

ASL Academy Policy & Procedures Index

Updated October 2021

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The Albuquerque Sign Language Academy

Volunteer Background Check Policy

The ASL Academy will require all volunteers to complete a background check every two years. The background check will be kept on file at the school. Persons with a criminal conviction, including no contest pleas, within the prior seven (7) years will not be permitted to volunteer at the ASL Academy.

Approved 07/08/2013

Approved 07/09/2012

Approved 12/13/2010

The Albuquerque Sign Language Academy

Student Transportation Plan

1. The ASL Academy will apply annually for to-and-from transportation funding from the State Dept. of Transportation.
2. The Executive Director and Finance/Business Manager will develop an annual transportation budget based on the awarded amount and will include the following components:
 - a. Contracted services for to-and-from transportation for all ASL Academy students, including gross receipt tax.
 - b. Mileage reimbursement payments to parents/guardians living outside the Albuquerque city limits to transport their child(ren) to the bus stop.
 - c. Liability Insurance for transporting students on contracted buses.
 - d. Administrative cost of coordinating transportation services.
 - e. Supplies and materials required for coordinating transportation services.
3. Mileage reimbursement payments to parents/guardians: For students living outside of the Albuquerque city limits, the ASL Academy shall reimburse parents/guardians at the current federal mileage reimbursement rates for actual mileage driven to the bus stop. Parents/guardians will be required to submit a Request for Mileage Reimbursement form on an annual basis. The Executive Director will be responsible for verifying and submitting reimbursement requests to the Finance/Business Manager on a monthly basis. Reimbursement payments will be made to parents/guardians on a monthly basis.

Revised 07/14/2014
Approved 07/08/2013
Revised 08/13/2012
Adopted 09/27/2010

The Albuquerque Sign Language Academy

Request for Mileage Reimbursement

For students living outside of the Albuquerque city limits, the ASL Academy will reimburse parents/guardians at the current federal mileage reimbursement rate for actual mileage driven to the bus stop. Parents/guardians will be required to submit a Request for Mileage Reimbursement form on an annual basis. The Executive Director will be responsible for verifying and submitting reimbursement requests to the Finance/Business Manager on a monthly basis. Reimbursement payments will be made to parents/guardians on a monthly basis.

Student Name(s): _____

Home Address: _____

Location of Bus Stop: _____

Mileage to Bus Stop (one way): _____

I agree to the above terms of reimbursement and will advise the ASL Academy immediately if my home address or the location of the bus stop changes.

Parent/Guardian Signature: _____ Date: _____

I have verified the above information for accuracy:

Finance/Business Manager Signature: _____ Date: _____

The Albuquerque Sign Language Academy

Instructional Materials Policy

Pursuant to Sections 22.15.1 through 22.15.12 NMSA 1978, known as the Instructional Materials Law, the ASL Academy will provide every student with textbooks and instructional materials for each class which conforms to the curriculum requirements of the New Mexico Public Education Department (PED). Students will be allowed to take textbooks and instructional materials home with them. The ASL Academy will also permit students to take library books and literacy materials home with them. The ASL Academy administrators, teachers, and Finance/Business Manager will keep accurate records of all instructional materials, including cost records, on forms and by procedures prescribed by the PED.

Pursuant to NMSA 22.15.8(B), the Governance Board shall give written notice to parents and other community members and shall invite parental involvement in the adoption process at the district level, and shall also give public notice, where notice may include publication in a newspaper of general circulation in the school district.

Revised 8/15/2018
Approved 07/08/2013
Revised 08/13/2012
Adopted 05/24/2010

The Albuquerque Sign Language Academy

Complaint Procedures

The Albuquerque Sign Language Academy will comply with 6.10.3 NMAC.

Individuals or organization should submit complaints in writing to both the Executive Director and the Governance Board Chair, and the complaint should contain the necessary information as indicated in 6.10.3 NMAC. The Executive Director will take appropriate action to resolve the complaint as required in 6.10.3 NMAC and will provide timely written updates and copies of any and all correspondence related to the complaint to the Board Chair. The Governance Board will address all programmatic complaints and complaints against the Executive Director. All other complaints will follow the necessary structural chain of command. The Board Chair will involve the Governance Board and/or Grievance Committee for purposes for responding to and resolving the complaint if the complaint is against the Executive Director, if there is any potential conflict of interest related to the Executive Director, or for any other reason.

Prior to the start of each school year, the Governance Board will review and approve the Complaint Procedures for the coming school year, including the Notice of Rights related to the McKinney-Vento Education for Homeless Children and Youth Act, (note that the Student Support Coordinator is the designated Homeless Liaison), and information regarding this policy will be available on the school website and included in the annual Parent-Student and Employee Handbooks which are disseminated free of charge to students, parents, and school staff.

Revised 05/11/2015

Revised 07/08/2013

Revised 09/10/2012

Adopted 05/10/2010

The Albuquerque Sign Language Academy

Compulsory School Attendance Policy

The Albuquerque Sign Language Academy will comply with 6.10.8 NMAC.

The Student Support Coordinator will be responsible for ensuring that homeroom teachers document student attendance in writing and as required by 6.10.8 NMAC. The Student Support Coordinator will review all attendance information in a timely manner in order to achieve the goal of keeping children in school and to not punish them for being truant. The Student Support Coordinator will be mindful of the importance of early identification, early intervention, notification to parents, intervention strategies, action plans, cultural and religious practices/customs, etc., and will take appropriate action as required by law. All actions will be documented in writing for review by and reporting to the Public Education Department (PED) as required by law. Parents/Guardians and Students will be required to sign an Attendance-Tardy-Early-Dismissal Form as part of the annual student registration materials.

Prior to the start of each school year, the Governance Board will review and approve the Compulsory School Attendance Policy. Information regarding this policy will be available on the school website and included in the annual Parent-Student and Employee Handbooks which are disseminated free of charge to students, parents, and school staff.

Revised 07/14/2014
Revised 07/08/2013
Approved 08/13/2012
Approved 06/11/2011
Adopted 05/10/2010

Note to file: Send policy amendments within 10 days of Board approval:

Mr/Ms. _____
Statewide Truancy Prevention Coordinator
School & Family Support Bureau
5600 Eagle Rock Ave. NE
Albuquerque, NM 87113

The Albuquerque Sign Language Academy

Health Services Plan & Policy

The Albuquerque Sign Language Academy will comply with 6.12.2 NMAC Chapter 24, Article 5 NMSA 1978 "Immunization Act."

The School Nurse/Health Assistant will be responsible for ensuring that all students provide proof of immunizations and are eligible for enrollment as required by 6.12.2 NMAC and Chapter 24, Article 5 NMSA 1978 "Immunization Act."

The School Nurse/Health Assistant will review all health information and immunization records prior to the start of school and will report any issues to school administrators and/or public health department as required by law. Students who fail to submit a copy of current vaccinations will be recommended for disenrollment on the 10th day of school. Students without current vaccinations must submit either a doctor's note advising of a scheduled vaccination appointment* or the required Dept. of Health exemption documentation. Failure to provide this information or exemption documentation to the school will result in the student being recommended for disenrollment on the 10th day of school. **Note: Students who have begun the process of immunization shall have one month to complete the required immunizations and submit satisfactory evidence of completing the required immunizations or having continued the process of the required series. Failure to do so will result in disenrollment on the 30th day of school.* Additionally, the name of any parent or guardian who neglects or refuses to permit his (her) child to be immunized against diseases as required by rules and regulations promulgated by the public health division shall be reported by school administration to the director of the public health division within a reasonable time after such facts become known to school administrators. All health records will be kept on file for review by the public health authorities as required by law.

Parents/Guardians and Students will be required to complete and sign a Student Health Form as part of the annual student registration materials. The School Nurse/Health Assistant and school administrators will review the submitted Health Form prior to the start of each school year and will meet with parents/guardians/others as needed to develop student-specific policies and procedures related to back-up medication or other health related issues. The School Nurse/Health Assistant will keep student health information in a secure location which will ensure student confidentiality while also providing access to the information by school personnel in the event of an emergency. The School Nurse/Health Assistant will be responsible for providing standard health services, screenings, immunizations, and flu shots as required by the Dept. of Health and/or the PED. The School Nurse/Health Assistant and Student Support Coordinator/Social Workers will be responsible for referring students and their families to additional health-related services as needed, including counseling services.

Human Immunodeficiency Virus (HIV)

It is the policy of the ASL Academy that students infected with HIV will have appropriate access to public education and will not be discriminated against. It is the policy of the ASL Academy that staff members infected with HIV will not be discriminated against. It is the policy of the ASL Academy that students and staff members infected with HIV will have their privacy protected by the School Nurse and Director of Curriculum and Instruction. The Director of Curriculum and Instruction will be responsible for ensuring that age-appropriate information regarding HIV will be included as part of the school's health curriculum as indicated in 6.12.2 NMAC.

Prior to the start of each school year, the Governance Board will review and approve the Health Services Plan. Information will be available on the school website and included in the annual Parent-Student and Employee Handbooks which are disseminated free of charge to students, parents, and school staff.

Revised 05/11/2015
Revised 07/08/2013
Approved 08/13/2012
Adopted 05/10/2010

The Albuquerque Sign Language Academy

Tobacco, Alcohol, and Drug-Free Policy

The Albuquerque Sign Language Academy will comply with 6.12.4 NMAC. The Executive Director is responsible for meeting the requirements of this law.

The ASL Academy is deemed a drug and alcohol free zone. Involvement on or near school grounds or at a school related activity by staff, students, parents/guardians, volunteers or visitors with tobacco, alcohol, or drugs in any form is strictly prohibited. The administration of ASL Academy makes known its legal authority and intent to search school property, facilities and student belongings when there are reasonable grounds.

The ASL Academy's substance abuse and tobacco policy is in effect at the following times:

- during regular school hours;
- during transportation of students at times or places where appropriate school administrators and staff have jurisdiction, including but not limited to: school sponsored events, field trips, athletic functions and other school related activities;
- on the way to or from school or a school related event.

Students found in possession or under the influence of prohibited substances are subject to the consequences of the set policy. Offenses should be immediately reported to a school administrator.

The ASL Academy defines possession in alcohol, other illegal drug or inhalant as: on a student's person, in a student's body or bloodstream, in an item belonging to a student, such as but not limited to, a backpack or purse, or being held by another person. Under the influence of alcohol, other illegal drugs or inhalants is defined as having alcohol or drugs in the bloodstream or body and/or other suspicious behavior.

Alcohol, other drugs, inhalants and drug paraphernalia may be described as:

1. Alcohol is any liquor, wine, beer or other beverage containing alcohol
2. Drugs are illegal drugs including marijuana, inhalants, legal prescriptions over the counter drugs used or possessed or distributed for unauthorized purposes and,
3. Drug paraphernalia is any equipment/apparatus designed for or used for the purpose of measuring, packaging, distributing or facilitating the use of drugs.

The administrators, any school official, or designated chaperone is authorized to take administrative action when a student's misconduct away from school during a school related or sponsored activity may have a detrimental effect on the other students, staff, or in maintaining an orderly educational process.

The administration has the responsibility to take discretionary action at any time that the educational process is threatened with disruption. All staff members, teachers and administrators must use his or her best judgment with respect to each individual situation.

Prior to the start of each school year, the Governance Board will review and approve the Tobacco, Alcohol, and Drug-Free Policy. Information regarding this policy will be available on the school website and included in the annual Parent-Student and Employee Handbooks which are disseminated free of charge to students, parents, and school staff. Parents/Guardians and Students will be required to sign the Tobacco, Alcohol, and Drug-Free Policy Form as part of the annual student registration materials.

Revised 07/08/2013

Approved 8/13/2012

Approved 6/11/2011

Adopted 5/10/2010

The Albuquerque Sign Language Academy

Harassment, Intimidation and Bullying Policy

The ASL Academy understands that children are learners in all aspects of their lives, including the social and emotional. ASL Academy educators are committed to helping children learn the interpersonal skills that will enable them to handle conflict and negotiate relationships without resorting to bullying, harassment, or intimidation. ASL Academy staff work with each child in a developmentally appropriate, case-by-case manner, to help him/her learn how to have positive peer relationships.

The ASL Academy is also dedicated to providing an educational environment for all students, employees, volunteers, and families, free from harassment, intimidation, or bullying. The ASL Academy is dedicated to providing a learning experience that promotes personal growth, wellness and freedom from discrimination and abuse. Harassment, intimidation and bullying behavior will invoke an appropriate response and consequence. Offenses should be immediately reported to the Student Support Coordinator.

Harassment

The term harassment consists of knowingly pursuing a pattern of conduct, which serves no lawful purpose, with the intention to annoy, seriously alarm, or terrorize another person. The conduct must be such that it would cause a reasonable person to suffer substantial emotional distress.

Bullying

The term bullying means any repeated and pervasive written, verbal or electronic expression, physical act or gesture, or a pattern thereof, that is intended to cause distress upon one or more persons in the school, on school grounds, in school vehicles, at a designated bus stop, or at school activities or sanctioned events. Bullying includes, but is not limited to, hazing, person's race, color, sex, ethnicity, national origin, religion, disability, age or sexual orientation that a reasonable person under the circumstances should know will have the effect of: placing a person in reasonable fear of physical harm or damage to the person's property; physically harming a person or damaging a person's property; or, insulting or demeaning any person or group of persons in such a way as to disrupt or interfere with the school's educational mission, the education of any student, or the employment of any person.

Harassment and bullying in all forms, including but not limited to the following will invoke an appropriate response and consequence:

Parent/Guardian Harassment

Under normal circumstances, a student is not to be deprived of a public education on grounds relating to the attitude of parents or guardians; nevertheless, it is recognized that a situation could arise in which the uncooperative or disruptive attitude of parents/guardians might so diminish the effectiveness of the school in acting in loco parentis (in place of parents) that continuation of the student could be morally impossible. Such situations include, but are not limited to:

- Any parent, guardian or other person who insults or abuses any faculty/staff or administrator at any time on school premises, or at some place is the faculty/staff or administrator is required to be at that place in connection with assigned school activities.
- Harassment on the basis of race, color, religion, gender, national origin, age or disability. Harassment would include verbal or physical conduct that denigrates or shows hostility or aversion toward an individual because of one's race, color, religion, gender, national origin, age, or disability, or that of his/her relatives, friends, or associates and that has the purpose or effect of creating an intimidating, hostile, or offensive work environment; has the purpose or effect of unreasonably interfering with and individuals work/study performance; or otherwise adversely affects an individual's employment opportunities.
- Harassment may constitute a form of employment discrimination when:
 - Submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual's employment or status as a student;
 - Submission to or rejection of such conduct by individuals used as the basis for a decision affecting the individual's employment or status as a student;
 - Such conduct has the purpose or effect of unreasonably interfering with and employee's work performance;
 - Such conduct has the purpose or effect of creating an intimidating, hostile or offensive work or school environment.

Sexual Harassment means any unwelcome sexual advances, requests for sexual favors, or other inappropriate verbal, written, or physical conduct of a sexual nature.

Disability Harassment is defined as intimidation or abusive behavior toward a student/employee based on disability that creates a hostile environment by interfering with or denying a student/employee's participation in or receipt of benefits, services, or opportunities in the district.

Racial Harassment consists of physical or verbal conduct relating to an individual's race.

Hazing means committing an act against a student/employee, or coercing a student/employee into committing an act, that creates a risk of harm to a person, in order for that student/employee to be initiated into or affiliated with a student organization, or for any other purpose.

Revised 01/2015
Revised 07/14/2014
Revised 07/08/2013
Revised 09/10/2012

The Albuquerque Sign Language Academy

Grading Policy

A trimester system of grading and reporting to parents/guardians will be maintained at the various grade levels through the school. It is the responsibility of the staff at the ASL Academy to keep parents informed of their students' progress and staff will distribute the progress reports at the end of each grading period. Students must be enrolled a minimum of 20 days within a 45 day grading period in order to receive their progress grades. Should a student be enrolled fewer than 20 days, the staff at ASL Academy may supply parent/guardian with a summary statement of the student's progress.

Parents of elementary students will be notified by the end of the first semester if there is a possibility of student retention. School personnel will work with families to provide remediation to the student. If a student is retained, the staff will fill out all appropriate paperwork and obtain all required signatures.

Administration's Responsibilities - General

The Director of Curriculum and Instruction is responsible for communicating grading requirements and standards to teachers annually at the opening of each school year. The Director of Curriculum and Instruction is also responsible for complying and for ensuring that all school staff meets the requirements and procedures set out in this policy.

The Director of Curriculum and Instruction is responsible for ensuring the integrity of the grades recorded and issued by the school and shall monitor grade reporting and grade changes to ensure accuracy and compliance with the requirements of this policy.

Teacher's Responsibilities

Teachers are responsible for evaluating students and for determining students' grades in the subject area or activity for which the teacher is responsible. Teachers shall use the approved grading scale and system to evaluate student performance and progress and shall assign grades based upon the teacher's professional judgment of the student's work.

The teacher shall keep written, accurate evaluation records for each student and shall maintain such records in accordance with the Board's policy and guidelines on the maintenance of student records. The teacher shall timely submit marking period grades for each student by the published deadline. The teacher shall be prepared to justify assigned grades. Teachers are responsible for validating their students' grades at each marking period.

Grade Change

Once a trimester or final grade has been issued, that grade may only be changed for the following reasons:

1. Miscalculation of test or assignment scores;
2. A technical error in assigning a particular grade or score;
3. The evaluation of an extra assignment which impacts upon a grade;
4. Use of an inappropriate grading/evaluation system; or
5. Failure to meet grade posting deadline causes incorrect grade reporting.

Grade Change Procedure

This policy requires, unless a student is still enrolled in ASL Academy at the time of the grade change request, the request to be within 30 days after the student has exited the school unless extenuating circumstances permit consideration of a longer time;

The procedures for approving and administering grade changes are as follows:

1. The Director of Curriculum and Instruction receives a written request from a student's parent/guardian that states the reason for the requested grade change.
2. The Director of Curriculum and Instruction must determine if the reason for the change is consistent with the Grade Change section above;
3. The Director of Curriculum and Instruction shall review all relevant information and shall, to the extent practicable, confer with the teacher to discuss the grade prior to making a grade change determination;
4. Only the Director of Curriculum and Instruction is authorized to approve such grade changes;
5. If the Director of Curriculum and Instruction approves a grade change, the Director of Curriculum and Instruction must notify the Executive Director and teacher in writing within three (3) school days of the approval and explain the nature and reason(s) for the change. If the teacher is not in agreement with the Director of Curriculum and Instruction's change of grade decision, the teacher may appeal by following the procedures in the Teacher Appeals of Grade Change section.
6. The Director of Curriculum and Instruction will notify the parents/guardians of the student of the grade change in writing Parent/guardian notification shall occur only upon completion of any appeal filed by the teacher under the Teacher Appeals of Grade Change.
7. The Director of Curriculum and Instruction must complete and sign a Grade Change Authorization Form for all approved grade changes and ensure that the form is maintained in the student's cumulative folder.
8. The Director of Curriculum and Instruction will notify the Executive Director and Governance Board of all approved grade changes by providing a copy of the signed Grade Change Authorization Form. Nothing herein shall limit the Governance Board to require the Director of Curriculum and Instruction to furnish additional information on proposed or completed grade changes.

Teacher Appeal of Grade Change

If the teacher is not in agreement with the Director of Curriculum and Instruction's determination on whether to change a grade, the teacher may submit a written appeal that includes information on why the grade change should or should not be made. This appeal must be sent to the Director of Curriculum and Instruction, Executive Director, and Governance Board within five school days of the notification from the of a grade change decision. The Director of Curriculum and Instruction will provide the Executive Director and Governance Board with a written explanation as to the reasons why the grade change should be upheld. The Governance Board will make the final determination as to which of the two grades will stand within five (5) school days of receiving the appeal and will record their determination on the Grade Change Authorization

Form. The Governance Board shall notify the Director of Curriculum and Instruction, Executive Director, and teacher in writing of the determination. The Grade Change Authorization Form shall be provided to the Director of Curriculum and Instruction who will ensure it is maintained in the student's cumulative folder. The Director of Curriculum and Instruction will notify the parents/guardians of the final determination.

This policy in no way limits or eliminates the rights afforded to parents under federal regulations 34 CFR Sections 300.618 through 300.621 under the Individuals with Disabilities Education Act, and 34 CFR Sections 99.20 through 99.22 under FERPA, both as they relate to amendment of a student's educational records.

Prior to the start of each school year, the Governance Board will review and approve the Grading Policy. Information regarding this policy will be available on the school website and included in the annual Parent-Student and Employee Handbooks which are disseminated free of charge to students, parents, and school staff.

Revised 07/08/2013
Revised 07/9/2012
Adopted 05/10/2010

The Albuquerque Sign Language Academy

Special Education Training Plan

The ASL Academy expects that a majority of its teachers will be certified in special education. The ASL Academy will provide special education training at staff orientation meetings held prior to the start of each school year. Additional training will be offered weekly professional development trainings, and as indicated in professional development plans. Special education training will focus on compliance with state and federal laws, and will also address the specific needs of the ASL Academy student body.

Special Education Staffing Plan

The ASL Academy expects that a majority of its teachers will be certified in special education, or dual certified in special and regular education. The ASL Academy will contract with ancillary service providers (including audiologists, speech language pathologists, and physical and occupation therapists, etc.), educational diagnosticians, and others as needed, to further meet the needs of students.

Revised 07/08/2013
Approved 08/13/2012
Adopted 05/10/2010

The Albuquerque Sign Language Academy

Student Educational Records and Family Educational Rights and Privacy Act (FERPA) Policy

The Albuquerque Sign Language Academy will maintain and treat all personally identifiable educational records in accordance with 6.29.1.9E NMAC and the Family Educational Rights and Privacy Act (FERPA), the implementing regulations set forth at 34 Code of Federal Regulations, Part 99 and Inspection of Public Records Act, Sections 14-2-1 through 14-2-12 NMSA 1978. All records will be safe from fire and theft and stored in a retrievable manner. Transcripts and copies of pertinent records of students transferring from one school to another, including disciplinary records with respect to suspension and expulsion, shall be forwarded promptly upon written request by the receiving school. The following Notification of Parental Rights shall be included annually in the Parent-Student Handbook (provided in English and Spanish), which is also available on the school website:

Parents have the right to inspect and review their student's educational records; seek amendment of the student's educational records that the parents believe to be inaccurate, misleading or otherwise in violation of the student's privacy rights; consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that the Act and other laws authorize disclosure without consent; and to file with the NM Public Education Department a complaint under the Act concerning alleged failures by the educational agency or institution to comply with the requirements of the Act and this part. Parents or legal guardians exercising the right to inspect and review education records and/or requesting amendment of records shall submit all requests in writing to the Executive Director.

School staff will be mindful of the legal requirements of student confidentiality and shall not violate student privacy rights as defined by the Family Educational Rights and Privacy Act (FERPA) or by other law or policy. For the purposes of FERPA, the ASL Academy defines a "school official" as teachers, educational assistants, ancillary service providers, instructors, administrators, health staff, counselors, attorneys, clerical staff, board members, trustees, members of committees and disciplinary boards, and a contractor, volunteer or other party to whom the school has outsourced institutional services or functions. A "legitimate educational interest" means that the school official is obtaining such information because it is necessary for that official to perform appropriate tasks that are specified in his/her employment contract, in his/her position description, by contract agreement, as required or authorized by law, or otherwise. The information provided is to be used within the context of the official agency or school business and not for purposes extraneous to the official's areas of responsibility or to the agency or school, should be relevant to the accomplishment of some task or to a determination about the student, and is to be used consistently with the purposes for which the data are maintained. Having access to education records or the information within the records does not constitute authority to share this information with anyone not given access through the written policy. If a staff member has a question as to whether or not they should provide information to another person or agency, they should first consult with the Executive Director.

*Revised 07/08/2013
Approved 08/13/2012
Adopted 05/10/2010*

The Albuquerque Sign Language Academy

Plan for Annual Staff Training re Child Abuse

The ASL Academy Student Support Coordinator will work with POMs and Associates to provide the necessary training for school risk management, including CPR/AED training, child abuse neglect and reporting, harassment, and/or any other state required trainings. The trainings will initially occur during the teacher orientation days prior to the start of the school year. Subsequent trainings will be provided during weekly professional development time.

Approved 07/08/2013

Revised 09/10/2012

Revised 06/13/2011

Adopted 05/10/2010

The Albuquerque Sign Language Academy

Nepotism Policy

Pursuant to 22.8b.10 NMAC 1978, the Executive Director shall not initially employ or approve the initial employment in any capacity of a person who is the spouse, father, father-in-law, mother, mother-in-law, son, son-in-law, daughter, daughter-in-law, brother, brother-in-law, sister or sister-in-law of a member of the governing body or any school administrator. The ASL Academy Governance Board may waive the nepotism rule for family members of a school administrator.

Revised 05/11/2015

Approved 7/8/2013

Revised 8/13/2012

Approved 5/9/2010

The Albuquerque Sign Language Academy

Distance Learning Policy

Pursuant to 22.30.6 and 22.30.3 NMAC 1978, ASL Academy students and staff may enroll distance learning and computer-based courses offered through the statewide cyber academy (IDEAL-NM).

Parents of students wishing to participate in an IDEAL-NM course must provide written notice to the Executive Director no less than 60 days prior to the start of the course. The school will be responsible for paying course fees, provided that funding is available. The Executive Director shall be responsible for determining the appropriateness of particular distance learning courses for each individual student prior to student enrollment in distance learning courses. The Executive Director is responsible for approving or disapproving requests to participate in any distance learning courses or programs for credit or a grade and shall provide written notice of that decision no less than 30 days prior to the start of the course.

Staff wishing to participate in an IDEAL-NM course must provide written notice to the Executive Director no less than 60 days prior to the start of the course. The school will be responsible for paying course fees for professional development, provided that funding for professional development is available. The Executive Director shall be responsible for determining the appropriateness of particular distance learning courses for each individual staff member prior to staff enrollment in distance learning courses. The Executive Director is responsible for approving or disapproving requests to participate in any distance learning and shall provide written notice of that decision no less than 30 days prior to the start of the course.

The Executive Director shall serve as the Local Site Coordinator and shall oversee the student's and staff member's participation in the distance learning program as needed and shall ensure compliance with applicable State and Federal laws.

Revised 07/25/2016
Approved 07/08/2013
Approved 08/13/2012
Adopted 06/13/2011

The Albuquerque Sign Language Academy

Mileage and Travel Expense Reimbursement Policy

The Albuquerque Sign Language Academy recognizes that board members, officers, and employees (“Personnel”) may be required to travel or incur other expenses from time to time as they conduct school business. The purpose of this Policy is to ensure that (a) adequate cost controls are in place, (b) travel and other expenditures are appropriate, and (c) to provide a uniform and consistent approach for the timely reimbursement of authorized expenses incurred by Personnel.

It is the policy of ASL Academy to reimburse only reasonable and necessary expenses actually incurred by Personnel. When incurring travel expenses, the ASL Academy expects Personnel to:

- Exercise discretion and good business judgment with respect to those expenses.
- Be cost conscious and spend ministry money as carefully and judiciously as the individual would spend his or her own funds.
- Report expenses, supported by required documentation, as they were actually spent.

Expense Report

Expenses will not be reimbursed unless the individual requesting reimbursement submits a written Expense Report. The Expense Report shall be submitted to the Administrative Assistant within two weeks of the completion of travel. Travel expense reimbursements must include the date, origin, destination and purpose of the travel, and copies of receipts.

Mileage Reimbursement

The ASL Academy will reimburse Personnel for the use of their personal vehicle used for school business. Mileage reimbursement is meant to cover only those miles incurred above and beyond the employee’s normal commute to his/her place of business. Reimbursement will be at 80% of the prior year’s rate published by the Internal Revenue Service. Reimbursement requests should indicate the points of travel and the miles eligible for reimbursement. Mileage reimbursement requests should be included on an Expense Report and submitted to the Administrative Assistant.

The policy shall have a retroactive effective date of April 1, 2010 in order to allow the Finance/Business Manager, Board members, and independent contractors to submit Expense Reports and receive reimbursements for school related expenses incurred beginning April 1, 2010.

Revised 06/15/2015
Revised 7/9/2012
Approved 06/28/2010

The Albuquerque Sign Language Academy

Homeless Education Policy

Homelessness exists in our community. A combination of high housing costs and poverty causes many families to lose their housing. Many young people leave their homes due to abuse, neglect, and family conflict. Children and youth who have lost their housing live in a variety of places, including motels, shelters, shared residences, transitional housing programs, cars, campgrounds, and others. Their lack of permanent housing can lead to potentially serious physical, emotional, and mental consequences. The Albuquerque Sign Language Academy will ensure that all children and youth receive a free appropriate public education and are given meaningful opportunities to succeed in our schools.

The Albuquerque Sign Language Academy will also follow the requirements of the McKinney-Vento Homeless Assistance Act. It is the policy of the ASLA to view children as individuals. Therefore, this policy will not refer to children as homeless; it will instead use the term children and youth in transition. Under federal law, children and youth in transition must have access to appropriate public education, including preschool, and be given a full opportunity to meet state and local academic achievement standards. They must be included in state- and district-wide assessments and accountability systems. The ASLA will ensure that children and youth in transition are free from discrimination, segregation, and harassment. Information regarding this policy will be distributed to all students during the school year. The Student Support Coordinator is the designated homeless liaison.

Definitions

Children and youth in transition means children and youth who are otherwise legally entitled to or eligible for a free public education, including preschool, and who lack a fixed, regular, and adequate nighttime residence, including:

- Children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, campgrounds, or trailer parks due to lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement.
- Children and youth who have a primary nighttime residence that is a private or public place not designed for or ordinarily used as a regular sleeping accommodation for human beings.
- Children and youth who are living in a car, park, public space, abandoned building, substandard housing, bus or train station, or similar setting.
- Migratory children and youth who are living in a situation described above.

A child or youth will be considered to be in transition for as long as he or she is in a living situation described above.

Unaccompanied youth means a youth not in the physical custody of a parent or guardian, who is in transition as defined above. The more general term youth also includes unaccompanied youth.

Enroll and *enrollment* mean attending school and participating fully in all school activities.

Immediate means without delay.

Parent means a person having legal or physical custody of a child or youth.

School of origin means the school the child or youth attended when permanently housed or the school in which the child or youth was last enrolled.

Local liaison is the staff person designated by our LEA and each LEA in the state as the person responsible for carrying out the duties assigned to the local homeless education liaison by the McKinney-Vento Homeless Assistance Act.

Identification

In collaboration with school personnel and community organizations, the local liaison will identify children and youth in transition in the district, both in and out of school. The local liaison will train school personnel on possible indicators of homelessness, sensitivity in identifying families and youth as in transition, and procedures for forwarding information indicating homelessness to the local liaison. The local liaison will also instruct the secretary to inquire about possible homelessness upon the enrollment and withdrawal of every student and to forward information indicating homelessness to the local liaison. Community partners in identification may include the following: family and youth shelters, soup kitchens, motels, campgrounds, drop-in centers, welfare departments and other social service agencies, street outreach teams, faith-based organizations, truancy and attendance officers, local homeless coalitions, and legal services.

The local liaison will keep data on the number of children and youth in transition in the district; where they are living; their academic achievement (including performance on state- and district- wide assessments); and the reasons for any enrollment delays, interruptions in their education, or school transfers.

School Selection

Each child and youth in transition has the right to remain at his or her school of origin or to attend any school that housed students who live in the attendance area in which the child or youth is actually living are eligible to attend. Maintaining a student in his or her school of origin is important for both the student and our school district. Students who change schools have been found to have lower test scores and overall academic performance than peers who do not change schools. High mobility rates also have been shown to lower test scores for stable students. Keeping students in their schools of origin enhances their academic and social growth, while permitting our schools to benefit from the increased test scores and achievement shown to result from student continuity. Therefore, in selecting a school, children and youth in transition will remain at their schools of origin to the extent feasible, unless that is against the parent or youth's wishes. Students may remain at their schools of origin the entire time they are in transition and until the end of any academic year in which they become permanently housed. The same applies if a child or youth loses his or her housing between academic years.

Feasibility will be a child-centered determination, based on the needs and interests of the particular student and the parent or youth's wishes. Potential feasibility considerations include:

- The age of the child or youth
- The distance of a commute and the impact it may have on the student's education
- Personal safety issues
- A student's need for special instruction (e.g., special education and related services)
- The length of anticipated stay in a temporary shelter or other temporary location
- The time remaining in the school year

Services that are required to be provided, including transportation to and from the school of origin and services under federal and other programs, will not be considered in determining feasibility.

Enrollment

Consistent, uninterrupted education is vital for academic achievement. Due to the realities of homelessness and mobility, students in transition may not have school enrollment documents available readily. Nonetheless, the school selected for enrollment must enroll any child or youth in transition immediately. Enrollment may not be denied or delayed due to the lack of any document normally required for enrollment, including:

- Proof of residency
- Transcripts/school records (The ASLA will contact the student's previous school to obtain school records. Initial placement of students whose records are not immediately available can be made based on the student's age and information gathered from the student, parent, and previous schools or teachers.)
- Immunizations or immunization/health/medical/physical records (If necessary, the school will refer students to the local liaison to assist with obtaining immunizations and/or immunization and other medical records. Health records may often be obtained from previous schools or state registries, and school- or community-based clinics can initiate immunizations when needed.)
- Proof of guardianship
- Birth certificate
- Any other document requirements
- Unpaid school fees
- Lack of uniforms or clothing that conforms to dress codes
- Any factor related to the student's living situation

Unaccompanied youth must also be enrolled immediately in school. They may either enroll themselves or be enrolled by a parent, non-parent caretaker, older sibling, or local liaison.

Transportation

Without appropriate transportation, a student may not be able to continue attending his or her school of origin. To avoid such forced school transfers, at a parent's request, transportation will be provided to and from the school of origin for a child or youth in transition. Transportation will be provided for the entire time the child or youth has a right to attend that school, as defined above, including during pending disputes. The local liaison will request transportation to and from the school of origin for unaccompanied youth. The length of the commute will be considered only in determining the feasibility of placement in the school of origin based on potential harm to the student, as discussed above. Parents and unaccompanied youth must be informed of this right to transportation before they select a school for attendance.

Upon completion on the transportation form, requests will be processed and transportation arranged without delay. It is the ASLA's policy that inter-district disputes will not result in a student in transition missing school. If such a dispute arises, this school will arrange transportation and immediately bring the matter to the attention of the State Coordinator for the Education of Homeless Children and Youth. In addition to receiving transportation to and from the school of origin upon request, children and youth in transition will also be provided with other transportation services comparable to those offered to housed students.

Services

Children and youth in transition will be provided services comparable to services offered to other students in the selected school, including:

- Transportation (as described above)
- Title I, Part A, services (as described below)

- Educational services for which the student meets eligibility criteria, including special education and related services and programs for English language learners
- Vocational and technical education programs
- Gifted and talented programs
- Before- and after-school programs

The district recognizes that children and youth in transition suffer from disabilities at a disproportionate rate, yet frequently are not evaluated or provided appropriate special education and related services. To address this problem, evaluations of children and youth in transition suspected of having a disability will be given priority and coordinated with students' prior and subsequent schools as necessary to ensure the timely completion of a full evaluation. When necessary, the ASLA will designate expeditiously a surrogate parent for unaccompanied youth suspected of having a disability. If participation of a surrogate parent in the student's education is needed prior to the appointment of a surrogate parent, the district will designate a temporary surrogate in accordance with the provisions of the Individuals with Disabilities Education Act (IDEA). If a student has an Individualized Education Program (IEP), the enrolling school will implement it immediately. Any necessary IEP meetings or re-evaluations will then be conducted expeditiously. If complete records are not available, IEP team will use good judgment in choosing the best course of action, balancing procedural requirements and the provision of services. In all cases, the goal will be to avoid any disruption in appropriate services. When applying any district policy regarding tardiness or absences, any tardiness or absence related to a child or youth's living situation will be excused. The Albuquerque Sign Language Academy will follow state procedures to ensure that youth in transition and youth who are out of school are identified and accorded equal access to appropriate secondary education and support services. School personnel will refer children and youth in transition to appropriate health care services, including dental and mental health services. The local liaison will assist the school in making such referrals, as necessary.

School personnel must also inform parents of all educational and related opportunities available to their children and provide parents with meaningful opportunities to participate in their children's education. All parent information required by any provision of this policy must be provided in a form, manner, and language understandable to each parent.

Disputes

If a dispute arises over any issue covered in this policy, the child or youth in transition will be admitted immediately to the school in which enrollment is sought (upon completion of the lottery process), pending final resolution of the dispute. The student will also have the rights of a student in transition to all appropriate educational services, transportation, free meals, and Title I, Part A, services while the dispute is pending.

The school where the dispute arises will provide the parent or unaccompanied youth with a written explanation of its decision and the right to appeal and will refer the parent or youth to the local liaison immediately. The local liaison will ensure that the student is enrolled in school and receiving other services to which he or she is entitled and will resolve the dispute as expeditiously as possible. The parent or unaccompanied youth will be given every opportunity to participate meaningfully in the resolution of the dispute. The local liaison will keep records of all disputes in order to determine whether particular issues or schools are delaying or denying the enrollment of children and youth in transition repeatedly.

The parent, unaccompanied youth, or school district may appeal the school's decision as provided in the state's dispute resolution process.

Free Meals

Hunger and poor nutrition are obvious barriers to learning. To help ensure that children and youth in transition are available for learning, the U.S. Department of Agriculture has determined that all children and youth in transition are automatically eligible for free meals.

Title I, Part A

Children and youth in transition are automatically eligible for Title I, Part A services, regardless of what school they attend. The trauma and instability of homelessness put students at sufficient risk of academic regression to warrant additional support. The district will reserve such funds as are necessary to provide services comparable to those provided to Title I students to children and youth in transition attending non-participating schools. The amount reserved will be determined by a formula based upon the per-pupil Title I, Part A, expenditure and developed jointly by the local liaison /Title I director. Reserved funds will be used to provide education-related support services to children and youth in transition, both in school and outside of school, and to remove barriers that prevent regular attendance. Children and youth in transition will be assessed, reported on, and included in accountability systems, as required by federal law and U.S. Department of Education Regulations and Policy Guidance.

Training

The local liaison will conduct training and sensitivity/awareness activities for the school staff at least once each year. The trainings and activities will be designed to increase staff awareness of homelessness, facilitate immediate enrollment, ensure compliance with this policy, and increase sensitivity to children and youth in transition.

Coordination

The local liaison will coordinate with and seek support from the State Coordinator for the Education of Homeless Children and Youth, public and private service providers in the community, housing and placement agencies, the pupil transportation department, local liaisons in neighboring districts, and other organizations and agencies.

Preschool

Preschool education is a very important element of later academic success. Children in transition have experienced many difficulties accessing preschool opportunities. To facilitate preschool enrollment and attendance, the provisions of this policy will apply to preschools administered by the ALSA. The ALSA will ensure that children in transition receive priority enrollment in preschool programs operated by the district, including exempting children in transition from waiting lists.

Children in transition with disabilities will be referred for preschool services under the Individuals with Disabilities Education Act (IDEA). Children in transition under age three will be referred for at-risk services under Part C of IDEA and screened to determine if referrals for additional Part C services are appropriate. The local liaison will collaborate with Head Start and Even Start programs and other preschool programs to ensure that children in transition can access those programs.

*Revised 07/08/2013
Approved 09/10/2012
Adopted 05/14/2012*

The Albuquerque Sign Language Academy

Wellness Policy and Plan

The Albuquerque Sign Language Academy will comply with 6.12.6 NMAC.

The Albuquerque Sign Language Academy is dedicated to providing a healthy learning environment and creating a “coordinated school health approach” which will link health and education for students and staff.

The Executive Director, Student Support Coordinator, Director of Curriculum and Instruction, along with the Instructional Coach(es), Social Worker, School Nurse/Medical Assistant, and Physical Education Teacher, will be responsible for implementing, maintaining, evaluating, and improving the school’s wellness policy in order to create a positive school environment conducive to the physical, social, and emotional wellbeing of students, staff, and parents. The Executive Director, Student Support Coordinator, and Director of Curriculum and Instruction will work cooperatively with the School Health Advisory Council to develop, revise, implement, and evaluate school-wide wellness practices. The Student Support Coordinator will be responsible for overseeing the School Health Advisory Council, scheduling meetings of the Council at least twice annually, and reporting Council activities to the Governance Board. The Instructional Coach(es) will be responsible for the inclusion of the wellness policy in the classroom curriculum and ensuring that the curriculum meets the health education content standards and benchmarks and performance standards, and for reporting information as required in 6.12.6 NMAC to the PED.

Prior to the start of each school year, the Governance Board will review and approve the Wellness Policy. Information regarding this policy will be available on the school website and included in the annual Parent-Student and Employee Handbooks which are disseminated free of charge to students, parents, and school staff.

The education programs for children, professional development for staff, and family and community programming will provide for the following eight interactive components of coordinated school health:

- *Health Education*
- *Physical Education and Activity*
- *Nutrition*
- *Social and Emotional Well-being*
- *Healthy and Safe Environment*
- *Health Services*
- *Staff Wellness*
- *Family, School and Community Involvement*

The following items will promote physical, social, and emotional wellbeing at the ASL Academy:

- Development and Implementation of Personalized Learning Plan for Regular Education Students
- Development and Implementation of Individualized Education Plan for Special Education Students
- Providing Education and Networking Opportunities for Families and Community Members
- Employment of School Nurse
- Employment of Social Worker or School Counselor
- Professional Development for Staff
- Weekly Physical Education Classes for Students
- Health Education Classes for Middle School Students
- Including Health and Nutrition Information Across the Curriculum
- Weekly Visual Art, Music, Dance and/or Theatre Classes for Students
- Weekly Staff Meetings to Review Student Progress
- Parent-Teacher Conferences
- Providing Morning Workouts, Extra-Curricular and/or After-School Programming, including opportunities for physical activities, social interactions, etc.
- Daily Opportunities to promote wellness including: Morning Announcements, Morning Break, Lunch and Recess.
- School Safety and Emergency Response Plans
- Student Discipline Plan
- Compliance with Section 504 / American Disabilities Act
- Participation in School Lunch Program & Providing Healthy Snacks for Students
- School Advisory Council (SAC)
- Community and Family Events
- ASL Classes for Parents and Families
- Community Engagement Center (CEC)
- Parent/Family Support Groups (Social Work)
- Sand Therapy (Social Work)
- Social Skills Groups and Middle School Social Groups

The following strategies and methods related to wellness are included in the charter application and will be provided at the ASL Academy:

Family, School and Community Involvement

Definition:

Family, school and community involvement means an integrated family, school and community approach for enhancing the health and well-being of students by establishing a district school health advisory council that has the responsibility to make recommendations to the governance board in the development or revision, implementation and evaluation of the wellness policy.

The family, school and community involvement component promotes long-term effective partnerships between families, schools, and communities in the planning and implementation of health promotion projects and events both within the school and throughout the community. The partnership can encourage and sustain environmental changes that support healthy lifestyles for children and their families.

Requirement:

The ASL Academy shall establish a school health advisory council (SHAC) that may consist of parent(s), school food authority personnel, school board member(s), school administrators, school staff, student(s), and/or community member(s). The SHAC shall have the responsibility to make recommendations to the governance board in the development or revision, implementation, and evaluation of the school district wellness policy. The SHAC shall meet for this purpose a minimum of two times annually.

Goal:

The goal of family, school and community involvement within a coordinated school health approach is to create a total school environment that is conducive to student health and academic achievement. This inclusive atmosphere features a shared responsibility that supports healthy children and families. Effective partnerships between families, schools and communities support the development and the maintenance of this comprehensive learning environment.

Activities:

I. PED required activities:

- Assign responsibilities to School Health Advisory Council members (SHAC) to develop, implement, monitor and evaluate the school wellness policy.
- Create guidelines to provide physical activity opportunities to students before, during and/or after school.
- Create nutrition guidelines for a la carte offerings minimally meeting guidelines as stated in the competitive food sales rule.
- Create guidelines for school-sponsored fundraisers during normal school hours minimally meeting guidelines as stated in the competitive food sales rule.
- Create guidelines for school sponsored fund raisers before and after school hours ensuring that at least 50% of the offerings shall be healthy choices as stated in the competitive food sales rule.
- Create guidelines for a planned, sequential, K-12 health education curriculum that addresses the physical, mental, emotional, and social dimensions of health and is aligned to the health education content standards with benchmarks and performance standards as set forth in 6.30.2.19 NMAC.
- Create guidelines for a planned, sequential K-12 physical education curriculum that provides the optimal opportunity for all students to learn and develop skills, knowledge and attitudes necessary to personally decide to participate in lifetime healthful physical activity and is aligned to the physical education content standards with benchmarks and performance standards as set forth in 6.30.2.20 NMAC.
- Create a plan addressing the behavioral health needs of all students in the educational process by focusing on students' social and emotional well-being.
- Create a school safety plan at each school building focused on supporting health and safe environments and including but not necessarily limited to prevention, policies and procedures, and emergency response.
- Create a plan addressing the health services needs of students in the educational process.
- Create a plan addressing the staff wellness needs of all staff that minimally ensures an equitable work environment and meets the American with Disabilities Act Part III.
- Create a plan for measuring implementation and evaluation of the wellness policy.
- Designate one or more persons within the school district, or at each school, as appropriate, charged with operational responsibility for ensuring that each school fulfills the district's/charter school's wellness policy.

II. Other activities:

- Review contracts with outside vendors that encourage healthful eating and reduction of school/district dependence on profits from foods of little nutritional value.
- Increase community awareness of student health needs.
- Partner with community to support policies and programs.

- Employment of a Full Time Social Worker

- Employment of a Student/ Parent Liaison.

- Develop and implement Family Involvement Plans.

- Provide Education & networking opportunities for family & community members.
- Parent teacher conferences.

Evaluation

See Appendix B

Resources:

1. New Mexico Public Education Department, School and Family Support Bureau – online <http://www.ped.state.nm.us> or phone: 505-827-1804.
2. Youth Risk and Resiliency Survey – online at <http://www.health.state.nm.us/pdf/YRRS2003FinalReport.pdf> or <http://hsc.unm.edu/chpdp/projects/pyrrs.htm>.
3. School District Wellness Policy rule 6.12.6.6 NMAC.
4. Nutrition: Competitive Food Sales Rule 6.12.5.6 NMAC.
5. Child Nutrition and WIC Reauthorization Act of 2004 (Public Law 108-265): http://www.fns.usda.gov/cnd/Governance/Legislation/PL_108-265.pdf.
6. The Centers for Disease Control and Prevention, Division of Adolescent and School Health. <http://www.cdc.gov/HealthyYouth/healthtopics/wellness.htm>.
7. *Improving School Health: A Guide to School Health Councils*, American Cancer Society, Inc., 1999: http://actionforhealthykids.org/filelib/resources/Ntl_Guide_to_SHAC.pdf.
8. *Promoting Healthy Youth, Schools and Communities: A Guide to Community-School Health Advisory Councils*, Iowa Department of Public Health, 2000: http://www.idph.state.ia.us/hpcdp/promoting_healthy_youth.asp.
9. Team Nutrition: Local Wellness Policy. A team of community members must be involved in the development of each local wellness policy. Parents, students, representatives of the school food authority, the school board, school administrators and the public must be a part of the development process: www.fns.usda.gov/tn/Healthy/wellnesspolicy.html.
10. Fit, Healthy and Ready to Learn, National Association of State Boards of Education, provides detailed guidance for development of school health policy following the Coordinated School Health Program model: www.nasbe.org/HealthySchools/fithealthy.html.
11. Changing the Scene: Improving the School Nutrition Environment, a joint publication released by USDA's Team Nutrition and CDC, provides a roadmap for assessing and

improving school policies, in order to provide students with a healthy school nutrition environment. In the classroom students are taught to eat healthfully and to be active, but they also need the opportunity to practice those behaviors. Wellness policies combine education with practice to create healthful school environments and encourage healthy behavior: teamnutrition.usda.gov/Resources/changing.html.

Coordinated Approach to Child Health (CATCH), an intervention based on a trial funded by National Heart, Lung and Blood Institute, supports the need for involvement by school food service and family reinforcement to create an environment that allows children to make necessary changes in health behaviors: www.sph.uth.tmc.edu/catch/.

Physical Activity

Definition:

Physical activity means body movement of any type which includes recreational, fitness and sport activities. This definition includes physical activity outside of physical education classes.

Requirement:

The wellness policy shall include guidelines to provide physical activity opportunities to students before, during and/or after school.

Goal:

The goal of physical activity within the coordinated school health approach provides students with increased opportunities to engage in moderate to vigorous physical activity before, during and/or after school.

Activities:

I. PED required activities:

- Create guidelines to provide physical activity opportunities to students before, during and/or after school.
- All schools will provide education on the health benefits of physical activity that align with the New Mexico health education content standards with benchmarks and performance standards as set forth in 6.30.2.19 NMAC.

II. Other Activities:

- The Albuquerque Sign Language Academy will provide daily recess for all students.
- The Albuquerque Sign Language Academy will create a plan to incorporate physical activity into the academic curriculum (i.e. brain breaks, morning exercise, etc.).
- The Albuquerque Sign Language Academy plans to promote community-based physical activities (i.e. sports clubs, bike club, hiking club).
- The Albuquerque Sign Language Academy plans for school-wide physical activities (i.e. fun days, family fitness nights, field days).

Evaluation

See Appendix B

Resources:

1. New Mexico Public Education Department, School and Family Support Bureau – online <http://www.ped.state.nm.us> or phone: 505-827-1804.

2. Youth Risk and Resiliency Survey – online at <http://www.health.state.nm.us/pdf/YRRS2003FinalReport.pdf> or <http://hsc.unm.edu/chpdp/projects/pyrrs.htm>.
3. School District Wellness Policy rule 6.12.6.6 NMAC.
4. Nutrition: Competitive Food Sales Rule 6.12.5.6 NMAC.
5. Child Nutrition and WIC Reauthorization Act of 2004 (Public Law 108-265): http://www.fns.usda.gov/cnd/Governance/Legislation/PL_108-265.pdf.
6. The Centers for Disease Control and Prevention, Division of Adolescent and School Health. <http://www.cdc.gov/HealthyYouth/healthtopics/wellness.htm>.
7. Team Nutrition: Local Wellness Policy. A team of community members must be involved in the development of each local wellness policy. Parents, students, representatives of the school food authority, the school board, school administrators and the public must be a part of the development process: www.fns.usda.gov/tn/Healthy/wellnesspolicy.html.
8. Fit, Healthy and Ready to Learn: National Association of State Boards of Education, provides detailed guidance for development of school health policy following the Coordinated School Health Program model: www.nasbe.org/HealthySchools/fithealthy.html.
9. CDC and Prevention: www.cdc.gov/nccdphp/dnpa/physical/index.htm.
10. Action for Healthy Kids: www.actionforhealthykids.org/resources.php Select Topics.
11. American Alliance for Health, Physical Education, Recreation, and Dance: www.aahperd.org/naspe , click on: Media and Advocacy and/or Publications.
12. National Association of State Boards of Education: www.nasbe.org.

Nutrition

Definitions:

Nutrition means programs that provide access to a variety of nutritious and appealing meals that accommodate the health and nutrition needs of all students.

Nutrition Education aims to teach, encourage and support healthy eating by students. Nutrition Education and healthy eating will allow for proper physical growth, physical activity, brain development, ability to learn, emotional balance, a sense of well-being, obesity prevention and the ability to resist disease.

Requirement:

The wellness policy shall include nutrition guidelines for a la carte offerings minimally meeting guidelines set forth in Subsection B of 6.12.5.8 NMAC.

The wellness policy shall include guidelines for school sponsored fund raisers during the normal school hours minimally meeting guidelines set forth in Paragraph (1) of Subsection C of 6.12.5.8 NMAC.

The wellness policy shall include guidelines for school sponsored fund raisers before and after school hours ensuring that at least 50% of the offerings shall be healthy choices in accordance with the requirements set forth in Paragraph (2) of Subsection C of 6.12.5.8 NMAC.

Goal:

The goal of nutrition is to promote the role of nutrition in academic performance and quality of life, and to ensure the adoption of school policies which provide adequate nutrition opportunities.

Activities:

I. PED required activities:

- Create nutrition guidelines for a la carte offerings minimally meeting guidelines set forth in Subsection B of 6.12.5.8 NMAC.*
- Create guidelines for school sponsored fund raisers during the normal school hours minimally meeting guidelines set forth in Paragraph (1) of Subsection C of 6.12.5.8 NMAC.*
- Create guidelines for school sponsored fund raisers before and after school hours ensuring that at least 50% of the offerings shall be healthy choices in accordance with the requirements set forth in Paragraph (2) of Subsection C of 6.12.5.8 NMAC.*
- All schools will provide nutrition education activities that align with the New Mexico health education content standards with benchmarks and performance standards as set forth in 6.30.2.19 NMAC.*

II. Other Activities:

- Ensure that students receive consistent nutrition messages throughout the school and classrooms.*
- The Albuquerque Sign Language Academy will contract with a local food service provider to provide a school breakfast program.*
- The Albuquerque Sign Language Academy will contract with a local food service provider to provide healthy selections and reinforce nutrition education.*

Evaluation

See Appendix B

Resources:

- 1. New Mexico Public Education Department, School and Family Support Bureau – online. <http://www.ped.state.nm.us> or phone: 505-827-1804.*
- 2. Youth Risk and Resiliency Survey – online at <http://www.health.state.nm.us/pdf/YRRS2003FinalReport.pdf> or <http://hsc.unm.edu/chpdp/projects/pyrrs.htm>.*
- 3. School District Wellness Policy rule 6.12.6.6 NMAC.*
- 4. Nutrition: Competitive Food Sales Rule 6.12.5.6 NMAC.*
- 5. Child Nutrition and WIC Reauthorization Act of 2004 (Public Law 108-265); http://www.fns.usda.gov/cnd/Governance/Legislation/PL_108-265.pdf.*
- 6. The Centers for Disease Control and Prevention, Division of Adolescent and School Health. <http://www.cdc.gov/HealthyYouth/healthtopics/wellness.htm>.*
- 7. Team Nutrition: Local Wellness Policy: A team of community members must be involved in the development of each local wellness policy. Parents, students, representatives of the school food authority, the school board, school administrators and the public must be a part of the development process: www.fns.usda.gov/tn/Healthy/wellnesspolicy.html.*
- 8. Fit, Healthy and Ready to Learn: National Association of State Boards of Education, provides detailed guidance for development of school health policy following the Coordinated School Health Program model: www.nasbe.org/HealthySchools/fithealthy.html.*
- 9. Team Nutrition Website: www.fns.usda.gov/tn.*
- 10. Dietary Guidelines for Americans 2005: www.fns.usda.gov.*
- 11. My Pyramid Food Guidance System: www.fns.usda.gov.*

School Meals

The ASL Academy (ASLA) is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; moderate in sodium, low in saturated fat, and zero grams *trans* fat per serving (nutrition label or manufacturer's specification); and to meet the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns, and support healthy choices while accommodating cultural food preferences and special dietary needs.

All schools within the District participate in USDA child nutrition programs, including the National School Lunch Program (NSLP) and the School Breakfast Program (SBP). The ASLA also operates additional nutrition-related programs and activities including *Breakfast After the Bell*. ASLA is committed to offering school meals through the NSLP and SBP programs, and other applicable Federal child nutrition programs, that:

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. (The District offers reimbursable school meals that meet [USDA nutrition standards](#).)
- Promote healthy food and beverage choices using at least ten of the following [Smarter Lunchroom techniques](#):
 - Whole fruit options are displayed in attractive bowls or baskets (instead of chaffing dishes or hotel pans)
 - Sliced or cut fruit is available daily
 - Daily fruit options are displayed in a location in the line of sight and reach of students
 - All available vegetable options have been given creative or descriptive names
 - Daily vegetable options are bundled into all grab and go meals available to students
 - All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal
 - White milk is placed in front of other beverages in all coolers
 - Alternative entrée options (e.g., salad bar, yogurt parfaits, etc.) are highlighted on posters or signs within all service and dining areas
 - A reimbursable meal can be created in any service area available to students (e.g., salad bars, snack rooms, etc.)
 - Student surveys and taste testing opportunities are used to inform menu development, dining space decor, and promotional ideas
 - Student artwork is displayed in the service and/or dining areas
 - Daily announcements are used to promote and market menu options
 - Menus will be posted on the school website or individual school websites.
 - The child nutrition program will accommodate students with special dietary needs.
 - Students will be allowed at least 10 minutes to eat breakfast and at least 20 minutes to eat lunch, counting from the time they have received their meal and are seated (meets HSP Gold level). Students are served lunch at a reasonable and appropriate time of day.
 - Participation in Federal child nutrition programs will be promoted among students and families to help ensure that families know what programs are available in their children's school.

Staff Qualifications and Professional Development

All school nutrition program directors, managers, and staff will meet or exceed hiring and annual continuing education/training requirements in the [USDA professional standards for child nutrition professionals](#). These school nutrition personnel will refer to [USDA's Professional Standards for School Nutrition Standards website](#) to search for training that meets their learning needs.

Water

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day* and throughout every school campus* (“school campus” and “school day” are defined in the glossary). The ASLA will make drinking water available where school meals are served during mealtimes. In addition, students will be allowed to bring and carry (approved) water bottles filled with only water with them throughout the day.

Competitive Foods and Beverages

The District is committed to ensuring that all foods and beverages available to students on the school campus* during the school day* support healthy eating. The foods and beverages sold and served outside of the school meal programs (i.e., “competitive” foods and beverages) will meet the USDA Smart Snacks in School nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day, and create an environment that reinforces the development of healthy eating habits. *A summary of the standards and information are available at: <http://www.fns.usda.gov/healthierschoolday/tools-schools-smart-snacks>. The Alliance for a Healthier Generation provides a set of tools to assist with implementation of Smart Snacks available at www.healthiergeneration.org/smartsnacks.*

To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day* will meet or exceed the USDA Smart Snacks nutrition standards. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, a la carte options in cafeterias, vending machines, school stores, and snack or food carts.

Celebrations and Rewards

The ASLA will offer healthy alternatives to celebration food items brought by families.

All foods offered on the school campus will meet or exceed the USDA Smart Snacks in School nutrition standards including through:

1. Celebrations and parties. The ASLA will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas. Healthy party ideas from the [Alliance for a Healthier Generation](#) and from the [USDA](#).
2. Classroom snacks brought by parents. The District will provide to parents a [list of foods and beverages that meet Smart Snacks](#) nutrition standards; and
3. Rewards and incentives. The District will provide teachers and other relevant school staff a [list of alternative ways to reward children](#). Foods and beverages will not be used as a reward, or withheld as punishment for any reason, such as for performance or behavior.

Fundraising

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus* during the school day*. The ASLA will make available to parents and teachers a list of healthy fundraising ideas [*examples from the [Alliance for a Healthier Generation](#) and the [USDA](#)*].

Nutrition Promotion

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. Students and staff will receive consistent nutrition messages throughout schools, classrooms, gymnasiums, and cafeterias. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by school staff and teachers, parents, students, and the community.

The ASLA will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. This promotion will occur through at least:

- Implementing evidence-based healthy food promotion techniques through the school meal programs using [Smarter Lunchroom techniques](#); and
- Promoting foods and beverages that meet the USDA Smart Snacks in School nutrition standards. Additional possible promotion techniques that the District and individual schools may use are available at www.healthiergeneration.org/smartsnacks.

Nutrition Education

The ASLA aims to teach, model, encourage, and support healthy eating by students. Schools will provide nutrition education and engage in nutrition promotion that:

- Is designed to provide students with the knowledge and skills necessary to promote and protect their health;
- Is part of not only health education classes, but also integrated into other classroom instruction through subjects such as math, science, language arts, social sciences, and elective subjects;
- Include enjoyable, developmentally-appropriate, culturally-relevant, and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits, and school gardens;
- Promote fruits, vegetables, whole-grain products, low-fat and fat-free dairy products, and healthy food preparation methods;
- Emphasize caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
- Link with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods, and nutrition-related community services;
- Teach media literacy with an emphasis on food and beverage marketing; and
- Include nutrition education training for teachers and other staff.
- Nutrition education will be offered at each grade level as part of a sequential, comprehensive, standards-based health education curriculum that meets state and national standards (meets HSP Silver/Gold level).

- Teachers will provide opportunities for students to practice or rehearse the skills taught through the health education curricula (meets HSP Silver/Gold level).]

Essential Healthy Eating Topics in Health Education

The ASLA will include in the health education curriculum the following essential topics on healthy eating:

- The relationship between healthy eating and personal health and disease prevention
- Food guidance from [MyPlate](#)
- Reading and using USDA's food labels
- Eating a variety of foods every day
- Balancing food intake and physical activity
- Eating more fruits, vegetables, and whole grain products
- Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain *trans* fat
- Choosing foods and beverages with little added sugars
- Eating more calcium-rich foods
- Preparing healthy meals and snacks
- Risks of unhealthy weight control practices
- Accepting body size differences
- Food safety
- Importance of water consumption
- Importance of eating breakfast
- Making healthy choices when eating at restaurants
- Eating disorders
- The Dietary Guidelines for Americans
- Reducing sodium intake
- Social influences on healthy eating, including media, family, peers, and culture
- How to find valid information or services related to nutrition and dietary behavior
- How to develop a plan and track progress toward achieving a personal goal to eat healthfully
- Resisting peer pressure related to unhealthy dietary behavior
- Influencing, supporting, or advocating for others' healthy dietary behavior

[USDA's Team Nutrition](#) provides free nutrition education and promotion materials, including standards-based nutrition education curricula and lesson plans, posters, interactive games, menu graphics, and more.

Food and Beverage Marketing in Schools

The ASLA is committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. The ASLA strives to teach students how to make informed choices about nutrition, health, and physical activity. These efforts will be weakened if students are subjected to advertising on ASLA property that contains messages inconsistent with the health information the ASLA is imparting through nutrition education and health promotion efforts. It is the intent of the ASLA to protect and promote student's health by permitting advertising and marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with the ASLA's wellness policy.

Any foods and beverages marketed or promoted to students on the school campus* during the school day* will meet or exceed the USDA Smart Snacks in School nutrition standards, such

that only those foods that comply with or exceed those nutrition standards are permitted to be marketed or promoted to students.

Food advertising and marketing is definedⁱ as an oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller, or any other entity with a commercial interest in the product. This term includes, but is not limited to the following:

- Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container.
- Displays, such as on vending machine exteriors.
- Corporate brand, logo, name, or trademark on school equipment, such as marquees, message boards, scoreboards, or backboards (Note: immediate replacement of these items are not required; however, districts will consider replacing or updating scoreboards or other durable equipment over time so that decisions about the replacement include compliance with the marketing policy.)
- Corporate brand, logo, name, or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans, and other food service equipment; as well as on posters, book covers, pupil assignment books, or school supplies displayed, distributed, offered, or sold by the District.
- Advertisements in school publications or school mailings.
- Free product samples, taste tests, or coupons of a product, or free samples displaying advertising of a product.

Health Education

Definition:

Health Education means the instructional program that provides the opportunity to motivate and assist all students to maintain and improve their health, prevent disease and reduce health-related risk behaviors. It allows students to develop and demonstrate increasingly sophisticated health-related knowledge, attitudes, skills, and practices. It meets the content standards with benchmarks and performance standards as set forth in 6.30.2.19 NMAC.

Requirement:

The wellness policy shall include a planned, sequential, K-12 health education curriculum that addresses the physical, mental, emotional and social dimensions of health and is aligned to the health education content standards with benchmarks and performance standards as set forth in 6.30.2.19 NMAC.

Goal:

The goal of a comprehensive health education curriculum within a coordinated school health approach is to acquire life skills in order to attain personal, family, community, consumer and environmental health.

Activities:

I. PED required activities:

- The wellness policy shall include a planned, sequential, K-12 health education curriculum that addresses the physical, mental, emotional and social dimensions of health.

- The health education curriculum will be aligned to the health education content standards with benchmarks and performance standards as set forth in 6.30.2.19 NMAC.
- All schools will provide activities in comprehensive health education that align with the New Mexico health education content standards with benchmarks and performance standards as set forth in 6.30.2.19 NMAC.
- All school district/charter schools shall implement a policy that will insure that parents have the ability to request that their child be exempted from the parts of the health education curriculum that addresses the sexuality performance standards. The policy includes but is not limited to:
 - the process for parents to request an exemption from the parts of the health education curriculum that addresses the sexuality performance standards and
 - how alternative lessons are established for the exempted parts of the curriculum.
- All school district/charter school shall provide instruction about HIV and related issues in the curriculum of the required health education content area to all students in the elementary grades, in the middle/junior high school grades, and in the senior high school grades as set forth in 6.12.2.10.C NMAC.

II. Other Activities:

- Health education lessons will be taught in a manner that is culturally sensitive.
- Health education lessons are taught using a variety of instructional strategies (i.e. role playing, projects, media literacy, etc.).
- Health education is integrated into the core curriculum.

Evaluation

See Appendix B

Resources:

1. New Mexico Public Education Department, School and Family Support Bureau – online <http://www.ped.state.nm.us> or phone: 505-827-1804.
2. Youth Risk and Resiliency Survey – online at <http://www.health.state.nm.us/pdf/YRRS2003FinalReport.pdf> or <http://hsc.unm.edu/chpdp/projects/pyrrs.htm>.
3. School District Wellness Policy rule 6.12.6.6 NMAC.
4. Nutrition: Competitive Food Sales Rule 6.12.5.6 NMAC.
5. Child Nutrition and WIC Reauthorization Act of 2004 (Public Law 108-265): http://www.fns.usda.gov/cnd/Governance/Legislation/PL_108-265.pdf.
6. The Centers for Disease Control and Prevention, Division of Adolescent and School Health. <http://www.cdc.gov/HealthyYouth/healthtopics/wellness.htm>.
7. Team Nutrition: Local Wellness Policy. A team of community members must be involved in the development of each local wellness policy. Parents, students, representatives of the school food authority, the school board, school administrators and the public must be a part of the development process: www.fns.usda.gov/tn/Healthy/wellnesspolicy.html
8. Fit, Healthy and Ready to Learn, National Association of State Boards of Education, provides detailed guidance for development of school health policy following the Coordinated School Health Program model: www.nasbe.org/HealthySchools/fithealthy.html.
9. American Association for Health Education. Online at www.aahperd.org/aahe/.

10. American Alliance for Health, Physical Education, Recreation and Dance. Online at www.aahperd.org/.
11. *Coordinated School Health Program Infrastructure Development Process Evaluation Manual*. Atlanta: CDC, 1997. Available at www.cdc.gov/nccdphp/dash/publications/index.htm.
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16. U.S. Department of Health and Human Services. *The Surgeon General's call to promote sexual health and responsible sexual behavior*. Rockville, MD.: U.S. Department of Health and Human Services, Public Health Service, Office of the Surgeon General, 2001. Online at www.surgeongeneral.gov/library/sexualhealth/default.htm.
17. U.S. Department of Health and Human Services. *The Surgeon General's call to action to prevent suicide*. Rockville, MD.: U.S. Department of Health and Human Services, Public Health Service, Office of the Surgeon General, 1999. Online at www.surgeongeneral.gov/library/calltoaction/default.htm.
18. Health is Academic: www.edc.org/HealthIsAcademic.
19. The American School Health Association (ASHA): <http://www.ashaweb.org>.

Physical Education

Definition:

Physical education means the instructional program that provides cognitive content and learning experiences in a variety of activity areas. It provides the opportunity for all students to learn and develop the skills, knowledge and attitudes necessary to personally decide to participate in a lifetime of healthy physical activity. It meets the content standards with benchmarks and performance standards as set forth in Section 6.30.2.20 NMAC.

Note: Physical activity is a component of, but is not a substitute for, quality physical education. Physical education is an instructional program taught by a certified physical educator and focuses on developing skills, knowledge, and attitudes necessary to personally decide to participate in a lifetime of healthful physical activity.

Requirement:

A planned, sequential, K-12 physical education curriculum that provides the optimal opportunity for all students to learn and develop skills, knowledge and attitudes necessary to personally decide to participate in lifetime healthful physical activity and is aligned to the physical education content standards with benchmarks and performance standards as per 6.30.2.20 NMAC.

Goal:

To provide every student with weekly physical education that meets the NM state standards and use appropriate practices to teach the skills, knowledge, and attitudes needed to be physically fit and active for a lifetime. Activities are based on goals and objectives which are appropriate for all children, and are planned after referring to a curriculum which has an obvious scope and sequence which aligns with the content standards with benchmarks and performance standards.

Activities:

I. PED required activities:

- The wellness policy shall include a planned, sequential, K-12 physical education curriculum that provides the optimal opportunity for all students to learn and develop skills, knowledge and attitudes necessary to personally decide to participate in lifetime healthful physical activity.
- The physical education curriculum will be aligned to the physical education content standards with benchmarks and performance standards as per 6.30.2.20 NMAC.

II. Other Activities:

- The ASL Academy will teach required elementary school physical education classes for 2012-2013.
- The ASL Academy will offer daily Morning Exercise.

Evaluation

See Appendix B

Resources:

1. New Mexico Public Education Department, School and Family Support Bureau – online <http://www.ped.state.nm.us> or phone: 505-827-1804.
2. Youth Risk and Resiliency Survey – online at <http://www.health.state.nm.us/pdf/YRRS2003FinalReport.pdf> or <http://hsc.unm.edu/chpdp/projects/pyrrs.htm>.
3. School District Wellness Policy rule 6.12.6.6 NMAC.
4. Nutrition: Competitive Food Sales Rule 6.12.5.6 NMAC.
5. Child Nutrition and WIC Reauthorization Act of 2004 (Public Law 108-265): http://www.fns.usda.gov/cnd/Governance/Legislation/PL_108-265.pdf.
6. The Centers for Disease Control and Prevention, Division of Adolescent and School Health. <http://www.cdc.gov/HealthyYouth/healthtopics/wellness.htm>.
7. Team Nutrition: Local Wellness Policy: A team of community members must be involved in the development of each local wellness policy. Parents, students, representatives of the school food authority, the school board, school administrators and the public must be a part of the development process: www.fns.usda.gov/tn/Healthy/wellnesspolicy.html.
8. Fit, Healthy and Ready to Learn: National Association of State Boards of Education, provides detailed guidance for development of school health policy following the Coordinated School Health Program model: www.nasbe.org/HealthySchools/fithealthy.html.
9. Action for Healthy Kids: www.actionforhealthykids.org/resources.php.
10. American Alliance for Health, Physical Education, Recreation, and Dance: www.aahperd.org/naspe, click on: Media and Advocacy and/or Publications.

11. PE Central: www.pecentral.org.

12. National Association of State Boards of Education: www.nasbe.org.

Healthy and Safe Environment

Definition:

Healthy and safe environment means the physical and aesthetic surroundings and the psychosocial climate and culture of the school. It supports a total learning experience that promotes personal growth, healthy interpersonal relationships, wellness and freedom from discrimination and abuse.

Requirement:

The wellness policy shall include school safety plans at each school building focused on supporting healthy and safe environments and including, but not necessarily limited to, prevention, policies and procedures and emergency response plans.

Goal:

The goal of a healthy and safe environment is to promote a climate and culture before, during and after school for students, teachers, staff, parents and community members that supports academic achievement.

Activities:

I. PED Required Activities:

- Create school safety plans at each school building focused on supporting healthy and safe environments and including, but not necessarily limited to, prevention, policies and procedures and emergency response plans.
- Perform 12 emergency drills in each public school in New Mexico. Emergency drills shall consist of 9 fire drills, 2 shelter in place drills and one evacuation drill at the intervals set forth in subsection M of 6.30.2.10 NMAC.

II. Other Activities:

- The Albuquerque Sign Language Academy will provide safety procedures and appropriate training for students, teachers and staff that support personal safety and a violence/harassment-free environment.
- All school buildings and grounds, structures, buses and equipment will strive to meet current safety standards and are kept inviting, clean, safe and in good repair.
- The Albuquerque Sign Language Academy will adopt policies that create an environment free of tobacco, alcohol and other drugs.
- The Leadership team will maintain and update the school safety and emergency response plans.
- Use of a school discipline plan along was a plan to encourage and support positive behavior choices including the use of ‘Safety Language’.

Evaluation

See Appendix B

Resources:

1. New Mexico Public Education Department, School and Family Support Bureau – online <http://www.ped.state.nm.us> or phone: 505-827-1804.
 2. Youth Risk and Resiliency Survey – online at <http://www.health.state.nm.us/pdf/YRRS2003FinalReport.pdf> or <http://hsc.unm.edu/chpdp/projects/pyrrs.htm>.
 3. School District Wellness Policy rule 6.12.6.6 NMAC.
 4. Nutrition: Competitive Food Sales Rule 6.12.5.6 NMAC.
 5. Child Nutrition and WIC Reauthorization Act of 2004 (Public Law 108-265): http://www.fns.usda.gov/cnd/Governance/Legislation/PL_108-265.pdf.
- The Centers for Disease Control and Prevention, Division of Adolescent and School Health. <http://www.cdc.gov/HealthyYouth/healthtopics/wellness.htm>.
6. Team Nutrition: Local Wellness Policy. A team of community members must be involved in the development of each local wellness policy. Parents, students, representatives of the school food authority, the school board, school administrators and the public must be a part of the development process: www.fns.usda.gov/tn/Healthy/wellnesspolicy.html.
 7. Fit, Healthy and Ready to Learn: National Association of State Boards of Education, provides detailed guidance for development of school health policy following the Coordinated School Health Program model: www.nasbe.org/HealthySchools/fithealthy.html.
 8. U.S. Department of Education: Safe and Drug Free Schools Office: www.ed.gov/offices/OESE/SDFS/index.html.
 9. Federal Emergency Management Agency: www.fema.gov.
 10. American Red Cross: www.redcross.org.
 11. American School Counselors Association: www.schoolcounselor.org.
 12. New Mexico Homeland Security Office: www.governor.state.nm.us/homeland.php?mm=4.
 13. National School Safety and Security Services: www.schoolsecurity.org.
 14. U.S. Department of Homeland Security: www.ready.gov.

Social and Emotional Well-Being

Definition:

Social and Emotional well-being means services provided to maintain and/or improve student's mental, emotional, behavioral and social health.

Requirement:

The wellness policy shall include a plan addressing the behavioral health needs of all students in the educational process by focusing on students' social and emotional well-being.

Goal:

The goal of social and emotional well-being is to collaborate with students, parents, staff and community to influence student success by building awareness and promoting strategies to maintain and/or improve student mental health.

Activities:

I. PED Required Activities:

- Create a plan addressing the behavioral health needs of all students in the educational process by focusing on students' social and emotional well-being.

II. Other Activities:

- The Albuquerque Sign Language Academy will provide an environment in which students are able to request assistance when needed.
- The Albuquerque Sign Language Academy will provide a supportive school environment that links to community resources.
- The Albuquerque Sign Language Academy will employ a Social Worker or School Counselor and a Student Support Coordinator.
- Professional development/training for staff around mental health.
- The school emphasis will be around personal and community responsibility, social justice.

Evaluation

See Appendix B

Resources:

1. New Mexico Public Education Department, School and Family Support Bureau – online <http://www.ped.state.nm.us> or phone: 505-827-1804.
2. Youth Risk and Resiliency Survey – online at <http://www.health.state.nm.us/pdf/YRRS2003FinalReport.pdf> or <http://hsc.unm.edu/chpdp/projects/pyrrs.htm>.
3. School District Wellness Policy rule 6.12.6.6 NMAC.
4. Nutrition: Competitive Food Sales Rule 6.12.5.6 NMAC.
5. Child Nutrition and WIC Reauthorization Act of 2004 (Public Law 108-265): http://www.fns.usda.gov/cnd/Governance/Legislation/PL_108-265.pdf.
6. The Centers for Disease Control and Prevention, Division of Adolescent and School Health: <http://www.cdc.gov/HealthyYouth/healthtopics/wellness.htm>.

7. Team Nutrition: Local Wellness Policy. A team of community members must be involved in the development of each local wellness policy. Parents, students, representatives of the school food authority, the school board, school administrators and the public must be a part of the development process: www.fns.usda.gov/tn/Healthy/wellnesspolicy.html.
8. Fit, Healthy and Ready to Learn: National Association of State Boards of Education, provides detailed guidance for development of school health policy following the Coordinated School Health Program model: www.nasbe.org/HealthySchools/fithealthy.html.

Health Services

Definition:

Health services means services provided for students to apprise, protect and promote health. These services are designed to ensure access or referral to primary health care or behavioral health services or both, foster appropriate use of primary health care services, behavioral health services, prevent and control communicable disease and other health problems, provide emergency care for illness or injury, promote and provide optimum sanitary conditions for a safe school facility and school environment and provide educational and counseling opportunities for promoting and maintaining individual, family and community health

Requirement:

The wellness policy shall include a plan addressing the health services needs of students in the educational process.

Goal:

The goal of health services is to provide coordinated, accessible health and mental health services for students, families and staff.

Activities:

I. PED Required Activities:

- Create a plan addressing the health services needs of students in the educational process.

II. Other Activities:

- Services provide a linkage to school and community health resources (e.g., primary care, public health, community health agencies and faith based groups, school-based health centers).
- Services include but are not limited to preventive services, behavioral health services, screenings and referrals; evaluations and assessments; first aid and emergency care; follow-up care; school safety; health education and ancillary services (e.g., speech therapy or physical therapy and or occupational therapy).
- Services are provided in partnership with students, parents, staff and community.
- Health service programs shall strive to meet all reporting, record-keeping and confidentiality requirements
- The ASL Academy will employ or contract with a School nurse.

Evaluation

See Appendix B

Resources:

1. New Mexico Public Education Department, School and Family Support Bureau – online <http://www.ped.state.nm.us> or phone: 505-827-1804.
2. Youth Risk and Resiliency Survey – online at www.health.state.nm.us/pdf/YRRS2003FinalReport.pdf or <http://hsc.unm.edu/chpdp/projects/pyrrs.htm>.
3. School District Wellness Policy rule 6.12.6.6 NMAC.
4. Nutrition: Competitive Food Sales Rule 6.12.5.6 NMAC.
5. Child Nutrition and WIC Reauthorization Act of 2004 (Public Law 108-265): http://www.fns.usda.gov/cnd/Governance/Legislation/PL_108-265.pdf.
6. The Centers for Disease Control and Prevention, Division of Adolescent and School Health. <http://www.cdc.gov/HealthyYouth/healthtopics/wellness.htm>.
7. Team Nutrition: Local Wellness Policy: A team of community members must be involved in the development of each local wellness policy. Parents, students, representatives of the school food authority, the school board, school administrators and the public must be a part of the development process: www.fns.usda.gov/tn/Healthy/wellnesspolicy.html.
8. Fit, Healthy and Ready to Learn: National Association of State Boards of Education, provides detailed guidance for development of school health policy following the Coordinated School Health Program model: www.nasbe.org/HealthySchools/fithealthy.html.
9. American School Counselors Association: www.schoolcounselor.org.
10. National Mental Health Association: www.nmha.org.
11. National Association of School Psychologists: www.nasponline.org/index2.html.
12. National Association of School Nurses: <http://nasn.org/positions/positions.htm>
13. Crisis Response Team: www.healthinschools.org/sh/CrisisResponse.pdf or www.healthinschools.org/sh/schoolresponse.asp.

Staff Wellness

Definition:

Staff wellness means opportunities for school staff to improve their health status through activities such as health assessments, health education and health-related fitness activities. These opportunities encourage school staff to pursue a healthy lifestyle that contributes to their improved health status, improved morale and a greater personal commitment to the school's overall coordinated school health approach.

A staff wellness program allows the staff to learn and practice skills to make personal decisions about health-enhancing daily habits.

Requirement:

The wellness policy shall include a plan addressing the staff wellness needs of all school staff that minimally insures an equitable work environment and meets the Americans with Disabilities Act, Part III.

Goal:

The goal of staff wellness is to promote activities for staff that are designed to promote the physical, emotional and mental health of school employees as well as to prevent disease and disability.

Activities:

I. PED Required Activities:

- Create a plan addressing the staff wellness needs of all school staff that minimally insures an equitable work environment and meets the Americans with Disabilities Act, Part III.

II. Other Activities:

- The Albuquerque Sign Language Academy will provide staff and faculty the opportunity to participate in a health promotion program focusing on exercise, stress management and nutrition (i.e. health fairs, fun runs, walks etc).
- The Albuquerque Sign Language Academy will provide staff and faculty with accurate, evidence based information or activities related to exercise, stress management and nutrition (i.e. newsletters, yoga, pilates, menopause information, weight lifting, cardio improvement classes, etc).

Evaluation

See Appendix B

Resources:

1. New Mexico Public Education Department, School and Family Support Bureau – online <http://www.ped.state.nm.us> or phone: 505-827-1804.
2. Youth Risk and Resiliency Survey – online at <http://www.health.state.nm.us/pdf/YRRS2003FinalReport.pdf> or <http://hsc.unm.edu/chpdp/projects/pyrrs.htm>.
3. School District Wellness Policy rule 6.12.6.6 NMAC.
4. Nutrition: Competitive Food Sales Rule 6.12.5.6 NMAC.
5. Child Nutrition and WIC Reauthorization Act of 2004 (Public Law 108-265): http://www.fns.usda.gov/cnd/Governance/Legislation/PL_108-265.pdf.
6. The Centers for Disease Control and Prevention, Division of Adolescent and School Health. <http://www.cdc.gov/HealthyYouth/healthtopics/wellness.htm>.
7. Team Nutrition: Local Wellness Policy. A team of community members must be involved in the development of each local wellness policy. Parents, students, representatives of the school food authority, the school board, school administrators and the public must be a part of the development process: www.fns.usda.gov/tn/Healthy/wellnesspolicy.html.
8. Fit, Healthy and Ready to Learn: National Association of State Boards of Education, provides detailed guidance for development of school health policy following the Coordinated School Health Program model: www.nasbe.org/HealthySchools/fithealthy.html.
9. The National Wellness Institute: www.wellnessnwi.org

Appendix A

MEMBERS

As per the Public Education Department Wellness Policy rule 6.12.6.1 NMAC, all New Mexico local boards of education shall establish a district/charter school School Health Advisory Council (SHAC) that consists of parent(s), school food authority personnel, school board member(s), school administrator(s), school staff, student(s), and community member(s). Identified below are the members of the Albuquerque Sign Language Academy SHAC, their roles (note their contact information is on file with school office). Please note that you are not limited to only one person representing each category and representatives may fall into more than one category. The Albuquerque Sign Language Academy has identified a wellness policy champion(s) within the school, charged with the operational responsibility for ensuring that each school fulfills the school's wellness policy.

NAME	ROLE
Gabe Cordova	School Administrator and Social Worker
Beatrice Perez	School Health Assistant
Stephanie Lovato	School Administrator and School Food Authority
Kim Silva	School Board Chair
Marisa Quiterio	Parent
Winton Wood	Parent

Appendix B

Process Evaluation: Measuring implementation of Wellness Policy

Component/Activity	In Planning	In Process	In Place	N/A
School Board established a School Health Advisory Council.				
School Health Advisory Council contain all required members: parent(s), school food authority personnel, school board member(s), school administrator(s), school staff; student(s); and community member(s).				
The School Health Advisory Council reports to the local school board recommendations for development/revision, implementation and evaluation of the wellness policy at least annually.				
The School Health Advisory Council has met at least twice this year for the purpose of development or revision, implementation, and evaluation of the wellness policy.				
The School Health Advisory council designated one or more persons within the school district, or at each school, as appropriate, charged with operational responsibility for ensuring that each school fulfills the district's wellness policy.				
The school board has adopted physical activity guidelines for before, during and/or after school.				
Nutrition guidelines for a la carte offerings minimally meeting guidelines set forth in subsection B of 6.12.5.8 NMAC.				
Nutrition guidelines for school sponsored fund raisers during normal school hours minimally meeting guidelines set forth in paragraph (1) of subsection C of 6.12.5.8 NMAC.				
Nutrition guidelines for school sponsored fund raisers before and after school hours ensuring that at least fifty percent of the offerings shall be healthy choices in accordance with the requirements set forth in paragraph (2) of subsection C of 6.12.5.8 NMAC.				
Guidelines for a planned, sequential, K-12 health education curriculum that addresses the physical, mental, emotional and social dimensions of health and is aligned to the health education content standards with benchmarks and performance standards as set forth in 6.30.2.19 NMAC.				
Guidelines for a planned, sequential K-12 physical education curriculum that provides the optimal				

opportunity for all students to learn and develop skills, knowledge and attitudes necessary to personally decide to participate in lifetime healthful physical activity and is aligned to the physical education content standards with benchmarks and performance standards as set forth in 6.30.2.20 NMAC.				
A plan addressing the behavioral health needs of all students in the educational process by focusing on students' social and emotional well-being.				
A school safety plan at each school building focused on supporting health and safe environments and including but not necessarily limited to prevention, policies and procedures and emergency response.				
A plan addressing the health services needs of students in the educational process.				
A plan addressing the staff wellness needs of all staff that minimally ensures an equitable work environment and meets the American with Disabilities Act Part III.				

Outcome Evaluation: Measuring impact of Wellness Policy:

Component/ Activity	Outcome Measures
School Health Advisory Council.	The local school board adopts ____% of the recommendation from the School Health Advisory Council
Physical Activity.	____% of students participated in physical activity offerings.
Nutrition	100% of the offerings in al la carte meet the guidelines set forth in subsection B of 6.12.5.8 NMAC. 100% of the clubs/sports/etc are following the guidelines for school sponsored fund raisers during normal school hours minimally meeting guidelines set forth in paragraph (1) of subsection C of 6.12.5.8 NMAC. 100% of the clubs/sports/etc are following the guidelines for school sponsored fund raisers before and after school hours ensuring that at least fifty percent of the offerings shall be healthy choices in accordance with the requirements set forth in paragraph (2) of subsection C of 6.12.5.8 NMAC.
Health Education	____% of students meet the health education content standards with benchmarks and performance standards as set forth in 6.30.2.19 NMAC.
Physical Education	____% of students meet the physical education content standards with benchmarks and performance standards as set forth in 6.30.2.20 NMAC.
Behavior Health	____% reduction in discipline referrals due to behavioral health problems.
School Safety	100% of teachers and other school staff are aware of and know how to implement the school level safety plans.
Health Services	____% reduction in student absenteeism. ____% of students who have been screened for vision/hearing
Staff Wellness	____% reduction in staff absenteeism.

Revised 07/25/2016
Revised 05/11/2015
Revised 07/14/2014

Revised 07/08/2013

The Albuquerque Sign Language Academy

Standardized Grading System

Pursuant to NMAC 6.29.1.9J(7) the ASL Academy will:

1. Provide parents/guardians a written report of their student's performance on the Standards Based Assessment on an annual basis.
2. "I Can Statements" that align with the Common core standards. School report cards will be sent to parents each trimester and will reflect the common core standards.
3. Beginning by fifth grade the ASL Academy students will receive grade on their report cards that is based on a 4.0 grading scale.

Plan for Student Assessments

The Director of Curriculum and Instruction will be responsible for developing and implementing a plan for the regular collection of student assessment data, the ongoing analysis of that data, and the regular reporting of such data to the Governance Board. The Director of Curriculum and Instruction will ensure that pertinent data is collected and analyzed in order to maximize student achievement, to meet the requirements of the school charter, for the purpose of the charter renewal, as required by the

N.M. Public Education Department, as required for the PED's Bilingual Department, and as otherwise required or needed. The Director of Curriculum and Instruction will train school staff and will oversee the assessment process to ensure that all rules and regulations are fully implemented.

Revised 07/08/2013
Revised 06/13/2011
Adopted 05/10/2010

The Albuquerque Sign Language Academy

Discipline and Suspension Policy

It is the policy of The Albuquerque Sign Language Academy (ASLA) to demonstrate the highest degree of accountability to PED, parents and employees with regard to student discipline. Further, it is the policy of The ASLA to be in compliance with all applicable Federal IDEA laws, regulations and PED standards connected to special education services and student discipline.

School staff accepts responsibility for maintaining an environment of respectful conduct and establishing programs that promote positive relationships among students and staff. Student behavior should reflect self-respect and consideration for the rights, feelings, and property of others. The school will consistently address student misbehavior and will inform parents of any issues involving their child. The school is also committed to remaining proactive and supportive as student behavior and safety is addressed daily.

In-School Suspension

Students may be assigned to in-school suspension at the discretion of school administration. Typical reasons for In-School Suspension include: infractions of school policies such as, but not limited to, chronic dress code violations, disrespectful behavior against peers and teachers, improper language, theft, cheating, damaging school property, fighting and bullying.

Suspension

Students may be assigned to (out-of-school) suspension at the discretion of school administration. Suspension is a temporary removal of a student from the student body and the loss of all student body privileges. Suspension will be preceded by notification to a student's parents/guardians. Causes leading to suspension and disciplinary probation can include:

- Any gang-related activity.
- Fighting or any threat of violence directed toward anyone on school premises.
- Possession or Use of Alcohol, Other Drugs, Tobacco, or Inhalants.
- Theft; Vandalism/Use of graffiti.
- Repeated/serious misconduct resulting in administration/behavioral detentions.
- Possession of weapons (real or look-a-like), fireworks, lighters or matches.
- Forgery or use of forged forms, permission slips, notes, etc.
- Having inappropriate/obscene material, including inappropriate use of the internet.

Expulsion

The expulsion of a student from the ASL Academy will be considered as a sometimes-necessary discipline measure for the common good of the school community. Parents will be notified immediately, followed by a conference with school administration. A letter outlining the offense(s) and subsequent expulsion will be provided to the parents and a copy placed in the student's cumulative file. Situations that may warrant removal of a student include:

- Major theft or any criminal act.
- Delinquency and immorality which constitute a menace to others or which may warrant commitment to a correctional institution.
- Non-compliance with disciplinary probation, weapon possession, or drug policy.

School administrators are the final recourse in all disciplinary situations and may waive any disciplinary rule at their discretion.

Revised 09/10/2012
Revised 06/13/2011
Adopted 05/10/2010

The Albuquerque Sign Language Academy

Lottery & Admissions Policies and Procedures

The ASL Academy is a free public charter school open to all students without any admission requirements and without regard to race, color, national origin, creed, sex, ethnicity, behavior, language proficiency, disability, or academic achievement.

For all school years after the initial school year, students already enrolled in the school, along with their siblings*, will be admitted prior to a lottery draw. Per the PED approved waiver, lottery applicants with IEPs indicating that they are deaf/hard of hearing or use ASL as their primary means of expressive language will also be admitted prior to the lottery draw. If the number of siblings and waiver applicants exceeds the number of spaces available a separate lottery will be held for those students. Any remaining spaces will be filled via the lottery process.

**Siblings will only be granted enrollment if spaces are available. A sibling is defined by NM statute as “students living in the same residence at least fifty percent of the time in a permanent or semipermanent situation, such as long-term foster care placements; or students related to each other by blood, marriage or cohabitation.” Parents intending to enroll a sibling for the fall school year must return the Notification of Enrollment of a Sibling form prior to May 1st of that year. Siblings remaining on the waiting list for the current school year must complete a new sibling enrollment form for the upcoming school year. Sibling enrollment forms received after the May 1st deadline will result in the sibling being placed on the waiting list prior to the next monthly or weekly drawing in the order in which the forms were received.*

The ASL Academy will notify the community about upcoming enrollment opportunities and will admit students for all available spaces in all grades based on the lottery process (a random selection process).

Lottery Application Submission

Lottery applications can be obtained from the school’s website (www.ASLAcademy.com) or by contacting the school. Lottery applications for the upcoming fall school year will be accepted by the school on an ongoing basis until May 1st of that same year. Lottery applications may be submitted via email, regular mail, facsimile or hand-delivery; however, all applications must be received by 5:00pm on May 1st, regardless of postmark date, to be eligible for the Initial Lottery May 15th of each year, for the upcoming school year. If May 15th falls on a weekend, the lottery drawing will be held the following Monday.

After the Initial Lottery, additional weekly lotteries will be held every Friday for the remainder of the school year (please note that weekly drawings will not be held the week of Thanksgiving and the last two weeks of December). Lottery applications for weekly lotteries must be received no later than 3:00pm on the Thursday prior to that week’s drawing.

The ASL Academy is not responsible for lost documents and cannot accept any claims for missing applications mailed prior to the deadline. Please send the application via certified mail if you would like proof of delivery.

Lottery Drawings

All Lottery Drawings will be held at 9:00am at the school and the drawings will be open to the public.

The Initial Lottery for all available spaces will be held annually on May 15th for the upcoming fall school

year. If May 15th falls on a weekend, the lottery drawing will be held the following Monday. Thereafter weekly lotteries will be held every Friday through the end of the school year (note that weekly drawings will not be held the week of Thanksgiving and the last two weeks of December).

All available spaces for each school year will be filled by grade and once a grade is full, students will be placed on a waiting list.

Each lottery application will be assigned a number and a card with a corresponding number will be placed in a box. The cards will be drawn from the box by the Board Chair or another designated person, who does not have a child(ren) currently seeking enrollment in the school, until all available spaces are filled or all cards have been drawn. A school employee shall witness the drawing. All students selected at that time will be granted the opportunity to enroll in the ASL Academy for the upcoming fall school year. For siblings entered in the same lottery drawing, once the first sibling is drawn the remaining siblings will be granted enrollment or placed on a waiting list at that time.

If all available spaces are filled at any initial or subsequent lottery, the remaining cards will be drawn and those students will be placed on a waiting list in the order in which their card was drawn. The waiting list will remain in effect until the last day of school for each school year. It is recommended that students on the current school year waiting list who have not been granted enrollment by April submit another lottery application by May 15th for the upcoming fall school year. Any students seeking enrollment for the upcoming fall school year must submit another lottery application for the upcoming fall school year, including those on the waiting list. Each year, a separate waiting list for the upcoming fall school year will be created independent of the current school year waiting list.

The ASL Academy Governing Board may, at any time and by majority vote, increase the number of available spaces for any school year. In the event that additional spaces are made available, those spaces will be filled at the next scheduled lottery unless a waiting list has already been developed, in which case students will be admitted via the waiting list.

Enrollment Form

Upon their child being selected for enrollment, parents will be promptly notified via email, telephone or a letter sent by regular mail. Parents are encouraged to complete and submit the Enrollment Form immediately upon their child being accepted in order to secure their child's space for the coming school year.

Enrollment Forms for students selected in the Initial Lottery Drawing, must be received no later than 3:00pm on the last day of school in May. Failure to submit enrollment forms by the May deadline will result in forfeiture of that slot and the child's name will be not be carried over into subsequent lotteries or placed on a waiting list until a new lottery application is submitted.

Enrollment Forms for students selected in the May lottery drawings, and for drawings thereafter, must be received no later than five (5) business days after the date of the drawing. Failure to submit enrollment forms within five (5) business days will result in forfeiture of that slot and the child's name will be not be carried over into subsequent lotteries or placed on a waiting list until a new lottery application is submitted.

Students placed on the waiting list will be notified when a position becomes available. Students granted enrollment from the waiting list must return an enrollment form within five (5) business days.

Failure to submit enrollment forms by these deadlines will result in forfeiture of that slot and the child's name will be not be carried over into subsequent lotteries or placed on a waiting list until a new lottery application is submitted.

The ASL Academy is not responsible for lost documents and cannot accept any claims for missing enrollment forms mailed prior to the deadline. Please send the enrollment form via certified mail if you would like proof of delivery.

Registration Forms

Once the Enrollment Form has been received by the school confirming the parent's intent to enroll, Registration Forms must be completed by the family.

Registration Forms and supporting documentation for students currently enrolled in the ASL Academy, children selected in the Initial Lottery Drawing, and for siblings who were granted enrollment prior to the lottery drawing, must be completed and returned to the school no later than 3:00pm on the last day of school in May. Failure to complete and return all registration forms and supporting documentation by the deadline will result in forfeiture of that slot and the child's name will be not be carried over into subsequent lotteries or placed on a waiting list until a new lottery application or sibling enrollment form is submitted. Siblings who forfeit their slot because of failure to submit registration documentation will be placed preferentially on the waiting list if the classroom has already been filled. Children granted enrollment via the lottery process, including those previous on a waiting list, will not be disenrolled to provide a slot for a sibling.

Registration Forms and supporting documentation for children selected after the initial drawing, for waiting list children granted enrollment, or for siblings submitting late enrollment forms, must be completed and returned to the school within ten (10) business days of the date the child was selected in the lottery drawing or from the waiting list. Failure to complete and return all registration forms and supporting documentation by the deadline will result in forfeiture of that slot and the child's name will be not be carried over into subsequent lotteries or placed on a waiting list until a new lottery application or sibling enrollment form is submitted.

Children will not be permitted to attend class until all registration materials and supporting documentation is received by the school.

*Rev. 07/2017
Rev. 01/2015
Rev. 12/2014
Rev. 02/2014
Rev.07/2013
Rev. 03/2013
Rev. 01/2012
Rev. 01/2011
Rev. 11/2010
Rev. 09/2010
Rev. 06/2010
Rev. 05/2010
Rev. 02/2010
Adopted 12/2009*

The Albuquerque Sign Language Academy

Performance Evaluations for School Personnel

The Albuquerque Sign Language Academy will comply with the School Personnel Performance Evaluations System Requirements as indicated in Sections 6.69.1 through 6.69.8. The Governance Board will be responsible for the annual evaluation of the Executive Director. The Executive Director will be responsible for annual evaluations of the Student Support Coordinator and the Director of Curriculum and Instruction. The Director of Curriculum and Instruction will be responsible for all aspects of the requirements related to licensed teachers and educational assistants. The Student Support Coordinator will work with the Director of Curriculum and Instruction and Executive Director to provide annual evaluations for ancillary and other staff.

Information regarding employee trainings, professional development plans, evaluations and other employment-related items will be kept in the Employee's Confidential Personnel File. All employees shall have the right to make written objections to the observations or review findings within one week of receipt by stating areas of disagreement. These objections will be attached to the observation and/or evaluation and kept in the employee's personnel file.

Prior to the start of each school year, the Governance Board will review and approve the policy regarding the Performance Evaluations for School Personnel. Information regarding this policy will be available on the school website and included in the Employee Handbook which is disseminated free of charge to school staff.

Revised 07/08/2013

Revised 06/13/2011

Revised 09/27/2010

Adopted 05/10/2010

The Albuquerque Sign Language Academy

Interview and Hiring Procedures

The Albuquerque Sign Language Academy (ASL Academy) and its Governing Board is committed to providing equal treatment of all prospective and current employees. Neither the ASL Academy nor the Governing Board shall discriminate against any person on the basis of race, age, religion, color, national origin, ancestry, sex, physical or mental handicap, serious medical condition, sexual orientation, or gender identity with respect to hiring and other employment practices.

The ASL Academy Governance Board is responsible for hiring the Executive Director.

The Executive Director is responsible for hiring all other school personnel.

Interviews will be granted to qualified applicants and the candidate(s) selected for hire will be notified in writing of the deadline(s) to accept the position and to submit an employment contract and other required documentation. If the candidate does not return the contract and documentation by the deadline(s), does not successfully complete a background check, or does not meet all requirements mandated by the State of New Mexico (see School Personnel Act: NMSA 1978, Section 22.10A.1 et seq.), the candidate will be notified in writing that the employment offer is revoked.

Revised 07/08/2013

Revised 09/10/2012

Revised 04/09/2012

Revised 06/13/2011

Trilateral Leadership Team Interview and Hiring Procedures:

ADOPTED BY ASL ACADEMY GOVERNANCE BOARD ON JANUARY 12, 2010.

Classroom and Literacy Teachers and Educational Assistants:

ADOPTED BY THE ASL ACADEMY GOVERNANCE BOARD ON MARCH 9, 2010.

The Albuquerque Sign Language Academy

School Advisory Council Policy

Pursuant to 22.5.16 NMAC 1978, the ASL Academy shall create a School Advisory Council (SAC) which shall assist the Executive Director and other administrators with school-based decision-making and to involve parents in their children's education.

The school advisory council shall be created, its membership elected, and its bylaws and policies adopted in accordance with local school board rule. School Advisory Council membership shall reflect an equitable balance between school employees, parents, and community members. At least one community member shall represent the business community, if such person is available. The Executive Director shall serve as the Council Chairman and shall be an active member of the SAC.

The SAC shall review the ASL Academy's budget annually for the upcoming school year and shall work with the Executive Director and Business Manager to develop a plan for supplementing any budget shortfalls through SAC fundraising efforts. All funds raised by the SAC through their fundraising activities shall be accounted for separately by the ASL Academy Business Manager. The SAC shall adopt policies and procedures related to the use of these funds for the benefit of students, staff, and school programs in accordance with the mission of the school and in compliance with State and Federal laws. The Business Manager shall provide a monthly accounting of SAC funds to the Governance Board.

The SAC shall provided copies of adopted bylaws, resolutions, and policies to the ASL Academy Governance Board within 30 days of the date of adoption, and shall also provide copies of meeting minutes to the Board on a regular basis.

Revised 07/25/2016
Revised 05/11/2015
Revised 07/14/2014
Approved 07/08/2013
Revised 08/13/2012
Adopted 06/13/2011

The Albuquerque Sign Language Academy

Pest Control Policy

Pursuant to the Pesticide Control Act, Sections 76-4-1 through 76-4-39 NMSA 1978 and NMAC 6.29.1, The Albuquerque Sign Language Academy notify parents and guardians annually via the student handbook that they may request to be informed prior to pesticide application during the school year. Any parent or guardian that requests such notification will receive written documentation prior to the application of any pesticide. Records of pesticide applications will be kept onsite for three years and will be made available upon request to parents, guardians, students, teachers and staff.

Approved 7/8/2013
Approved 6/11/2012

THE ALBUQUERQUE SIGN LANGUAGE ACADEMY GOVERNING BOARD
RESOLUTION RE OPEN MEETINGS ACT (NMSA 1978, Sections 10-15-1 to -4)

WHEREAS, the Albuquerque Sign Language Academy Governing Board met in regular session at 620 Lomas Blvd NW, Albuquerque, NM 87102 on May 11, 2015, at 4:00 p.m. as required by law; and

WHEREAS, Section 10-15-1(B) of the Open Meetings Act (NMSA 1978, Sections 10-15-1 to -4) states that, except as may be otherwise provided in the Constitution or the provisions of the Open Meetings Act, all meetings of a quorum of members of any board, council or local public agency held for the purpose of formulating public policy, discussing public business or for the purpose of taking any action within the authority of or the delegated authority of such body, are declared to be public meetings open to the public at all times; and

WHEREAS, Section 10-15-1(D) of the Open Meetings Act requires the Albuquerque Sign Language Academy Governing Board to determine annually what constitutes reasonable notice of its public meetings;

NOW, THEREFORE, BE IT RESOLVED by the Albuquerque Sign Language Academy Governing Body that:

1. All meetings shall be held at the charter school at 4:00 p.m. or as indicated in the meeting notice.
2. Unless otherwise specified regular meetings shall be held each month on the second Tuesday of the month. The agenda will be available at least twenty-four hours prior to the meeting and can be obtained online at the charter school's website or from the charter school principal whose office is located at the charter school in Albuquerque, New Mexico. Notice of any other regular meetings will be given 10 days in advance of the meeting date. The notice shall indicate how a copy of the agenda may be obtained.
3. Special meetings may be called by the Board Chairperson or by a majority vote of the members upon 10 days notice. The notice shall include an agenda for the meeting or information on how members of the public may obtain a copy of the agenda. The agenda shall be available to the public at least twenty-four hours before any special meeting.
4. Emergency meetings will be called only under unforeseen circumstances by the Board Chairperson or by a majority vote of the members that demand immediate action to protect the health, safety and property of citizens or to protect the public body from substantial financial loss. The Albuquerque Sign Language Academy Governing Body will avoid emergency meetings whenever possible. Emergency meetings may be called by the Chairperson or a majority vote of the members upon twenty-four hours notice, unless threat of personal injury or property damage requires less notice. The notice of all emergency meetings shall include an agenda for the meeting or information on how the public may obtain a copy of the agenda. For the purposes of regular meetings described in paragraph 2 of this resolution, notice requirements are met if notice of the date, time, place and agenda is posted on the charter school's website. Copies of the written notice shall also be mailed to those broadcast stations licensed by the Federal Communications Commission and newspapers of general circulation that have made a written request for notice of public meetings.
5. For the purposes of special meetings and emergency meetings described in paragraphs 3 and 4 of this resolution, notice requirements are met if notice of the date, time, place and agenda is posted on the charter school's website or at the charter school premises. Telephone notice shall also be given to those broadcast stations licensed by the Federal Communications Commission and newspapers of general circulation that have made a written request for notice of public meetings.
6. In addition to the information specified above, all notices shall include the following language:

An ASL interpreter will be provided. If you are an individual with a disability who is in need of a reader, amplifier, or any form of auxiliary aid or service to attend or participate in the hearing or

meeting, please contact the charter school principal at the charter school's main phone number or email address (ASLacademy@gmail.com) at least one (1) week prior to the meeting or as soon as possible. Public documents, including the agenda and minutes, can be provided in various accessible formats. Please contact the charter school principal at the charter school's main phone number or email address (ASLacademy@gmail.com) if a summary or other type of accessible format is needed.

8. The Albuquerque Sign Language Academy Governing Board may close a meeting to the public only if the subject matter of such discussion or action is excerpted from the open meeting requirement under Section 10-5-1(H) of the Open Meetings Act.
 - a. If any meeting is closed during an open meeting, such closure shall be approved by a majority vote of a quorum of the Albuquerque Sign Language Academy Governing Board taken during the open meeting. The authority for the closed meeting and the subjects to be discussed shall be stated with reasonable specificity in the motion to close and the vote of each individual member on the motion to close shall be recorded in the minutes. Only those subjects specified in the motion may be discussed in the closed meeting.
 - b. If a closed meeting is conducted when the Albuquerque Sign Language Academy Governing Board is not in an open meeting, the closed meeting shall not be held until public notice, appropriate under the circumstances, stating the specific provision of law authorizing the closed meeting and the subjects to be discussed with reasonable specificity, is given to the members and to the general public.
 - c. Following the completion of any closed meeting, the minutes of the open meeting that was closed, or the minutes of the next open meeting if the closed meeting was separately scheduled, shall state whether the matters discussed in the closed meeting were limited only to those specified in the motion or notice for closure.
 - d. Except as provided in Section 10-15-1(H) of the Open Meetings Act, any action taken as a result of the discussions in a closed meeting shall be made by a majority vote of the Albuquerque Sign Language Academy Governing Board in an open public meeting.

Passed by the Albuquerque Sign Language Academy Governing Board this 11th day of May, 2015, for the 2015/2016 school year.

Kimberly Silva, Board Chair

Dana Grubescic, Secretary

The Albuquerque Sign Language Academy

Employee Leave Policy

Sick Leave

Because of the high population of students with health-related needs, including numerous medically fragile students, it is important that school staff stay home when they are sick.

Sick leave is available to employees to provide for full salary and benefits for absences due to illness or injury as defined by the Family and Medical Leave Act (FMLA) that prevent the employee from working. Eligibility for sick leave shall follow the NMPSIA rules. Full-time staff shall incur 6 days of sick leave at the start of each school year. Sick leave shall be prorated for part-time staff. If the Employee is absent from work due to illness for more than three (3) consecutive days, the Employee must provide a note to the Executive Director which is signed by a medical professional excusing the absence and indicating an expected return to work date.

If the current employment contract is renewed for the following school year, the unused portion of sick leave may be carried over for use during the following school year in extended leave situations as defined by FMLA. An employee's accrued sick leave balance may not exceed 30 days. Employees will not be compensated for unused sick days in excess of the sick leave balance limit. If the employment contract concludes, is terminated, or is not renewed, employees will not be compensated for unused sick leave. In the event that an employee's contract is not renewed for whatever reason for the upcoming year, the employee may retain their sick leave bank balance upon rehire as long as the duration of the absence does not exceed one full school year.

If an Employee exhausts all paid sick leave, the Executive Director must approve any time off without pay. If the Employee is absent from work and has exhausted all paid leave, the Employee's salary will be reduced for each day the Employee is absent from work. This amount is used solely for purposes of administrative convenience and does not mean nor shall it be construed to mean that compensation is calculated on a daily or hourly basis. Non-emergency requests for time off without pay must be submitted in writing to the Executive Director no less than ten (10) business days prior to the first day of leave requested for pre-approval.

Personal Leave

Personal leave is available to employees to provide for full salary and benefits for absences which prevent the employee from working due to the following reasons:

1. Appearance in court as an interested party or under subpoena.
2. Death of an immediate family member.
3. An emergency caused by an accident or illness that requires the employee to be absent from work.
4. Other Personal leave for urgent personal business or other emergencies.

Personal leave must be pre-approved by the Executive Director in non-emergency instances and is not to be used as "vacation time." Eligibility for personal leave shall follow the NMPSIA rules. Full-time staff shall incur 6 days of personal leave at the start of each school year. Personal leave shall be prorated for part-time staff.

If the current employment contract is renewed for the following school year, the unused portion of personal leave may be carried over for use during the following school year as sick leave and is subject to the sick leave balance limit. Employees will not be compensated for unused personal days in excess of the sick leave balance limit. If the employment contract concludes, is terminated, or is not renewed, employees will not be compensated for unused personal leave.

If an Employee exhausts all paid personal leave, the Executive Director must approve any time off without pay. If the Employee is absent from work and has exhausted all paid leave, the Employee's salary will be reduced for each day the Employee is absent from work. This amount is used solely for purposes of administrative convenience and does not mean nor shall it be construed to mean that compensation is calculated on a daily or hourly basis. Non-emergency requests for time off without pay must be submitted in writing to the Executive Director no less than ten (10) business days prior to the first day of leave requested for pre-approval.

Long Term Leave

The Albuquerque Sign Language Academy will comply with the Family and Medical Leave Act (FMLA). Long-term leave shall be defined as unpaid leave for pregnancy, post-childbirth maternity or paternity, adoption, employee long-term illness, and any other reasons required by law. The school may require certification from a qualified medical professional to document the reason for the leave and/or to verify the employee's ability to return to work. Such leave shall be given for a maximum of up to 12 consecutive weeks, or longer if required by law. In no event shall such leave extend beyond the end of the employee's annual contract unless the contract is renewed. Such leave is available to full-time staff only who have been employed for at least one full school year. Any health benefits provided to the employee by the school will continue to be provided during this leave. Whenever possible, such leave must be pre-approved by the Executive Director and at least 30 days advance notice shall be given by the Employee.

Jury Duty

Upon notification by a court to report for jury duty, the employee shall immediately request jury duty during non-school months. In the event this request is not granted, time off with no loss of salary limited to two (2) weeks will be provided for jury duty required to be served during the school year. Any employee, when advised of his/her notification of jury duty, must immediately inform the Executive Director. Salary will be paid as usual, and the check for juror fees is to be signed over to the school.

Professional Development Leave

Employees may be granted paid days during the school year for training purposes. The Executive Director must approve such training in advance.

*Revised 05/11/2015
Approved 07/14/2014
Approved 07/08/2013
Revised 05/13/2013*

The Albuquerque Sign Language Academy

Conflict of Interest Policy

A. General Principles

- i. All Board members have a duty of loyalty and a duty of care towards the Albuquerque Sign Language Academy. It is the responsibility of all Governing Board members to conduct themselves in accordance with the highest standards of integrity, honesty, and fair dealing to preclude conflict between the interest of the Albuquerque Sign Language Academy and the personal interests of the Governing Board member.
- ii. Likewise, it is the responsibility of the school to conduct all its business and operations impartially in accordance with all laws and in conformity with the highest ethical and professional standards.
- iii. All hiring and other transactions imposing financial and/or legal obligations on the school shall be made with the best interests of the school as the foremost consideration.

The Board also recognizes that the ultimate success depends upon the active participation, cooperation and collaboration of parents, volunteers, employees, Governing Board members and students. Sometimes the best interests of the Albuquerque Sign Language Academy may involve the creation of relationships that might create an appearance of impropriety or potential for abuse of position, if not carefully evaluated by disinterested parties. The Board therefore has established this policy to guide Governing Board members in their actions or relationships, so that they will avoid the appearance of having their judgment or the performance of their duties compromised.

B. Conflict of Interest Definition

- i. A conflict of interest occurs whenever a Governing Board member permits the prospect of direct or indirect personal gain (or gain to a relative or Related Entity) to influence improperly his or her judgment or actions in the conduct of the Albuquerque Sign Language Academy.
- ii. It is not practical to specify every action that might be considered to raise a conflict of interest. Consequently, Board members should immediately disclose to the Board any circumstance that may give rise to the appearance of a conflict of interest. The following situations have the potential for being an actual conflict of interest and must be avoided unless the Board member has brought the issue before the Board for consideration and the Board voted to approve it in an open meeting:
 - a. Hiring a Governing Board member's relative as an employee, whether full-time or part-time.

- b. Acquiring, leasing, selling any property, facilities, materials, or contract services (e.g., financial, legal, public relations, computer) under circumstances in which there is direct or indirect compensation to a Governing Board member, or his/her relative or a Related Entity of the member.
- c. Using confidential information acquired by virtue of their associations for their individual or another's private gain.
- d. Requesting or receiving and accepting a gift or loan for themselves or another that tends to influence them or appear to influence them in the discharge of their duties as Council members.
- e. Influencing or having the appearance of influencing business with suppliers, which results in the financial benefit to a Governing Council member, his or her relatives or a Related Entity.

C. Deliberations and Voting on Conflict Issues

- i. In order to avoid conflicts of interest and the appearance of impropriety, Board members shall not participate in open meeting or Closed Session deliberations or votes relating to the discipline of (i) himself or herself; (ii) any relative of the Board member; or (iii) any transaction between the Albuquerque Sign Language Academy and any Related Entity of the Governing Board member. "Closed Session" shall mean any portion of a Governing Board meeting that is properly closed to the public in accordance with the provisions of the Open Meetings Act.
- ii. The school administration shall not authorize (by approval of a Purchase Order or otherwise) or enter into any proposed transaction described in Paragraph B unless and until the transaction has first been evaluated and approved by the Governing Board. The Governing Board may, but shall not be obligated to, approve a proposed transaction (including the hiring of a Governing Board member's relative or any Related Entity, if the Board concludes, after review of all pertinent data, that:
 - a. The transaction is financially no less favorable to the school than would be available in an arm's length transaction between unrelated parties;
 - b. no Governing Board member will be in a position to influence decisions relating to the employment, supervision, compensation or discipline of a relative;
 - c. no Governing Board member will be in a position to influence decisions relating to any transaction between the Albuquerque Sign Language Academy and any Related Entity; and
 - d. the benefits to the Albuquerque Sign Language Academy outweighs any appearance of a conflict of interest.

D. Violation of Conflict of Interest Policy

- i. Upon discovery of a possible infraction of the established the Albuquerque Sign Language Academy conflict of interest policies, the discovering party is required to

immediately notify the Governing Board Chairperson, school administration, and all Board Members. A Special Governing Board Meeting must be immediately scheduled to consider the matter.

- ii. In the event the Governing Council decides that an Albuquerque Sign Language Academy employee, Governing Board member, or volunteer has violated the conflict of interest rules or otherwise abused or attempted to abuse his or her position at the ASL Academy, the Board shall recommend appropriate action.

E. Transactions with Interested Council Members

- i. The Albuquerque Sign Language Academy shall not enter into any financial transaction with any Board member, any relative of a Board member, or any other person or entity in which the Board member or relative of the Board member has a direct or indirect financial interest unless during a public meeting:
 - a. the nature of the direct or indirect financial interest is fully disclosed to the Board;
 - b. the transaction is expressly approved by a majority of the Board members present at such meeting who have no direct or indirect personal financial interest in the transaction, provided a quorum of the full Board is present at such meeting.
- ii. A written contract or other written memorandum shall evidence all such interested transactions approved by the Board, and be reflected in Board Minutes. Each Board member shall be responsible for disclosing to the Board the existence of any such direct or indirect interest. Failure to make such disclosure shall be grounds for voiding the transaction, at the discretion of the Board.
- iii. Nothing in this procedure shall prevent the Albuquerque Sign Language Academy from paying compensation to a Board member for reasonable expenses incurred. All such compensation shall be paid in compliance with the New Mexico Per Diem and Mileage Act.

F. Misuse of Position

- i. No Board member will use his/her position to attempt to influence the decision of any employee to grant special treatment to:
 - ii. the child or ward of such Board member,
 - iii. any relative of such Governing Board member,
 - iv. any "Related Entity".
 - a. For purposes of these Bylaws, a "Related Entity" is a business enterprise, nonprofit organization or other entity with respect to which such Governing Board member, or a relative of such Governing Board member (i) has a direct or indirect financial interest; (ii) is an officer or director; or (iii) is otherwise in a position to control the management or decision-making of such entity.

- v. Every Board member and every Albuquerque Sign Language Academy employee who is a parent or ward of an ASL Academy student shall inform his or her child that he or she is required to follow all rules, policies and procedures applicable to ASL Academy Charter School students, that he or she is not entitled to special treatment by virtue of the relationship with a Board member or employee, and that any attempt to seek such special treatment may result in disciplinary action.
- vi. No individual board member will speak for or represent the entire board unless authorized by the majority of the board.
- vii. Board members must maintain the highest standards of ethics and conduct. Board members will not engage in any activity that violates federal, state, or local laws, thus directly affecting the integrity of the Albuquerque Sign Language Academy.

Approved 05/11/2015

The Albuquerque Sign Language Academy

Meal Charging Policy

The Albuquerque Sign Language Academy (ASL Academy) and its Governing Board is committed to providing a favorable environment for its students that is conducive to learning. In order to assure that students have access to good nutrition essential for learning, charges for up to 5 lunch meals will be allowed to accommodate students who have forgotten their meal money or who are awaiting final approval of their applications for federally subsidized meals.

Parents who do not qualify for subsidized meals are responsible for providing either a meal or the money to pay for a meal for their student. Parents who qualify for reduced meals are responsible for providing money to pay for their portion of the reduced meal.

Parents are responsible for meal charges up to 10 days from the time the application for free or reduced-priced meals is received by the Business Office.

ASL Academy will provide the student at a minimum with a cheese sandwich and carton of milk for lunch on the 6th charge until the parent is able to settle their account. The parent will be billed for the cost of the alternative meal which is determined by the Leadership Team. If the school provides the student with a reimbursable meal, as determined by USDA, the parent will be billed the rate based on their status.

The Executive Director has authority to negotiate a payment plan with parents who have exceeded the allowable meal charges. An agreement will be signed by both parties detailing the arranged payment plan.

ADOPTED BY THE ASL ACADEMY GOVERNANCE BOARD ON JANUARY 13, 2014.

The Albuquerque Sign Language Academy

Sick Leave Donation Program Policy

A. Eligibility and Limitations

1. Catastrophic injury or illness is defined as a life threatening condition or combination of conditions affecting the mental or physical health of the employee or immediate family member or household. The catastrophic illness or injury must require the services of a physician. Under extenuating circumstances, this requirement can be waived by the Executive Director, or if s/he is unavailable, the Board Chair.
2. Immediate family or household is defined as, husband, wife, mother, father, brother, sister, children, stepchildren, or any relative or person living in the employee's household for whom the employee has custodial responsibility or where such person is financially and emotionally dependent on the employee and where the presence of the employee is needed.
3. This Sick Leave Donation Program is available to those employees who have completely exhausted all accumulated leave time and who are not otherwise receiving any related compensable benefits such as disability, workers' compensation, or unemployment.
4. Eligibility for participation in program is available to any employee.
5. Use of benefits from the Sick Leave Donation Program is considered under the provisions of the Family and Medical Leave Act (FMLA), and any use is calculated in the twelve weeks of leave provided under this Act.

B. Donations

1. Any employee who wishes to donate leave time must sign a statement indicating the number of days to be transferred. Employees will be given an opportunity to donate leave at any time. Donation forms shall be approved by the Executive Director.
2. The donating employee must retain a minimum of six (6) accumulated leave days in their personal account at the time of the donation process.
3. Donation days will be prorated based on the gross salary of the donating employee.

C. Withdrawals

1. An employee or his/her designee must request sick leave by completing an application and submitting it to the Executive Director. An employee may apply for leave but cannot receive more than the equivalent of 54 donated sick leave days in a twelve month period. The total number of sick leave days available in any one year for all employees is 60.

2. All requests must be accompanied by a physician's statement which includes the beginning date of the condition, and a description of the illness or injury. All requests must indicate the number of sick leave days requested and information related to this request. This requirement can be waived by the Executive Director, or if s/he is unavailable, the Board Chair.
3. The Executive Director, or if s/he is unavailable, the Board Chair, will render a decision to the employee within five (5) working days after receipt of the request.

D. Appeal Process

Appeals can be made pursuant to the school's Complaint Policy.

Approved 02/10/2014

The Albuquerque Sign Language Academy

Inspection of Public Records

The Albuquerque Sign Language Academy (ASLA) follows procedures contained in the New Mexico Inspection of Public Records Act (NMSA 1978, Chapter 14, Article 2) and the New Mexico Attorney General's published compliance guide.

The Business Manager shall serve as the Records Custodian, as appointed by the ASLA Governing Council. A public notice describing procedures for requesting inspection of records shall be maintained in the lobby of ASLA, located at 620 Lomas Blvd NW, Albuquerque, NM 87102.

Adopted May 5, 2014

The Albuquerque Sign Language Academy

Federal Grant Policy

If the ASLA is a recipient of a Federal Grant the Business Office will follow all state statutes, school policies and the following procedures:

1. Make every effort to identify the name of the federal program, CFDA title and number, federal award identification number, fiscal year of award, period of performance, federal agency and pass-through agency.
2. Read through the
 - grant agreement for terms and conditions
 - reference the Uniform Grant Guidance and the compliance supplement from OMB
 - seek additional training if necessary
3. Identify and comply with all requirements of the Federal award, including monitoring and reporting program performance. Such reporting should include a comparison for actual accomplishments to the objectives of the federal award for the grant performance period.
4. The Business Office must follow the cost principles listed below when purchasing for a Federal Grant
 - Expenditures must be necessary, reasonable and allowable under the grant award
 - Obtain prior written approval for any special or unusual expenditures
 - Adequately document the expenditures in accordance with internal controls
5. All employees that are paid in whole or in part from a Federal Grant must submit time and effort documentation for official records. The documentation should accurately reflect the work performed (federal and non-federal activities) and be submitted semi-annually if the employee works on a single cost objective or once a month if the employee works on multiple cost objectives.
6. Federal Grant expenditures can be direct or indirect costs but the determination of direct versus indirect cost must be consistent for all Federal Grants.
7. The Business Office will submit requests for reimbursement (RFR) at a minimum of once per quarter as long as the reimbursement requested is \$1,500 or greater. The RFR should include an expense report for the corresponding time period and receipts supporting all expenditures excluding payroll.

Approved 6/13/2016



The Albuquerque Sign Language Academy

children. family. community. possibility.

Fiscal Policies

Revised November 14, 2016

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POLICY STATEMENT

It is the policy of The Albuquerque Sign Language Academy (ASLA) to demonstrate the highest degree of accountability to PED, parents, employees and the public in general. It is the policy of ASLA that its business affairs be conducted in compliance with all applicable laws, regulations, PED policies and internal policies promulgated by the school's Governance Council. Furthermore, it is the responsibility of the Governance Council and the Administration to oversee the school's business affairs, any specific policies promulgated by the school's Governance Council shall control, so long as they are not inconsistent with applicable law, regulations, and PED policies.

INTERNAL CONTROL STRUCTURE

ASLA is responsible for establishing and maintaining an internal control structure including policies and procedures and is also responsible for ensuring that it complies with laws and regulations applicable to state and federal programs. (Section 22-1-1, NMSA 1978; 6.20.2.11, NMAC). These internal control policies are based on the 1994 report issued by the Committee of Sponsoring Organizations of the Treadway Commission (COSO) and standards adopted by the American Institute of Certified Public Accountants and the Federal Office of Management and Budget. Much of the material in this section is from the General Accounting Office (GAO) publication, Standards for Internal Control in the Federal Government. The terms defining internal control in this document are synonymous with management control in the Office of Management and Budget publication OMB Circular A-123.

The COSO report defines internal control as a process established to provide reasonable assurance specific school objectives such as effectiveness and efficiency of operation, reliability of financial reporting, and compliance with applicable laws and regulations will be achieved. Internal controls include the plans, methods and procedures used to meet goals and objectives. Effective Internal Control serves as the major defense in safeguarding assets and preventing and detecting errors, fraud, waste and abuse. Management is responsible for developing detailed policies procedures and practices and insuring that they are an integral part of the school's operations. The COSO report recognizes that Internal Control is affected by people. People are involved in every process that calls for specific internal controls. The responsibility for good internal control rests with the management of the charter school. The Director with the approval of the school board or governance council sets the objectives, puts the control mechanisms and activities in place, and monitors and evaluates the control and sets the general "tone" of the organization. However, all personnel in the organization play important roles in an effective and efficient operation.

THE FUNCTIONING OF THE SCHOOL BOARD AND ITS COMMITTEES (SECTION 22-8-12.3, NMSA 1978)

As used in this section, "school board" includes the governing authority of a charter school. The Finance Subcommittee shall serve as an external monitoring committee on budget and other financial matters.

The school board is charged with appointing at least two board members to serve as a Finance Subcommittee to assist the board in carrying out its budget and finance duties. The names of the two board members of the Finance Committee shall be identified in the minutes of the board. This Finance subcommittee shall make recommendations to the school board in the following areas:

- Financial planning, including reviews of the school school's revenue and expenditure projections;
- Review of financial statements and periodic monitoring of revenues and expenditures;
- Annual budget preparation and oversight; and
- Procurement.

METHOD OF ASSIGNING AUTHORITY AND RESPONSIBILITY

In an effort to establish good internal control environment for business, the school's administrative personal in consultation with the audit committee shall clearly define key areas of authority and responsibility and establish appropriate lines of reporting.

AUDIT SUBCOMMITTEE

The school board shall appoint an audit subcommittee that consists of two or more board members, one volunteer member who is a parent of a student attending that school and one volunteer member who has experience in accounting or financial matters. If possible, these shall all be separate individuals. However, in recognition of the fact that the school has a limited pool of individuals from which to draw, it is permissible for one or more of the abovementioned positions to be held by the same individual. For example, a parent of a student who also has experience in accounting or financial matters may fill both positions. The Executive Director and the school business manager shall serve as ex-officio members of the committee. At such times as the board has more than five members, it may appoint more than two board members to its audit committee. The audit committee shall:

- Review the request for proposal for annual financial audit services;
- Attend the entrance and exit conferences for annual and special audits;
- Depending on the timing of the audit, and when time permits, meet with external financial auditors at least monthly after audit field work begins until the conclusion of the audit;
- Be accessible to the external financial auditors as requested to facilitate communication with the board and the Director;
- Track and report progress on the status of the most recent audit findings and advise the local school board on policy changes needed to address audit findings;
- Provide other advice and assistance as requested by the local school board; and
- Be subject to the same requirements regarding the confidentiality of audit information as those imposed upon the local school board by The Audit Act (Section 12-6-1, NMSA 1978) and rules of the state auditor (2.2.2, NMAC).

The Audit Subcommittee's role is primarily to provide assistance to management in fulfilling its responsibilities with respect to its oversight of the following:

- The quality and integrity of the school's accounting and reporting practices and controls, and the financial statements and reports of the school;
- The school's compliance with legal and regulatory requirements;
- The independent auditor's qualifications and independence; and
- The performance of both the school's internal audit function and independent auditors.

BUDGET

ASLA prepares and adopts an annual budget in accordance with New Mexico Statutory requirements. It is the intent of the Albuquerque Sign Language Academy to provide an academically rigorous and comprehensive educational environment for deaf, hard of hearing, and hearing children, and the budgetary considerations and spending priorities will directly reflect the ASL Academy's commitment to this mission. In order to achieve the school's ambitions goals and to provide specialized services to this specific population, it will be necessary to hire properly trained, certified and experienced administrators, educators and staff, and to maintain an environment which is properly equipped to adequately meet the needs of the students. It is the intent of the ASL Academy to carefully and purposefully allocate monies in order to ensure that the school's goals are met in the most cost-effective manner possible.

The ASL Academy will prepare and adopt an annual budget in accordance with all statutory requirements. The operating budget is prepared under the direction of the Business Manager and the Leadership Team, consisting of the Executive Director, Director of Curriculum and Instruction, and Student Support Coordinator. The needs of all aspects of the school program will be taken into consideration with regard to budget issues. The operating budget will be submitted to the Finance Committee and Governance Board for revision and/or final approval, and ultimately to the Public Education Department pursuant to the Public School Finance Act. The budget will utilize the more current Uniform Chart of Accounts (UCOA). Specifically:

- a. The Business Manager is responsible for developing the proposed budget which covers all funds.
- b. The prior year budget will be reviewed, and a budget to actual report will be developed. This report will be given to the Leadership Team and Finance Committee to review.
- c. The Business Manager will consult with the Leadership Team and Finance Committee regarding the strategic direction of the budget for the upcoming year. The following will also be considered when developing the proposed budget:
 - Current and expected growth patterns;
 - The budget to actual report from the prior year; and,
 - The Educational Plan for Student Success.
- d. Once the proposed budget has been developed it is forwarded to the Leadership Team and Finance Committee for approval.
- e. The proposed budget is then presented to the public and the Governing Council for approval in an open meeting. The open meeting will also allow for public input regarding the annual budget.
- f. Once the budget has been approved by the Governance Council it will be submitted to the Public Education Department.

Budget Maintenance

The budget ledgers are maintained by the business manager using the financial management system used in concert with the cash balance and encumbrances to ensure that all spending is in accordance with budget authority. While budget object lines may be temporarily overspent, budget functions may not be overspent. It is the responsibility of the Business Manager to insure that all account coding is in accordance with the account strings set forth in PSAB Supplement 3, Uniform Chart of Accounts as modified.

All Operating Budget increases, decreases, and adjustments to the Operating Budget are presented to the Board for approval and then submitted to the Public Education Department via the department's OBMS (Operating Budget Management System) for approval. Budget adjustments, which do not alter the total amount of the budget, are processed as follows:

- a. Budget adjustments, which do not alter the total amount of the budget, include the following:
 - Intra-budget transfers, which are transfers between expenditure codes within the same function.
 - Inter-budget transfers, which are transfers between expenditure codes outside state functions.
- b. Budget modifications, which do alter the total amount of the budget, include the following:
 - Budget increases, which increase the funds available for the current year.
 - Budget decreases, which decrease the funds available for the current year.
- c. There are no budget transfers allowed between funds.

All original budget documents are summarized and rolled up to the required elements in the account string maintained in the OBMS system. (See PSAB Supplement 3, Uniform Chart of Accounts.) These documents are made available to the auditor annually. Roll-up reports showing the most recent period activities are also presented to the Board at each regularly scheduled meeting along with status reports on each BAR approved by the Board until such time as that BAR has been fully processed and the adjustment has been adopted into the Financial Management System.

PAYROLL

The Executive Director is responsible for monitoring the hiring of personnel, authorizing salaries, initiating employment contracts, and maintaining the staffing levels approved in the annual budget. The Business Manager verifies that budget is available for any staffing increases. The Governance Council approves salary schedules during the annual budget approval which is based upon license level, experience, and education for certified staff and educational assistants.

All employees must have a signed contract that by the Executive Director and employee and a copy is kept by the school in the personnel file of the employee. It is the sole responsibility of the employee to submit the required documentation to the Business Office.

Sick Leave

Sick leave is available to employees to provide for full salary and benefits for absences due to illness or injury as defined by the Family and Medical Leave Act (FMLA) that prevent the employee from working. Eligibility for sick leave shall follow the NMPSIA rules. Full-time staff shall incur 6 days of sick leave at the start of each school year. Sick leave shall be prorated for part-time staff. If the Employee is absent from work due to illness for more than three (3) consecutive days, the Employee must provide a note to the Executive Director which is signed by a medical professional excusing the absence and indicating an expected return to work date.

If the current employment contract is renewed for the following school year, the unused portion of sick leave may be carried over for use during the following school year. An employee's accrued sick leave balance may not exceed 30 days. Employees will not be compensated for unused sick days in excess of the sick leave balance limit. If the employment contract concludes, is terminated, or is not renewed, employees will not be compensated for unused sick leave.

In the event that an employee's contract is not renewed for whatever reason for the upcoming year, the employee may retain their sick leave bank balance upon rehire as long as the duration of the absence does not exceed one full school year.

If an Employee exhausts all paid sick leave, the Executive Director must approve any time off without pay. If the Employee is absent from work and has exhausted all paid leave, the Employee's salary will be reduced for each day the Employee is absent from work. This amount is used solely for purposes of

administrative convenience and does not mean nor shall it be construed to mean that compensation is calculated on a daily or hourly basis. Non-emergency requests for time off without pay must be submitted in writing to the Executive Director no less than ten (10) business days prior to the first day of leave requested for pre-approval.

Personal Leave

Personal leave is available to employees to provide for full salary and benefits for absences which prevent the employee from working due to the following reasons:

- a. Appearance in court as an interested party or under subpoena.
- b. Death of an immediate family member.
- c. An emergency caused by an accident or illness that requires the employee to be absent from work.
- d. Other Personal leave for urgent personal business or other emergencies.

Personal leave must be pre-approved by the Executive Director in non-emergency instances and is not to be used as "vacation time." Eligibility for personal leave shall follow the NMPSIA rules. Full-time staff shall incur 6 days of personal leave at the start of each school year. Personal leave shall be prorated for part-time staff.

If the current employment contract is renewed for the following school year, the unused portion of personal leave may be carried over for use during the following school year as sick leave and is subject to the sick leave balance limit. Employees will not be compensated for unused personal days in excess of the sick leave balance limit. If the employment contract concludes, is terminated, or is not renewed, employees will not be compensated for unused personal leave.

If an Employee exhausts all paid personal leave, the Executive Director must approve any time off without pay. If the Employee is absent from work and has exhausted all paid leave, the Employee's salary will be reduced for each day the Employee is absent from work. This amount is used solely for purposes of administrative convenience and does not mean nor shall it be construed to mean that compensation is calculated on a daily or hourly basis. Non-emergency requests for time off without pay must be submitted in writing to the Executive Director no less than ten (10) business days prior to the first day of leave requested for pre-approval.

Long Term Leave

The Albuquerque Sign Language Academy will comply with the Family and Medical Leave Act (FMLA). Long-term leave shall be defined as unpaid leave for pregnancy, post-childbirth maternity or paternity, adoption, employee long-term illness, and any other reasons required by law. The school may require certification from a qualified medical professional to document the reason for the leave and/or to verify the employee's ability to return to work. Such leave shall be given for a maximum of up to 12 consecutive weeks, or longer if required by law. In no event shall such leave extend beyond the end of the employee's annual contract unless the contract is renewed. Such leave is available to full-time staff only who have been employed for at least one full school year. Any health benefits provided to the employee by the school will continue to be provided during this leave. Whenever possible, such leave must be pre-approved by the Executive Director and at least 30 days advance notice shall be given by the Employee.

Jury Duty

Upon notification by a court to report for jury duty, the employee shall immediately request jury duty during non-school months. In the event this request is not granted, time off with no loss of salary limited to two (2) weeks will be provided for jury duty required to be served during the school year. Any employee, when advised of his/her notification of jury duty, must immediately inform the Executive Director. Salary will be paid as usual, and the check for juror fees is to be signed over to the school.

Professional Development Leave

Employees may be granted paid days during the school year for training purposes. The Executive Director must approve such training in advance.

Payroll

Payroll is processed every two weeks. The Executive Director must review and approve all payroll registers, ACH transactions, and/or Direct Deposit transactions or his/her designee. Payments are prorated according to the services rendered and/or to insure 26 checks throughout the calendar year. Employees that begin work after the first day of the fiscal year will receive a prorated salary amount based on the estimated number of work days left in the school year. The employee's personnel file contains all employee authorizations for deductions. In addition, documentation of verifiable training, experience, and licensure is retained in the employee's personnel file. Such documentation must be received by the Business Manager no later than the Monday before the final payroll in October to be reflected on the employee's salary.

PURCHASING

All purchases from charter funds shall be made in accordance with applicable state statutes and regulations. All purchases of and contracts for supplies, materials, equipment and contractual services shall be based on competitive bids or other required estimates or quotations as provided by law. All Bids shall be submitted sealed and shall be opened only by the Director or designee. The Finance Committee will review the bids and advise the Governance Council. The Governance Council may reject any or all bids.

The Governance Council shall receive prior notice of major bid openings. Examples include bid openings for large-scale equipment purchases of \$50,000 or more and all RFP's for major proposals of \$50,000 or more.

Small Purchase Order (SPO) purchases shall follow procedures set by the Business Office. ASLA shall substantially follow current state procurement regulations in NMAC 1.Ch. 4 in implementing procurements subject to the state Procurement Code, NMSA 1978 Sections 13-1-1, as amended.

ACCOUNTS PAYABLE

The Executive Director, Director of Curriculum and Instruction, Board Chair and/or Board Secretary are the only person authorized to sign checks. Team Members may not sign checks payable to him/herself thus requiring the Board Chair or Board Secretary will sign checks payable to them. Checks over \$10,000 will require the signature of two Team Members and/or the Board Chair or Board Secretary.

All checks must be used sequentially and must contain the phrase “void after one year of date.” Voided checks will be marked “void” and kept in the Business Manager’s file for the auditor to review. All blank check stock will be locked and held by the Business Manager at his/her business office.

The Executive Director, Director of Curriculum and Instruction, or Administrative Assistant is authorized to approve vouchers for payment prior to the Governing Council meetings. Each month a report of authorized expenditures shall be presented to the Governance Council for review and formal approval.

Invoice Approval:

Authorizers are not allowed to approve invoices payable to him/herself.

BANK ACCOUNTS & RECONCILIATIONS

The Board Chair may authorize the opening of a new bank account. The prior bank account will be permanently closed once all outstanding items have cleared that account. The Business Manager will keep copies of all documentation related to opening the new account and closing a prior account and will advise the Board of such activities at the regular meetings.

All bank accounts are reconciled on a monthly basis and presented to the Finance Committee for review. The Finance Committee reports to the Governance Council on a monthly basis and includes necessary recommendations in the minutes.

CASH RECEIPTS

The Business Office will create triplicate receipts for all cash or checks received by the school. Deposits will be made within 24 hours of the receipt of funds.

PETTY CASH

A petty cash fund will be established under the authorization of the Leadership Team. The petty cash fund is only intended for small purchases and records are maintained by the Business Manager.

INVENTORY/FIXED ASSETS

Capitalization Policy

Physical assets acquired with unit costs in excess of \$5,000 are capitalized as fixed assets on the financial statements. Items with unit costs below this threshold shall be expensed in the year purchased.

Capitalized fixed assets are accounted for at their historical cost and all such assets, except land and certain works of art and historical treasures, are subject to depreciation over their estimated useful lives, as described later.

Contributed Assets

Assets with fair market values in excess of \$5,000 (per unit) that are contributed to Albuquerque Sign Language Academy shall be capitalized as fixed assets on the financial statements. Contributed items with market values below this threshold shall be expensed in the year contributed.

Capitalized contributed assets are accounted for at their market value at the time of donation and all such assets, except land and certain works of art and historical treasures, are subject to depreciation over their estimated useful lives, as described later.

Establishment and Maintenance of a Fixed Asset Listing

All capitalized fixed assets shall be recorded in a property log. This log shall include the following information with respect to each asset:

1. Date of acquisition
2. Cost/Source of funding
3. Description (including color, model, and serial number)
4. Location of asset
5. Depreciation method
6. Estimated useful life

A physical inventory of all assets capitalized under the preceding policies, will be taken on a semi-annual and annual basis. This physical inventory shall be reconciled to the property log and adjustments made as necessary. All adjustments resulting from this reconciliation will be approved by the Executive Director and presented to the Finance Committee.

Receipt of Newly-Purchased Equipment and Furniture

At the time of arrival, all newly-purchased equipment and furniture shall be inspected for obvious physical damage. If an asset appears damaged or is not in working order, it shall be returned to the vendor immediately.

In addition, descriptions and quantities of assets per the packing slip or bill of lading shall be compared to the assets delivered. Discrepancies should be resolved with the vendor immediately.

Depreciation and Useful Lives

All capitalized assets are maintained in the special fixed assets account group and are not to be included as an operating expense. Capital assets are depreciated over their estimated useful lives using the straight-line method.

In the year of acquisition, depreciation is recorded based on the number of months the asset is in service, counting the month of acquisition as a full month (Example: an asset purchased on the 15th day of the fifth month shall have 8 full months of depreciation (eight-twelfths of one year) recorded for that year.

Estimated useful lives of capitalized assets shall be determined by the Accounting Department in conjunction with the department or employee that shall utilize the asset. The following is a list of the estimated useful lives of each category of capital asset for depreciation purposes:

Property Category	Life In Years
Furniture and Equipment	5
Computer Software	3
Computer Equipment	5
Transportation Equipment	3-5
Automobiles	7-10
Lease Hold Improvements	20

For accounting and interim financial reporting purposes, depreciation expense will be recorded on a yearly basis.

Repairs of Fixed Assets

Expenditures to repair capitalized assets shall be expensed as incurred if the repairs do not materially add

to the value of the property or materially prolong the estimated useful life of the property.

Expenditures to repair capitalized assets shall be capitalized if the repairs increase the value of property, prolong its estimated useful life, or adapt it to a new or different use. Such capitalized repair costs shall be depreciated over the remaining estimated useful life of the property. If the repairs significantly extend the estimated useful life of the property, the original cost of the property shall also be depreciated over its new, extended useful life.

Dispositions of Fixed Assets

In the event a non-expendable asset is sold, scrapped, donated or stolen, adjustments need to be made to the fixed asset listing.

Write-Offs of Fixed Assets

The Governance Council approves the disposal of all capitalized fixed assets that may be worn-out or obsolete. Property that is discovered to be missing or stolen will be reported immediately to the Business Manager. If not located, this property will be written off the books with the proper notation specifying the reason.

INSURANCE

The New Mexico Public School Insurance Authority provides insurance for employee benefits and property and liability coverage. Premiums are determined for health, vision, and dental coverage by the Authority and their staff with procedures set by statute. Property and Liability coverage are determined by a claims loss ratio established by the New Mexico Insurance Authority and their brokers, Pom's and Associates. A Memorandum of Coverage is provided to the school and forwarded to the IPA (independent public accountant) for review annually.

JOURNAL ENTRIES

All journal entries are reviewed by at least one individual on the Finance Committee. The Business manager shall keep sufficient justification for any such entries for review by the audit committee as well as for presentation to the outside auditor.

PER DIEM & MILEAGE ACT

Employees and Board members of the School are entitled to reimbursement of registration fees, mileage, per diem, and other costs associated with authorized trips for official school business that have been approved by the Executive Director. The purpose of this Policy is to ensure that (a) adequate cost controls are in place, (b) travel and other expenditures are appropriate, and (c) to provide a uniform and consistent approach for the timely reimbursement of authorized expenses incurred by Personnel.

School-related travel is defined as attendance at professional conferences, school authorized meetings, etc., that require the employee to be absent from his/her normal place of work while on official business or work related duties.

No school-related travel shall be reimbursed unless prior authorization is given by the Executive Director or designee. Approved travel shall be reimbursed by mileage and per diem amounts allowed under New Mexico statute or regulation, except when lesser payments are agreed to by the employee(s) and the Leadership Team. Reimbursement for travel on public conveyance shall be at the most economical rate.

Audit standards require:

1. Traveler to identify the purpose of travel.
2. An explanation of how the expenses are business-related and necessary.
3. All employee/governance council participants are identified when meal/meeting costs are paid for by the school.
4. All employee/Governance council participants are identified when costs for multiple employees are reimbursed to a single employee.
5. Original receipts are to be submitted for all travel expenses. (If a receipt is not available, a notation should be included with an explanation signed by the employee and appropriate approver.)

FINANCIAL REPORTING TO BOARD

The Finance Committee will review in detail and the Governance Board will approve the financial reports at the monthly meeting. Listed below are examples of the financial reports that will be generated by the Business Manager and reviewed in detail by the Finance Committee prior to their regular monthly meeting:

- Monthly Check Listing Report
- List of Open Purchase Orders
- List of Outstanding Invoices, Check Requests and Travel Reimbursements
- List of Outstanding Receivables
- Monthly General Ledger Detail Report
- Monthly Detailed Payroll Report, Check Register and Direct Deposit Authorization
- Bank Reconciliation Report
- Other reports may be needed to provide the Board with a complete and accurate accounting of the charter school's finances.

The Finance Committee will report to the Governance Council at the regular monthly meeting. Prior to the start of each school year, the Governance Board will review and approve the Financial Policies.

The Albuquerque Sign Language Academy

Internet Safety Policy

Introduction

It is the policy of ASL Academy to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)].

Definitions

Key terms are as defined in the Children's Internet Protection Act.

Access to Inappropriate Material

To the extent practical, technology protection measures (or "Internet filters") shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information. Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors.

Subject to staff supervision, technology protection measures may be disabled for adults or, in the case of minors, minimized only for bona fide research or other lawful purposes.

Inappropriate Network Usage

To the extent practical, steps shall be taken to promote the safety and security of users of the ASL Academy online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications.

Specifically, as required by the Children's Internet Protection Act, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called 'hacking,' and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

Education, Supervision and Monitoring

It shall be the responsibility of all members of the ASL Academy staff to educate, supervise and monitor appropriate usage of the online computer network and access to the Internet in accordance with this policy, the Children's Internet Protection Act, the Neighborhood Children's Internet Protection Act, and the Protecting Children in the 21st Century Act.

Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of Director of Curriculum and Instruction or designated representatives.

The Director of Curriculum and Instruction or designated representatives will provide age-appropriate training for students who use the ASL Academy Internet facilities. The training provided will be designed to promote the ASL Academy commitment to:

- a. The standards and acceptable use of Internet services as set forth in the ASL Academy Internet Safety Policy;
- b. Student safety with regard to:
 - i. safety on the Internet;
 - ii. appropriate behavior while on online, on social networking Web sites, and in chat rooms; and
 - iii. cyberbullying awareness and response.
- c. Compliance with the E-rate requirements of the Children's Internet Protection Act ("CIPA").

Following receipt of this training, the student will acknowledge that he/she received the training, understood it, and will follow the provisions of the District's acceptable use policies.

Adopted 4/15/2020

The Albuquerque Sign Language Academy Online Learning Policy

The Albuquerque Sign Language Academy (ASLA) recognizes the value of online education in advancing its mission during the COVID-19 worldwide pandemic. As such, the school is committed to providing high quality online education to a diverse population of learners with a wide range of needs. The ASLA Online Education Policy applies to all faculty and staff engaged in the delivery of online education courses or programs, and students registered and participating in the ASLA education program. The responsibility and authority for adherence to this policy resides with the Executive Director, with that responsibility shared with the Director of Curriculum and Instruction, teachers and faculty, as appropriate. The school's institutional commitment to the development and offering of online instruction and programs follows best practices and is informed by the New Mexico Public Education Department (NM PED).

Strategic Vision and Guiding Principles for Online Education

The Strategic Vision for Online Education aligns with the Albuquerque Sign Language Academy's plan to be a national model for providing a supportive and high-quality educational experience for D/HH and hearing students that has a positive impact on students and the larger community. The ASLA will deliver an online educational experience that enhances access, meets emerging needs and interests, and maintains the quality of the ASLA experience for diverse student populations.

Guiding Principles for Online Education

Education at the ASLA is built upon a fundamental commitment to academic rigor and strong social-emotional support in relation to the ability of each child. To deliver online education that maintains the programmatic standards established and expected by families and community, the ASLA commits to the following guiding principles:

- **Student-Centered Experience:**
 - The Albuquerque Sign Language Academy is committed to providing a student-centered learning experience for every child. Quality online education requires individualized student attention that is appropriate to the developmental needs of all. Opportunities for interaction and collaboration with faculty and peers, appropriately rigorous coursework, and responsive technical support are priorities in the ASLA model of online learning. Students are provided access to student support services, physical activities, and programs that are consistent with the school's mission to promote student learning, develop strong communication skills, and enhance student development.
- **Ongoing Support for Faculty:**
 - The Albuquerque Sign Language Academy is committed to providing ongoing faculty support for effective and dynamic online instruction through a variety of approaches, including professional development opportunities, specialized training courses on online course design and facilitation standards, training resources, instructional design services, and responsive technical support.
- **Provision and Support for Technology-Based Platforms**
 - The Albuquerque Sign Language Academy is committed to providing and supporting technology that delivers and enhances the academic experience for all users. Academic and learning technologies that are appropriate and accessible to students, faculty, and staff will be used effectively to support online education.

Curriculum and Instruction

Appropriately credentialed faculty are responsible for the design, development, implementation, and revision of online courses, programs, and additional services as indicated in each child's IEP. The ASLA requires all online courses/programs to provide appropriate academic rigor and quality consistent with in-person courses/programs and align with all learning standards as defined by the NMPED.

Accordingly, student learning outcomes and expectations for online learning sessions reflect standards and practices

consistent with in-person learning. All staff are responsible for the integrity of all content used in online course materials, including accuracy, currency, and compliance with laws regarding copyright.

The ASLA recognizes the difficulty associated with online learning for many members of its unique student body. Where in-person learning is regarded as the most effective method of delivering instruction for students with disabilities and K-3 students, the ASLA will employ a variety of online learning scenarios and interaction paradigms that will help minimize the inherent difficulties of a virtual classroom. The ASLA will use various learning management programs and virtual meeting platforms to provide an organized and diverse online educational experience.

Parent Expectations for Student Success

During the remote model of instruction, parent involvement and engagement is equally important as when students are in the building. In order to ensure the success of every student, frequent and updated communication between the school and home is extremely important.

Students will learn best when the significant adults in their lives work together to encourage and support them. This will occur when the parent/guardian is aware of the expectations during remote instruction. Students will be most successful when:

- they are using the appropriate devices and have access to the internet. All students will be provided with a device that is appropriate for their grade and developmental level if needed. Families who require assistance with internet support will be provided with a hot spot. The ASLA expects that parents will promote caretaking and maintenance of all ASLA devices assigned to their child(ren).
- they have an appropriate workspace that is conducive to learning (a table or a desk) and free from distractions. The ASLA expects that parents/guardians promote and create a healthy and safe learning environment devoid of distraction.
- they attend each class or session on time and are fully prepared to engage with their peers, ASLA staff and related service providers when appropriate. The ASLA expects parents to promote punctual and consistent attendance as they would during in-person education.
- they complete the work that is assigned and submit it through the appropriate platform. The ASLA expects parents/guardians to work closely with advisory teachers to monitor task completion and provide feedback regarding student understanding and effort.

Technology and Technical Support

The ASLA community recognizes that information technology has become an integral resource in advancing online education. The ASLA is fully committed to ensuring that all students have access to computing devices and adequate internet access.

The ASLA adheres to its established policy on the Appropriate Use of Technology as a framework of responsible, considerate, and ethical behavior expected of all faculty and students engaged in the online environment. Additionally, the ASLA follows all protocols and requirements defined in the “Children’s Internet Protection Act (CIPA). The ASLA policy regarding information security and the protection of student privacy is governed by the Family Educational Rights and Privacy Act (FERPA). All faculty, regardless of mode of delivery, must comply with the ASLA Privacy of Educational Records Policy.

Online students are required to use an ASLA email address, with unique username and password obtained through the ASLA, in order to access online course materials. The ASLA will authenticate the identity of all online students to remain in compliance with NMPED guidance regarding online learning. Due to the unique nature of many of the ASLA students and the school’s mission to ultimately promote student independence, the ASLA will establish static, virtual schedules through various learning management platforms that serve this end goal. All reasonable and necessary precautions and practices are exercised to maximize student safety on a virtual platform.

Technical support services for faculty, staff, and students are provided through the ASLA Technology Department. The ASLA Technology administers and maintains the learning management system; maintains the users, courses, and enrollments in the system; provides technical assistance and training; and provides instructional design support for the development of quality, accessible online, hybrid, and technology-enhanced courses.

Recording of Class and Therapy Sessions

In order to promote student and staff safety, the ASLA will require signed “Informed Consent” from all parents to record classroom and related service sessions involving 1:1 student educator/therapist ratios. In the event a parent/guardian does not provide consent to record any 1:1 session, the ASLA will ensure that two staff members will be present in that prescribed session.

Additionally, the ASLA reserves the right to record any group session involving multiple students and staff without parental consent. In the event an incident and/or information could be deemed dangerous and/or inappropriate, this recording will be accessed by appropriately licensed and authorized personnel to evaluate the incident and respond accordingly.

Adopted 08/19/2020

Albuquerque Sign Language Academy Per Pupil Expenditure Policy

The Albuquerque Sign Language Academy will following the New Mexico Public Education Department's Non-Regulatory Guidance for Per-Pupil Expenditure (PPE) Calculations under the Every Student Succeeds Act (ESSA) when reporting their Annual Per Pupil Expenditures. The most recent update will be utilized and this policy will be updated based on any changes to this document.

In accordance with the Elementary and Secondary Education Act (ESEA), inclusion of per pupil expenditures from Federal, State, and Local funds will be included in the fiscal year annual state report card for each school. Per pupil expenditures include actual personnel expenditures and actual non-personnel expenditures from certain funds and certain functions within those funds.

Per the ESEA, student enrollment numbers will be based on the first report date (AKA "40 Day Report"), and will include membership by grade level and numbers of students on IEP's.

In accordance with the New Mexico Public Education Department Universal Chart of Accounts (UCOA):

Funds to be included in the Per Pupil Expenditure report are⁽¹⁾:

State and Local Funds:

- 11000
- 13000
- 14000
- 22000
- 26XXX
- 27XXX
- 28XXX
- 29XXX

Federal Funds:

- 24XXX
- 25XXX

Funds to be excluded from the Per Pupil Expenditure report are:

- 21000
- 23000
- 3XXXX
- 4XXXX

Functions to be included in the Per Pupil Expenditure report are:

- 1000: Direct Instruction
- 2100: Student Support
- 2200: Instructional Support
- 2300: General Administration
- 2400: School Administration (Principal's Office)
- 2500: Central Services (Business Office)
- 2600: Operations and Maintenance
- 2700: Transportation
- 3100: Food Services (Fund 11000 only)

Functions to be excluded from the Per Pupil Expenditure report are:

- 2900: Debt Service
- 3000: Community Services and Food Services in Fund 21000
- 4000: Capital Outlay
- 5000: Debt Service

Expenditures:

- Expenditures in any required Fund and/or Function that will be excluded from any Per Pupil Expenditure report in any given year will be noted in the work papers that are created for the report. These exclusions will be presented to the Governing Board for their approval prior to the Per Pupil Expenditure report being submitted to the New Mexico Public Education Department.
- ⁽¹⁾ Albuquerque Sign Language Academy will not utilize all of the noted funds as awards and allocations from these funds may not be awarded to the school in any given school year.

Adopted 10/20/2021