose disabilities preclude him/her from valid and reliable participation in general assessments, an alternate assessment will be used to gather information on the standards based performance and progress of the student.

Eligible students will take the New Mexico Alternate Assessment in grades 3-8 as an alternate to state mandated testing in those grades. Teachers can use the results from each year to identify goals, program needs, and student growth.

The IEP team will complete the New Mexico Public Education Department "Addendum for Determining Eligibility for the New Mexico Alternate Assessment" and provide documentation that the student meets participation or eligibility criteria. 34 CFR Sec 300.138(b)(1).

DUE PROCESS

Due Process Hearing Procedures may be initiated between parent and public education agency concerning the following circumstances:

- A. A proposal or refusal to initiate or change identification, assessment, or educational placement of a child or the provision of a free, appropriate, public education to the child.
- B. A parent refuses consent to assessment procedures.

A mediation conference may be requested at any point during the hearing process if both parties agree to mediate and are willing to extend the 45 day limit for issuing a hearing decision for a period equal to the length of the mediation process.

Section 504 / American Disabilities Act

Section 504 (Subpart D) is a civil rights law that is the responsibility of the comprehensive general education system. It requires students with disabilities be provided with a free appropriate public education (FAPE). As such, Corrales International School will provide the full range of accommodations and services necessary for students with disabilities to participate in and benefit from public education programs and activities.

CIS recognizes that all individuals who are disabled under the Individuals with Disabilities Act (IDEA) are also considered to be disabled, and therefore protected, under Section 504/ADA. However, all individuals who are disabled under Section 504 will not meet the eligibility requirements of IDEA. These children do require a response from the regular education staff, and a plan for the provision of accommodations and services may take the form of a written Section 504 Plan.

ELIGIBILITY

Section 504 protects all qualified students with disabilities, defined as those persons having a physical or mental impairment which substantially limits one or more major life activities; has a record of such impairment, or is regarded as having such an impairment. (29 U.S.C Sec. 706(8))

Major life activities is defined as:

“...functions such as caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.” (34CFR Part 104.3)

EVALUATION PROCESS

The components of evaluation assessment for Section 504 are determined by the type of disability suspected, data required to define the impact of the disability in the education environment, and the type of services/accommodations that may be needed. There are no evaluation requirements as exist under IDEA. However, the evaluation will be sufficient to accurately and completely assess the nature and

extent of the disability, and the impact of the disability on a specific mayor life activity.

SERVICES

The determination of services needed will be made in accordance with evaluation data by a group of persons knowledgeable about the student. The group will review the nature and presence of the disability, how it affects the student's access to the educational process, and whether accommodations are needed to prevent discrimination. The decisions about 504 eligibility and services will be documented in the student's file, and if services are provided, eligibility and the plan for services will be reviewed periodically, as determined by the group who developed the plan.

PARENT NOTICE

As required by this law, the parent or guardian will be provided with notice of actions affecting the identification, evaluation or placement of the student. Parents/guardians will be invited to the meeting and participate in the decisions made. Parents are entitled to an impartial due process hearing if they disagree with the school's decisions in these areas. A section 504 hearing will be made available by the school if requested by the parent. CIS understands that parents may choose to appeal directly to the Office of Civil Rights without notifying the school of their concerns or requesting a 504 due process hearing.

Highly Qualified Teachers

Under No Child Left Behind, NCLB, instruction at CIS will be provided by highly qualified teachers. This applies to both general and special education teachers teaching in the academic subjects listed in the NCLB regulations: English, reading, language arts, mathematics, science, foreign language, civics and government, economics, arts, history, and geography. 34 CFR 200.55(b)(2). CIS will follow the state rules on determining the status of a teacher as highly qualified.

ENGLISH LANGUAGE LEARNERS

As described above, accommodations for English Language Learners will be provided through curriculum planning using the UDL framework. Additionally, the school will employ a licensed teacher with a Teaching English to Speakers of Other Languages (TESOL) endorsement. When ELL students enroll, CIS will submit application for funding of 3 hour Bilingual Program.

Students, who are not yet English proficient, will have language goals (reading, writing, speaking, and listening) as well as content goals. The sheltered instruction protocol will be used as a reference to adequately plan support for such students.

The Sheltered Instruction Observation Protocol

I. Preparation

1. Write content objectives clearly for students.
2. Write language objectives clearly for students.
 - a. Choose content concepts appropriate for age and educational background level of students. *List them:*
3. Identify supplementary materials to use (graphs, models, visuals). *List materials:*
 - a. Adapt content (e.g., text, assignment) to all levels of student proficiency. *List ideas for adaptation.*
 - b. Plan meaningful activities that integrate lesson concepts (e.g., surveys, letter writing, simulations, and constructing models) with language practice opportunities for reading, writing, listening, and/or speaking.

II. Instruction

Building Background

4. Explicitly link concepts to students' backgrounds and experience. *Examples:*
5. Explicitly link past learning and new concepts. *Examples:*
 - a. Emphasize key vocabulary (e.g. introduce, write, repeat, and highlight) for students. *List key vocabulary.*

Comprehensible Input

6. Use speech appropriate for students' proficiency level (e.g., slower rate, enunciation, and simple sentence structure for beginners.)
7. Explain academic tasks clearly.
8. Use a variety of techniques to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language).

Strategies

9. Provide ample opportunities for students to use strategies, (e.g. problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring). *List them:*
10. Use scaffolding techniques consistently (providing the right amount of support to move students from one level of understanding to a higher level) throughout the lesson. *List them:*

11. Use a variety of question types including those that promote higher-order thinking skills throughout the lesson (e.g., literal, analytical, and interpretive questions). *List them:*

Interaction

12. Provide frequent opportunities for interaction and discussion between teacher/student and among students about lesson concepts, and encourage elaborated responses.

13. Use group configurations that support language and content objectives of the lesson. *List the grouping types:*

14. Provide sufficient wait time for student responses consistently.

15. Give ample opportunities for students to clarify key concepts in L1 (1st language) as needed with aide, peer or L1 text.

Practice/Application

16. Provide hands-on materials and or manipulatives for students to practice using new content knowledge. *List materials:*

17. Provide activities for student to apply content and language knowledge in the classroom. *List them:*

18. Provide activities that integrate all language skills (i.e., reading, writing, listening, and speaking). *List them:*

Lesson Delivery

19. Support content objectives clearly.

20. Support language objectives clearly.

21. Engage students approximately 90-100% of the period (most students taking part and on task throughout the lesson).

22. Pace the lesson appropriately to students' ability level.

III. Review / Evaluation

23. Give a comprehensive review of key vocabulary.

24. Give a comprehensive review of key content concepts.

25. Provide feedback to students regularly on their output (e.g., language, content, work).

26. Conduct assessments of student comprehension and learning throughout lesson on all lesson objectives (e.g., spot checking, group response).

Access to services including but not limited to health and counseling

The Corrales International School educational program will provide access to other services such as counseling and health based upon the individual student

needs. The services may include, but are not limited to, the following types of modifications and services:

Counseling Services

CIS will provide counseling services as determined by the Student Assistance Team.

Student Health Needs

Health services for students will be provided by a qualified contract health care provider who will be responsible for maintaining Cumulative Student Health Records for each student. CIS will comply with all immunization and blood-borne pathogen laws.

Handicap Accessibility

CIS will meet all Federal and State requirements for providing full handicap accessibility. The school's facility will be handicap accessible and all activities will be adapted to meet the need for access.

E. EVALUATION OF STUDENT PERFORMANCE (number items 19-22)

The success of Corrales International School will be measured on the basis of student achievement and by levels of student, parent and staff satisfaction. The evaluation of student performance will include the collection of quantitative (outcome data and demographic data) and qualitative data (process data and survey data) for the purpose of:

- Monitoring student progress
- Measuring program effectiveness
- Assessing instructional effectiveness
- Guiding curriculum alignment and development
- Allocating limited resources
- Promoting accountability
- Reporting progress to all stakeholders
- Maintaining education rigor and focus
- Assessing trends

Student Performance

Corrales International School will be accountable first and foremost for the progress of students in meeting challenging standards of learning. Student achievement levels

will be measured by two types of assessments: formative and summative assessments. Formative assessments will be given regularly during the year to monitor student progress towards meeting state standards and other school goals. Summative assessments will be administered annually

Student Assessments: All students at the CIS will take the NMSBA. Results from this assessment will assist in determining the degree to which students are mastering state standards and will provide information which allows for comparison with students throughout the New Mexico.

Student performance on standardized exams will be evaluated by measuring student progress against applicable baseline data (data generated after the first year of operation). The preferred—and most reliable—method for analyzing achievement data will be to compare the progress of individual students over time. If this method of evaluation is not possible, achievement data will be analyzed by comparing the performance of cohorts of students over time. In the event that data cannot be analyzed through either of these means, the performance of different groups of students at the same grade level will be analyzed over time. Regardless of which form of data is generated, the standard of evaluation shall be whether students are making reasonable annual progress toward high standards; or, once high standards are reached, maintaining achievement at those levels. Where data is available, CIS student progress may also be evaluated against the progress of similarly situated schools and students.

Parent and Student Satisfaction

In addition to the NM Quality of Education Survey, CIS will annually administer a survey conducted by a nationally recognized research firm to measure the satisfaction parents, students, and staff. CIS is accountable for either demonstrating steadily improving levels of satisfaction or maintaining high levels of satisfaction, as measured by the average satisfaction levels of comparable schools participating in the same survey program. The CIS is also accountable for student attendance, parent attendance at Town Hall Meetings, and teacher turnover, all of which should evidence the support and continuity necessary to sustain a high level of performance at the school.

To document progress in each of these areas, CIS will annually write a progress report and distribute to all stakeholders.

Assessment	Type	Grades	Performance Standard
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New Mexico Standards-Based Assessment (NMSBA)	State Criterion Referenced: Reading, Math, and Science	3-8	Proficient
Spanish Assessment of Basic Education (SABE)	Local Norm Referenced: Spanish reading, math	3-8	50 th Percentile and above
Writing	Local Formative Assessment	K-8	7 or higher
Measures of Academic Progress (MAP)	Local Criterion Referenced (short-cycle)	K-8	Varies by grade level

Plan for Documentation and Reporting of Student Data

CIS will document all student data in electronic files. These data files will be kept in addition to students' cumulative files (including PEP data) and special education files to assist student data reporting for CIS. The data files allow us to provide our **sponsoring** school district (APS) relevant and required data for **ADS** reporting. Additionally we can provide complete student data as needed.

CIS Remediation Plan

The remediation procedures are implemented for students who are exhibiting poor performance in any curriculum area. The CIS Remediation Plan is based upon the 3-Tier SAT model for intervention developed by the PED.

1. Identification

The classroom teacher identifies when a student is performing poorly, despite adequate instruction, based on one or more of the following criteria:

- Failure to meet teacher expectation for student mastery of specific skills
- Low test scores: including classroom assessments, annual pre and post tests,
- Statewide-standardized tests
- Inaccurate homework
- Inaccurate classroom assignments
- Parent concern
- Other students at the same grade level are performing well with the same work
- Newly enrolled students who have not received instruction to the same level as
- the existing grade-level students.

2. Remediation

The teacher will determine instructional procedures that will support the student's growth with the identified skills.

A. Teacher provides the opportunity for individualized instruction by the teacher or educational assistant during school, or prior to/after school.

- B. Additional skill practice may be assigned, where appropriate, during class or for homework.
- C. Alternative instructional strategies and tools will be implemented if needed.
- D. Parents will be asked to assist with the additional practice and instruction.

3. Communication

The above procedures will be accompanied by communication with the student, parent, and School Director through the following methods.

- A. The first discovery of poor performance will be followed by verbal or written communication to the above parties.
- B. Mid-quarter Progress Reports, as well as Report Cards and Parent Conferences will reflect the concern.
- C. Based upon the teacher's professional judgment, or in the case where remediation is unsuccessful, a Student Assistance Team meeting will be requested.
- D. During the SAT meeting, interventions and/modifications will be evaluated for possible impact on the student's learning and performance.
- E. Two more SAT meetings will be scheduled if performance does not improve significantly. Modifications and interventions previously established will be evaluated for their success. Additional modifications and interventions will be implemented, as necessary.
- F. During the third SAT meeting, it may be decided that the student will need to be referred for alternative programs.

Timeline for Achievement of Standards

CIS will strive to meet State Standards at the end of each school year.

F. BUDGET AND FINANCIAL OPERATIONS

ADMINISTRATIVE OPERATIONS

The **School Director** of Corrales International School serves as the school's instructional leader and Chief Educational Officer. The School Director is responsible for providing leadership and decision making in the day-to-day operations of the school. The Director will facilitate the development of the educational program and supervise the business office, staff, and faculty. The Director reports to the Board of Trustees, who provides oversight and set policy.

The basic responsibilities of the Board of Trustees are:

- a. Support the organization's mission and purposes
- b. Support the School Director
- c. Ensure effective organizational planning
- d. Ensure adequate resources
- e. Manage resources effectively
- f. Evaluate, monitor, and propose mechanisms to strengthen programs
- g. Enhance the public standing of Corrales International School
- h. Ensure legal and ethical integrity and maintain accountability
- i. Consider and act on policies for the school program
- j. Require and evaluate the reports of the School Director concerning the progress and the financial status of the school
- k. Consider and adopt an annual budget recommended by the School Director
- l. Assist in presenting to the public the needs and progress of the educational system
- m. Perform specific duties imposed upon the Board by the statutes and regulations of the New Mexico Public Education Department

PROPOSED BUDGET

The proposed budget of Corrales International School is offered as evidence of its fiscal soundness. Below are five years of revenue projections, utilizing the New Mexico Public Education Department's spreadsheet, the 910-B5. The revenue spreadsheets are followed by a budget narrative with explanations provided by fund account. Finally, there is a five year projected budget based on the current, 2006-07, unit value of \$3,444.35. Because the school is at capacity in year four (all grades operating and fully staffed), the budget for year five is identical to year four.

BUDGET NARRATIVE

11 000 01 Direct Instruction

01 – 1000 & 2000 Personnel Services & Benefits

In the budget, \$40,000 is the average teacher salary. Typically the Unit Value in the state's funding formula, the SEG, is increased each year. For the purposes of this budget, teacher

raises are not included because the Unit Value remains constant and in practice, the increase in Unit Value will cover the salary increases. However, an annual 12% increase in health/medical benefits premiums was calculated to demonstrate that one can't assume the increase in Unit Value will cover both the salary and premium increases. The table below lists the number and types of teachers and administrative staff per year

Year One 2007-08	Year Two 2008-09	Year Three 2009-10	Year Four 2010-11	Year Five 2011-12
4 Teacher FTEs (K-2; 6)	6 Teacher FTE (K-3; 6-7)	8 Teacher FTEs (K-4; 6-8)	9 Teacher FTEs (K-8)	9 Teacher FTEs (K-8)
.5 Special ed FTE	1 Special ed FTE	1 Special ed FTE	1 Special ed FTE	1 Special ed FTE
	.5 Art teacher FTE	.5 Art teacher FTE	.5 Art teacher FTE	.5 Art teacher FTE
		.5 Mandarin FTE	.5 Mandarin FTE	.5 Mandarin FTE
1 School Director	1 School Director	1 School Director	1 School Director	1 School Director
.5 Business Manager	.5 Business Manager	.5 Business Manager	.5 Business Manager	.5 Business Manager
1 Administrative Assistant	1 Administrative Assistant	1 Administrative Assistant	1 Administrative Assistant	1 Administrative Assistant

01 – 3000 Purchased Services

Other professional services include an annual fee to the International Baccalaureate Organization. A photocopier will be leased for teacher use, as noted under “Rents & Leases.”

01 – 4000 Supplies and Materials

The school will purchase textbooks with instructional materials funds that are awarded in the first year of the school’s operation and are not reflected in this budget. From the supplies and materials budget, the state mandated standardized tests will be purchased.

01 – 5000 Travel and Training

Funds are appropriated for student field trips to pay for buses and admission to museums or other venues.

11 000 02 Instructional Support

02 – 1000 & 2000 Personnel Services & Benefits

The principal’s salary and benefits are listed in this fund. The principal’s salary remains constant across the five years, and salary increases will be determined by such factors as new legislation, availability of funds, and the school's governing body's decision to award a raise.

02 – 3000 Purchased Services

To provide ancillary services, such as diagnosticians, occupational therapists, physical therapists, social workers, and speech therapists, \$3000 or \$4000 a year has been

allocated to contract with private service providers. After the fortieth day of the first year of operation and in subsequent years, it is expected that the SEG will increase due to the enrollment of special education students. In this projected budget, only “basic” students are enrolled. With the increase in revenue, additional funds will be available to pay for ancillary services.

11 000 03 Administration

03 – 1000 & 2000 Personnel Services & Benefits

The salary and benefits for the school’s administrative assistant are listed in this fund.

03 – 3000 Purchased Services

Funds are made available for the annual audit, legal fees and the lease of a photocopier for administrative use.

03 – 4000 Supplies and Materials

A small budget is afforded for supplies and materials for administrative purposes.

11 000 04 Business and Support Services

04 – 3000 Purchased Services

A licensed business manager will work on site half-time. The founder has arranged with a well-established charter school to share their business manager.

04 – 4000 Supplies and Materials

The business manager would be provided with financial management software, which has annual license fee of \$5,000.

05 – Operation / Maintenance of Plant

05 – 3000 Purchased Services

These fees include the insurance, lease of a facility, utilities (electricity, gas, water/ sewer), building maintenance/janitorial, telephone and internet service.

11 000 12 Non-Operating

An emergency reserve of 1% is set aside.

CORRALES INTERNATIONAL SCHOOL

Five Year Budget Projection

<u>11 000 01 Direct Instruction</u>	2007-08	2008-09	2009-10	2010-11	2011-12
1000 Personnel Services					
1411 Teachers-grades K-12	\$160000	\$260000	\$360000	\$400000	\$400000
1412 Teachers-special ed.	\$20000	\$40000	\$40000	\$40000	\$40000
1612 Substitutes - Other Leave	\$1400	\$1700	\$2000	\$2300	\$2300
Subtotal Personnel Services	\$181400	\$301700	\$402000	\$442300	\$442300

2000Employee Benefits					
2111Educational Retirement	\$15691	\$26097	\$34773	\$38259	\$38259
2112ERA-Health Retiree Health Care	\$2358	\$3922	\$5226	\$5750	\$5750
2211FICA Taxes	\$11247	\$18705	\$24924	\$27423	\$27423
2212Medicare	\$2630	\$4375	\$5829	\$6413	\$6413
2311Health/Medical	\$22766	\$37863	\$50451	\$55509	\$55509
2312Life	\$133	\$190	\$257	\$276	\$276
2313Dental	\$2032	\$3379	\$4502	\$4954	\$4954
2314Vision	\$544	\$905	\$1206	\$1327	\$1327
2411Workers Comp Premium	\$2195	\$3651	\$4864	\$5352	\$5352
2412Workers Comp Employer's Fee	\$56	\$80	\$108	\$116	\$116
2511Unemployment Ins. Premium	\$3308	\$4725	\$6379	\$6851	\$6851
Subtotal Employee Benefits	\$62959	\$103892	\$138519	\$152229	\$152229
3000Purchased Services					
3214Other Professional Services	\$10795	\$29000	\$24000	\$5500	\$5500
3511Rents and Leases	\$1500	\$3300	\$3630	\$3900	\$3900
Subtotal Purchased Services	\$12295	\$32300	\$27630	\$9400	\$9400
4000Supplies and Materials					
4112Textbooks	\$0	\$0	\$0		
4113Software					
4118General Supplies and Materials	\$1087	\$1233	\$1183	\$1098	\$1098
Subtotal Supplies & Materials	\$1087	\$1233	\$1183	\$1098	\$1098
5000Employee Travel & Training					
5113Employee Travel					
5114Employee Training					
5117Student Travel	\$1000	\$1250	\$1500	\$1750	\$1750
Subtotal Employee Training	\$1000	\$1250	\$1500	\$1750	\$1750
TOTAL DIRECT INSTRUCTION	\$258741	\$440375	\$570832	\$606777	\$606777
<u>11 000 02Instructional Support</u>					
1000Personnel Services					
1112Principal	\$52000	\$52000	\$52000	\$52000	\$52000
Subtotal Personnel Services	\$52000	\$52000	\$52000	\$52000	\$52000
2000Employee Benefits					
2111Educational Retirement	\$4498	\$4498	\$4498	\$4498	\$4498
2112ERA-Health Retiree Health Care	\$676	\$676	\$676	\$676	\$676
2211FICA Taxes	\$3224	\$3224	\$3224	\$3224	\$3224
2212Medicare	\$754	\$754	\$754	\$754	\$754
2311Health/Medical	\$6526	\$6526	\$6526	\$6526	\$6526
2312Life	\$38	\$38	\$38	\$38	\$38
2313Dental	\$582	\$582	\$582	\$582	\$582
2314Vision	\$156	\$156	\$156	\$156	\$156
2411Workers Comp Premium	\$629	\$629	\$629	\$629	\$629
2412Workers Comp Employer's Fee	\$16	\$16	\$16	\$16	\$16
2511Unemployment Ins. Premium	\$473	\$473	\$473	\$473	\$473
Subtotal Employee Benefits	\$17572	\$17572	\$17572	\$17572	\$17572
3000Purchased Services					
3214Other Professional Services	\$4000	\$4000	\$3000	\$3000	\$3000

5000Employee Travel & Training

5114Employee Travel

TOTAL INSTRUCTIONAL SUPPORT	\$73572	\$73572	\$72572	\$72572	\$72572
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11 000 03 Administration**1000Personnel Services**

1114Administrative Assistant	\$26000	\$26000	\$26000	\$26000	\$26000
Subtotal Personnel Services	\$26000	\$26000	\$26000	\$26000	\$26000

2000Employee Benefits

2111Educational Retirement	\$2249	\$2249	\$2249	\$2249	\$2249
2112ERA-Health Retiree Health Care	\$338	\$338	\$338	\$338	\$338
2211FICA Taxes	\$1612	\$1612	\$1612	\$1612	\$1612
2212Medicare	\$377	\$377	\$377	\$377	\$377
2311Health/Medical	\$3266	\$3919	\$3919	\$3919	\$3919
2312Life	\$19	\$19	\$19	\$19	\$19
2313Dental	\$291	\$291	\$291	\$291	\$291
2314Vision	\$78	\$78	\$78	\$78	\$78
2411Workers Comp Premium	\$315	\$315	\$315	\$315	\$315
2412Workers Comp Employer's Fee	\$8	\$8	\$8	\$8	\$8
2511Unemployment Ins. Premium	\$473	\$473	\$473	\$473	\$473
Subtotal Employee Benefits	\$9025	\$9678	\$9678	\$9678	\$9678

3000Purchased Services

3211Audit	\$5000	\$5000	\$5000	\$5000	\$5000
3213Legal	\$6000	\$6000	\$6000	\$6000	\$6000
3511Rents & Leases	\$1500	\$3000	\$3000	\$3000	\$3000
Subtotal Purchased Services	\$12500	\$14000	\$14000	\$14000	\$14000

4000Supplies and Materials

4118General Supplies and Materials	\$1500	\$1500	\$1500	\$1500	\$1500
Subtotal Supplies & Materials	\$1500	\$1500	\$1500	\$2000	\$2000

5000Employee Travel & Training

5114Employee Travel

TOTAL ADMINISTRATION	\$49025	\$51178	\$51178	\$51678	\$51678
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11 000 04Business and Support Services**1000Personnel Services**

1115Business Manager	\$25000	\$25000	\$25000	\$25000	\$25000
Subtotal Purchased Services	\$25000	\$25000	\$25000	\$25000	\$25000

2000Employee Benefits

2111Educational Retirement	\$2163	\$2163	\$2163	\$2163	\$2163
2112ERA-Health Retiree Health Care	\$325	\$325	\$325	\$325	\$325
2211FICA Taxes	\$1550	\$1550	\$1550	\$1550	\$1550
2212Medicare	\$363	\$363	\$363	\$363	\$363
2311Health/Medical	\$3140	\$3140	\$3140	\$3140	\$3140
2312Life	19	19	19	19	19
2313Dental	\$280	\$280	\$280	\$280	\$280
2314Vision	\$75	\$75	\$75	\$75	\$75

2411Workers Comp Premium	\$303	\$303	\$303	\$303	\$303
2412Workers Comp Employer's Fee	\$8	\$8	\$8	\$8	\$8
2511Unemployment Ins. Premium	\$473	\$473	\$473	\$473	\$473
Subtotal Employee Benefits	\$8697	\$8697	\$8697	\$8697	\$8697
4000Supplies and Materials					
4113Software	\$5000	\$5000	\$5000	\$5000	\$5000
4118General Supplies and Materials	\$1500	\$1500	\$1500	\$1500	\$1500
Subtotal Supplies & Materials	\$6500	\$6500	\$6500	\$6500	\$6500
TOTAL BUSINESS SUPPORT & SERVICES	\$40197	\$40197	\$40197	\$40197	\$40197
<u>11 000 05Operation/Maintenance of Plant</u>					
3000Purchased Services					
3313Property/Liability Insurance	\$4000	\$4000	\$4000	\$4000	\$4000
3416Communications	\$9000	\$9000	\$9000	\$9000	\$9000
3511Rents and Leases	\$92000	\$92000	\$92000	\$92000	\$92000
3411Electricity	\$6000	\$6000	\$6000	\$6000	\$6000
3414Bldg. Heat/Natural Gas	\$2000	\$2000	\$2000	\$2000	\$2000
3415Water/Sewage	\$1000	\$1000	\$1000	\$1000	\$1000
3612M & R Bldgs. & Grounds	\$3000	\$3000	\$3000	\$3000	\$3000
TOTAL OPERATION / MAINTENANCE OF PLANT	\$117000	\$117000	\$117000	\$117000	\$117000
<u>11000 12Non-operating</u>					
7513Emergency Reserve	\$5440	\$7296	\$8604	\$8972	\$8972
ANNUAL TOTAL EXPENDITURES	\$543975	\$729618	\$860383	\$897196	\$897196
ANNUAL SEG	\$558315	\$754616	\$885391	\$922204	\$922204
2% APS-Indirect	\$11166	\$15092	\$17708	\$18444	\$18444
Operating Revenue	\$543975	\$729608	\$860383	\$897196	\$897196
BALANCE = (Revenue - Expenditures)	\$0	\$10	\$0	\$0	\$0

AUDIT

Pursuant to Section 12-6-3, NMSA 1978, CIS will participate in the annual APS external audit as scheduled by the APS audit firm. Additionally, the APS Internal Auditor will have access to CIS accounting documents, and the CIS business office will fully cooperate with both the APS internal and external auditor(s). The CIS administration will resolve audit findings and report this information to Albuquerque Public Schools in a timely fashion. CIS recognizes that it is responsible for paying its proportionate share of the audit costs, as the above budget reflects.

For all funds, the audit balances will be compared to cash reconciliations and general ledgers. If changes are required on the cash reconciliations or general ledgers, the auditor will be requested to provide the adjusting journal entries so they can be posted by the school's business manager. A copy of the corrected cash reconciliations will be sent to APS and the PED

G. FISCAL COMPLIANCE AND MANAGEMENT

This section of the CIS charter includes evidence that the fiscal management of the Corrales International School complies with all applicable federal and state laws and regulations relative to fiscal procedures and addresses the following:

- (1) Plan on how the charter school will manage its fiscal responsibilities.*
- (2) Specific description of the internal control procedures that the charter school will utilize to safeguard assets, provide reliable financial information, promote operational efficiency, and ensure compliance with all applicable federal and state laws and regulations relative to fiscal procedures.*

The Corrales International School (CIS) plan for fiscal management is captured in the policies and procedures, and explanations throughout Section G. of this charter application. The policies and procedures are organized pursuant to 6.20.2 NMAC.

To be financially viable, CIS will use historical data in determining revenue projections (Please see the procedure on page 44.). The explanation below details what the school will do in the event that it doesn't meet or maintain enrollment targets.

Prior to opening, the CIS business manager, principal, the CIS finance committee will create several revenue projections based upon various enrollment scenarios. Pro forma budgets will be developed based upon these enrollment scenarios. The pro forma budgets will determine the number of faculty the budget can support based upon each particular enrollment scenario. Using the pro forma budgets as a guidance, the number of employees hired will be determined by the number of students officially enrolled by a date specified by the school's board. Initially, the Principal will staff the school conservatively. In the event enrollment is less than projected, the Principal has avoided a reduction in force situation. Teacher contracts will be in place ten days prior to the first day of school.

Once operations have begun, should the school suffer a significant decline in enrollment, the principal, in conjunction with the school's Finance Committee, will recommend a reduction in expenditures and possibly a reduction in force to the school's board. It is the board's responsibility to act upon these recommendations and to do so with fiscal and legal prudence.

PROCEDURAL REQUIREMENTS

Pursuant to 6.20.2.8 NMAC, CIS will account for financial transactions and develop and maintain its budgets in accordance with the Public School Code, GAAP and PED procedures for public school accounting and budgeting, which are referenced where applicable.

The CIS Business manager will be responsible for the preparation and presentation of all financial documentation and budget maintenance and will meet the competency requirements enumerated in 6.63.12.9 NMAC.

BUDGET PREPARATION STANDARDS

Pursuant to 6.20.2.9 NMAC, CIS will follow budget requirements stated in Sections 22-8-5 through 22-8-12.2, NMSA 1978, and procedures of the PED in preparing, submitting, maintaining and reporting budgetary information. Budgetary control shall be at the function level. CIS will not over-expend a function..

Budget Preparation Procedures

Procedures for Revenue Projections

1. The primary source of revenue for most charter school budgets is derived from the State Equalization Guarantee. The charter school shall use the STARS average of the prior fiscal year in computing the number of students to be included in the Kindergarten/Basic Program section and the Special Education section of the PED 910B-5. All projections, including Ancillary FTE, shall be based on historical data only, and the charter school shall not use any estimated MEM in the computation except in the case of a grade level to be added. The charter school shall utilize the district's T&E Index and At-Risk Units as supplied by the PED in computing the State Equalization Guarantee for the budget year.
2. Additional revenue generated through Gifts, Donations (non-categorical) should be projected based upon bona fide funding sources. Care will be exercised in this projection to ensure against an overstatement of revenue projection in this category.
3. The Operational Fund cash balance from the prior fiscal year may be budgeted for any operational expenditure, exclusive of payroll, upon specific approval from the Secretary of Education.

Budget: Procedures for Expenditure Projections

1. To estimate of the number of students and the grade level placement of students, prior year statistical data, as well as projections of future enrollment will be used.
2. To identify staffing needs and associated costs such as instructional supplies, equipment, and facility, estimates of future enrollments will be calculated.
3. To understand the budgetary impact on changes in student/teacher ratios, evaluation of the number and type of new personnel needed and their associated supplies, equipment, and facilities will be conducted as far in advance as possible.
4. To project the contributions to New Mexico Educational Retirement and ERA Retiree Plans, historical costs will be used.
5. To project CIS's contributions to NMPSIA for health insurance premiums, estimates will be calculated using historical data and future staffing projections.
6. To pay for unforeseen expenditures incurred after the initial budget has been approved, the charter school may, out of operational cash balances carried forward from the previous fiscal year, budget an amount not to exceed five (5) percent of its proposed operational expenditures as an emergency account. Money in the emergency account shall be used only for such unforeseen expenditures and shall not be expended on salaries or benefits and without prior written approval from the Secretary of Education.

Procedures for Budget Certification

1. CIS operational revenue will be calculated using the State Equalization Guarantee Computation Revenue Estimate Worksheet, 910-B5. The school will rely upon prior year enrollment and projected membership data, the prior year T & E index and the prior year at-risk index.
2. CIS will submit its budget by April 15th or ten (10) working days before the PED scheduled program/budget review date, whichever comes first.
3. CIS will submit the Budget Document Checklist with all supporting documents and the Checklist signed by the district superintendent.
4. The budget will be reviewed by the PED prior to approval and certification by the school's Governing Board. CIS and the PED shall review the school's projected revenues and confer before determining where additions or reductions to the budget will be incorporated
5. CIS will state in a Notice of Public Hearing that the CIS Governing Board will be adopting the annual budget. The Notice will be published in compliance with this charter and the Open Meetings Act, Section 10-15-1 et seq. 1978 Public School Code, and CIS board policy.
6. Approval of the proposed CIS budget by the school's governing board and APS Board of Education will occur in a public hearing held prior to June 20.
7. The board approved and PED certified budget will constitute the CIS operating budget.

The operating budget and any authorized adjustments will be integrated into the school's accounting system after required approvals. Encumbrances will be used as an element of control and integrated into the budget system.

BUDGET MAINTENANCE STANDARDS

Pursuant to 6.20.2.10 NMAC, Budget adjustment requests will be submitted on the most current form prescribed by the PED. CIS will submit budget adjustment requests for the operating budget to the PED for budget increases, budget decreases, transfers between functional categories, and transfers from the emergency reserve account. If the PED does not take action on a budget adjustment request within 30 calendar days from the date of receipt by the PED, the request will be considered approved.

CIS will submit periodic financial reports to the PED using the PED-approved format, and reporting will be either monthly or quarterly at the discretion of the PED. Reports will be submitted to the PED by the last working day of the month following the end of the required reporting period, unless extended to a later date by the secretary of education.

Budget Maintenance Policies and Procedures

Budget Adjustment Procedures

Pursuant to Section 22-8-41C NMSA 1978, operational cash balance carried forward from the previous fiscal year will not be used for salaries and payroll benefits. If there is a need to adjust the approved budget due to an increase in revenue, decrease in revenue, or budget transfers, CIS will perform a Budget Adjustment Request.

1. If there is a budget increase, such as an appropriation, donation or special program grant, a request to budget the additional revenue will be presented at a local public hearing and approved by the school's Governing Board.
2. After approval by the school's board, the proposed increase will be entered electronically into the state's Operating Budget Management System and approved electronically by a school administrator (e.g. the Principal).
3. Once the budget increase is approved by the state, it will be entered into the school's accounting system.
4. If there is a budget decrease, the process described above will apply. In summary, the school will receive approval by the school's Governing Board and the PED prior to incorporation into the budget.
5. Budget Transfers that involve a transfer of funds between expenditure codes within the same function will only require the school's board for approval.
6. Inter-budget transfers (between functions) will be approved by the Governing Board and the PED prior to expending.
7. CIS will maintain a log of all budget adjustment requests to account for status, numerical sequence, and timely approval at each level. The log will be retained for audit purposes.
8. Expenditures will not be made by CIS until budget authority has been established and approval received from the PED.
9. Budget adjustments will not be incorporated into the school's accounting system until approval is received by the PED.

Financial Reporting Policies

1. The charter school will prepare monthly financial reports comparing actual revenue and expenditures to budgeted amounts.
2. Monthly financial reports reflecting the financial and budget position of CIS shall be provided to the Governing Board on a monthly basis.
3. Financial reports required by Albuquerque Public Schools and the PED shall be submitted no later than the last day of the month following the end of the reporting period, unless extended to a later date by the secretary of education. The Governing Board shall be notified of any report which has not been submitted on a timely basis and the reason(s) for the late filing.
4. If any financial reports required by the PED have not been submitted on a timely basis, the CIS Governing Board will be notified and the reason(s) for the late filing.
5. A copy of the financial reports required by the Public Education Department shall be submitted to the Albuquerque Public Schools' Accounting Manager, or their designee, by the last day of the month following the reporting period.

6. All reports will be generated by the school's accounting system in the required NMPED format.
7. The data reported on State reports will tie to revenue/expenditure and cash ledgers

INTERNAL CONTROL STRUCTURE STANDARDS

Pursuant to 6.20.2.11 NMAC, CIS will establish and maintain an internal control structure to provide management with reasonable assurance that assets are safe-guarded against loss from unauthorized use or disposition, that transactions are executed in accordance with management's authorization and recorded properly to permit the preparation of general purpose financial statements in accordance with GAAP, and that state and federal programs are managed in compliance with applicable laws and regulations.

Internal Control Policies and Procedures

Safeguarding Assets Policies

1. The Principal is responsible for all tangible and intangible personal property.
2. Access to assets will be limited by assigning primary custodial staff to each departmental location within the school. The control agent for each department is responsible for monitoring the access to the building, classrooms, property, cash and equipment.
3. Backups of the school's finance documents will be done daily. Documents (employee earning records, expenditure ledger, revenue ledger, cash control ledger, check register, bank statements, cancelled checks, purchase documents) blank checks, files, diskettes, USB drives will be stored in a locking fire-proof safe or fire-proof file cabinet:
4. Virus checks will be performed on diskettes and hard-drives.

Property Management

All property owned by the charter school is subject the requirements of 2.20.1 et seq. NMAC. CIS has implemented policies and procedures designed to ensure their proper allocation, control, care, use, and safeguarding. Guidelines for the management of CIS's property and equipment include, but are not limited to, the following:

1. CIS is subject to GASB 34 and must adhere to the financial reporting requirements for capital and infrastructure assets.
2. CIS shall keep a list of all equipment or property it has leased.
3. All property will be adequately safeguarded and protected to avoid and/or minimize the potential for loss.
4. All property will be used economically, and for the purpose intended.
5. All property will be inspected upon arrival and periodically to ensure it is in good working order.
6. All property will be properly and accurately recorded in a fixed asset ledger which shall be maintained by the school's business office. All property shall be tagged and/or labeled pursuant to the approved Governing Board policy.

7. All property will be inventoried on a periodic basis to verify the accuracy of records.
8. Any re-location of property shall be noted and kept with the property records.
9. CIS will establish a policy for the recovery/replacement of any equipment, etc., that is lost, stolen, or broken.
10. CIS as a public school is subject to the same State and Federal laws regarding the disposal of equipment purchased with either State or Federal funds.

Asset Capitalization

Asset Capitalization establishes guidelines for the control of capital assets owned by the school. The purpose of the controls are to protect capital assets, preserve the life of capital assets, to avoid unnecessary duplication of assets on the school campus, to provide a guide for future replacement of assets, and to establish a basis for the amount of insurance coverage required.

Definition

Capital assets, for the purpose of this policy, are defined as tangible or intangible property owned by the school which meets the definition and minimum dollar amount for capitalization per asset category.

Furniture and equipment- Tangible personal property in excess of \$1,000 purchased or acquired by gift to be used for operational purposes such as desks, filing cabinets, copiers, musical instruments, laboratory equipment, and janitorial equipment.

Computer software- Intangible property in excess of \$1,000 either purchased or acquired by gift that is designed to cause a computer to perform a desired function.

Computer equipment- Tangible computer equipment in excess of \$1,000, including Laptops, Desktops, Routers, Hubs, etc., purchased or acquired by gift to be used for operational or instructional purposes. For capitalization purposes, computers are defined as a CPU, monitor and keyboard which go together as a package. Printers, which exceed \$1,000, shall be capitalized separately, while printers, which are less than \$1,000, shall be considered Supply Assets and recorded as such in the school's general ledger.

Library holdings- All library holdings purchased or acquired by gifts during the fiscal year are capitalized in aggregate at the end of the fiscal year using the cost-based method. The cost-based method approach entails the following:

- Acquisition costs reflect actual expenses for purchased library materials.
- Donations are capitalized at fair market value.
- A value is placed on items withdrawn from the inventory and that value is reflected in capitalization.

Donated Items

Donated items, valued at the threshold contained in this capitalization policy and which are items that the school otherwise would have bought and used in operations, shall be recorded in the school's general ledger account titled Fixed Assets (\$1,000 and over) at fair market value at the date of donation. Donated items, which are valued at less than the threshold contained in this capitalization policy, will be recorded in the school's general ledger account titled Supply Assets (less than \$1,000) at fair market value at the date of donation. Donated items, which are determined to have no fair market value, will not be recorded.

Depreciation Guidelines

Depreciation is a system of accounting which aims to distribute the cost or gift value of a capital asset, less salvage value, over the estimated useful life of the asset in a systematic and rational manner. All depreciable assets will be depreciated using the *straight-line method* of allocation utilizing the half-year convention. The straight-line method allocates an equal amount of the net cost of an asset to each accounting period in its useful life. Most assets retain some recovery at the end of their useful lives, which is known as salvage value. All depreciable property for the purposes of this policy shall be deemed to have a fair market value at the end of their useful lives.

The useful life of depreciable assets is based on their usefulness to the school. The following table displays the estimated useful lives that will be used to calculate and allocate depreciation:

<i>Property Category</i>	<i>Life in Years</i>
Furniture and Equipment	5-7
Computer Software	3
Computer Equipment	5
Library Holdings	10

Disposition of Capital Assets

Capital assets which are obsolete, worn out, or no longer meet the requirements of the school, may be disposed of pursuant to NMSA (1978) 13-6-1 to 13-6-4, Sale Of Public Property, transferred within the school campus to another department or classroom, or traded-in. A Fixed Asset Disposal Form must be completed in all cases for the disposition of any asset, including those which were damaged by theft, and a Fixed Asset Relocation Form must be completed when assets are transferred from one location to another. The Fixed Assets Disposal Form must be signed by the Business Manager, Principal, and the Governing Board Chair. Pursuant to NMSA (1978) 13-6-1 and 13-6-2, all licensed software and any electronic media (computer hard drives) must be completely erased before being disposed of. The Fixed Assets Relocation Form must be signed by the

Business Manager and Principal. The School Business Office will retain the approved forms to preserve the accuracy of the asset records.

Inventory Procedure

1. The School Business Office will maintain an inventory of assets including, but not limited to, capital assets.
2. A physical inventory shall be done at least annually on such date(s) and time(s) as specified by the Principal and School Business Office.
3. CIS will utilize inventory software to assist with management of school inventory.
4. A barcode decal created by the school's the inventory software will be attached to the property in a conspicuous location it is received.
5. Entered into the inventory software system are the serial numbers for each piece of equipment and other pertinent information such room, dept., manufacturer, model.
6. CIS will conduct an annual inventory of all property with a cost of \$200 or more, computer software, audiovisual materials.
7. CIS will reconcile any missing or found items.
8. CIS will maintain a sign-out log for borrowed equipment
9. A central record of repairs and transfers will be maintained.
10. CIS will follow state laws and regulations regarding the disposal of obsolete, surplus or damaged equipment. (See procedures in Section G. of the CIS charter application).
11. The inventory will be comprised of capital assets as defined in the school's Asset Capitalization policy and Supply Assets in excess of \$200.00, which include:
 - i. Office furnishings including desks, chairs, bookcases, filing cabinets, and tables.
 - ii. Office equipment including fax machines, calculators, and copiers.
 - iii. Computer hardware including central processing units (CPU's), monitors, printers, laptops, scanners, hubs, and routers.
 - iv. Audio-Visual equipment including televisions, LCD projectors, overhead projectors, video and DVD players, and cameras.
 - v. Laboratory equipment.
 - vi. Musical instruments.
 - vii. Janitorial equipment, including floor scrubbers, vacuum cleaners, and steam cleaners.
 - viii. Maintenance and grounds equipment.
 - ix. Athletic equipment.

Segregation of Duties Procedures

The Segregation of Duties and the authorization and recording procedures as described below states who performs particular functions as it relates to the school's finances.

1. Purchase order procedures are:
 - a. Requisitions are submitted by a faculty or board member to the Principal.
 - b. Requisitions are approved by the Principal

- c. Approved requisitions are then entered into the school's accounting system by the administrative assistant.
 - d. Principal approved requisitions receive a second level of approval by the Business Manager once he/she has confirmed availability of funds. The business manager then issues a purchase order.
 - e. After a purchase order is issued, the order is placed.
 - f. The receipt of goods is verified against the purchase order by the administrative assistant. When all goods are received, the shipping receipt is attached to the purchase order and the invoice, prior to payment.
2. Mail and receipt of cash procedures:
- a. The Principal will open the mail
 - b. The administrative assistant will receipt cash and post receipts.
 - c. The business manager will deposit the cash within 24 hours in the school's bank account.
 - d. The business manager will reconcile bank accounts monthly.
 - e. The Principal and the chair of the Board's Finance Committee will review bank reconciliations.
 - f. The chair of the finance committee will initial each bank reconciliation.

ORGANIZATIONAL STRUCTURE

Pursuant to 6.20.2.12 NMAC, CIS has established the following organizational structure in which the delegation of responsibility for employee actions is combined with sufficient authority to perform the assigned activities. (Please see Segregation of Duties on page 49.)

BUSINESS MANAGER

CIS will employ an experienced licensed Business Manager whose work is guided applicable state and federal laws and regulations as well as by established internal controls. The business manager is responsible for the financial functions of the school including maintaining the integrity of all financial reporting, budgeting and forecasting, planning, personnel record keeping, and insurance administration. The CIS Business Manager will be duly licensed pursuant to 6.63.12 NMAC.

FINANCE COMMITTEE

The Finance Committee is a committee of the Governing Board that meets monthly, at a minimum. This committee meets with the Business Manager and Principal, oversees development of the budget and strategic financial plans, and monitors the financial operations of the school. The finance committee chair will review bank reconciliations with the business manager and Principal.

MONTHLY FINANCIAL REPORTS

The Business Manager will prepare monthly financial reports as well as PED required reports for presentation to the Finance Committee and to the Governing Board.

AUDIT

Pursuant to Section 12-6-3, NMSA 1978, CIS will participate in the annual APS external audit as scheduled by the APS audit firm. Additionally, the APS Internal Auditor will have access to CIS accounting documents, and the CIS business office will fully cooperate with both the APS internal and external auditor(s). The CIS administration will resolve audit findings and report this information to Albuquerque Public Schools in a timely fashion. CIS recognizes that it is responsible for paying its proportionate share of the audit costs, as the above budget reflects.

For all funds, the audit balances will be compared to cash reconciliations and general ledgers. If changes are required on the cash reconciliations or general ledgers, the auditor will be requested to provide the adjusting journal entries so they can be posted by the school's business manager. A copy of the corrected cash reconciliations will be sent to APS and the PED

Employee Accountability.

1. The Governing Board of CIS is responsible for setting all school policies, including fiscal, as well as hiring and evaluating the principal and oversight of the school's operations.
2. The assignment of duties to staff members who have access to the school's accounting system will be done with the intent of limiting their ability to cause and conceal errors or irregularities. Incompatible functions will not be assigned to one staff member.
3. The Principal is responsible for the implementation of fiscal policies and procedures found in Section G. of this charter. Monitoring and management of performance of employees includes:
 - a. Annual evaluation of all employees.
 - b. Accurate job descriptions that will be used in evaluation of employee performance.
 - c. Teacher contracts that are in place ten days prior to the first day of school.

FINANCIAL STANDARDS

Pursuant to 6.20.2.13 NMAC, CIS will use funds and account groups to report their financial position and operating results. Funds will be classified into three broad categories: a) governmental funds, b) proprietary funds and c) fiduciary funds, and there will be two account groups: a) general fixed assets and b) general long-term debt.

Financial Standards Policies and Procedures

General Ledger: The CIS General Ledger is a detailed listing of all transactions that comprise the balances shown on the respective Balance Sheet and Statement of Revenue and Expenditures for a given month. The CIS General ledger shall be printed in detail at

the end of a monthly processing cycle and kept in a binder organized by month for review. The General Ledger shall identify, at a minimum, the following:

- The appropriate Fund, Sub-Fund, Function, Object numeric coding and title(s) and any other categories as required by statute or other mandate.
- The date of the posting transaction.
- The name the check/warrant was issued to.
- The name of the Vendor to whom an invoice was recorded in the Accounts Payable module.
- A description of the receipt from whom cash was received or recorded in the Accounts Receivable module.
- A description of the Journal Entry.
- The reference number of the check/warrant, cash receipt, invoice, purchase order, or journal entry.
- A description which clearly identifies the transaction.
- The appropriate posting as either a debit or credit.

Journal Entries: The CIS General Journal is a detailed listing of all activity that does not happen through the normal processes involving check writing, entering of payables/receivables, or cash receipts. Examples of Journal Entries one may find in the CIS financial reporting include, but are not limited to, the following:

- Corrections of General ledger postings.
- Posting of EFTPS, NMPSIA, and ERB electronic cash concentration filings.
- Booking of inter-fund payables/receivables.
- Charges reflected on bank statements discovered during the reconciliation process.

The CIS General Journal shall be printed in detail at the end of a monthly processing cycle and kept in a binder organized by month for review. The General Journal shall identify, at a minimum, the following:

- The appropriate Fund, Sub-Fund, Function, Object numeric coding and title(s) and any other categories as required by statute or other mandate.
- The date of the posting transaction.
- The Journal Entry reference number.
- A description which clearly identifies the transaction.
- The appropriate posting as either a debit or credit.

For Internal Control purposes, the CIS Business Manager shall review all posted Journal Entries with the Principal and Chair of the Finance Committee during monthly review of the financial statements.

Fund and Account Groups

CIS will use fund and account groups to report its financial position and operating results. Funds are classified into three broad categories: a) governmental funds, b) proprietary funds and c) fiduciary funds.

Chart of Accounts

CIS prepares, maintains, and reports budget and financial information utilizing the account structure (fund, function, and object code) established by the State of New Mexico Public Education Department. The charter school shall utilize an accounting program which will accommodate the account structure (fund, function, and object code) and chart of accounts mandated by the Public Education Department. CIS will follow the official Uniform Chart of Accounts in PSAB Supplement 3 found at the link below.

http://www.ped.state.nm.us/div/fin/school.budget/dl/040406/Microsoft%20Word%20-%20PED%20Supplement3%20_2-3-1_%20FINAL.pdf

Basis of Accounting

In accordance with GASB 34, CIS will use a full accrual basis of accounting in preparation of annual financial statements and cash basis of accounting for budgeting and reporting. CIS will use an accounting system that is used widely in New Mexico and is compatible with state required reporting and formats such as APTAFund.

Financial Statements

CIS will maintain adequate accounting records, prepare financial statements in accordance with GAAP (specifically, GASB 34), and provide complete, accurate, and timely information to the district and the State of New Mexico Public Education Department.

CIS will provide timely information to the independent public accountant (IPA) as requested. If there are differences between the financial statements, school records, and PED records, the IPA should provide the adjusting entries to CIS to reconcile the report to the school's records. If the IPA prepared the financial statements, this fact will be disclosed in the notes to the financial statements. If the IPA prepared the financial statements, this fact will be disclosed in the notes to the financial statements. All efforts will be made by the school to assist the IPA with financial statement preparation.

Audit

Pursuant to Section 12-6-3, NMSA 1978, CIS will participate in the annual APS external audit as scheduled by the APS audit firm. Additionally, the APS Internal Auditor will have access to CIS accounting documents, and the CIS business office will fully cooperate with both the APS internal and external auditor(s). The CIS administration will resolve audit findings and report this information to Albuquerque Public Schools in a timely fashion. CIS recognizes that it is responsible for paying its proportionate share of the audit costs, as the above budget reflects.

For all funds, the audit balances will be compared to cash reconciliations and general ledgers. If changes are required on the cash reconciliations or general ledgers, the auditor will be requested to provide the adjusting journal entries so they can be posted by the school's business manager. A copy of the corrected cash reconciliations will be sent to APS and the PED.

Financial Records

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

Financial Reports

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

CASH CONTROL STANDARDS

Pursuant to 6.20.2.14 NMAC, CIS has established and maintains a cash management program to safeguard cash and provide prompt and accurate reporting that adheres to cash management requirements of the Office Of Management and budget (OMB) Circular A-102 and applicable state and federal laws and regulations.

Cash Controls Policies and Procedures

1. CIS retains pre-numbered receipts for all money received. Pre-numbered receipts are controlled and secured. If a receipt is voided, all copies are marked "VOID" and retained in the receipt book.
2. Money received and receipted is deposited in the bank within twenty-four (24) hours or one banking day. The bank deposit slips have the numbers from applicable receipts entered on it or attached as a reference.

3. A cash receipts journal is prepared during each fiscal year beginning July 1 and ending June 30, and is presented to the school district's auditor during the annual audit.
4. The school verifies that there is sufficient cash and budget prior to the disbursement of cash. A revenue ledger is required for each revenue code as approved in the finalized budget, and additional revenue ledgers may be added as necessary.
5. CIS has established a cash control ledger for each fund/subfund. Interfund transfers of cash among separate and distinct funds are not receipts or expenditures. Transfers of previously receipted cash require Governing Board and PED approval prior to the transfer.
 - a. Temporary transfers of cash are posted as "due from" and "due to" to indicate inter-fund receivables and payables.
 - b. Posting errors are not erased, crossed out, or modified in any other manner in the ledger. A separate journal entry is required to incorporate necessary corrections. Cross-referencing of a correcting entry to the original error should be inserted under the "description" column of the ledger.
6. Clearing accounts or pooled accounts may be used to combine more than one fund in one bank account. Clearing accounts shall reconcile to a zero balance at the end of each month. Bank reconciliations for clearing accounts shall be completed on a monthly basis.
7. Vouchers shall be numbered in such a manner as to provide a cross-reference between the voucher, the check, and the check register. All blank checks shall be properly safeguarded and an inventory of unused checks shall be taken periodically. Completed vouchers and supporting documentation is to be placed in alphabetized paid vendor files and filed for future reference and annual audit.
 - a. Each warrant or check issued shall have printed on its face the words, "void after one year from date". Whenever any warrant or check remains unpaid for one year, the Business Manager shall cancel it in accordance with Section 6-10-57(A), NMSA 1978.
 - b. The Business Manager shall keep a register of all canceled warrants/checks. The register shall show the number, date and amount, name of payee, fund out of which it was payable, and date of cancellation. The face amount shall revert and be credited to the fund against which the warrant/check was drawn.
8. The school maintains a cash control ledger for each fund/subfund where all transactions affecting cash are recorded. Cash balances reported to the district and the PED shall be the same as reflected in the school's cash control ledger and annual audit
9. All bank accounts shall be reconciled on a monthly basis. Reconciled bank statements are to be prepared by the Business Manager and reviewed by the Finance Committee Chair. The bank statement, deposit slips, and canceled checks shall be made available to the district's auditor during the annual audit.

Procedures for Receipt of Funds

1. CIS shall safeguard and account for all cash and checks received, and shall deposit funds in the appropriate account at a federally insured bank within 24 hours of receipt or one banking day as required by state law NMAC 6.2.2.14.3. Should the school be located in a geographically remote area, a request for an alternative plan may be made to the Secretary of Education whereby banking may be allowed on other than a daily basis.
2. Receipts will be preprinted, pre-numbered, and kept in sequential order. The administrative assistant, or another designated employee, shall prepare a receipt in triplicate for money received from all sources. The original receipt is to be retained in the receipt book, the second copy is to be given to the person(s) making the payment, and the third copy will be given to the school Business Manager along with the respective cash/checks for proper recording in the school's accounting system. If a receipt is voided, all copies of the receipt shall be stamped "VOID" and retained in the receipt book.
3. The school Business Manager shall prepare the bank deposit in duplicate on a deposit ticket issued by the bank.
4. For purposes of segregation of duties, the actual bank deposit shall not be made by the individual who is responsible for preparing the deposit.
5. After the deposit is made, the deposit receipt shall be given to the Business Manager who shall staple it to the copy of the deposit ticket retained in the record of deposit provided by the bank.
6. The school Business Manager will post the revenue to the appropriate fund and revenue code.

Procedures for Cash Disbursement

1. Pursuant to NMAC 6.20.2.14, the CIS shall establish a cash management program to safeguard all cash in its custody and control.
2. The charter school shall administratively control and restrict accessibility to check stock. Only properly designated employees shall handle impressed funds and disbursement of funds.
3. The charter school shall utilize a computerized accounting program to print checks. The charter school's blank check stock shall be pre-numbered and adequately safeguarded by storage in a locking fire-proof safe or file cabinet.
4. All disbursements (including payroll) except those from petty cash will be made by check.
5. All checks, disbursement vouchers, and check requests shall be approved for payment by the CIS Business Manager.
6. All checks will be made payable to specified vendors or payees and shall not be made payable to cash.
7. Voided checks shall be stamped VOID and properly defaced by removing the area of the signature line and retained in a file for inspection by management as well as external auditors.

8. Support for payment shall be attached to a check when presented for signature. In addition, all original check requests and invoices attached for support shall be defaced by a stamp indicating “PAID”, the check or warrant number, and the date paid.
9. The signing of blank checks is strictly forbidden.
10. For segregation of duty, only the Principal and Trustees shall be authorized to sign checks. Two signatures will be required on all checks.

Voucher System

- i. Documentation will be attached to the voucher, including the P.O., invoice, shipping receipt, bids or quotes)
- ii. Accounting codes from the Uniform Chart of Accounts are used for posting purposes (Fund/Subfund, Function, Object Codes, Program, Location, Job Classification etc.)
- iii. Paid vouchers will be certified pursuant to Section 6-5-8 NMSA.
- iv. Vouchers will be filed numerically by month paid.
- v. Check Register will be maintained listing outstanding checks, and it will tie to Cash Report/Total Outstanding to Date.

Procedures for Bank Reconciliation

1. Pursuant to NMAC 6.20.2.14 (K), the CIS will establish a cash management program to safeguard all cash in its custody and control, which will include monthly reconciliation of all bank accounts. The bank reconciliation identifies the item(s) that must be recognized in order to arrive at the actual cash balance.
2. The charter school shall have all bank statements received on a monthly basis. The unopened bank statement will be received and opened by the Principal.
3. Upon review by the Principal, all bank statements shall be forwarded to the Business Manager, who will be responsible for the reconciliation of all existing bank accounts.
4. The CIS Business Manager shall review the activity contained on the bank statement and verify that there are no errors or omissions when compared to amounts shown in the respective general ledger cash account.
5. Adjustments to the school’s cash accounts, for items such as bank charges, must be made via a Journal Entry in the school General Ledger and must clearly identify the reason(s) for the adjustment(s) in the description.
6. The bank reconciliation may be prepared on a spreadsheet included as an attachment to the bank statement and copy of the general ledger for review. The reconciliation for any given account shall include checks and deposits outstanding when arriving at an adjusted balance per bank when compared to the general ledger.
7. Deposits in transit and outstanding checks should generally clear the bank within the first few days of the following month. Any check which is more than twelve (12) months old shall be voided and the vendor who the check was issued to shall be informed.
8. The bank reconciliation must be completed as expeditiously as possible after the receipt of the bank statement to ensure that the cash account balance as shown in the school’s general ledger is as accurate as possible.

9. Upon completion of the bank reconciliation for a given month, the CIS Business Manager shall inform the Finance Committee Chair, who shall be responsible for reviewing the reconciliations.
10. After a thorough review, the Finance Committee Chair shall indicate his/her approval by placing his/her initials and date on each bank reconciliation.
11. Copies of all bank reconciliations must be kept by the school's Business Office for the period prescribed by law for the retention of public school records as well as for review by external auditors or other interested parties.

Policy and Procedures for Petty Cash Disbursement

1. Petty cash funds shall be utilized only in rare instances to facilitate small payments. Petty cash funds are established by drawing a check made payable to the employee charged with responsibility for the fund. The petty cash fund shall contain cash and/or invoices totaling the full amount of the petty cash fund and is to remain at the amount originally established.
 - a. Petty cash funds are to be reflected on the school's balance sheet as cash on hand.
 - b. Petty cash and change funds shall not be used to make loans to employees or for cashing checks.
 - c. Petty cash may not contain more than \$100.
 - d. Change funds shall be established pursuant to school procedure.
2. CIS will obtain sufficient coverage through the New Mexico Public School Insurance Authority for persons who handle or manage cash or funds. The coverage shall include Faithful Performance, Depositors Forgery, and Money and Securities and Credit Card Forgery.
3. Employees may be reimbursed through petty cash funds for small, incidental, necessary items that an individual purchases with personal funds because time constraints preclude using normal procurement methods. Examples of this include, but are not limited to, office and operating supplies, postage etc.
4. The charter school shall keep the petty cash fund separate from other funds. The total amount of petty cash kept on hand by the charter school shall not exceed \$100.00.
5. The petty cash fund shall be stored in a locking fire-proof safe or file cabinet in the charter school business office.
6. The fund will be reconciled at the close of each business day and the appropriate reimbursement ordered by the charter school Business Manager from the operating fund whenever necessary. The employee who reconciles the fund will not be the same employee responsible for the disbursement of petty cash.
7. The petty cash fund is subject to random cash counts by management as well as audit by external auditors.
8. The petty cash receipt is to be completed in the following manner:
 - a. The petty cash receipt is to be completed in duplicate
 - b. The receipt shall include the name of the employee who is receiving reimbursement and the date the reimbursement is made.

- c. The exact description for the transaction.
- d. The total amount of reimbursement.
- e. The completed receipt must be validated by the person authorized to obligate funds for the amount of reimbursement.
- f. An original receipt shall be retained with the original petty cash voucher, and the duplicate copy shall be retained in the receipt book.

INVESTMENTS

Pursuant to 6.20.2.15 NMAC, CIS will utilize effective cash and investment management to establish and maintain mutually beneficial banking relationships, accurate forecasting of cash requirements, and prudent investments designed to maximize returns within the full extent allowed by statute.

Investment Policies and Procedures

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

Banking

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

PURCHASING

Pursuant to 6.20.2.17 NMAC, CIS has established and implemented written policies and procedures for purchasing which are in compliance with the Procurement Code, Section 13-1-21 et seq., NMSA 1978. Purchasing policies and procedures for grant funding comply with requirements established within the grant and the Procurement Code.

Purchasing Policies and Procedures

CIS employees will follow established policies in purchasing supplies or materials for day to day operations of the school, equipment, and furniture. (Note: Purchases made with School Activity Fund monies shall be governed by the School Activity Funds Policies.. See policies on page 60.)

When purchasing goods or services for CIS, diligent effort will be made to obtain the best prices possible without sacrificing necessary quality or service. Purchases will be made in a fair and impartial manner without the appearance of impropriety. The Provisions of the New Mexico Procurement Code, are adopted as the policy of CIS. It shall adhere to all rules and regulations as outline in 13-1-21 et seq. NMSA 1978. All purchases shall be made subject to available budget and adequate segregation of duty.

Purchasing Requirements

- A. Purchases of items **valued at \$500** or less will require the school employee or official to complete a Small Purchase Order (SPO) using a check request or an expense reimbursement process.
- B. Purchases of goods or services valued at **more than \$500, but less than \$1,500** will require the school employee or official to complete a Purchase Requisition and a Purchase Order.
- C. Purchase of goods or services valued at **more than \$1,500 but less than \$5,000** will require the school employee or official to complete a Purchase Requisition and Purchase Order. A minimum of three (3) price quotes are required to be obtained via telephone, fax, Internet query, or in writing. Three quotes will not be required if the purchase is made from a state approved vendor or a purchasing cooperative such as Cooperative Educational Services.
- D. Purchase of goods or services valued at **more than \$5,000 but less than \$10,000, and professional services under \$20,000** will require an Informal Quote process via a Purchase Order. A minimum of three (3) price quotes must be obtained via telephone, fax, Internet query, or in writing. The solicitation of three quotes does not require formal advertising, but it does require mailing to potential vendors. Proof in the form of a certificate of mailing from the post office must be attached to respective copies retained by CIS. The CIS Governing Board must approve the mailing. The Informal Quote process will not be required if the purchase is made from a state approved vendor or a purchasing cooperative such as Cooperative Educational Services.
- E. Purchase of goods or services valued at **more than \$10,000, and professional services contracts in excess of \$30,000** are subject to either a sealed competitive bid or proposal process. Both require CIS to advertise in newspapers of general circulation, with a date of advertisement at least ten (10) days prior to due date of bid or proposal. Both processes require development and distribution of a Formal Invitation to Bid or a Request for Proposal document, as well as a public opening of all bids/proposals received.
- F. **Sole Source** procurement will be based on a written determination that only one source is practically available for a particular good or service. Sole source procurement may be made without formal sealed bidding or competitive negotiation. Any purchase(s) deemed a sole source are subject to 13-1-136 and 13-1-128 NMSA 1978.

- G. **Emergency Procurement** shall be will occur only when it fulfills the requirements identified in 13-1-127 (B) 1-3, NMSA 1978. Emergency procurement may be made without formal sealed bidding or competitive negotiation with a written justification for the emergency, identification of the goods and/or services being procured, and the name and date of the contractor/entity selected.
- H. Purchases made from **vendors on a valid State Contract** through the State of New Mexico Purchasing Agency shall be deemed to have been made in conformance with the requirements for quotes or bids.
- I. **Cooperative Purchasing** Agreements may be entered into, at the discretion of the CIS, pursuant to 13-1-35, NMSA 1978.
- J. The Principal and staff of CIS staff shall develop and implement any administrative procedures necessary to administer this policy.

Bidding Procedures

- K. All bids for supplies, materials, equipment, and contractual services in excess of the amounts listed above shall be submitted in sealed envelopes addressed to the CIS Business Manager or his/her designee, and plainly marked with the name of the bid. Advertised bids shall be opened at the time and place specified, and all bidders and other persons shall be invited to attend.
- L. Bids must include all pertinent information to be considered valid, i.e. scope of work, price, specifications etc.
- M. The Governing Board reserves the right to reject any or all bids and accept that bid which appears to be in the best interest of CIS. The Governing Board reserves the right to waive any informalities in, or reject any or all bids or any part of any bid. The Board reserves the right to exercise all options set forth in the Invitation to Bid documents. Any bid may be withdrawn prior to the scheduled time for the opening of bids. Any bid received after the time and date specified shall not be considered.
- N. The bidder to whom the bid is awarded will be required to enter into a written contract with CIS.

Contracts

All bids, contracts and purchase orders shall be administered through the CIS Business Office by the Business Manager. Contracts and lease-purchase agreements may be submitted to CIS's legal counsel for review and approval, as considered necessary.

Purchasing Procedures

- 1. All purchases must be approved in advance by the Principal and Business manager.
- 2. All purchase requisitions must be completed in full. The Principal will approve requisitions; the administrative assistant will enter the approved requisition into the school's accounting system. The business manager will verify availability of funds and issue a pre-numbered purchase order. The order will then be placed.
- 3. Purchase of equipment and supplies from a family member will not be permitted.
- 4. All purchases will be processed through the CIS Business Office.

5. All purchases of supplies and materials will be delivered directly to the school and packing slips/receipts forwarded to the CIS business office.
6. The business manager will confirm receipt and condition of merchandise prior to payment.
7. The business manager will prepare a Disbursement of Funds request approved by the Principal and Business manager.
8. The business manager will verify that all forms have been completed and signed. If all records are complete, a check will be drawn against the CIS checking account.

PAYROLL

Pursuant to 6.20.2.18 NMAC, the CIS written payroll policies and procedures are found below and comply with state and federal regulations on payroll. Their purpose is to maintain strict internal controls, close supervision and financial accounting in accordance with GAAP.

CIS will maintain and have available for inspection the following employee record documentation: employment contracts (including increments), personnel/payroll action forms, certification records, employment eligibility verification (federal form I-9 for citizenship certification), federal and state withholding allowance certificates, pay deduction authorizations, pay or position change notices, Educational Retirement Act plan application, and direct deposit authorizations.

Payroll Policies and Procedures

1. Pursuant to the adopted policy, all employees shall be paid on a semi-monthly basis unless specified otherwise in their employment contract. In the event the pay period ends on a Saturday or Sunday, payment will be made on the preceding Friday. In the event that the pay period ends on a holiday or on a day that the school is closed for business, payment will be made the preceding workday.
2. Any overtime that is worked must be approved in advance by the employee's appropriate supervisor.
3. Based upon the Fair Labor Standards Act (FLSA), employees who are eligible for overtime pay will be compensated in the following manner:
 - a. All hours worked up to forty (40) hours in one workweek are to be paid at the staff member's regularly hourly rate. Hours worked in excess of forty (40) hours in any one work week must be paid at time and one-half the regular hourly rate in accordance with law.
 - b. Overtime pay is computed only on hours worked. If an employee uses a vacation and/or sick day(s) and works extra hours during the same workweek, payment will be paid at the regular hourly rate until the actual hours worked reaches forty (40) before any overtime will be calculated.

- c. In the case of a non-exempt staff member whose pay rate is quoted on other than an hourly basis, the charter school business office will calculate hourly equivalent pay for overtime purposes.
4. The charter school is required by law to deduct FICA (Social Security and Medicare), Federal Income Tax, and State of New Mexico Withholding Tax. Except for FICA which is a fixed percent, the amounts withheld for Federal and State of New Mexico is based on the number of exemptions a staff member claims on the withholding exemption certificate (W-4) at the time of employment or as changed by the staff member subsequent to employment.
5. The charter school is required by law to withhold amounts for State of New Mexico Educational Retirement (ERB) and ERA Retiree Health Care (ERA) for those employees who meet the FTE or other requirements established by each entity. Amounts withheld are remitted to the respective entities in the employee's name by the due dates specified.
6. The withholding for employee's portion of selected insurance coverage(s) shall be deducted in advance from the employee's pay in semi monthly installments for the following monthly premium.
7. Hourly employees, if applicable, must complete and submit a time sheet or machine-punched time card indicating the dates and hours worked in order to be paid. The business manager shall calculate hours worked and verify and compute overtime if applicable.
8. The time sheet or time card for hourly employees must be initialed or signed by the Principal verifying the dates and hours worked. A summary sheet reflecting salaried and hourly employee pay must be reviewed and verified by the Principal prior to the issuance of check/vouchers.
9. Substitute teachers are required to complete the bottom portion of an Employee Absence Report in order to be paid. The teacher whom the substitute performed service for must complete the top of the form verifying he/she was absent for the date(s) indicated and the reason for the absence which necessitated the substitute. The Principal must approve the absence report by initialing the form to verify that the substitute worked on the date(s) indicated prior to submission to the business office for payment.
10. A copy of the hourly employee time sheet/time card, or an absence report in the case of a substitute, shall be attached to the employer's copy of the paycheck stub for audit purposes.

11. In addition to required contributions to the Educational Retirement and ERA Retiree Health Care previously mentioned, employees may choose elective deferrals to a qualified 403(b) plan of their choice. The CIS business office shall deduct amount(s) specified by the employee and remit payment in the employee's name monthly or as required by the plan. The business office shall be aware of IRS contribution limits for elective deferrals and make sure there are no excess contributions to qualified plans.
12. Should a notice of garnishment be received by CIS, the employee will be contacted so every effort can be made to have him/her satisfy the creditor and have the garnishment withdrawn. In the event a release of garnishment cannot be obtained, the school shall acknowledge the wage assignment as required by law and remit amount(s) withheld to the appropriate agency.
13. The charter school shall provide direct deposit for staff members with any valid bank or credit union in the United States.

TRAVEL AND TRAINING

Pursuant to 6.20.2.19 NMAC, CIS travel policies and procedures will be in compliance with the Per Diem and Mileage Act, Sections 10-8-1 through 10-8-8, NMSA 1978, and PED of finance and administration (DFA) regulations.

The CIS founders recognize that the educational program for board members, staff, and students can be enhanced through the prudent selection of off-campus experiences. Consistent with language contained in Section 24 of HB 212, the CIS Governing Board will attend annual board development and training.

The objective for the CIS board, staff, and student travel is to be clearly defined and consistent with the intent of any legislative mandates, the charter, curricular goals, or a teacher's goals (e.g. team building). Travel requiring an overnight stay must be based on a verifiable education-related activity or pursuant to board and/or staff training mentioned above. It is understood that the general purpose of student travel, whenever necessary, is to supplement the school's educational program. The Principal will develop procedures and specific guidelines for all local and out of state travel for the board, staff, and students.

Travel Policies and Procedures

1. After consideration of all factors, travel costs shall be kept as low as possible without compromising the safety of Board, staff, students, or activity sponsors (if required).
2. All travel for staff and students, must be approved in advance by the Principal after all safety, supervision, and educational justification (if any) have been verified.
3. All out of state travel must have prior approval by the CIS Governing Board and the Principal.

4. Employees and Board members are expected to account for all necessary expenditures while traveling. Reimbursement shall be made in full only for original receipts submitted. No reimbursement shall be made for alcoholic beverages.
5. Employees and Board members shall be expected to return as soon as reasonably possible after conference and/or professional development workshops. Expenses for extended stay in a geographic area after attendance at conferences or other professional development shall be the sole responsibility of the employee and/or Board member.
6. Student travel will be allowed in school-insured vehicles, such as activity buses. Students may travel with his/her own parent/guardian with an appropriate consent or release form.
7. No student shall be required to participate in academic school-sponsored travel activities. Non-participation shall not result in a loss of credit, reduction of grade, or any other negative consequence to students.
8. Written permission for students to travel will be secured from parents/Guardians. Consent forms may be signed at the beginning of each school year giving permission for students to participate in all regularly scheduled local field trips.
9. Academic and behavior standards shall be established prior to the commencement of any trip. Board members, staff, students, and activity sponsors who travel on behalf of the school are reminded that they are role models and, therefore, their behavior is expected to reflect positively on the school and the community.

INSURANCE

Pursuant to 6.20.2.20 NMAC, CIS maintains adequate insurance coverage addressed in the Tort Claims Act,

Section 41-4-1 et seq., NMSA 1978, the Workers' Compensation Act, Section 52-1-1 et seq., NMSA 1978; Officers and Surety Bonds, Section 22-5-7, NMSA 1978; and the Public School Insurance Authority Act, Sections 22-2-6.1 through 22-2-6.10, NMSA 1978.

Surety bonds paid from the operational subfund shall be approved by the PED and filed with the secretary of the PED of finance and administration pursuant to Subsection D of Section 22-5-7, NMSA, 1978.

FIXED ASSETS

Pursuant to 6.20.2.22 NMAC, CIS policies follow:

1. Historical cost is the basis of accounting for all property and equipment owned by the charter school. Donated assets are recorded at their estimated fair market value at the time of the donation.
2. Fixed assets related to specific proprietary or trust funds shall be accounted for in those funds. All other fixed assets shall be accounted for in the general fixed asset account group.

3. **Property control system:** Assets of a long-term character which are intended to continue to be held or used, such as buildings (including initial, acquisition, improvements, remodeling, additions, and replacement), furniture, fixtures, and equipment shall be acquired and accounted for through the implementation of a complete property control system adopted by the Governing Board and in accordance with GAAP, the state Procurement Code, and any other applicable state and federal requirements.
4. **Capital projects:** The acquisition, accountability, and disposition of fixed assets for capital projects shall be in accordance with GAAP. Funds used to erect, remodel, make additions to school buildings, or to purchase and improve public school grounds shall be classified under capital projects.

OTHER SERVICES

Pursuant to 6.20.2.23 NMAC, CIS provides the following policies for food service, legal fees, state and federal flowthrough funds, direct funds, student activity funds, and joint powers agreements.

Food Services

Food service funds are to be accounted for in the special revenue fund or the enterprise fund. All monies collected from the sale of food for the food service operation are to be accounted for in accordance with GAAP, U.S. Department of Agriculture (USDA) requirements, and Section 22-13-13, NMSA 1978.

Legal Fees

1. CIS funds shall not be used for payment of personal legal fees, including attorney's fees and costs, of any CIS employee or CIS board member. Personal legal fees include, but are not limited to:
 - a. legal fees expended in obtaining or retaining any elected position;
 - b. legal fees incurred by any employee or board member in any civil action filed by or against the employee or board member in his or her personal capacity, unless, in the case of an action against the employee or board member, the allegations are based upon acts taken by that individual in the course and scope of his or her employment or service; and
 - c. legal fees incurred by any employee or board member in the defense of any criminal case, unless the charges are based upon acts taken in the course and scope of his or her employment or service.
2. Any payment of legal fees by CIS will serve a clearly identifiable public interest

Federal/State Grants

Flowthrough Funds

For grant money that flows through the PED to Albuquerque Public Schools to CIS, the charter school shall utilize the funding for the purpose in which it was awarded. CIS will provide information to APS so that the school district can submit complete and accurate

reports required by the grant and the PED within the prescribed time. This funding shall be accounted for in the CIS ledger in accordance with GAAP, applicable federal regulations, and procedures set forth in the grant award.

Direct Funds

For grant money that is sent directly to CIS. The charter school shall utilize the funding for the purpose in which it was awarded. CIS shall submit complete and accurate reports required by the grant within the prescribed time. This funding shall be accounted for in accordance with GAAP, applicable federal regulations, and procedures set forth in the grant award.

Student Activity Funds

In general, Student Activity Funds are those funds that are owned, operated, and managed by students under the guidance and direction of a staff member for educational, recreational, and/or cultural purposes. The Principal is authorized to approve the formation of all class organizations, clubs, and associations.

Activity Fund Policies

1. Projects that raise student activity funds should contribute to the educational experience of students and not be in conflict with, but rather add to the existing curriculum.
2. Student Activity Funds should, whenever possible, be spent for the benefit of those students currently enrolled in the school who have contributed to the accumulation of these funds.
3. Student activities should be conducted so that they offer minimum competition to any commercial concerns, while still benefiting the student body as a whole.
4. All Activity Fund receipts and disbursements must be documented in accordance with established cash receipts and cash disbursements procedures.
5. The Principal, or his/her designee, is responsible for the management of the school's Activity Funds.
6. The school Business Manager shall develop and maintain the procedures necessary to implement this policy in accordance with any applicable laws.

Activity Fund Procedures

1. The teacher or advisor in charge of the student activity will be responsible for receipting and depositing funds collected.
2. The teacher or advisor in charge of the student activity will adhere to the 24 hour banking rule outlined in NMAC 6.22.14.3.
3. Cash receipts for student activity funds shall be given to the front office where a pre-numbered receipt will be issued which identifies the activity for entry into the school's accounting system.
4. In the case of an off-site activity such as an intramural sports function, the teacher or advisor in charge of the activity will ensure that all cash is accounted for. It is

recommended that two people independently verify cash receipts and, after arriving at the same conclusion, place their initials on a count sheet verifying that all receipts have been tallied. The count sheet shall be given to the school Business Manager for verification.

5. In a situation where activity fund receipts are taken after school hours, the teacher or advisor in charge of the activity shall make sure that all receipts are properly safeguarded pursuant to NMAC 6.2.2.14.1.
6. The teacher or advisor in charge of the activity shall adhere to the school's adopted policy regarding the Procedures for the Receipt of Funds at all times.

Joint Powers Agreements

Should CIS shall enter into a joint powers agreements, pursuant to the Joint Powers Agreement Act, Sections 11-1-1 through 11-1-7, NMSA 1978, it shall be in accordance with the agreement.

OTHER ADMINISTRATIVE STANDARDS

Pursuant to 6.20.2.24 NMAC, CIS will adhere to the state and federal laws and regulations pertaining to instructional materials, transportation, records retention & disposition, and the Open Meetings Act.

Instructional Materials

CIS shall be funded for textbooks and supplementary instructional materials by the State of New Mexico Public Education Department pursuant to the Instructional Materials Act, Section 22-15-9, NMSA 1978. The charter school shall submit revenue and expenditure reports as required to the PED detailing expenditures, purchase order number, warrant number, and dates. Audited Instructional Material records are the official accounting of these funds. The Instructional Materials purchased by the charter school shall be in accordance with the approved list as may be amended by the Instructional Materials Unit of the PED.

Transportation

Student transportation is provided for in Section 22-16-1 et seq., NMSA 1978. Monies allocated by the School Transportation Unit of the PED shall be utilized for to-from transportation expenditures only and accounted for in accordance with PED transportation regulations and GAAP.

Records Retention and Disposition

The management of school records will be in accordance with the Public Records Act, Section 14-3-1 et seq., NMSA 1978 and SRC Rule No. 92-08, Records Retention and Disposition Schedule for New Mexico Public Schools.

Open Meetings Act

CIS will comply with the provisions of the Open Meetings Act, Section 10-15-1 et seq., NMSA 1978.

I. GOVERNING BODY AND OPERATIONS (number items 33-39)

Corrales International School (CIS) will be governed pursuant to the bylaws adopted by its Board of Trustees. A complete copy of proposed CIS Bylaws is included in Appendix Q. The Board of Trustees major roles and responsibilities will include establishing and approving all major educational and operational policies, approving all major contracts, approving the school's annual budget, overseeing the school's fiscal affairs, and selecting and evaluating the top administrative staff.

The CIS Bylaws require the establishment of a General Membership and a Board of Trustees. The General Membership, consisting of all CIS families and employees, will serve an advisory role to the Board of Trustees. CIS will seek out experienced professionals for four positions on the Board of Trustees as well as four founding members and/or parents. This Board of Trustees will make all final decisions.

CIS will seek participation from a member of its charter granting agency (expected to be Albuquerque Public Schools). To prevent any real or perceived conflict of interest or incompatibility of office, this charter granting agency representative will not be district staff or board member having voting power on the approval or denial of the school's charter and will sit on the school's Board of Trustees as a nonvoting member who facilitates communications and mutual understanding between CIS and its charter granting agency.

An Interim Board will consist of five members including:

Dr. Carlos Pagan, Founder

Dr. Carlos Pagán is an educational consultant with the Northern New Mexico Network. His areas of expertise include school improvement, dual language immersion education, and charter schools. Prior to his appointment with the Network, Dr. Pagán served as principal of a dual language immersion charter school in Napa, California. He has served on a variety of curriculum and leadership committees. Dr. Pagán holds an undergraduate degree in politics from the University of California at Santa Cruz. In 1989, he earned a master's degree in international administration from the School for International Training and in 2005, earned a doctorate in education administration from Teachers College, Columbia University.

Sharon Bergman, New Mexico Department of Cultural Affairs

Catherine Lukes, Nurse Practitioner, University of New Mexico
 Laura Erickson, Civil Engineer
 Melissa David, Elementary School Teacher
 Katie Hutchinson, Pharmaceutical Representative

Parent Involvement

Parent and Community Involvement Goal: Corrales International School will establish and maintain excellent communication and cooperation between teachers, Board of Trustees members, students, parents, community members, and the Albuquerque Public Schools in order to provide our students with the means to succeed and excel emotionally, socially, and academically.

Measurable Objective	Strategy	Measurement For Progress	Resources
Inform families and communities about school programs and student progress through effective communications.	Develop a school web site and put our quarterly newsletters written by students on our web site.	Completion of student newsletters describing school programs and events.	Web Site resources, technology instructor, parent and community computer consultants, laptops and school computers
Offer classes for parents to gain knowledge to help with academic success of child and school.	Offer parent workshops on our curriculum, state standards, learning styles and teaching methods and other ways to help parents encourage and support learning at home.	Documentation of parent attendance at workshops.	CIS staff and other area or national speakers for workshops.
Create a sustainable process for recruitment, training, scheduling of parents/guardians and other community members as volunteers in the school.	Increase the number of parent and community volunteers and provide on-going recruitment and training for volunteers.	Volunteer sign-in sheets; attendance documentation for volunteer training sessions.	Public announcements of program training sessions for volunteers.
Include families, community members, and students as participants in school decisions, governance, and advocacy through, committees, General Membership, Board of Trustees and other parent organizations.	Schedule four Town Hall meetings during the year with parents, community, staff, students, school district representatives and Board of Trustees to develop and refine school documents.	Keep records from meetings, documentation of participation, and revised school documents based on collaboration of staff, parents, students, and Board of Trustees.	Trained consultant to help facilitate this meeting.
Collaborate with Albuquerque Public Schools to share information and training to improve educational program at CIS.	Schedule collaborative staff training sessions.	Staff participation, increased student achievement scores in selected curriculum areas.	UNM staff training resources, other training and staff sharing.

Professional Educator Involvement

CIS will provide reasonable opportunities for the participation of teachers, parents and other interested agencies, organizations, and professionals in the planning for and operation of all school programs.

Community Involvement

CIS will actively promote community involvement through our parents, board members, and staff as well as advertising through the local newspaper. The IB Curriculum places particular emphasis on the student's connection with their local culture and community. Corrales provides an excellent opportunity for this due to its long standing historic traditions as well as its diverse population. The students will have unique opportunities to be involved in local agriculture, historic events, and community service. CIS also hopes to involve our local art, dance, theater, and music community in enrichment opportunities for our students.

Mediation Services

Any dispute between the District and CIS relating to the operations of the school, shall first be conditional to mediation. The parties shall attempt to mend their dispute or disagreement by mediation unless they mutually agree otherwise. Any petition for mediation may be filed with either side to the New Mexico Public Education Department. (PED). The PED shall then assign a mediator, whose costs and expenses shall be divided equally between the CIS and Albuquerque Public Schools. The mediation shall be held in the District offices unless agreed otherwise. Furthermore, the mediation date and time will be set forth by the PED with reasonable notification to both parties by the PED.

Post Mediation

Disputes not resolved by mediation shall be determined in District Court, Sandoval County, New Mexico.

J. RELATIONSHIP WITH EMPLOYEES (number items 40-45)

General Statement

Corrales International School (CIS) will retain or employ teaching and administrative staff who hold appropriate New Mexico teaching certificates, permits, or other

documents issued by New Mexico Public Education Department's Professional Licensure Unit. Teachers will teach the core academic classes of mathematics, language arts, science, and social studies. They will be responsible for overseeing students' academic progress and for completing student evaluation as specified in this charter.

Information about CIS' relationship with employees and answers to questions regarding terms and conditions of employment, compliance with School Personnel Policies Act, evaluation process, job descriptions, and proposed employee compensation is available in Section F and Appendix P.

If the staff chooses (through the proper procedures) to establish a relationship with a labor representative, the Board and the administration of this school will work with the labor representative.

K. EMPLOYMENT AND STUDENT DISCIPLINE POLICIES (number items 45-46)

Information concerning employment and student discipline policies is available in CIS's Employee Handbook and Family Handbook. They are located behind Appendix P and Appendix O.

L. LEGAL LIABILITY AND APPLICABLE INSURANCE COVERAGE (number item 47)

Pursuant to the NM Charter School Act of 1999, APS will not be held liable for any acts or omissions of this charter school

Insurance

- A. The CIS will participate in the New Mexico Public School Insurance Authority. (NMPSIA)
- B. In addition to the NMPSIA; if deemed necessary, the CIS will agree to provide for comprehensive general liability, errors and omissions (Board of Trustees and school leaders), building and contents, blanket occupational accident, and excess workers compensation insurance coverage to extend to the Board of Trustees, school employees and school activities.
- C. The CIS will correspond with the District in the case of any filing of notices of claims, communicate to the District of any pending claims, abide fully with the District in the defense of any claims. The Charter School will have complete uniformity with the defense and reimbursement provisions of state immunity law and the District's applicable insurance policies.

2. Faith and Credit

- A. The CIS consents that it will not grant the faith and credit of the District to any third party or entity. CIS shall be bound in its authority to contract by the amount of funds secured from the District. Any contracts to which the Charter School is a participant, will be as provided under the 1999 Charter School Act.
- B. Conditional to the requirements and limitations set forth in the state law, authorized to approve contracts, including employment contractual arrangements, will be made by the Board of Trustees.
- C. CIS agrees that it will not extend the faith and credit of the District to any third person or entity.

M. TRANSPORTATION AND FOOD SERVICES (number items 48-49)

Corrales International School will not provide transportation or food services during the first year of operation (2007-2008). Proposals to provide such services will be considered by the CIS Board of Trustees in future years.

Corrales International School Wellness Policy

CORRALES INTERNATIONAL SCHOOL WILL NOT PROVIDE FOOD SERVICES DURING ITS FIRST YEAR OF OPERATION.

I. School Health Advisory Council

The Corrales International School Board shall establish a health advisory council consisting of parents, school board member(s), school administrator(s), school staff, student (s), and community member(s). The council shall make recommendations to the school board on the implementation, revision, and evaluation of the wellness program. The school's director (principal) shall be the presiding officer of the health advisory council and shall provide, strengthen, and work within existing school health advisory council to develop, implement, monitor, review, and as necessary, revise school health and physical activity policies. The council will serve as a resource to school for implementing policies. The school's director (principal) is directed to seek the input of the council in the development of recommendations and administrative regulations to implement this policy.

II. Fund Raisers

To support children's health and school wellness-efforts, school fundraising activities will encourage activities that promote good nutrition and physical activity. A list of ideas for acceptable fundraising activities will be developed by School Health Advisory Council and provided to school's director (principal) for dissemination.

Beverages and food products may be sold as fundraisers outside of normal school hours provided that at least 50% of the items meet the following requirements:

Beverages: Milk with a fat content of 2% or less; soy milk, water, and juice that is at least 50% fruit and that has no added sweeteners and a serving size that does not exceed 20 ounces.

Food Products: Nuts, seeds, cheese, yogurt, and fruit may be sold and are subject to restrictions. Other food products shall contain no more than 200 calories per container or per package or amount served with no more than 2 grams of fat from saturated and trans-fats, and shall contain no more than 15 grams of sugar per container or per package or amount served.

Rewards: Schools will not use food or beverages, especially those that do not meet the nutrition standards as rewards for academic performance or good behavior.

III. Physical Activity Policy

Guidelines to Encourage Physical Activity

Goal: Every student shall be provide physical activities. Each student shall develop the skills and knowledge needed to perform a variety of physical activities, maintain physical fitness, regularly participate in physical activity, and value exercise as an ongoing part of a healthful lifestyle. In addition, staff members shall be encouraged to participate in and model physical activity as an important part of daily life.

Rationale: Schools have a responsibility to help students and staff establish and maintain lifelong habits of physical activity. According to the United States Surgeon General, regular physical activity is one of the most important things people can do to maintain and improve their physical and mental health. Regular physical activity reduces the risk of premature death in general, heart disease, high blood pressure, colon cancer, diabetes, and other sedentary diseases. Promoting a physically active lifestyle among young people is important because:

- Physical activity can increase a student's capacity for learning.
- Physical activity has substantial health benefits for children and adolescents, including favorable effects on endurance capacity, muscular strength, body weight, and blood pressure.

- Positive experiences with physical activity at a young age helps lay the foundation for being physically active throughout life.
- Physical activity can promote self-regulation and reduces behavior problems by improving student concentration and problem solving ability.

School leaders will encourage the development and implementation of a comprehensive plan to promote physical activity that includes the following:

- A sequential program of physical education that involves moderate to vigorous physical activity and teaches knowledge, motor skills, self-management skills, and positive attitudes at the elementary and middle school levels. The program shall promote lifelong fitness activities and sports that students can enjoy and pursue throughout their lives.
- Time in the elementary and middle school day for supervised breaks.
- Children shall accumulate up to 45 minutes per day of age appropriate physical activities.
- Opportunities and encouragement for staff to be physically active. This can include supporting the use of facilities after hours by staff.
- Provide facilities and equipment that encourage educational movement experiences.

The program shall make effective use of school and community resources, and serve the interest and needs all students and staff, taking into consideration differences in gender, cultural norms, physical and cognitive abilities, and fitness levels.

Other Opportunities for Physical Activity

Recess/Breaks: Recess provides opportunities for physical activity, along with other educational and social benefits. Corrales International School staff shall encourage the development of a school schedule that provides time within every school day for supervised recess/breaks. Breaks should compliment, not substitute for, physical education classes and shall not be denied to a student as punishment.

Integrating Physical Activity into the Classroom Setting:

1. Classroom health education will complement physical education by reinforcing the knowledge and self-management skills needed to maintain a physically-active lifestyle and to reduce time spent on sedentary activities.
2. Opportunities for physical activity w/ill be incorporated into other content area lesson plans.
3. Classroom teachers will provide short physical activity breaks between lessons or classes as appropriate.

IV.Meal Times and Scheduling

Corrales International School shall provide at least 30 minutes for lunch. CIS shall establish lunch time between 11:00 AM and Noon for students in grades K-5 and between Noon and 1:00 PM for students in grades 6-8.

The school shall not schedule tutoring, club, or organizational meetings during lunch unless students eat lunch during such activities.

V. Policy Monitoring and Review

The school's director (principal) or designee shall ensure compliance with established Corrales International School (CIS) wellness policy. The director (principal) shall ensure compliance with policy and shall report on the school's progress to the CIS Board and School Health Advisory Council.

The school's director (principal) or designee shall develop a summary report every year on school-wide compliance with the established wellness policy. The report shall be presented to the school board and the School Health Advisory Council, parents, staff members and all other interested parties.

N. WAIVERS (number items 50-53)

Procedures

Corrales International School shall operate in compliance with all applicable District, federal, state and local laws, rules and regulations, unless specifically waived. Waivers from specific District regulations and state law may be requested, now and at later date, by the Charter School by submitting such a request, in writing, to the District's superintendent. The request shall include the reasons CIS is in need of or desires the waiver. The Superintendent shall have twenty (20) school days to review the request and, thereafter, will present the matter before the Albuquerque Public Schools Board of Education at its next regular meeting.

The APS School Board shall have twenty (20) school days to consider the matter prior to rendering a decision at a regular meeting. Waivers of District policies and regulations may be granted only to the extent permitted by state law. In the event the District policy or regulation from which CIS is requesting a waiver is required by state law, the District agrees to request jointly such a waiver from the New Mexico Public Education Department. Denial of a waiver from the district or the state may be followed by an appeal of the decision.

Conflict with the New Mexico 1999 Charter Schools Act

Waivers from District policies, which conflict with the ability of the Corrales International School to operate within the intent of the New Mexico 1999 Charter Schools Act and subsequent revisions, shall not be unreasonably withheld by the District or the State.

Pending Review and Approval of Corrales International School Charter Application

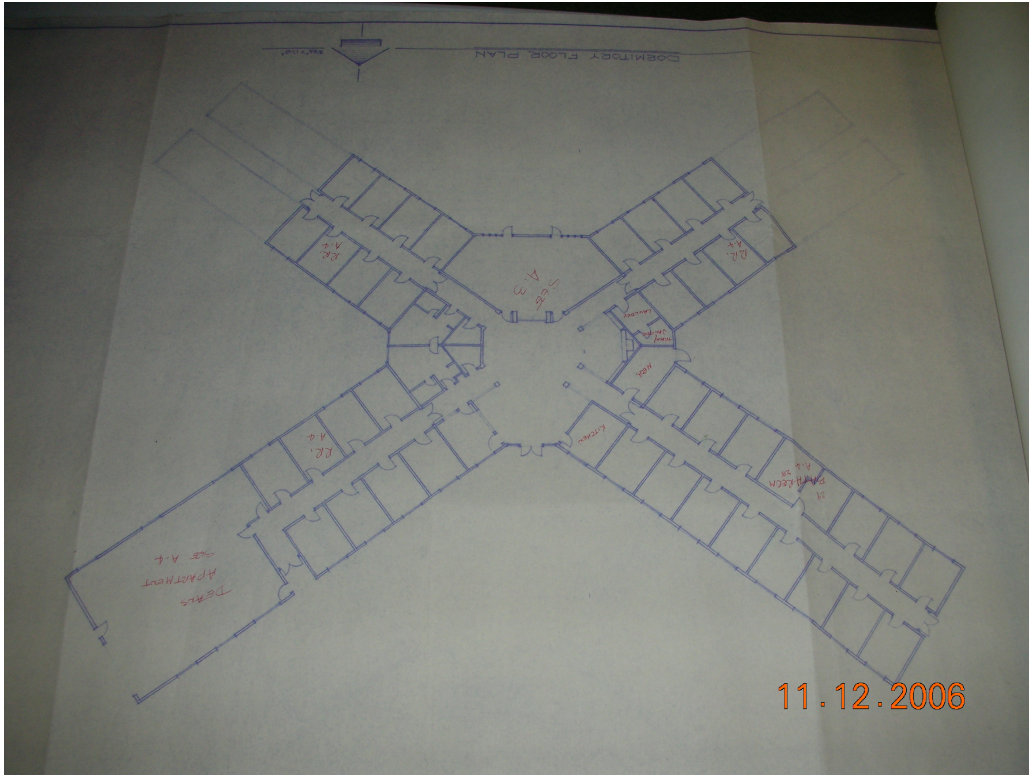
After review of the application, CIS staff will work with the District to identify any additional waivers from District policies that may further define the operations and governance responsibilities of CIS that are different from that of the District.

O. FACILITIES (number 54-58)

Corrales International School will secure leased-property, district property, or any other property suitable for the implementation of the school's educational program.



Front Entrance to School Building



Blueprint of Floor Plan
Approximately 16,000 ft



20' x 30' Classroom



Gymnasium Building



Gymnasium with Stage



Cafeteria Building



Cafeteria Kitchen



Cafeteria Seating

P. ENROLLMENT PROCEDURES (number items 59-61)

Corrales International School plans to open for the 2007-2008 school year. During the first year, 80 students will be enrolled—60 in K-2 and 20 in 6th grade. The school will continue to add a grade level to its elementary program and middle school until reaching full capacity of 180 students at the beginning of its fourth year.

During the first year, students will be selected from a lottery. CIS will comply with New Mexico's Charter School Law to determine classroom rosters. In subsequent years, a lottery will be held, but siblings of students already enrolled at the school will be admitted right away. Specific procedures for conducting lotteries will be developed prior to opening of the school.

Admission to the CIS shall be open to all students on a nondiscriminatory basis without regard to race, color, national origin, creed, sex, ethnicity, behavior, ancestry, proficiency in English language, or academic achievement. CIS will advertise using billboards, newspaper, and radio to promote students. All ads will be bilingual and will state that CIS will not discriminate based on the above criteria.

Corrales International School (CIS) will operate within the Albuquerque Public School district boundaries. If it becomes necessary to close CIS due to lack of enrollment or any other unforeseen event, a final audit will be conducted to determine the school's assets and liabilities. Remaining assets belonging to CIS will automatically become Albuquerque Public School property. After paying all outstanding debt, remaining financial balances will be returned to the New Mexico Public Education Department.

Student records will be forwarded to the student's home school or school requested by parent or legal guardian of CIS student.

Q. IN THE BEST INTEREST OF STUDENTS, THE SCHOOL, DISTRICT, AND THE COMMUNITY (number times 62-66)

NOTE: This section is addressed in the first few pages of this charter under "Rationale for School Focused on Global Curriculum and Second Language Study."

ASSURANCES (number items 67-83)

Assurances in compliance with 6.80.4.8 NMAC R. are included in this application.

1. Corrales International School will assure that we will operate as a charter school according to the regulations specified under the New Mexico Charter School Law and Regulations. CIS will be nonsectarian, nonreligious, and non-home-based.
2. Corrales International School will assure that we will 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.
3. Corrales International School will assure that we will comply with the Federal and State audit requirements for public schools in the State of New Mexico.
4. Corrales International School will assure that we will meet all applicable Federal, State, and local health and safety requirements.
5. Corrales International School will assure that we will operate in accordance with State law.

6. Corrales International School will assure that we will not charge tuition for grades Kindergarten through 8th grade.
7. Corrales International School will assure that we will provide equitable access to and participation in federally assisted programs for students, teachers, and other program beneficiaries with special needs.
8. Corrales International School will assure that our admission process will not discriminate against anyone, regarding race, gender, national origin, color, disability, or age.
9. Corrales International School will assure that we will admit students in accordance with the enrollment procedures et forth in Section 22-8B-4.1, NMSA 1978.

V. FACILITIES, STANDARDS, FISCAL AND CAPITAL IMPACT

In order to meet the requirements of law, CIS will undertake a three-pronged effort between now and 2010 to secure a public facility:

- a) CIS will seek to purchase the facility by means of a lease purchase agreement, and
 - b) CIS will continue seeking other public buildings that are appropriate for school use. c)
- In the event no public facility is available, CIS will create a foundation whose sole purpose is to build or otherwise secure a facility