



**BOARD OF REGENTS
ACADEMIC/STUDENT AFFAIRS & RESEARCH COMMITTEE**

MEETING AGENDA

**May 1 2014
1:00 PM
Moot Courtroom
Bratton Hall
School of Law**

**UNIVERSITY OF NEW MEXICO BOARD OF REGENTS'
ACADEMIC/STUDENT AFFAIRS & RESEARCH COMMITTEE MEETING**

Thursday May 1, 2014 – 1:00 p.m.
Moot Courtroom, Bratton Hall, School of Law

AGENDA

- I. Call to Order**
- II. Approval of Summarized Minutes from Previous Meeting:** (*April 3, 2014*) TAB A
- III. Special Recognition of Chief Kathy Guimond**
- IV. Reports/Comments:**
- A. Provost's Administrative Report
Chaouki Abdallah, Provost and Executive Vice President for Academic Affairs
 - B. Member Comments
 - C. Advisor Comments
- V. Approval Items:**
- A. Proposed AIMS Plan for UNM West TAB B
Wynn Goering, CEO, UNM West, Special Assistant to the President for Branch Affairs
Kathy Sandoval, Director, Albuquerque Institute of Math and Science
 - B. Approval of Form C – New – National Security and Strategic Analysis Certificate TAB C
Matthew R. Baca, Senior Program Manager, National Securities Studies Program
 - C. Approval of Form D – Masters in Public Policy, Departments of Economics, TAB D
Political Science and Sociology, and the School of Public Administration
Mark Peceny, Dean, College of Arts and Sciences
 - D. Approval of Form D – Graduate Certificate, Teaching English as a Second Language TAB E
Holbrook Mahn, Professor, Language Literacy and Sociocultural
 - E. GPSA Constitutional Amendments TAB F
 - i. Combine Executive and Legislative Finance Committees
 - ii. Chief of Staff Position
 - iii. Approval of 9 credit hours of tuition and fees to Council Chair and Chief of Staff
Priscila Poliana, President, Graduate Professional Students Association
 - F. Spring 2013 Degree Candidates TAB G
Richard Holder, President Faculty Senate
 - G. Approval of Faculty Senate Policy Revision C280 – Leave Without Pay TAB H
Carol Parker, Senior Vice Provost for Academic Affairs
- VI. Information Items:**
- A. The First MOOC Experience at UNM TAB I
Greg Heileman, Associate Provost for Curriculum
 - B. UNM's Exploration of the Joint-University Opportunity in Western China TAB J
Carlos Rey Romero, Associate Vice President for Research and Compliance
 - C. Equity and Inclusion Action Plan (ASA&R Goal # 5) TAB K
Jozzi De Leon, Vice President for Equity and Inclusion
 - D. Redesign of New Student Orientation TAB L
Sonia Rankin, Associate Dean of University College
- VII. Faculty Presenter**
- A. Latino Electorate Analysis TAB M
Gabriel Sanchez, Associate Professor, Department of Political Science
- VIII. Public Comment**
- IX. Adjournment**

UNIVERSITY OF NEW MEXICO BOARD OF REGENTS'
ACADEMIC/STUDENT AFFAIRS & RESEARCH COMMITTEE MEETING
Thursday, April 3, 2014 1:00 p.m., Travelstead Hall, College of Education

SUMMARY OF MEETING

A recorded version of this meeting is available upon [request](#)

Committee members present: Regent Heidi Overton, Regent Suzanne Quillen, (by telephone),
Provost & Executive Vice President for Academic Affairs Chaouki Abdallah,

Regents' Advisors present: Faculty Senate President Richard Holder, Staff Council President Gene
Henley, Parent Association Vice President, Catherine Cullen

I. Call to Order

Regent Overton called the meeting to order at 1:02 p.m.

II. Approval of Summarized Minutes from Previous Meeting: (March 6, 2014)

**Motion for approval of the minutes was made by Provost Chaouki Abdallah,
seconded by Regent Suzanne Quillen. Motion passed unanimously.**

III. Reports/Comments:

a. Provost's Administrative Report

Chaouki Abdallah, Provost and Executive Vice President for Academic Affairs

Report on active searches:

Dean of Libraries

There are 2 finalists who will visit campus once they meet with President Frank.

Anderson School of Management Dean

This search has been declared unsuccessful. An interim Dean will be appointed for the upcoming year and a new search begun.

College of Education

There are 4 finalists who will visit campus

Representatives from UNM have attended a conference conducted by Corsera, the company with which UNM has an agreement for the delivery of MOOCs courses. The first MOOC at UNM has been launched and there are 26,000 students currently enrolled.

Summer Courses – we are encouraging students to consider taking a summer course. Studies show that there is a correlation with taking summer courses and graduation rates. Outreach has been made to high schools to encourage students in their first year for increased on time graduation.

CUP – Council of University Presidents reports that in comparison to our peer institutions, the amount of funding going to academics at UNM is higher than our peer institutions and the amount going to administration is lower than our peer institutions.

Faculty retention and salary increases continue to be an issue. There is a pool of \$80,000 of which 4 faculty retentions will consume this amount. Decisions and priorities will have to be made.

b. Member and Advisor Comments

Richard Holder, President Faculty Senate reports that a College of Population Health has been approved by the Faculty Senate. At this time, it's a framework with details to be worked out.

IV. Approval Items:

a. Approval of C1353 – New AAS Environmental Technology – Los Alamos Branch

Motion for approval was made by Provost Chaouki Abdallah, seconded by Faculty Senate President Richard Holder. Motion passed unanimously.

b. Approval of Form D – Masters in Public Policy, Departments of Economics, Political Science and Sociology, and the School of Public Administration

c. Motion to move Form D - Masters in Public Policy, Departments of Economics, Political Science and Sociology, and the School of Public Administration without committee approval to the full Board of Regents was made by Provost Chaouki Abdallah, seconded by Regent Suzanne Quillen. Motion passed unanimously.

V. Information Items:

a. College of Education Update
Goals of the project

- Advance the profile of the UNM College of Education to national stature
- Focus on teacher and leadership preparation that meets the unique needs of New Mexicans
- Renew commitment to graduate-level education that contributes to the field

How?

Based on the best research-based knowledge from a variety of disciplines, plus survey of New Mexico teachers & school leaders in public & tribal schools

Incorporating the knowledge and expertise of a broad range of professionals from across the country, across New Mexico, and from within the UNM Colleges of Education and Arts & Sciences to develop a plan for the future.

- b. College of Education Research Presentation – Pecha Kucha
Presentation utilizing the Pecha Kucha method was given by Professor Jay Parkes. PechaKucha 20x20 is a simple presentation format where you show 20 images, each for 20 seconds. The images advance automatically and you talk along to the images.
- c. Innovate ABQ
Innovate ABQ is... A Highly-Connected Community Where People Live, Work, Play
- Leveraging the research power of the University of New Mexico and the workforce development engine of Central New Mexico Community College.
 - Engaging the City of Albuquerque, the County of Bernalillo, and the State of New Mexico
 - Connecting with the Albuquerque’s Entrepreneurial and Established Business Community
 - To create new companies, grow existing ones and attract more out-of-state business and individuals who will expand our ecosystem.
- Innovate ABQ Possible Elements**
- Incubator/Co-working/Acceleration Space
 - Living community for Students (Innovation Academy program)
 - Learning Space
 - Office Space
 - Apartments
 - Lab space
 - Restaurants, coffee shops
 - Retail
- Innovate ABQ Innovation Academy Concept**
- Innovation Academy may include courses in entrepreneurship, making ethical decisions and fostering innovation through leadership.
 - Deliberate mission to foster interdisciplinary exchange and collaboration
 - Co-curricular experiences – speaker series, internships with start-up companies, living learning community, service learning, networking with entrepreneurs
 - Focus on helping students develop businesses of their own
- d. UNM2020 Update of Academic Affairs Goals
An update of the UNM2020 plan integrating the Academic/Student Affairs and Research Committee plan with the UNM 2020 plan was given. Actual document was distributed to the committee.
- e. KUNM Annual Report
The KUNM Radio Board was established by the UNM Board of Regents to make recommendations to station management on programming issues and other important station policies and practices. The KUNM Radio Board provides a vital forum where KUNM staff and volunteers as well as members of the KUNM listening community are free to voice their views and concerns at monthly meetings. It is the Board’s duty, along with hearing volunteer grievances, to review the issues brought before it and to act accordingly to ensure that KUNM is operated according to the Board of Regents Policy on KUNM. The Board operates under bylaws approved by the Board of Regents. The

bylaws require that the Board prepare an annual report for the Board of Regents that covers all actions taken, concerns raised, and recommendations made.

VI. **Public Comment**
None

VII. **Adjournment**

Motion to adjourn meeting was made by Provost, Chaouki Abdallah, seconded by Regent Suzanne Quillen. Motion passed unanimously.

Meeting adjourned at 4:39 p.m.



Date: 23 April 2014

To: UNM Board of Regents

From: Wynn Goering 

Re: UNM West Facilities Plan

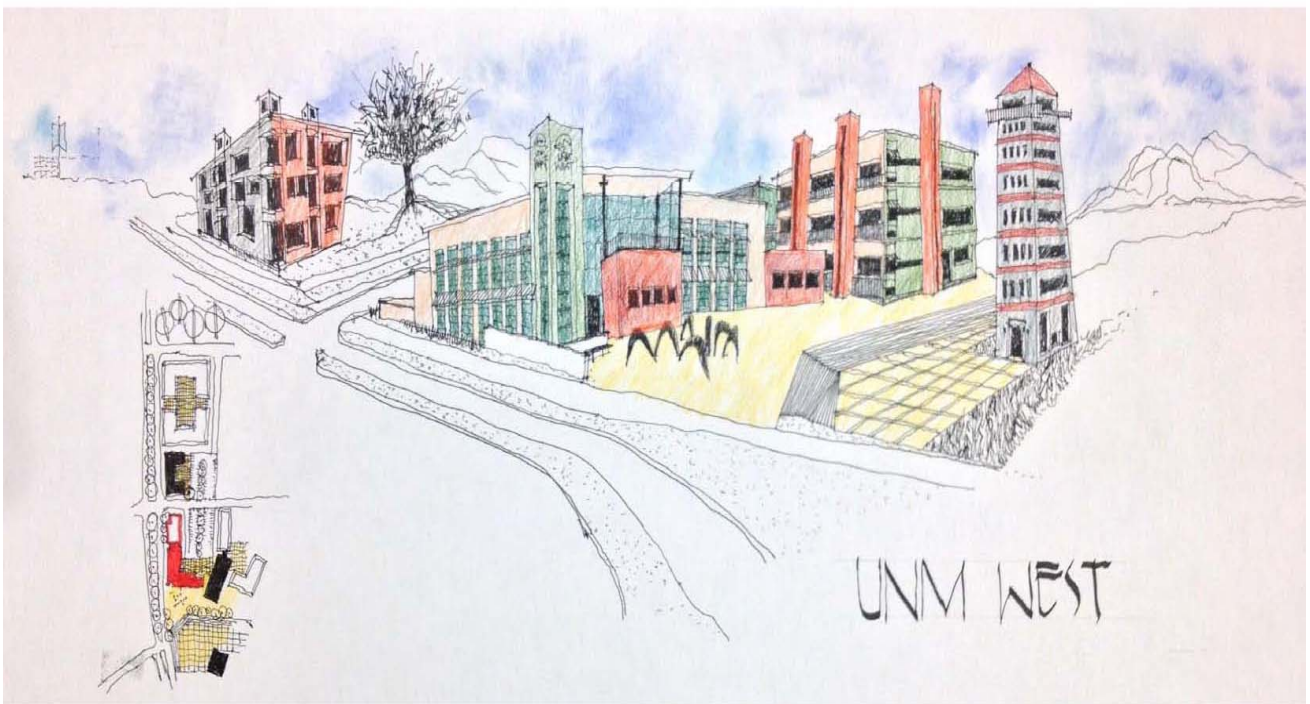
The attached facilities plan for UNM West is presented in response to a request for information regarding the potential capital implications of a collaboration with the charter school AIMS@UNM. The plan itself, however, is a broader effort to outline the next phase of construction at UNM West. It is driven by UNM West's strategic plan and program needs, and is consistent with the university's five-year capital planning matrix which will be presented to the Board of Regents later in the summer. **We are seeking your acceptance of this plan on that basis.**

As presented here, the facilities plan is neutral with respect to a potential collaboration with AIMS at this time. It is, however, designed to accommodate that collaboration as well as potential participation from other partners like SRMC, CNM, or the Rio Rancho Public Schools. Specific projects will obviously depend on mutually agreed upon needs and levels of investment.

UNM West Facilities Plan

2014- 2020

Draft Summary 4 -14



UNM WEST

A Campus of the University of New Mexico

New Mexico's Flagship University

Premises

Mission

UNM West is dedicated to inspiring student success through quality higher education resulting in community vitality in Rio Rancho and the surrounding area.

Program

All planning at UNM West is driven by program. Three programmatic elements are key to carrying out its mission and making UNM West viable:

1. A core curriculum that functions as a gateway to a broad range of disciplines at UNM;
2. A select set of programs that students can complete in their entirety at UNM West;
3. Innovative academic programming in areas key to the economic development of the region, especially health sciences and technology.

Core curriculum development is a meticulous process of (a) identifying courses that fulfill general graduation requirements and the prerequisites necessary to pursue individual degrees; (b) working with the relevant UNM departments to determine how best to staff them; and (c) scheduling them in times and sequences that allow students to make reasonable progress. The chart below reflects the first part of this process.

UNM Core and Prerequisite Matrix

Writing and Speaking	Mathematics	Natural Sciences	Social Sciences	Humanities	Foreign Language	Fine Arts
<u>General</u>	<u>General</u>	<u>General</u>	<u>General</u>	<u>General</u>	<u>General</u>	<u>General</u>
ENG 101 ENG 102 C&J 130 PHIL 156	MAT 120 (101,102,103) MAT 121 MAT 129 STAT 145	ASTR 101 (L) ENVS 101(L) GEOG 101 ANTH 150	SOC 101 PSYCH 105 AMST 185 ANTH 130	ENG 107 ENG 150 AMST 186	SPAN 101 SPAN 102 SPAN 201 SPAN 202	DANC 105 MUS 139
<u>Prerequisite</u>	<u>Prerequisite</u>	<u>Prerequisite</u>	<u>Prerequisite</u>	<u>Prerequisite</u>		
ENG 219 (management)	CS 150 (management) MAT 180 } calc for business, MAT 181 } premed MATH 111 } MATH 112 } for El. Ed. MATH 214 }	BIOL 123 (L) (nursing)* BIOL 201 (L) (premed/pharm) BIOL 202 (L) (premed/pharm) BIOL 203 (L) (sustainability) BIOL 204 (L) (sustainability) BIOL 237 (nursing)* BIOL 238 (nursing)* BIOL 239 (L) (nursing)* CHEM 111 (L) (nursing)* CHEM 121 (L) (premed/pharm) CHEM 122 (L) (premed/pharm) CHEM 301 (L) (premed/pharm) CHEM 302 (L) (premed/pharm) PHYC 151 (L) (premed/pharm) PHYC 152 (L) (premed/pharm) NUTR 244 (nursing)	ECON 105 } (management) ECON 106 }	HIST 101 } (education) HIST 102 } HIST 161 } HIST 162 }		

The second program element for UNM West is the development of a set of degrees that students can complete in their entirety in Rio Rancho. UNM West will offer the following beginning in Fall 2014, with more to be added and developed in subsequent years:

- | | |
|----------------|--|
| Communications | Business Administration (BBA) |
| Sociology | Public Administration (MPA) |
| Criminology | Nursing (BSN) |
| Psychology | Emergency Medical Training (EMT Basic) |
| Liberal Arts | Special Education Dual Licensure |

Operations

Tuition and fee revenue generated at UNM West will drive the business plan. That means steady growth is essential to the progress of the campus. Through the core curriculum planning and degree completion options listed above, the goal is to drive up average enrollment per class (efficiency) and increase the number of classes offered (productivity).

FY14	FY15	FY16	FY17	FY18	FY19	FY20
------	------	------	------	------	------	------

ENROLLMENT / REVENUE FACTORS

Enrollment HC	2,045	2,822	3,894	5,374	7,417	8,158	8,566
FTE equivalent	205	282	389	537	742	816	857
% increase		38.0%	38.0%	38.0%	38.0%	10.0%	5.0%
# classes offered	184	212	243	280	322	354	372
average enrollment per class	11.1	13.3	16.0	19.2	23.0	23.0	23.0
increase in # classes offered	base	15.0%	15.0%	15.0%	15.0%	10.0%	5.0%
increase in average enrollment per class	base	20.0%	20.0%	20.0%	20.0%	0.0%	0.0%

Facilities Usage

Facilities usage is driven by the program considerations and enrollment benchmarks above.

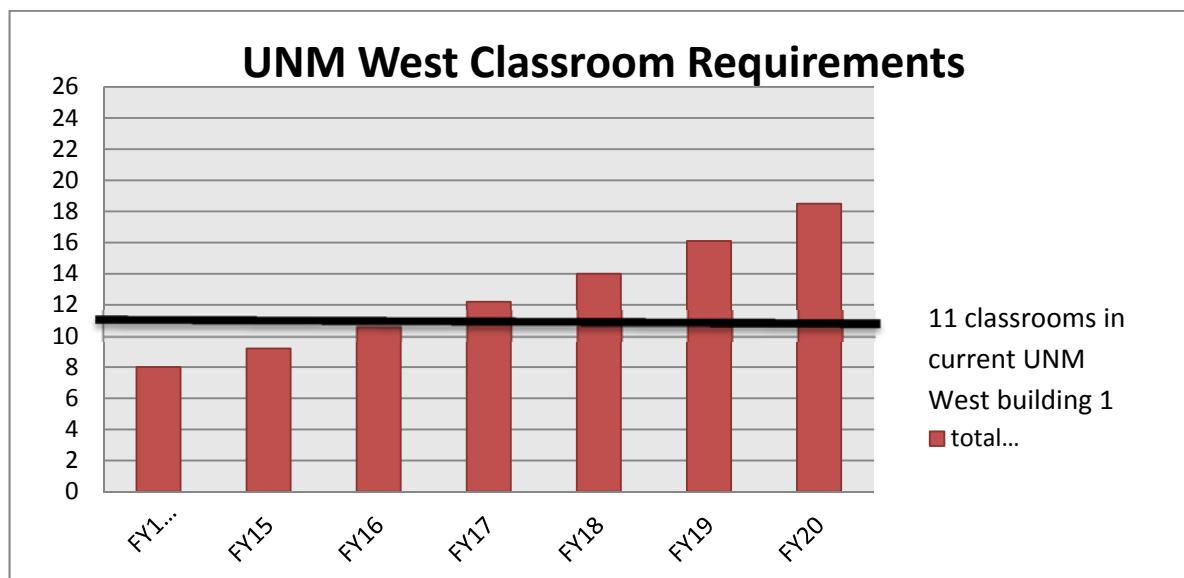
Space utilization

Preliminary analysis of current space utilization at UNM West indicates that Building 1, administrative offices, student support spaces and classrooms provides approximately 130 net assignable sq. footage per FTE equivalent. This falls well within the medium norm for UNM and its peer institutions. The analysis of future campus needs focuses on classrooms as the primary need to support 5 year growth projections based on UNM West's academic planning. Support spaces and student and administrative spaces are calculated to allow for enrollment and faculty growth.

Classrooms

31 hours of classroom usage translates to 10 class sections per week. The single building at the present UNM West campus has 11 general purpose classrooms, so at median utilization rates it would accommodate approximately 110 class sections per semester. Additional classrooms, laboratories and support facilities will be needed to meet projected student enrollments. Utilization analysis based on projected enrollment, and taking into account current teaching spaces, indicates that UNM West will need additional classrooms by 2017. Current growth projections show 8 additional general classrooms will be required by 2020.

This plan allows for the addition of 10 general classrooms in 2017 to allow for continued sustainable growth and curriculum additions through the next 5 to 7 years.



Teaching Laboratories

UNM West is committed to serving the workforce needs of the emerging healthcare sector of Rio Rancho and Sandoval County. Teaching facilities for health science disciplines, including nursing, pre-pharmacy, pre-medicine, and allied health, require laboratories in general chemistry, physical chemistry, organic chemistry, biology and physics.

To allow STEM curriculum and enrollment growth at UNM West four wet labs are required: one for Biology, one for Organic Chemistry and two for General Chemistry. Chemistry laboratory sections allow for 24 students per section in General Chemistry with 18 for Organic Chemistry. Biology sections are capped at 24 students. Phase I lab development can have limited lab sharing between Biology and Earth and Planetary Sciences with additional labs required as enrollment grows. General Chemistry may co-locate for a short period with 300 level Chemistry labs as courses are added. Additional instrument support rooms will be required.

12 to 15 sections per semester are estimated allowing for full course offerings and student enrollments to grow to a maximum capacity Phase I development. With significant laboratory constraints on the main campus we anticipate UNM West usage to fill up quickly.

Support

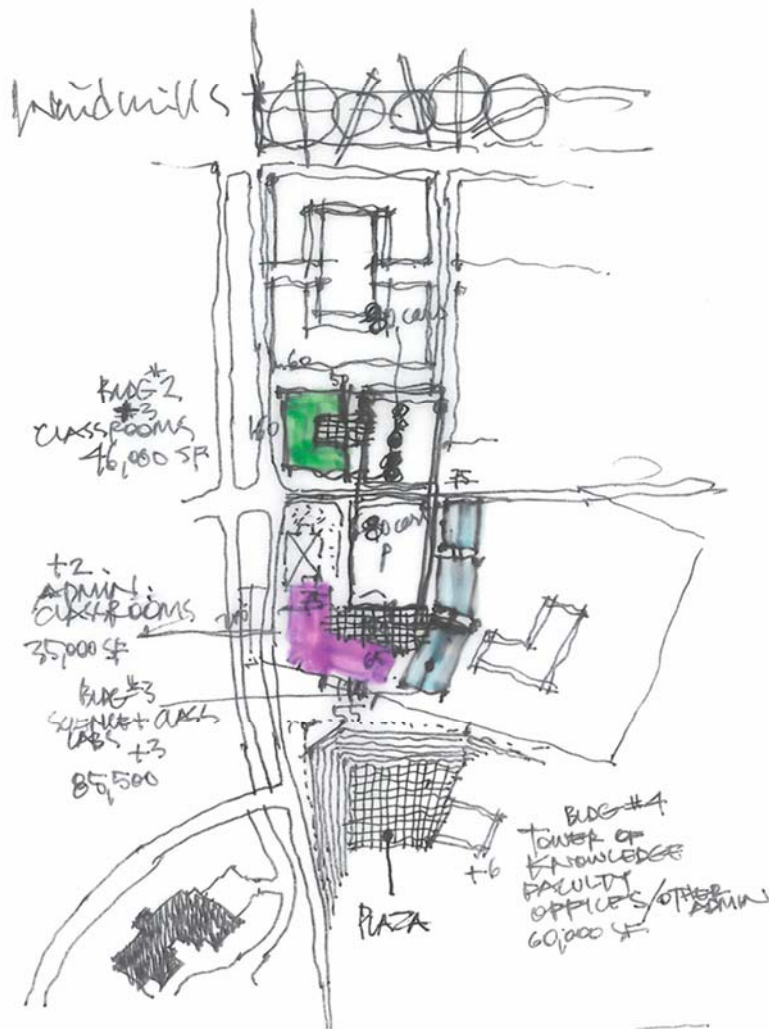
Six full-time faculty are being hired to teach at UNM West starting in Fall 2014. The business plan anticipates more being added each year through FY 2018 for a total of twelve FTE. Seven administrative professional staff positions will also be realized by FY 2018. Additional offices will be required to support new hires. Offices will initially be accommodated in Building #2 development. Twenty have been planned.

As the campus continues to grow the development of a centralized student support, office, and administration building is appropriate and should be planned for. Previously constructed office spaces in Building 1 and planned Building 2 can be repurposed for specialized uses adjacent to specific classroom functions and departments as the building functions are refined.

Campus Development

UNM West's Phase I building plan is based on realistic growth and academic plan developments. Campus development will be driven by the concept of a right sized plan with a campus core that will serve as a destination, rather than a stop, for UNM students. The planned campus will accommodate a much wider programmatic menu than the current single building by including space for educational or healthcare partners.

The proposed site plan incorporates a projected 10 year development of 4 to 5 buildings with a unifying landscape. Facilities will be planned to meet expanding enrollment and curriculum based needs for classrooms, wet and dry class-laboratories and faculty and student support offices. Phase I development will create a core campus with multi-story buildings with adjacent parking, landscaping and a public plaza core, conjoining the campus in a cohesive site.



Proposed UNM West Site Plan for Phase I Development (Steve Borbas Planning)

Capital Projects

The following capital projects are proposed with draft preliminary estimated capital costs.

1.	Building #2	\$12 million	Occupancy 2017
2.	Campus core infrastructure	\$3.5 million	Planned construction in 2018
3.	Building #3	\$11.5 million	Occupancy 2020
4.	Building #4	\$12 million	Occupancy TBD post 2020
5.	Building #3 discrete addition	\$11 million	Occupancy TBD post 2020

Estimates are a preliminary guide for capital budget plans and to develop funding plans. They will be refined, reexamined and adjusted for inflation as projects are developed and programmed. Projected dates coincide with state funding (GO bond) cycles; targets will be adjusted based on actual enrollment needs.

Project Scope Description

1. **Building #2 – \$12,000,000**

Plan, design, site prep, construct, equip and furnish a 33,000 sf classroom building. Building #2 at the UNM West campus will include multipurpose classrooms, teaching laboratories and faculty offices. The cost estimate includes architectural and engineering fees, site and infrastructure preparation, building construction, materials testing, testing and balancing, IT, furnishing, equipment and construction administration costs.

2. **Campus Core infrastructure – \$3,500,000**

Paving and landscaping parking lots, providing integrated walkways and conjoining landscaping. Developing paved road access through campus, constructing a continuous redundant utility loop for phase I campus development including ducts for future expansion, and increasing fiber connectivity.

3. **Building #3 – \$11,500,000**

Plan, design, site prep, construct, equip and furnish a 20,500 sf building to accommodate further growth in STEM disciplines. Building #3 at the UNM West campus will include wet labs and dry labs for Chemistry, Biology and Earth and Planetary Sciences courses with building support and student study areas.

4. **Building #4 – \$12,000,000**

Plan, design, site prep, construct, equip and furnish a four story student support center, including administrative and faculty offices. The 15,500 sf building is conceptualized as a monument building identifying the campus. A core landscape and hardscape will accompany the building's development to provide a distinctive outdoor environment.

5. **Building #3 discrete addition - \$11,000,000**

A continuation of Building #3 on the UNM West Campus. This building will be planned and constructed based on curriculum and enrollment growth. The facility plan will be revised to both right size and adjust the utilization for the building addition phase.



**CITY OF RIO RANCHO
RESOLUTION**

RESOLUTION NO.

ENACTMENT NO.

SPONSOR: DISTRICT 1 CITY COUNCILOR CHUCK WILKINS & DISTRICT 4 CITY
COUNCILOR MARK SCOTT

**CITY OF RIO RANCHO SUPPORT FOR ALBUQUERQUE INSTITUTE FOR
MATHEMATICS AND SCIENCE (AIMS) CHARTER SCHOOL TEMPORARILY
LEASING AVAILABLE SPACE AT UNM WEST**

WHEREAS: Rio Rancho voters, property owners, and community members have supported education through various means such as property taxes, bonds, and a Municipal Higher Education Facilities Gross Receipts Tax; and,

WHEREAS: UNM West has made an effort to maximize the use of their existing facilities while providing a service to the community; and,

WHEREAS: UNM West has made a substantial investment in the City of Rio Rancho and is working on expanding its campus and programs; and,

WHEREAS: AIMS Charter School expanding to Rio Rancho by temporarily leasing available space at UNM West provides parents and students with additional academic choice; and,

WHEREAS: The existing AIMS Charter School in Albuquerque, which is affiliated with UNM, serves sixth through twelfth grade students and has a 100 percent graduation rate; and,

WHEREAS: A National Blue Ribbon School for 2013 based on its overall excellence, AIMS provides a focused education on advanced math, science, and technology skills while preparing its graduates for post-secondary education; and,

WHEREAS: Recent charrettes conducted by UNM West and CNM revealed a need for a focus on the academic disciplines of science, technology, engineering, and mathematics (STEM).

NOW THEREFORE, BE IT RESOLVED BY THE GOVERNING BODY OF THE CITY OF RIO RANCHO:

- 1) The Governing Body supports AIMS efforts to expand to Rio Rancho and begin offering classes to 40 sixth-grade students beginning next school year.
- 2) The Governing Body supports UNM West temporarily leasing available space at its

1 current facility to AIMS as it will not impact or diminish UNM West's commitment to
2 grow baccalaureate and graduate programs in Rio Rancho.

3
4 3) The Governing Body will continue to ensure that revenues from the
5 Municipal Higher Education Facilities Gross Receipts Tax will be applied to
6 applicable uses approved by voters which are: (1) the acquisition, construction,
7 renovation or improvement of facilities of a four-year post-secondary public
8 educational institution located in the municipality and acquisition of or
9 improvements to land for those facilities or (2) payment of municipal higher
10 education facilities gross receipts tax revenue bonds.

11
12 4) The Governing Body supports diverse educational opportunities for parents and
13 students in Rio Rancho.

14
15
16 ADOPTED THIS 23rd DAY OF APRIL 2014.

17
18 _____
19 , Mayor

20
21 _____
22 Date

23
24
25 ATTEST:

26
27 _____
28 Stephen Ruger, City Clerk
29 (SEAL)

To Whom It May Concern:

In preparation for revising and updating the Safe Schools Plan, the Albuquerque Institute for Math and Science has done the following:

School-level safety committee has been established, with the following members

<u>Kathy Sandoval-Snider</u>	Director
<u>Kathy Guimmond</u>	UNM Police Chief
<u>Jane Brandt</u>	Counselor
<u>Bobby Cordova</u>	Assistant Principal
<u>Alan Clawson</u>	Parent

Current School-level Safety Plan was reviewed and areas needing updating were identified.

New PED Safe Schools Template was reviewed to determine areas the needed updated and additional information that needed to be collected and included.

Connections were made with community emergency responders to identify local hazards.

Data such as Violence and Vandalism, safety audits, Youth Risk and Resiliency Survey were reviewed to determine appropriate programs, policies and procedures to be included in the revised School-level Safety Plan.

Appropriate staff was identified to oversee violence prevention strategies in our school (i.e., Who is responsible for prevention programs, policy enforcement, and crisis management?).

A plan to obtain input and feedback during the crisis planning process from the school community (i.e., staff, parents, students) has been established.

Assessment data was obtained on how the school addresses various problems related to school safety.

Assessment data was obtained to determine how these problems—as well as others—may impact the school’s vulnerability to certain crises.

The revised and updated Albuquerque Institute for Math and Science Safety Plan was reviewed by key stakeholders (i.e., parents, staff, students, community responders).

Attached you will find the amended Safe School Plan for Albuquerque Institute for Math and Science

Thank-you



Katharina Sandoval-Snider, Director

**PLANNING FOR SAFE SCHOOLS IN
NEW MEXICO**

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

SECTION I: PREVENTION



PREVENTION

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INTRODUCTION

The **Albuquerque Institute for Mathematics and Science @ UNM (AIMS@UNM)** is committed to providing a healthy, safe and secure environment for students and employees. The **SAFE SCHOOL PLAN – PREVENTION** section provides a guideline for ensuring a safe school environment. Prevention programs, such as health education, counseling, traffic safety, secure schools and safe building and grounds will assist **AIMS@UNM** in providing a school environment that is healthy, safe and conducive to learning.

The goal of the **PREVENTION** section of the *School-Level Safety Plan* is to decrease the need for response as opposed to simply increasing response capability. The State New Mexico recognizes that each school community has unique needs and resources which must be addressed to enhance the *School-Level Safety Plan*. The **SAFE SCHOOL PLAN – PREVENTION** section will be reviewed annually by school staff.

NOTE: Prevention programs are school specific. Included in this document are **samples** of possible programs a school might have in place to prevent possible violent situations. Every school must develop a prevention section in their School-Level Safety Plan that minimally includes programs required by existing statute or rule. It is recommended that schools are familiar with what is required by the district's wellness policies as they update this section.

WELLNESS

HEALTH EDUCATION

“Health education” is 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.

6.30.2.19 NMAC requires all school districts to adopt K-12 Health Education Curriculum aligned with the New Mexico Health Education Content Standards with Benchmarks and Performance Standards. The **AIMS@UNM** health education curriculum is aligned to these standards. **AIMS@UNM** incorporates Health Education curriculum at all grade levels. The K-12 District Health Education Curriculum is available for review. In addition, the district has an Opt-out policy that will ensure 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.

**NEW MEXICO
HEALTH EDUCATION STANDARDS**

1. Students will comprehend concepts related to health promotion and disease prevention.
2. Students will demonstrate the ability to access valid health information and health promoting products and services.
3. Student will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
4. Students will analyze the influence of culture, media, technology, and other factors on health.
5. Students will demonstrate the ability to use interpersonal communication skills to enhance health.
6. Student will demonstrate the ability to use goal-setting and decision-making skills to enhance health.
7. Students will demonstrate the ability to advocate for personal, family, peer, and community health.

Life Skills

Traditionally health education emphasized the learning and comprehension of health facts. The health education curriculum was organized around health topic areas taught as multiple independent instructional units designed to increase knowledge.

The emergence of life skills education into health education calls for the emphasis to be placed on students being able to use essential knowledge and skills required to adopt, practice, and maintain healthy behaviors. Health education as life skills education requires a focus on prevention of risky behaviors including:

- use of tobacco, alcohol and other drugs
- poor dietary patterns
- sedentary lifestyles
- behaviors that result in sexually transmitted diseases and unintended pregnancy
- behaviors that result in unintentional injuries
- violent and other anti-social behaviors

A life skills educational approach allows for health education to be taught as planned sequential K-12 instructional units are infused throughout the curriculum and are designed to develop life skills based on essential knowledge. These skills are:

- communication
- non-violent conflict resolution
- decision-making
- goal setting
- stress management
- resisting negative social pressure

The **AIMS@UNM** health education curriculum, aligned to the New Mexico Health Education Content Standards with Benchmarks and Performance Standards, will provide the opportunity for a life skills approach to health education at **AIMS**.

INTERNET SAFETY

Because of the nature of the AIMS@UNM curriculum, internet use is vital to the successful participation in the AIMS advanced curriculum as well as the dual enrollment component of University of New Mexico coursework. However, safety is of primary concern. Actions you and your child should take to make this environment safe as possible include:

INTERNET SAFETY TIPS FOR PARENTS (MIDDLE SCHOOL)

If you have a profile on a social networking site*:

Set up profile to Private or Friends Only – otherwise you are giving cyber predators permission to view it.

Only add people to your friends list that you already know.

Protect your personal information as well as personal information about your friends.

If you are too young to be on a site, don't lie about your age to join.

Delete mean or embarrassing comments.

Beware of invitations through comments or bulletins to view videos or click on links they may be attempts to capture your password and introduce a virus.

Remember that anyone can lie online. A stranger could be a cyber predator if:

The stranger asks for your picture.

The stranger invites you to view his web cam.

The stranger asks if you are alone.

The stranger talks about sexual matters.

The stranger wants to meet you in person.

If you are thinking about posting your pictures on a public site, think about this: Once you have placed your picture on a public Internet site, it's out there forever and there is no taking it back.

Software manipulation of photographs makes it possible for that photo to be altered and put back on the Internet or traded among child pornographers.

Be anonymous: Don't give away personal information in your user name or screen name. Don't use passwords that are easy to guess (i.e., the name of your pet).

*Social networking sites include: MySpace, FaceBook, Bebo, etc.

Is Your Computer Protected?

What do you do with email from unknown sources? Opening an email from an unknown source, particularly if there is an attachment, may introduce a virus that could permanently damage your computer.

Do you post your email on public sites? Spammers can find your email on the Internet and use it to send you junk email.

Does it have anti-virus software installed? Protect your files and computer from virus attacks that can prove disastrous.

Do you have a firewall? One of the best ways to protect your computer from the ravages of hackers is to install a firewall.

Do you know the dangers of file sharing? Someone could infect your computer with a virus or access information from your hard drive. This could be particularly devastating if financial information is stored on the computer.

Do you forward emails from unknown sources? You may think you are being helpful but by forwarding the email, you have just provided your friend's email address to an unknown source. And, if there is an attachment, you may have forwarded a virus.

Do you disconnect the Internet when it's not in use? This is the best way to prevent anyone from using the Internet's "two-way street" to get into your computer.

INTERNET SAFETY TIPS FOR PARENTS (HIGH SCHOOL)

Tempted to meet someone face-to-face that you know only from online chats?

Remember anyone can pretend to be anyone online. A skilled predator will pretend to be exactly the type of person you are looking for; otherwise you wouldn't be interested in getting together, would you? If you think you can't come in contact with a predator, think again. Predators go anywhere you go on the Internet. MySpace found 30,000 sex offenders with profiles and they are just the ones who used their real names to register.

Sharing too much information about yourself?

Giving out personal information could lead a predator to your door. Set all online profiles of yourself to PRIVATE or FRIENDS ONLY. You, your friends, and your athletic teams are putting information about you onto the web. If the world can see that information, so can a predator or a stalker. Guard your personal information and ask others to be careful with it as well.

There is another potential problem that you might not consider – *identity theft*. This is a crime in which someone establishes credit in your name. Unfortunately for you, the credit history that is established will not be a good one and it will take a lot of time and effort to clean up the mess. Giving out personal

information should be your decision. Just because an interesting website asks for your personal information doesn't mean you should give it out.

Be careful posting photos of yourself on the web. Photos placed on public sites can be manipulated and placed back on public sites. Such photos of you might prove to be embarrassing or worse – not the kind of photo you would want a college admissions committee or potential employer to see.

What do you know about intellectual properties?

Do you know that intellectual properties are protected by copyright law? And using another's intellectual properties without their permission is illegal.

Many owners of intellectual properties view piracy and plagiarism as stealing. Illegal downloading of movies and music can have serious legal and monetary consequences. The music industry has taken legal action against some offenders, typically costing the person thousands of dollars to resolve.

Plagiarizing can seriously damage your academic record which could adversely affect college admission or getting a job.

EXAMPLES OF INTELLECTUAL PROPERTIES

Music Recordings

Videos

Photographs

Drawings

Magazine Articles

Computer Games

Computer Software

Books

SOME ONLINE BEHAVIORS ARE AGAINST THE LAW...

Many view piracy and plagiarism as stealing. Illegal downloading of movies and music can have serious consequences. If you recognize that stealing a CD or DVD from a store is wrong, don't steal online.

There is an area of the law called Intellectual Properties; learn about it. Copying information from the Internet can be illegal and there are risks.

Learn more:

www.cybercrime.gov/rules

www.cybercitizenship.org

www.copyrightkids.org

www.bsacybersafety.com/index.cfm

PROTECTING YOUR COMPUTER

Emails from unknown sources may contain attachments that introduce viruses that permanently damage your computer. Forwarding emails from unknown sources can reveal your friend's email address to the sender and possibly infect your friend's computer with a virus.

File sharing can lead to a virus or provide access to information contained on your hard drive.

Installing a firewall can help protect your computer from the problems created by hackers.

Anti-Virus software can help protect your files.

Disconnecting your Internet when not in use is the best way to prevent anyone from using the Internet's "two way street" to get into your computer.

Posting your email address on public sites allows spammers to find it and send you junk mail.

Remember: Your first and best line of defense is self-defense in cyber space.

IF YOU SUSPECT THAT YOUR CHILD HAS BEEN CONTACTED BY PREDATOR:

Notify law enforcement

or

File a complaint online at www.missingkids.com

or

Call the Office of the Attorney General at 505-222-9000 and ask for an Internet Crimes Against Children investigator.

FAMILY, SCHOOL AND COMMUNITY INVOLVEMENT

“Family, school and community involvement” means an integrated family, school and community approach for enhancing the health and well-being of students. The lessons children learn at school must be reinforced and practiced at home and in the community. Parents and community members can help instill lifelong healthful habits in their children. Some suggestions include:

- Wellness programs that focus on being a healthy role model.
- Preventive health care and education.
- Strategies for teaching children to manage anger, settle disagreements, handle frustration, and deal with conflict in a peaceful, nonviolent manner.
- How to work with students to reduce environmental hazards in the home, school and community.
- Nutrition information including how to prepare and serve low-fat and high-fiber foods.
- How to participate in age-appropriate physical activity and exercise with children.
- How to talk to children about the dangers of substances use.
- How to talk to children about sensitive topic areas.
- Keys to setting limits and guideline on television viewing.

(Adapted from the National PTA brochure: *Healthy Children, Successful Students: Comprehensive School Health Programs*)

More comprehensive ideas and information can be found in the PED Parent Involvement Toolkit available on the PED website).

BEHAVIORAL HEALTH

School behavioral and mental health programs should focus on breaking down health and social barriers to students' learning with emphasis on meeting each student's individual health needs. Behavioral health programs should support the student's process to become a fully functioning and happy adult. Programs should encourage and support linkages between youth, families, schools, communities, and private and government agencies to create and maintain an environment in which all students can learn and thrive. School behavioral health programs should emphasize:

- Creating an atmosphere in which the psychological, social and emotional aspects of the student are integrated into all parts of student life and wellness
- Providing the structure and support to allow each individual student to live a socially and emotionally fulfilling life
- Increasing awareness of student's social and emotional needs.
- Decreasing stigma around behavioral and mental health issues.
- Linking systems to improve support, resources, advocacy, and assessment.
- Creating school-linked programs that are family-friendly, accessible, integrated and comprehensive.
- Supporting local strategies that create healthy schools.
- Promoting behavioral health in order to break down barriers to students' learning

Mental Health Stigma

Stigma: A mark of shame or discredit.

Mental Health Stigma: Stigmatization of people with behavioral health issues is visible by bias, distrust, stereotyping, fear, embarrassment, anger as well as avoidance and isolation of people behavioral issues.

After a traumatic event, many students and staff may have feelings, such as depression, or post traumatic symptoms, that are interfering with their daily life. However, because such concerns can be looked down upon by peers, students and staff will often not seek help for these issues. It is important that the school climate create acceptance and empathy for behavioral mental health concerns.

Approaches to De-stigmatizing Mental Illness:

- Broaden acceptance by talking about behavioral health issues so those who are in need receive the right support and services early on.
- Encourage students to seek out help, to not fear discrimination, shame or blame.

- Decrease the negative attitudes that surround behavioral health problems by providing accurate information about behavioral health. Encourage young people to support their friends who are living with behavioral health issues.
- Foster recognition in school personnel that many children have behavioral health issues which are real, painful and sometimes severe.
- Increase public awareness about the importance of protecting and nurturing the behavioral health of young people.

Resources:

- Lesson plans, games and posters created to break the silence about mental illness in our schools <http://www.btslessonplans.org>
- Pre-planning for crisis, page 9 <http://smhp.psych.ucla.edu/pdfdocs/crisis/crisis.pdf>
- Training module from a prevention perspective <http://smhp.psych.ucla.edu/pdfdocs/contedu/conted.pdf>
- "stigma." *The American Heritage® Stedman's Medical Dictionary*. Houghton Mifflin Company. 12 Nov. 2007. <Dictionary.com <http://dictionary.reference.com/browse/stigma>>.

SUICIDE PREVENTION

Suicide is the act of taking one's own life. It is not a spontaneous activity. Suicide is usually the result of a long-term, gradual, wearing-away process called emotional erosion. What is being eroded is the person's ability to cope with life experiences and the emotions surrounding his/her experiences. There is no single cause of a suicide.

Suicide prevention programs in healthy, supportive and informed schools can assist in reducing youth suicide by identifying students at risk and directing them to services and effective treatment. A well developed and practiced protocol addressing the issues of a suicidal student is a prevention curriculum which addresses intervention strategies and recovery prepared a school if such a crises occurs.

AIMS@UNM will provide suicide prevention training to help staff recognize sudden changes in students' appearance, personality or behavior which may indicate suicidal intentions.

Early Warning Signs for Possible Suicide:

- Withdrawal from friends and family
- Preoccupation with death
- Marked personality change and serious mood changes
- Difficulty concentrating
- Difficulties in school
- Change in eating and sleeping patterns
- Loss of interest in pleasurable activities
- Frequent complaints about physical symptoms, often related to emotions, such as stomachaches, headaches, fatigue, etc
- Persistent boredom
- Loss of interest in things one cares about
- Giving away personal items

GRIEF

Between the ages of five and ten a youngster begins to realize that everyone will die. They often need help dealing with these fears and concerns. Many students have experienced the death of a family member, a pet, a friend, or a relative. The primary reason the school should respond to tragic events is to provide a service that will return the student and the staff to a state of emotional and mental equilibrium so all can return to productive work. Given a nurturing climate, the grieving person will be able to regain a sense of balance much sooner. Feelings that

are repressed or denied do not simply go away. They fester and eventually become barriers to healthy relationships and the total wellness of the student.

Student Counseling

Student counseling is critical in creating an emotionally and psychologically safe environment. Educating the 'whole' student must include addressing the emotional, social, spiritual, mental, and physical well being. There is no other area where the need is greater than helping the student process and cope with all the adjustments necessary when something traumatic happens.

AIMS has school counselors available to students, staff and families. Students who seek behavioral/mental health services may need to be seen by New Mexico Behavioral Health providers. Academic education is balanced by promoting emotional and social development. On-going groups are offered that help students in areas of friendship, grief and loss, as well as divorce related issues. Groups are open-ended and students may join or drop throughout the year.

Students may need to be seen individually on an as-need basis. A non-intrusive approach, recognizing the importance of play and supporting the student's ability to solve his own problem is embraced.

Students may be referred for immediate services such as crisis intervention, mediation support, or referral to an outside agency such as Social Services or to a family-counseling service agency.

Other concerns and activities are directed through the school counseling department, such as mediation training, educational neglect, physical and/or emotional abuse referrals, career day, art day, and classroom presentations as requested. Character Counts ideals and intentions are central to AIMS counseling philosophy.

As of July 1, 2007, a child fourteen years of age or older is presumed to have capacity to consent to treatment without consent of the child's legal custodian, including consent for individual psychotherapy, group psychotherapy, guidance counseling, case management, behavioral therapy, family therapy, counseling, substance abuse treatment or other forms of verbal treatment that do not include aversive interventions. Nothing in this section shall be interpreted.

A child under fourteen years of age may initiate and consent to an initial assessment with a clinician and for medically necessary early intervention service limited to verbal therapy as set forth in this section. The purpose of the initial assessment is to allow a clinician to interview the child and determine what, if any, action needs to be taken to ensure appropriate mental health or habilitation services are provided to the

child. The clinician may conduct an initial assessment and provide medically necessary early intervention service limited to verbal therapy with or without the consent of the legal custodian if such service will not extend beyond two calendar weeks. If, at any time, the clinician has a reasonable suspicion that the child is an abused or neglected child, the clinician shall immediately make a child abuse and neglect report."

CONFLICT RESOLUTION/MEDIATION

Mediation programs provide a means of nonviolent conflict resolution for students and staff to be used for disputes that arise in the school setting. Students are trained as mediators who act as third party neutrals to help disputants reach agreements that are mutually satisfactory. Mediation is a voluntary process; the mediator does not find fault or punish or decide out-comes, but helps parties reach agreements that will allow them to continue their relationship.

- **Teacher Modeling Component** – involves training of teachers and other staff to use conflict resolution skills.
- **Curriculum Component** – K-5 curriculum utilized in the classroom that enhance acceptance and understanding of the student mediation program.
- **Student Mediator Component-the AIMS Houses:** Students at AIMS are arranged in “Houses”. Each House is headed by a senior showing extraordinary leadership skills. Aligned vertically, grades 6-12, students requesting mediation may do so through their house leadership. Students unable to mediate through student leadership may do so through administrative channels.
- **The House structure of AIMS also facilitates Peer Facilitation.** This is where older students work with younger students who need help academically or socially. They may tutor the student or be a reading buddy. The peer facilitation can also involve working with groups of students.

MENTORING

Mentoring is a program that pairs a student with an adult or an older student for a sustained period of time. Mentors provide academic, behavioral, and emotional support to the student. The location of AIMS provides extraordinary Mentoring possibilities.

VIOLENCE PREVENTION

Children who are victims of violence—including physical or sexual abuse—in the community, at school, or at home are sometimes at risk themselves of becoming violent toward themselves or others.

Some of the signs of potential violence toward others are also signs of depression and suicidal risk, which should be addressed through early identification and appropriate intervention.

Warning Signs:

- Being a victim of violence
- Feelings of being picked on and persecuted
- Expression of violence in writings and drawings
- Patterns of impulsive and chronic hitting, intimidating, and bullying behaviors
- Intolerance of differences and prejudicial attitudes
- Drug and alcohol use

All staff, students, parents, and members of the community have a personal responsibility for reducing the risk of violence. We can take steps to demonstrate mutual respect and caring for one another, and ensure that children who are at-risk get the help they need by:

- Identifying problems and assess progress toward solutions
- Emphasizing positive relationships among students and staff
- Treating students with equal respect
- Creating ways for students to safely share their concerns
- Creating prevention and awareness programs
- Engaging students and families in meaningful ways

PANDEMIC FLU

A pandemic is a global disease outbreak. A pandemic flu outbreak occurs when a new influenza virus emerges for which people have little or no immunity, and for which there is no vaccine. The disease spreads easily person-to-person, causing serious illness, and can sweep across the country and around the world in very short time. It is difficult to predict when the next influenza pandemic will occur or how severe it will be.

A comprehensive Pandemic Flu Planning Checklist for schools includes:

- Address pandemic influenza preparedness as part of the district's safe school plan, with the involvement of all relevant stakeholders in the district (e.g., lead emergency response agency, district administrators, local public health representatives, school health and mental health professionals, teachers, food services director, and parent representatives).
- Develop a dissemination plan for communicating with staff, students, and families, including lead spokespersons and links to other communication networks.
- Advise district staff, students and families where to find up-to-date and reliable pandemic information from federal, state and local public health sources.
- Disseminate information from public health sources covering routine infection control (e.g., hand hygiene, cough/sneeze etiquette), pandemic influenza fundamentals (e.g., signs and symptoms of influenza, modes of transmission) as well as personal and family protection and response strategies (e.g., guidance for the at-home care of ill students and family members).

What you need to know

The primary strategies for preventing spread of pandemic influenza include the following infection control efforts by persons with flu symptoms.

- Stay at home.
- Cover nose and mouth when coughing or sneezing.
- Wash hands with soap and water or use alcohol-based hand sanitizers frequently.
- Try to maintain spatial separation of at least three feet from others, if possible.

Hand, Cough and Sneeze Hygiene

- When sneezing or coughing, cover the nose and mouth with a tissue or upper arm if a tissue is not available.
- Dispose of used tissues in a wastebasket and wash hands after coughing, sneezing, or blowing nose.
- Use warm water and soap or alcohol-based hand sanitizers to clean hands.
- Wash hands before eating or touching eyes, nose, or mouth.
- Provide sufficient and accessible infection prevention supplies (e.g., soap, alcohol-based/waterless hand hygiene products, tissues and receptacles for their disposal).

Traffic Safety:
PICKUP/DROP-OFF

Special caution must be observed when crossing University Blvd or Caesar Chavez Rd, as well as .in parking lots of local industry at the Park.. Remind students to cross the driveway only at the designated crosswalk. Stepping between cars is absolutely not allowed, even with an adult. Remember, students learn best by watching what adult's model.

- Fire lanes must be observed. The fire lanes are along (**location**) of the main building. Cars should not be parked in fire zones, and may be ticketed.
- Parent pick up/drop off areas should be separated from bus pick up/drop off areas.
- Traffic in the drive-through and parking lot is one way. Arrows should be painted in the drive-through and the parking lot indicate the direction of traffic flow.
- The speed limit in the drive-through and parking lot is less than (**10**) miles per hour. Idle speed is recommended. Accelerating in these areas is not permitted.
- It is **NEVER** permitted to drive in reverse in the drive-through or parking lot (except when backing from parking space).

There are designated areas and driveways for bus and emergency vehicle traffic only.

<i>AIMS Policy</i>

Early morning drop-offs are discouraged. School begins at 7:40 a.m. Staff are not on duty until 7:30 a.m.

The parking lot is limited to students, staff and parents who are volunteering at the school. The parking lot **SHOULD NOT** be utilized for drop-offs and pick-ups. For the safety of all, drop-offs and pick-ups should be in the designated area to the north of the parking lot and clearly marked.

Between **7:30 a.m. and 3:30 p.m.** the front area is strictly for drive-through traffic. Parents may **NOT** leave their cars during that heavy traffic time. Leaving a car causes unnecessary traffic jams and inconveniences.

BICYCLE SAFETY

A bicycle is not a toy. It is a vehicle! Head injuries are the most serious injury type and the most common cause of death among bicyclists. More than half of all bicyclist deaths occur to school age youth (ages 5-17). AIMS@UNM emphasizes the following bicycle safety tips for parents and students (extracted from: Prevent Bicycle Accidents flyer produced by the U.S. Department of Transportation, National Highway Traffic Safety Administration):

AIMS Policy

- All students riding bicycles should wear an approved bike helmet.** An approved helmet has a sticker inside certifying the helmet meets standards of the Snell Memorial Foundation and/or the American National Standards Institute.
- To help **ensure the helmet is worn every time the student rides**, let the student help pick out the helmet. If the parent is a rider, they should also wear a helmet to set a good example. Parents should also encourage their student's friends to wear helmets.
- Make certain that **the bike is the right size for the student, is safely maintained, and has reflectors.**
- Students under age nine should not ride their bikes in the street.** They are not able to identify and adjust to the many dangerous traffic situations. When available, ride in designated bicycle lanes.
- Teach students to always **stop and look left right left before entering the road.** This is a good pedestrian safety practice, too, for crossing the street.
- If a bicyclist rides in the road, the cyclist must obey traffic laws that apply to motor vehicle operators. **Instruct students on the bicycle rules of the road.** Bicyclists should ride single file on the right side and signal their intentions to other road users.
- Never allow students to ride at night or with audio headphones. Stress the need to ride alert since

most drivers do not see or acknowledge riders.

SECURE SCHOOLS

SIGN-IN

- **AIMS@UNM** pledges to make every effort to ensure the safety of our students. Therefore, all persons entering the campus who are not school staff are considered either visitors or volunteers. All visitors or volunteers at the school are required to check in at the office.

DRESS-CODE

Because of the mixed use of the AIMS@UNM campus. It is vital that students are readily identifiable by faculty, staff, security and park tenants. The dress code of AIMS is distinction and serves this purpose. Students are expected to be in code for all school events, activities and during regular school hours

ENVIRONMENTAL DESIGN

SAFETY CHECKS

The Safety Committee of **AIMS@UNM** checks the buildings and grounds for hazards to ensure safety standards are met and students are safe.

The AIMS@UNM routinely monitors the following:

- The heating and ventilation of the classrooms
- The cleanliness of the school both inside and out
- Lighting both exterior and interior
- Fire safety
- Traffic safety

ALBUQUERQUE INSTITUTE FOR MATH AND SCIENCE

Section II: Policies and Procedures



POLICIES AND PROCEDURES

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INTRODUCTION

The Albuquerque Institute for Math and Science is committed to providing a healthy, safe and secure environment for students and employees. The SAFE SCHOOLS PLAN - POLICIES and PROCEDURES section provides Albuquerque Institute for Math and Science staff with direction in the areas of discipline, dress, attendance, and abuse/neglect reporting, bullying, etc.

The goal of this section of the Safe Schools Plan – Policies and Procedures is to provide direction for school staff for intervening in potentially harmful situations.

The Albuquerque Institute for Math and Science recognizes that each school community has unique needs and resources, which must be addressed to enhance the School-Level Safety Plan. The SAFE SCHOOL PLAN – POLICIES AND PROCEDURES section will be reviewed annually by school staff.

DISCIPLINE POLICY

Aims is committed to maintaining a campus environment that is pleasant, safe and conducive to learning for all. Toward this end (Name of School) is dedicated to providing a consistent discipline policy, which will encourage appropriate and socially acceptable behavior.

All staff members are responsible for promoting a desired campus environment and for the consistent implementation of the (Name of School) Discipline Policy. This responsibility carries authority from every employee to every student and shall not be limited by position assignment or job description.

The following behaviors will result in an immediate call to parents requesting a conference with the parents, teacher, and principal. The behavior may result in suspension. Appropriate authorities will be notified if necessary.

- **Controlled Substance Possession:** Having any substance capable of producing a change in behavior or altering a state of mind or feeling. These include any narcotic drug, hallucinogenic drug, inhalants, amphetamine, barbiturate, marijuana, alcoholic beverage or intoxicant of any kind. Also included are "look-a-likes", items that look like a controlled substance whether or not they are capable of producing a change in behavior or altering a state of mind.
- **Controlled Substance Sale or Distribution:** Selling or distributing a substance capable of producing a change in behavior or altering state of mind or feeling including "look-a-likes".
- **Tobacco:** Using any form of tobacco is prohibited on school ground.
- **Vandalism:** Deliberately or maliciously destroying, damaging, and/or defacing school property or the property of another individual.
- **Gang-like Behavior;** Gang-like behavior is disruptive to the educational process. Although this list is not inclusive, examples of unacceptable behaviors include gang graffiti on school property, intimidation of others, gang fights and/or initiation rituals, wearing gang attire or colors.
- **Weapons Possession on school ground:** Possessing a weapon, including "look-a-likes" such as, but not limited to: a firearm, any type of gun, knife (including pen/pocket knives), or club is prohibited, and will result in immediate suspension.

DRESS CODE

AIMS@UNM STUDENT DRESS CODE (rev. 2008,2010,2012)

AIMS@ UNM is located on the University of New Mexico Science and Technology Park, which houses a multitude of Science and Technology businesses. It is the privilege of AIMS@UNM to be housed on this location, and it is our responsibility to present an image that in no way detracts from the business atmosphere of the Park. The purpose of the Albuquerque Institute for Mathematics and Science @UNM dress code is to create a professional, safe and respectful community where students can place their sole focus on learning. The dress code is in effect from the start of the school day until the end of the school day. Additionally, for safety, AIMS students must be readily identifiable by park tenants and security. A uniform dress code facilitates this identification

Tops

- Students must wear a BLACK or WHITE short or long sleeved shirt with a collar at all times, with the exception of AIMS wear or (on Fridays) UNM Lobo wear. Shirts may not be excessively baggy and must be buttoned up. Shoulder seams must be at the shoulders, and shirts cannot hang down below mid thigh level. . Jackets will not qualify as a replacement to a collared shirt. **Jackets may be worn as long as they are not excessively baggy, shoulder seams are at the shoulders and jacket cannot hang below mid thigh level (tips of fingertips when arms are at sides). If worn inside, jackets must allow full view of dress requirements . Text on jackets or buttons that promotes violence, alcohol, gangs, tobacco or drugs is prohibited as well as clothing that presents a distraction in the classroom, determination to be made by faculty and administration**

Bottoms

- Black or tan pants must be worn. No excessive "sagging or baggy" pants or excessively tight pants (ie. Leggings). Determination of excessively tight or baggy to be made by faculty or administration. Inseam of pant must be where legs and torso join. At no time may "sweat pants" be worn. Denim (blue jeans, denims) can be worn on Fridays only, and only with UNM Lobo shirts (with the same boundaries as above) or AIMS wear. Denims may not have holes in them.

Other

- Students must wear shoes to school.
- Earrings are acceptable, but no other visible piercings are permitted unless religiously required with confirmation. Students who have existing piercings must remove them during instructional time and when representing AIMS@UNM at any event (learning environments associated with AIMS@UNM).
- Clothing, jewelry, or appearances that are determined by the administration/staff and or faculty to be distractive to the learning environment will not be permitted.
- Any AIMS@UNM logo attire approved by AIMS@UNM Administration is acceptable.

The faculty, staff and administration of AIMS@UNM reserve the sole right to interpret and enforce the student dress code. Parents of students who violate the dress code will be required to pick up their children within one hour of notification by AIMS@UNM, unless other arrangements with administration is made, to return home for compliance with the dress code. Failure to do so may result in expulsion from AIMS@UNM.

ATTENDANCE POLICY

6.10.8 NMAC states that "Attendance" means students who are in class or in a school-approved activity. If a student is in attendance up to one half the total instructional time during a school day, the student will be counted as having attended one-half of a school day. If the student attends school for more than one-half of the total instructional time, the student will be counted as having attended for the full day. In addition, 6.10.8.8 NMAC requires that each local school board and charter school develop a written attendance policy.

Student attendance in New Mexico is compulsory and failure to attend is regarded as educational neglect as stated in Section 32-1-L (2) NMSA 1978, the educational neglect section of the New Mexico Children's Code, N.M.S.A., 1978. Educational Neglect is interpreted to be chronic absences and or excessive tardiness.

AIMS recognizes that children/youth are sometimes too ill to attend school. Parents should notify the school when his/her student will be absent by calling the attendance line, {telephone number}. The school encourages parents to ensure their student attends school to maximize his/her learning and to increase his/her chances of having a successful school career.

The AIMS@UNM Governance Council recognizes that in addressing truancy, the goal is to keep students in school and not to suspend or expel any student for being truant. In accordance with the Compulsory School Attendance requirements the AIMS@UNM Governance Council adopts the following policy.

Definitions:

"Attendance" means students who are in class or in a school-approved activity. If a student is in attendance up to one half the total instructional times during a school day, the student will be counted as having attended one-half of a school day. If the student attends school for more than one-half of the total instructional time, the student will be counted as having attended for the full day.

"Habitual truant" means a student who has accumulated the equivalent of ten (10) or more unexcused absences within a school year.

"Truant" means a student who has accumulated five (5) unexcused absences within any twenty-day period.

"Unexcused absence" means an absence from school or a class for which the student does not have an allowable excuse pursuant to the compulsory school attendance law or the policies of the AIMS@UNM Governance Council.

Requirements:

In accordance with the above definition of "attendance", class attendance will be taken and maintained by class period for every instructional day for each student in each school or school program within the AIMS@UNM School District. Furthermore, the Governance Council prohibits out-of-school suspension and/or expulsion as a punishment for truancy.

All schools will utilize the following guidelines as set forth by the AIMS@UNM Governance Council to provide for early identification of students with unexcused absences, truants, and habitual truants. The District will provide for intervention that focuses on keeping truants in an educational setting.

If a student is truant, the District shall contact the student's parent(s)/guardian(s) to inform them that the student is truant and to discuss possible interventions.

A representative of the school district shall meet with the student and his or her parent(s)/guardian(s) to identify the causes for the student's truancy, identify what actions can be taken that might prevent the student's truancy, identify possible school district and/or

community resources to address the causes for the student's truancy, and establish a corrective action plan to address the student's truancy. The corrective action plan must contain follow-up procedures to ensure that the causes for the student's truancy are being addressed.

The notification to the student's parent(s)/guardian(s) and the meeting with the parent(s)/guardian(s) must be respectful and in a language and in a manner that is understandable to the student and the parent(s)/guardian(s).

If the student is a habitual truant, the AIMS@UNM Governance Council shall give a written notice of the truancy by certified mail to or by personal service to the student's parent(s)/guardian(s). If there is another unexcused absence after delivery of this written notice, the student shall within seven (7) days of this unexcused absence be reported to the probation services office of the judicial district where the student resides.

If the habitual truant is not referred to the children's court by the juvenile probation office for appropriate disposition, the District may contact the children's court attorney directly to determine what action will be taken.

If a determination and finding has been made by the juvenile probation office that the habitual truancy may have been caused by the parent or guardian of the student, and no charges have been filed against the parent or guardian, the District may contact the district attorney's office to determine what action will be taken.

A copy of this attendance policy shall be provided to the Public Education Department's truancy

office as required by New Mexico statutes and regulations.

The Public Education Department's truancy officer shall be permitted access to any records and information related to truancy in the AIMS@UNM Charter School District.

The Superintendent shall report student absences through the accountability data system as specified by the Public Education Department.

Enforcement:

School attendance is vital for student success. Therefore, all absences in excess of 5 (five) days per semester, (per class at the secondary level), will require written medical verification. The verification must be from a licensed medical provider and must include date(s) of absence(s) if the absence(s) is/are due to a health issue. Absences without medical verification will remain unexcused and will be referred to the JPPO as with other unexcused absences. Students who have long-term or excessive absences with medical verification(s) may be referred to the school site's Student Assistance Team, (SAT Team), in an effort to determine how best to assist the student. The school's medical personnel may evaluate the student to determine a school health plan for the student

At all grade levels:

Parents/legal guardians must notify the school of an absence within 24 (twenty-four) hours. Parents must call, send a note, or appear in person to provide an explanation or documentation.

Parents/legal guardians must notify the attendance office immediately of an extenuating circumstance requiring long term absence from school. A SAT meeting and intervention will be required.

Students who have unexcused absences will not be allowed to make up class assignments that require class participation and will receive no credit for such assignments.

In order to assist students in mastering course content, all assignments missed due to an absence must be made up within the same number of days as the student was absent. Credit for assignments missed due to unexcused absences will not be granted.

Parents or guardians will receive notification when their child accumulates three (3) unexcused absences.

Upon the 4th unexcused/unverified absence in a semester, the principal will schedule a

meeting with the parents to discuss attendance concerns and notify them that a JPPO referral will result on the next unexcused/unverified absence.

Upon the 5th unexcused/unverified absence, a referral will be made to JPPO.

will be under the supervision of school staff which may include the principal, teacher, counselor, social worker, etc.

Students failing to attend an assigned Saturday School will be referred to the Student Assistance Team (SAT). The SAT, in cooperation with the parents and through the school's RTI process, will develop a plan to address attendance concerns and will enter into a contract with the parents which defines progressive consequences for future absences which may include requiring parents to attend school with the student, make-up attendance time during lunch or after school, required attendance at Summer School, referral to CYFD for Educational Neglect, or other appropriate consequences.

The Juvenile Probation and Parole Office (JPPO) will be notified after five (5), seven (7), and ten (10) unexcused absences.

Students who are on Out of School Suspension (OSS) will receive unexcused absences. A parent or legal guardian must check-in students returning after OSS.

Parents will be advised of the Attendance Policy on at least two separate occasions prior to, or within the first two weeks of the school year.

The AIMS@UNM Governance Council supports and authorizes the schools to apply the following steps in addition to the required 3, 5, 7 and 10-day letters in dealing with absences:

Upon the 2nd unexcused/unverified absence, a courtesy letter may be sent to the parents advising them again of the attendance policy.

Upon the 3rd unexcused/unverified absence, a meeting may be held and documented with the parents advising them of the attendance policy and consequences for future absences.

After the 4th unexcused/unverified absence, parents will be required to attend a parenting class provided by the district at a designated time and place within the district. Parents failing to attend the parenting class may face additional consequences, including fines, etc.

After the 10th absence, a certified letter will be sent along with a referral to JPPO. Such a referral could result in parents going to court.

ABUSE/NEGLECT REPORTING

Reporting laws govern schools and school employee response to both Substance Abuse and Child Abuse and Neglect.

Substance Abuse

Section 22-5-4.4 NMSA 1978:

"A. A school employee who knows or in good faith suspects any student of using or abusing alcohol or drugs shall report such use or abuse pursuant to procedures established by the local school board.

B. No school employee who in good faith reports any known or suspected instances of alcohol or drug use or abuse shall be held liable for any civil damages as a result of such report or his efforts to enforce any school policies or regulations regarding drug or alcohol use or abuse."

Child Abuse and Neglect

Section 32-1-15 NMSA 1978:

"A. Any licensed physician, resident or intern examining, attending, or treating a child, any law enforcement officer, registered nurse, school teacher, or social worker acting in his official capacity or any other person knowing or having reasonable suspicion that a child is an abused or a neglected child shall report the matter immediately to: (1) a local law enforcement agency; or (2) the county social services office of the human services department in the county where the child resides.

G. Any person who violates the provision of Subsection A of this section is guilty of a misdemeanor and shall be sentenced pursuant to the provisions of Section 31-19-1 NMSA 1978."

Section 21-1-16 NMSA 1978:

"B. Anyone reporting an instance of alleged child neglect or abuse or participating in a judicial proceeding brought as a result of a report required by Section 32-1-15 NMSA 1978 presumed to be acting in good faith and shall be immune from liability, civil or criminal, that might otherwise be incurred or imposed by the law, unless the person acted in bad faith or with malicious purpose.

C. Any school personnel or other person who has the duty to report child abuse pursuant to Section 32-1-15 NMSA 1978 shall permit a member of a law enforcement agency or an employee of the human services department to interview the child with respect to a report without the permission of his parent, guardian or custodian. Any person permitting an interview pursuant to this subsection is presumed to be acting in good faith and shall be immune from liability, civil or criminal, that might otherwise be incurred or imposed by law, unless the person acted in bad faith or with malicious purpose.

School personnel who suspect substance abuse or child abuse or neglect are not to conduct an investigation, but are to report to The Children, Youth and Families Department.

BULLYING

The AIMS@UNM Charter School Board believes that providing an educational environment for all students, employees, volunteers, and families, free from harassment, intimidation, or bullying supports a total learning experience that promotes personal growth, healthy interpersonal relationships, wellness, and freedom from discrimination and abuse. Therefore, harassment, intimidation or bullying is forms of dangerous and disrespectful behavior that will not be tolerated.

Definitions:

“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 students 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, harassment, intimidation or menacing acts of a student which may, but need not be based on the student’s race, color, sex, ethnicity, national origin, religion, disability, age or sexual orientation.

“Harassment” means knowingly pursuing a pattern of conduct that is intended to annoy, alarm or terrorize another person.

“Disability Harassment” is defined as intimidation or abusive behavior toward a student based on disability that creates a hostile environment by interfering with or denying a student’s participation in or receipt of benefits, services, or opportunities in the school. Harassment and Disability Harassment include but are not limited to:

- Verbal acts, teasing, use of sarcasm, jokes;
- Name-calling, belittling;
- Nonverbal behavior such as graphic or written statements;
- Conduct that is physically threatening, harmful, or humiliating; or
- Inappropriate physical restraint by adults.

“Racial Harassment” consists of physical or verbal conduct relating to an individual’s race when the conduct:

- Has the purpose or effect of creating an intimidating, hostile, or offensive academic environment;
- Has the purpose or effect of substantially or unreasonably interfering with an individual’s academic performance; or
Otherwise adversely affects an individual’s academic opportunities.

“Sexual Harassment” means any unwelcome sexual advances, requests for sexual favors, or other inappropriate verbal, written, or physical conduct of a sexual nature. Sexual harassment may take place under any of the following circumstances:

- When submission to such conduct is made, explicitly or implicitly, a term or condition of obtaining an education; or
Submission to or rejection of that conduct or communication by an individual is used to factor in decisions affecting that individual’s education; or
That conduct or communication has the purpose or effect of substantially or
- unreasonably interfering with an individual’s education, or creating an intimidating, hostile or offensive educational environment.

“Hazing” means committing an act against a student, or coercing a student into committing an act, that creates a risk of harm to a person, in order for that student to be initiated into or affiliated with a student organization, or for any other purpose. Hazing includes but is not limited to:

- Any type of physical brutality such as whipping, beating, striking, branding, shocking, or placing a harmful substance on the body.
- Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics or other activity that subject the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
- Any activity involving the consumption of any alcoholic beverage, drug, tobacco product or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
- Any activity that intimidates or threatens the student with ostracism, that subjects the student to extreme mental stress, embarrassment, shame, or humiliation, that adversely affects the mental health or dignity of the student or discourages the student from remaining in school.

- Any activity that causes or requires the student to perform a task that involves a violation of state or federal law, or school policies.

PLANNING FOR SAFE SCHOOLS IN NEW MEXICO

Albuquerque Institute for Mathematics and Science @UNM

SECTION III: RESPONSE



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INTRODUCTION

The **Albuquerque Institute for Mathematics and Science @ UNM** is committed to providing a safe and secure environment for students and employees. The **SAFE SCHOOLS PLAN – RESPONSE** is designed to assist the school staff in preparing for emergencies, managing emergency response efforts, and maintaining a safe school environment.

The goal of the RESPONSE section of the *School-level Safety Plan* is to provide direction for school staff in planning, preparing and training for potentially harmful situations.

On-going review and practice of the plan to ensure complete understanding and proper implementation is necessary. Planned training should include school faculty, staff and administrators.

The **AIMS@UNM** recognizes that our school community has unique needs and resources which must be addressed. The **SAFE SCHOOL PLAN – RESPONSE** section will be reviewed annually by school staff.

A comprehensive *School-level Safety Plan* requires an assessment and identification of security needs as the first phase of planning.



LEVELS OF EMERGENCIES

School Level Emergencies

Situations in which the scope is limited to school settings & school-based personnel, & no assistance is needed (such as an allergic reaction and use of "epi-pen")

University Levels of Emergencies

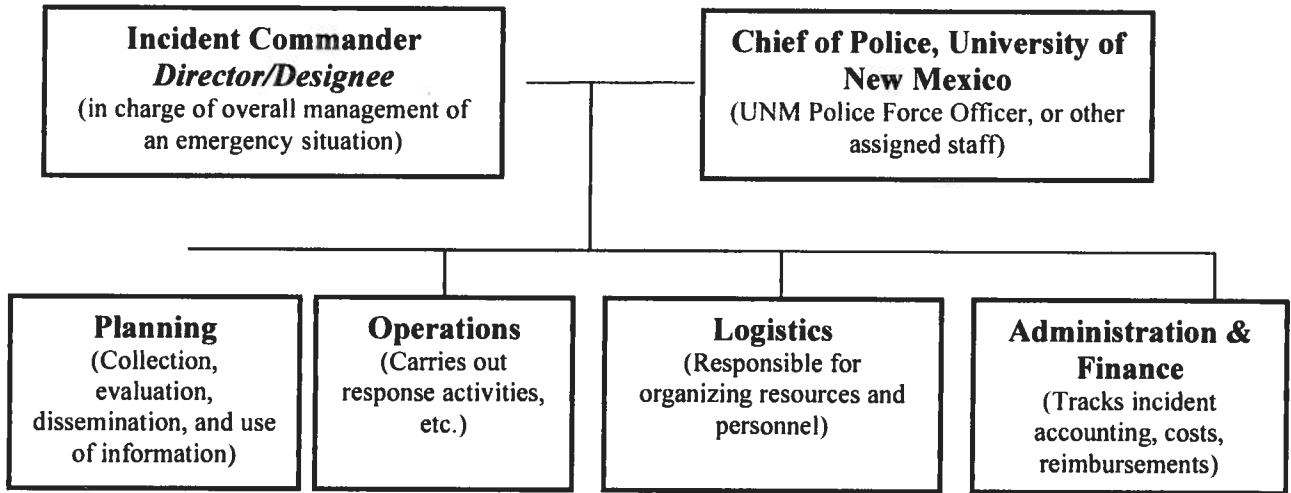
These are events where support and involvement is required from school district personnel or members of the University of New Mexico Emergency Team. Events may include an unexpected death, suicide threats, water or power failure, trespasser, etc. While these events may require help from non-school employees, they do not reach the scope and gravity of community-level disasters needing community-wide support.

Community Level Emergencies

These include large-scale events during which coordination of services from school, district and local community response agencies is warranted. Such events include tornado damage to buildings, flooding, fires or explosions, chemical spills requiring evacuation, death of multiple staff or students (as in a bus accident), hostage situation. In many of these situations the school's role is to implement protocols until appropriate community agencies respond and assume responsibility (such as police, fire and rescue). However, schools must be prepared to rely on their own resources until help arrives.



AIMS@UNM INCIDENT RESPONSE TEAM DUTIES/RESPONSIBILITIES



Division of Labor

- **Command /Management:** Is in charge
- **Operations:** Makes it happen (by "doing")
- **Logistics:** Makes it possible (by "getting")
- **Planning/Intelligence:** Makes it rational (by "thinking")
- **Administration/Finance:** Makes it fiscally accountable (by "recording")

ICS Team Roles

The following Personnel Guide outlines roles and responsibilities for staff during an emergency. The Incident Command Team has specifically assigned roles during an emergency, and will access the District ICS Team in accordance with your school's individualized plan.



PERSONNEL DUTIES AND RESPONSIBILITIES

Principal/Designee

The principal/designee shall serve as Incident Commander and shall be responsible for the overall direction of the emergency procedures at the school or support building site. Responsibilities include:

1. Take steps deemed necessary to ensure the safety of students, staff, and other individuals in the implementation of emergency management protocols.
2. Determine which situation is appropriate (Evacuation; Shelter-In-Place; Lockdown)
3. Activate the school Incident Command System (ICS).
4. Arrange for transfer of students, staff, and other individuals when safety is threatened by a disaster.
5. Work with emergency service personnel (depending on the incident, community agencies such as police or fire department may have jurisdiction for investigations, rescue procedures, etc.)
6. Maintain a line of communication with the Superintendent's Office and District Incident Command Team.

*All staff
should prepare
their own
family
members that
they may be
required to
remain at
school to assist
in an
emergency*

University Incident Command Team

The District Incident Command Team's role is to support the school when the need exceeds the resources of the school to handle a situation:

1. Provide guidance regarding questions that may arise.
2. Direct additional support personnel, including District Team Staff members as needed.
3. Monitor the emergency situation and facilitate major decisions that need to be made.
4. Provide a district contact for release of information to the media.



Teachers

Teachers shall be responsible for the supervision of students and shall remain with students until directed otherwise. They shall:

1. Take steps deemed necessary to ensure the safety of students, staff, and other individuals in the implementation of ICS.
2. Direct students in their charge according to school ICS.
3. Render first aid if necessary. It is recommended that teachers should be trained and certified in first aid and CPR.
4. Teachers must have their roll book with them.
5. Take roll when the class relocates in assembly area.
6. Report missing students and staff to school's designee.
7. Assist as directed by the principal/designee.

Counselors, Social Workers, Psychologists

Counselors, social workers, psychologists shall be responsible for assisting the overall direction of the emergency procedures at the site. Responsibilities may include:

1. Take steps deemed necessary to ensure the safety of students, staff, and other individuals in the implementation of Emergency Management Protocols.
2. Direct students in their charge according to school ICS.
3. Render first aid if necessary.
4. Assist in the transfer of students, staff and other individuals when their safety is threatened by a disaster.
5. Help coordinate the activities of emergency service personnel.
6. Maintain a line of communication with the Incident Command Team.
7. Assist as directed by the principal/designee.

School Secretary

1. Assist as directed by the principal/designee.
2. Provide for the safety of essential school records and documents.
 - passenger trouble requiring transportation personnel intervention
 - passenger trouble requiring police intervention
 - passenger trouble requiring medical intervention
 - accidents.



EMERGENCY ASSIGNMENT WORKSHEET

In the event of an emergency situation, the following stations are to be manned by the school site emergency team. The principal and/or designee will: 1) Secure the area, 2) Check for injuries/damage, 3) Call 911 and DPS if appropriate, 4) Notify the Superintendent and Safety Coordinator.

Emergency School Site Administrative Stations

NAME	POSITION	PHYSICAL LOCATION	PRIMARY RESPONSIBILITY	SECONDARY RESPONSIBILITY
Katharina Sandoval-Snider	Principal	Office	Incident Command	Administration
Jane Brandt	Counselor	Office	Administration	Incident Command
Beverly Miller	Teacher	Building	Liaison	Operations
Cynthia Lujan	Secretary	Building	Operations	Liaison
Bobby Cordova	Asst. Principal	Building	Logistics	Liaison

Each person listed above has primary and secondary responsibilities. For instance, if the person with the primary responsibility of Incident Command is not at the school when a critical incident occurs, then the person assigned Incident Command as a secondary responsibility will take the duty in addition to their primary responsibility.

If several of the members are not present, it may be necessary for further delegation of duties by the person in charge.



CRISIS RESPONSE TEAM

Include those people who are involved in this planning effort and will take the responsibility to learn how to respond in any disaster. **A basic planning guideline is: if a resource will be asked to respond to an event that resource needs to be involved in the planning. Community stake holders should also be involved in the planning, as well as IC team members.**

<i>TITLE</i>	<i>NAME</i>	<i>PHONE NUMBER</i>
Director	Kathy Sandoval-Snider	505-559-4249
UNM Police Chief	Kathy Guimmond	277-1933
UNM Dept. Police Chief	Debbi Kudis	277-1934
UNM Safety Officer	George Anastas	277-2009
Science Chair	Beverly Miller	559-4249
Senior Faculty Member	Philip Watje	559-4249
Parent Board Member+	Alan Clawson	559-4249



MEDIA GUIDELINES

Though there are not many certainties in a school crisis, it is guaranteed that the media will be at the scene. Instead of being overwhelmed by the media, be prepared to work with them. The media may be the only communication you have with families. Here are some important tips for dealing with the media:

1. Work with local media before a crisis to make sure they know your needs during an incident.
2. Media needs to set up across the street, off campus. They may not interview children on campus.
3. The Director of the School will deal with the media.
4. Emphasize that only the designated representative will give information to the media. Every effort should be made to keep students away from media during the event.
5. Designate a predetermined site for the media to assemble. If this site is not safe during the incident, the principal or Incident Commander should designate an alternate site.
6. Be prepared to deal with media trying to get live coverage, pictures, and interviews. Direct them to the School Director.
7. Arrange for a joint press conference with emergency responders or choose one media representative to disseminate information. This will help you keep control over the information being released.
8. Work with state and local emergency management agencies to have the Federal Aviation Administration restrict air space over your site. This will prevent news helicopters flying over your school in a time of chaos. Media helicopters can be very frightening to children.



CLOSING OF SCHOOL

It is the intent of the school to remain open according to the calendar adopted each school year. Notwithstanding this commitment, there might be emergency situations that necessitate the closing of school.

The decision to close the schools will be made by the Director of AIMS upon advisement from staff and civil authorities (police, fire, emergency management, hazardous materials team) as to danger to students and staff, damage assessment of facilities, and capabilities of school to function (water, power, heat, sanitation, road access, etc.).

Usually, the decision to close a school will be made as a result of winter storm effects or some disaster situation, such as an earthquake, fire explosion, chemical spill, flood, severe winds or storm conditions, or even excessive heat. In these instances, the Local and State Emergency Management offices may already be activated and the status of the situation closely monitored. Once a school has been closed, children are not to return until an official announcement is made by the Superintendent.

If the decision is made to close school early, the following items should be considered:

- Children may be returning to homes that have no adult present.
- Children may be returning home during weather conditions or other conditions that increase the chance of injury.
- Streets may be without crossing guards.

If the decision is not to close the school, the following should be considered:

- Conditions may worsen by regular dismissed time posing increased risks for bussed students and those walking
- If conditions unexpectedly worsen, students may have to stay overnight at the school.

INFORMING STUDENTS, STAFF, FAMILIES, AND SCHOOL COMMUNITY

Determination of the closing of school(s) or the reopening of school(s) for the following day(s) should be made as early in the day as possible so that students and staff can be notified as expediently as possible. The final determination should be relayed to the broadcasting media (radio and cable TV), as well as local authorities.

In general, AIMS@UNM follows the APS guidelines in closing school for inclement weather. If APS District closes, AIMS@UNM is closed. If the District declares an abbreviated day, AIMS@UNM will have a two hour delay.

Communication will be made through RenWeb and by phone, should the school close during the day. The Director or her designee will maintain at his/her home a current list of phone numbers of all employees under his/her supervision.



STAFF AND STUDENT NOTIFICATION (OF A MAJOR INCIDENT)

Student Notification: To inform students in a timely manner, what is occurring. Or in the case of an off campus event- what has happened.

Staff Notification: It is important to inform staff prior to sharing information with students so that they can be prepared to answer questions.

Parent/Guardian Notification: parents will need to be notified as soon as possible of an event happening on campus (or school sanctioned event). In addition a letter will need to be sent home as follow up.

A school announcement of a death, or major incident, of a student or staff that affects a school community is critical and needs to be done as soon as possible. If during school hours, a written statement or a staff meeting to share information on the crisis to inform staff is imperative.

Informing the staff first will give the opportunity for questions and acknowledge their grief and loss. It also gives the staff the opportunity to prepare how to respond to their students and follow the guidelines on student notification.

Once staff is prepared, the students need to be informed. This **should not happen in a large group format** (i.e. assembly, or intercom announcement).

Guidelines for student notification include:

- The announcement should only include accurate information that has been verified by the family or the authorities to help control rumors.
- The students need to get the same information at the same time (e.g. homeroom, first period class, or in small groups) from someone they know (if possible).
- The announcement should be appropriate to grade level of the students, especially in primary and middle schools.
- Avoid using public address systems or school assemblies.
- The announcement should also include information on mental health support services and how to access them.

A prepared statement for parents is also very important. A letter should be sent home with students for parents to notify them about the crisis and what services are being offered to the students and their families. It should also include helpful ways to support their child(ren), signs and symptoms of normal reactions to trauma, other preventive information, and a list of local resources.



EVACUATION PLAN

Teacher/School Staff

**Director/ Incident
Commander**

1. Evacuate when the pre-designated signal is made.
1. Be clear of evacuation routes and sites.
2. Close class room doors and windows after everyone has been evacuated.
3. Leave the building quickly, quietly and orderly.
4. Account for all students, keep track of and report all missing students to the office.
5. Do not allow anyone to leave the secured area until the all clear signal is given.
6. If the situation warrants vehicle and/or bus use, follow set procedures.

1. Instruct staff to Evacuate by a pre-designated signal (PA, bell system, verbal, written, etc.) that requires all persons outside to go indoors
2. Call _9-1-1 or emergency services.
3. If the situation warrants vehicle/bus use, notify/have transportation.
4. Evacuate all students and staff to pre-designated areas.
5. Make sure persons with special needs are given assistance in getting to the secured area.
6. Notify parents of the evacuation and give them the central site for picking up students.



UNSCHEDULED EARLY DISMISSAL

Unscheduled Early Dismissal: School may be dismissed early due to emergency status such as severe weather conditions, power outages, etc.

Additional Information

If an unscheduled early dismissal occurs these steps should be followed:

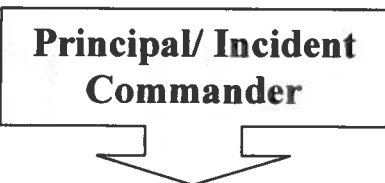
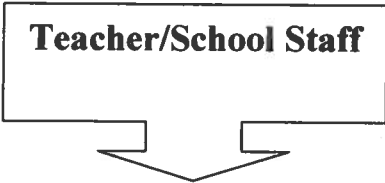
- Designated staff will go on duty in front of the school immediately.
- Support staff will assist the traffic in front of the building. Teachers remain with their classes.
- Support staff will assist in the office answering the phones, delivering messages, and monitoring bus arrivals.
- Each teacher will call a parent who initiates a telephone tree for that class.
- Each teacher remains with his/her students until all students are picked up.
- Students remain in the classroom until notified that their parent is here to pick them up.
- The Director or designee will be responsible until all students have been picked up.

LOCKDOWN

In the event of an emergency requiring a Lockdown, the University of New Mexico alarm system will alert. Additionally, the text messaging alert system will also alert, giving instructions to administration, which will be forwarded to faculty and staff.

- Refers to protection from an internal or external threat by excluding and/or isolating the threat.
- Protective cover is sought in locked sections of the building and locked classrooms.
- Requires the ability to quickly secure all sections of the building and campus, the classrooms and all interior and exterior doors.
- During a lockdown it is encouraged to limit the use of all phones and cell phones.
- All staff will remain with students until the emergency is over.





<ol style="list-style-type: none">1. Make sure all students go inside to the nearest secured area.2. Close and lock all windows and doors to the secured area.3. Account for all students, keep track of and report all missing students to the office.4. Continue to listen for and follow the directions given by the Incident Commanders communication {PA, written verbal communication, e-mail, radio, etc.}.5. Do not allow anyone to enter/exit the secured area until the proper signal or response is given.6. In the event of any audible alarm occurring during a lockdown all students/staff will remain in place. If evacuation alarms sounds, manually check and re-secure any unlocked doors or windows.7. Do not allow anyone to leave the secured area until the all clear signal is given.	<ol style="list-style-type: none">1. Instruct staff to Lockdown by a pre-designated signal (verbal through the use of intercom, radio, e-mail, etc.) that requires all persons outside to go indoors.2. Call _ 9-1-1, or emergency services.3. Relay instructions from UNM Police Department as appropriate4. Make sure persons with special needs are given assistance in getting to the secured area.5. Ensure that all doors/windows are locked.6. Notify university personnel as appropriate7. Make sure that everyone stays in the secured area.8. Maintain communication with emergency response personnel to receive periodic updates.9. Communicate all clear signal once police and fire departments deem appropriate.
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SHELTER IN PLACE

- Use of any classroom or office for the purpose of providing temporary shelter.
- Principal/designee/Incident Commander receives information about a situation that requires Sheltering-In-Place rather than an evacuation or lock-down.
- Different from Lock-Down procedures in that students/staff have some degree of discretion over movement, as directed by the Principal/designee/Incident Commander.



Teacher/School Staff

**Principal/ Incident
Commander**

1. **Make sure all students go inside.**
2. **Make sure persons with special needs are given assistance in getting to shelter.**
3. **Close all windows and doors to the shelter area (Consider taping doors and windows).**
4. **Turn off all ventilation that may come from outside.**
5. **If the air within the shelter appears to be contaminated, inform the office of the problem.**
6. **Account for all students, keep track of and report all missing students to the office.**
7. **Discourage use of cell phones.**
8. **Continue to listen for and follow the directions given by the Principal's Office. (PA, written verbal, etc.)**
9. **Do not allow anyone to leave the shelter until the all clear signal is given.**

1. **Instruct staff to Shelter-In-Place by a pre-designated signal (verbal, written, etc.) that requires all persons outside to go indoors.**
2. **Call _9-1-1, or emergency services.**
3. **Make sure persons with special needs are given assistance in getting to shelter.**
4. **Ensure that maintenance shuts all exterior doors and shuts off all ventilation systems (Consider taping doors and windows).**
5. **Notify university personnel as appropriate**
6. **Make sure that people stay in shelters. (Use your best judgment in allowing visitors into a shelter).**
7. **Communicate with police and fire departments to determine any change in the situation. Get/give periodic updates.**
8. **Communicate "all clear" signal once police and fire departments deem appropriate.**



PARENT NOTIFICATION

It is important to notify parents in advance of the possible situations that may occur on campus while their children are at school. While it is not necessary to detail every possible emergency, it is important for them to be aware of the responses the school may take. These include: Lock-Down, Shelter-in-Place, and Evacuation.

In addition to advance notification, it is important to let parents know when an emergency situation as occurred and the school and district response to that emergency.





Albuquerque Institute for Mathematics and Science at UNM

Katharina Sandoval-Snider, Director

[Date]

Dear Parents:

Should an emergency or disaster situation ever arise in our area while school is in session, we want you to be aware that the schools have made preparations to respond effectively to such situations. In fact, public schools in New Mexico are built to meet stringent construction standards and they may be safer than your own home in the event of a disaster.

Should we have a major disaster during school hours, your student(s) will be cared for at this school. The Albuquerque Institute for Mathematics and Science has worked in conjunction with the University of New Mexico to develop a detailed emergency crisis plan which has been formulated to respond to a major catastrophe.

Your cooperation is necessary in any emergency.

1. Do not telephone the school. Telephone lines may be needed for emergency communication.
2. In the event of a serious emergency, students will be kept at their schools until they are picked up by an identified, responsible adult who has been identified as such on an Albuquerque Institute for Mathematics and Science emergency information which is required to be filled out by parents at the beginning of every school year. Please be sure you consider the following criteria when you authorize another person to pick up your child at school:
 - He/she is 18 years of age or older.
 - He/she is usually home during the day.
 - He/she is known to your child.
 - He/she is both aware and able to assume this responsibility.
3. Turn your radio to [radio stations] for emergency announcements. If students are to be kept at school, radio stations will be notified. If electrical service is not affected, information will be relayed via the School District to the local TV Channels as well as through RenWebImpress upon your children the need for them to follow the directions of any school personnel in times of an emergency.

Students will be released only to parents and persons identified on the AIMS@UNM Emergency form. During an extreme emergency, students will be released at designated reunion gates located on school campuses. Please instruct your student to remain at school until you or a designee arrives.

The decision to keep students at school will be based upon whether or not streets in the area are



open. If this occurs, radio stations will be notified. Any child not yet at the school should not be transported to the school and remains the responsibility of the parent or guardian. In the event a natural disaster occurs in the afternoon, parents will be notified as to the arrangements necessary for students to be released to their parents.

In case of a hazardous release event (chemical spill) near the school area, Shelter-in-Place procedures will be implemented to provide in place protection. All students and staff will clear the fields, report to their rooms and all efforts will be made to prevent outside air from entering classrooms during the emergency. "Shelter-in-Place" signs will be placed in classroom windows or hung outside classroom doors during a drill or emergency. Students arriving at school during a Shelter-in-Place drill or event should report to the school office or to a previously designated area at the school because classrooms will be inaccessible. When the dangerous incident has subsided, an all-clear signal will be given.

Please discuss these matters with your immediate family. Planning ahead will help alleviate concern during emergencies.

Sincerely,

Katharina Sandoval-Snider, Director
AIMS@UNM



EMERGENCY SITUATIONS

SUICIDE THREATS/ATTEMPTS

Suicide is not a spontaneous activity. Suicide is usually the result of a long-term, gradual, wearing-away process called emotional erosion. What is being eroded is the person's ability to cope with life experiences and the emotions surrounding his/her experiences. There is no single cause of a suicide.

If a person demonstrates any suicidal tendencies (verbal or other signs), Administration and counselor must be notified immediately. Keep that person under close observation until a trained professional in mental health arrives.

When working with a suicidal person look for a clustering of warning signs within a context of: recent loss, sadness, frustration, disappointment, grief, alienation, depression, loneliness, physical pain, mental anguish, or mental illness.

- **Take Suicide Threats Seriously.**
- **Remain With The Person Until Help Is Obtained.**
- **Seek Immediate Help From School Counselor.**



BOMB THREAT INFORMATION AND PROCEDURES

YOU'VE RECEIVED A BOMB THREAT

Bomb threats may be received by phone, mail, or message. There are specific procedures for handling each type of threat.

By Telephone

Most bomb threat calls are very brief, with the caller normally stating the threat in a few words and immediately hanging up or breaking the connection. Delay the caller by saying, "I'm sorry. I did not understand you. What did you say?" This might provide time to alert a co-worker and start the Site Specific process. It is very important that the person receiving the threat gets as much information as possible from the caller, i.e., where the bomb is located, what time it is scheduled to explode, why he/she placed the bomb in the school, what the bomb looks like. The recipient should note the following: sex of caller and approximate age - man, woman, boy or girl; voice quality - accent, peculiar speech mannerisms; exact time call was received; background noise - music (type), motors, traffic

By Written Message

If a threat is received by letter, it should be preserved for investigation by the police. To accomplish this, the person opening the letter and recognizing it as a threat, should place the letter in a document protector and report it to principal/designee.

NEXT STEPS

There is no sure way of knowing whether or not the call is real or just a prank. So, the established procedures are activated whenever a bomb threat is received or suspected. Using the Bomb Threat Checklist as a reporting form will provide an orderly procedure for maintaining the safety and welfare of students and staff. In addition, it serves as a precise record of all incident responses and actions.

Bomb threats may be received by phone, mail, email, or text message. They are a message that a bomb is set to explode on or near campus.

A bomb threat must always be considered a real and immediate danger to students and personnel and requires an immediate response by the person receiving the bomb threat message.

Consequently, all employees must be familiar with the established procedures, as many times, it may not be possible to receive direction from the Principal or site administrator.

Use the **BOMB THREAT CHECKLIST** on page to capture the information, especially useful in a phone call threat. The principal or designee will **EVACUATE** all students and staff.

Call the University of New Mexico police department as soon as the call comes in.

No bomb threat is to be disregarded as being a prank call.

At least one bomb threat drill should be conducted each school year. Because evacuation of students and/or staff to the Pre-planned evacuation site is the response used for bomb threat as



well as a number of other disaster incidents, staff members will probably not be aware that they are evacuating because of a bomb threat. Therefore, it would be a good practice that whenever exiting the classrooms/work places for any kind of drill/exercise/incident all personnel should quickly visually inspect their work area for anything that might seem unusual/out of place and be aware of any unusual or suspicious persons on the site.

- Staff members should never attempt to touch, move, dismantle or carry any object that is suspected of being dangerous or explosive.
- Students should not go to lockers and should evacuate immediately. Evacuations may be necessary during winter months and students may not have coats-this situation must be considered in planning.
- There is a primary and a secondary evacuation area. The primary evacuation area is across the street in the AML parking lot. The secondary evacuation area is to the southeast, in the RIO lot, clearly marked with “Evacuation Site” signs. .



BOMB THREAT CHECKLIST

Questions to Ask:

1. When is the bomb going to explode? _____
2. Where did you put the bomb? _____
3. When did you put it there? _____
4. What does the bomb look like? _____
5. What kind of bomb is it? _____
6. What will make the bomb explode? _____
7. Did you place the bomb? _____
8. Why did you place the bomb? _____
9. What is your name? _____
10. Where are you? _____
11. What is your address? _____

Exact wording of the Threat:

Action:

Report call immediately to: _____

Phone Number: _____

REMEMBER

Keep Calm

Don't hang up

Caller's Voice:

- Accent (specify): _____
- Any impediment (specify): _____
- Voice (loud, soft, etc): _____
- Speech (fast, slow): _____
- Diction (clear, muffled): _____
- Manner (calm, emotional, etc): _____
- Did you recognise the voice? _____
- If so, who do you think it was? _____
- Was the caller familiar with the area? _____

Threat Language:

- Well Spoken: _____
- Incoherent: _____
- Taped: _____
- Message read by caller: _____
- Abusive: _____
- Other: _____

Background Noises:

- Street Noises: _____
- House Noises: _____
- Aircraft: _____
- Voices: _____ Local call: _____
- Music: _____ Long distance: _____
- Machinery: _____ STD: _____
- Other: _____

Other:

- Sex of caller: _____
- Estimated age: _____
- Number: _____

Call Taken:

- Date: ___/___/___ Time: _____
- Duration of call: _____
- Number called: _____

Recipient:

- Name (print): _____
- Telephone Number: _____
- Signature: _____



ACT OF VIOLENCE

Active Shooter(s): a person who is actively engaging students and/or staff with a firearm.

Armed Person on School Grounds: an individual displaying or wielding a deadly weapon.

Drive by Shooting: is shooting from an occupied/moving vehicle into a target area.

Hostage Situation: detaining students and/or staff against their will by force or threatened use of force.

Shots Fired from On/Off-School Grounds: from an undetermined source.

Show by: is driving by with the intent of a show of force i.e. showing a gun out the car window, but not firing it.

Suicide/Threat of Suicide: The act of taking one's own life, or threatening to do so.

It is possible that a shooting could occur at or near a school site. The immediate concern is the safety of staff and all students. The locations at greater risk may be the perimeter of the school, and the entrance areas due to accessibility by vehicles.

Immediately after the incident/reported shots fired:

Initiate **LOCKDOWN** procedures campus-wide.

Additional Instructions:

- If outside, find cover-may need to lie flat.
- Have students move safely and quickly to the nearest shelter (building) or cover.
- Assess injuries, if applicable.
- Do not allow anyone seriously injured to move. If injured are ambulatory assist them to a shelter.
- Stay with the injured until emergency services arrive.
- Assist the police with as much detail as possible.

Remember: Students will model their emotional reaction after yours, so **STAY CALM.**



HAZARDOUS MATERIAL RELEASE

A **hazardous material** is any chemical compound or biological agent that has adverse effects to health and safety. This includes natural gases, propane, and like gases.

A **hazardous material release** is a release of a chemical compound or biological agent that requires initiation of emergency protocol.

All containers must be labeled as to their contents. No hazardous materials should be brought onto school property without prior authorization from the principal, and the Material Safety Data Sheet (MSDS) for the chemical should be forwarded to Central Office or Risk Management.

Proper chemical hazard signs should be displayed on outside of buildings that contain chemicals.

If the boiler malfunctions, or if a line leaks there may be an irritating ammonia odor. Call Maintenance and Operations and evacuate away from the area. Open windows if necessary.

INTERIOR hazardous material release: **EVACUATE** all students and staff.

EXTERIOR hazardous material release- may need to **SHELTER IN PLACE** or **LOCKDOWN**.

Additional Instructions

- Notify principal or designee of hazardous material release. Incident Commander will determine the appropriate course of action; responders will take appropriate action (shelter-in-place, lockdown, or evacuation).
- Do not clean up or touch any chemical spill.
- It is not necessary to evacuate the entire school if one building is affected. In the event of inclement weather, students should be moved to an unaffected building.



FALLEN AIRCRAFT (INCLUDING HOT AIR BALLOONS)

A **Fallen aircraft** includes: plane, hang glider, hot air balloon, helicopter, etc. that has fallen out of the sky and has crashed on or near school property. All types of aircraft that use gas to power a motor or engine have a high risk of fire or explosion after a crash.

In the event of a fallen aircraft, teachers/administrators should instruct students to implement **SHELTER-IN PLACE** procedures.

If a building is involved in a crash all students/staff shall be **EVACUATED**.

Additional Instructions:

Do not attempt to assist at the crash site. The primary responsibility is for the safety of staff and students.



FIRE

School fires are often more dangerous than they appear. Panic greatly complicates evacuation. Most school fires are set by vandals. Never assume that the fire has a single source or is minor. Cafeterias, laboratories, shops, storage rooms and toilets are common areas for fires. To prepare, have your staff familiarize themselves with the locations and operation of fire extinguishers, fire pull stations, and hoses.

All incidents of fire should follow standard **EVACUATION** procedures.

Additional Instructions:

- Do not attempt to extinguish the fire, if it will put anyone in danger.
- If there is a fire external to the school, an evaluation will need to be made; **SHELTER IN PLACE** may need to occur. (i.e. forest fire, brush fire)



NATURAL HAZARDS

Fire Hail Tornado Earthquake Lighting Snow/Ice Storm Wind/Sand Storm Flood
--

In the event of a natural hazard, there is often no time to assess the situation. In this situation follow the procedure for **SHELTER IN PLACE**. There may be certain situations where an **EVACUATION** is the best response in order to prevent students and staff from being stranded on school grounds or placed in greater danger.

Students should not be released if it is hazardous to do so.

Additional Instructions:

Earthquake

Inside Building

- All pupils and staff should immediately turn away from glass areas and place themselves under tables and desks.
- If structural damage, window breakage, etc. has been sustained, the teacher is to follow normal evacuation drill procedures **following termination of the quake**.
- Extinguish all science class room gas burners.
- Stay clear of chemicals.

Outside Building

- Move to an open area away from trees, portable backstop, power lines, buildings, etc. Remain in a cleared area free from any potential falling objects
- Under no circumstances should students or adults attempt to return to the building during an earthquake

High Wind Events (Tornadoes, Wind Storms)

Move students

- away from windows and exterior doors.
- to lowest floor area
- from portables to main building, if time allows.

Avoid auditoriums, gymnasiums and structures with large roof spans

Flood/Snowfall

- A flood or snowfall may require evacuation.
- Do not evacuate through water or in a severe snow storm.



LOSS OF POWER OR WATER

If loss of power or water cannot be immediately restored and may negatively impact students, school may need to be dismissed.

Additional Instructions:

- Contact Science and Technology Park Management.
- Park Management will assess and advise the Principal/Director with an estimate of when the utilities will be restored. The decision to close school or change hours of the school day is the responsibility of the Director.
- The school should provide flashlights for classrooms and work places, and replacement batteries are routinely provided. School multipurpose rooms and main offices and special services area should have emergency lighting that is automatically activated during a power failure.



MISSING STUDENT: AMBER ALERT

The AMBER Alert program is a voluntary partnership between law-enforcement agencies, broadcasters, transportation agencies, and the wireless industry, to activate an urgent bulletin in the most serious child-abduction cases. The goal of an AMBER Alert is to instantly galvanize the entire community to assist in the search for and the safe recovery of the child.

There are certain situations where it is of utmost concern to keep track of all students. This includes off-site field trips. Ensure that field trips sponsors have correct attendance lists and emergency contact information.

Attendance must be taken at key intervals throughout the day to ensure all students are accounted for. These times include before the transportation leaves, when the transportation arrives on site, after entering the site, after boarding transportation at the end of the trip.

As soon as it is determined that a student is missing, notify local law enforcement.

CIVIL DISTURBANCE

Civil Disturbance is a disruption in the educational process due to: unreasonable behavior, mass disobedience, or other inappropriate behaviors or actions stemming from a group of individuals that threatens the stability and operation of the school and/or the safety of the students/staff. This may include: sit-ins, walk-outs, protests, etc.

Coming from within school- **LOCKDOWN**

Disturbance outside school property-**SHELTER-IN-PLACE** or **LOCKDOWN** depending on the situation



TRANSPORTATION EMERGENCIES

Transportation Emergencies may include: vehicle accidents with students or teachers, pedestrian hit by vehicle, vehicle crash into campus property, etc.

AIMS@UNM has the following policies in conjunction with the University of New Mexico Police department to address these emergencies, including the following:

- Parents must be prepared and they or their designee must be available to pick up their children in the event of an evacuation.
- In the event there is no evacuation necessary, children will be kept at the school until parents pick children up
- In the event there is passenger trouble requiring police intervention, the University of New Mexico Police Department will intervene
- In the event that passenger trouble requires medical intervention, 911 will be called and parents notified.
-

Additional Information:

- The ability for students to drive to University of New Mexico and AIMS@UNM is a privilege granted by the UNM parking services. Students who abuse this privilege by either not following the rules of UNM or of AIMS, will have that privilege revoked.



Albuquerque Institute for Math and Science

Recovery Plan



Recovery

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INTRODUCTION

AIMS is committed to providing a healthy, safe and secure environment for students and employees. The SAFE SCHOOLS PLAN - RECOVERY section provides {Name of School} staff as school resumes after a critical incident has occurred. Resuming school activities as quickly as possible is important to promote the long term welfare of children and their families. Teachers and other school staff can play an integral role in helping their students. Teachers have usually spent the most time with their students and most likely know them the best. They are in a good position to provide early and ongoing recovery strategies.

The AIMS recognizes that each school community has unique needs and resources, which must be addressed to enhance the School-Level Safety Plan. The SAFE SCHOOL PLAN – RECOVERY section will be reviewed annually by school staff.

RECOVERY PLANNING

Many individuals who have had traumatic experiences suffer from ongoing reactions to them. These reactions are called Posttraumatic Stress Reactions . These reactions are common, understandable and expectable, but are nevertheless serious and can lead to many difficulties in daily life. Understanding the nature of traumatic stress and moving to appropriate interventions can greatly increase the chances for a quicker return to normalcy and decrease reactive emotion and behavior.

In a crisis situation, many of the school staff may also be traumatized and will need to address their emotional state as well. The more a school community can prepare for a crisis, the more equipped they will be to tackle these issue. Training for school staff is essential for recovery planning.

Training for school staff should include topics of:

- Stress and risk factors,
- Protective factors,
- Emotional and behavior problems,
- Trauma reactions
- Symptoms and strategies for crisis prevention, response and personal coping.

RECOVERY TEAM

Recovery Team: A team of individuals who will come together after a critical incident and manage the aftermath of the situation. This group should include a diverse group of individuals within the school, such as the principal, assistant principal, school psychologist, guidance counselor, school social worker, school nurse, teachers, building security. In addition, the team should include community members, such as the community spiritual leaders, and community mental health providers.

Purpose of team:

- To support (grief counseling, debrief, etc.) students, staff, and parents they grieve by normalizing reactions.
- To provide a safe environment for students to express their feelings of grief, loss, anger, guilt, etc and not feel alone in their experience.
- To return the school environment to its normal routine as quickly as possible following a crisis.
- To prevent possible copycat responses if the crisis is related to a suicide or other form of attack.
- To reduce possible long-term effects that can negatively influence school attendance and learning.

The members of the team will need training in suicide assessment, intervention, or debriefing procedures in order to effectively respond and intervene with students, staff, and parents.

STAFF AND STUDENT NOTIFICATION

A school announcement of a death of a student or staff that affects a school community is critical and needs to be done as soon as possible. If during school hours, a written statement or a staff meeting to share information on the crisis involving a death of a student or staff.

Informing the staff first will give the opportunity for questions and acknowledge their grief and loss. It also gives the staff the opportunity to prepare how to respond to their students and follow the guidelines on student notification.

Guidelines for student notification may include:

- The announcement should only include accurate information that has been verified by the family or the authorities to help control rumors.
- The students need to get the same information at the same time (e.g. homeroom, first period class, or in small groups) from someone they know (if possible).
- The announcement should be appropriate to grade level of the students, especially in primary and middle schools.
- Avoid using public address systems or school assemblies.
- The announcement should also include information on mental health support services and how to access them.

A prepared statement for parents is also very important. A letter should be sent home with students for parents to notify them about the crisis and what services are being offered to the students and their families. Also, with helpful ways to support their child(ren), signs and symptoms of normal reactions to trauma, other preventive information, and a list of local resources.

CHECKLISTS

During recovery, return to learning and restore the infrastructure as quickly as possible.

- Strive to return to learning as quickly as possible.
- Restore the physical plant, as well as the school community.
- Monitor how staff is assessing students for the emotional impact of the crisis.
- Identify what follow up interventions are available to students, staff, and first responders.
- Conduct debriefings with staff and first responders.
- Assess curricular activities that address the crisis.
- Allocate appropriate time for recovery.
- Plan how anniversaries of events will be commemorated.
- Capture "lessons learned" and incorporate them into revisions and trainings.

In the event of a death, use the following checklist for planning possible events/processes:

	Administrative Meeting	Person Responsible	Completed
Notifications	Prepare Letter for Parents-include Parent Meeting information	Director	
	Prepare community resources for parent letter	Vice Principal	
	Prepare statement for staff to read if appropriate	Director	
	Identify list of vulnerable students	Counselor	
	Prepare statement to media	Director	
Staff Meeting	Announce date/time for staff meeting	Director	
	Discuss how information will be disseminated	Director/Counselor	
	Talk about warning signs, etc.	Counselor	
	Long term prevention plans	Director	
	Distribute handouts	Vice Principal	
Parent/Community	Arrange for outside facilitator to present to parents	Counselor	
Forum	Organize materials for memorial room: paper, markers, tissues, etc	Office Manager	
Funeral	Announce funeral information	Vice Principal	
	Arrange for substitutes if needed	Vice Principal	
	Counseling	Person Responsible	Completed
	Staff teachers' lounge	Counselor	
	Meet with vulnerable students	Counselor	
	Meet with parents of vulnerable student	Counselor	

	Staff Crisis room	Counselor	
	Organize classroom discussions	Counselor	
	Make appropriate referrals	Counselor	
	Identify students needing on-going grief counseling	Counselor	
	Follow-up	Person Responsible	Completed
	Assess needs for ongoing support groups	Director/Counselor	
	Assess needs for outside counseling referrals	Director/Counselor	
	Possible Peer Helping program	Director/Counselor	
	Possible staff training	Director/Counselor	
	Consultation on school protocols	Director/Counselor	
	Review of self-care with counselor	Director/Counselor	
	Consultations on on-going suicide intervention curriculum	Director/Counselor	
	Evaluate helpfulness of Recovery Team efforts	Director/Counselor	

Pandemic Flu Recovery

Pre-planning for recovery:

- Identify and pre-screen health and grief service providers.
- Develop template letters.
- Provide training for school staff regarding grief and possible health problems.

Recovery

- Mobilize the Crisis Recovery Team that provides emotional-psychological support. If there is a loss of life in the school community establish location site or "Safe Room" for counseling services to be provided.
- Hold faculty/staff meeting and provide information on extent of pandemic flu in the community and activities that may assist students; signs and symptoms to look out for and safe room function and location. Also announce counseling support services available to faculty and staff.
- Announce counseling support services that are available to students.
- Provide rest places for those who tire easily.
- Provide physical assessments if needed if staff are available or make appropriate community health referrals.
- Send letter home to families.
- Make educational materials available to families on topics such as how to support your student with their recovery from pandemic flu, common symptoms of loss and grief, and constructive ways to cope with stress.
- Make educational materials available to staff on topics such as recovering from the flu, and common symptoms and constructive ways to cope with stress.
- Establish working relationship with Employee Assistance Programs.
- Identify students, families and staff who may need long-term physical and mental health support or intervention and develop the school and community resources to provide these services.
- Monitor the effects of cumulative stress on caregivers such as office staff, school nurses, teachers, aides, school counselors and other crisis team members.
- Modify work roles and responsibilities or add volunteer or support staff as needed.
- Consider offering school-based health and mental health services if available by community, university, or public/non-profit mental health agencies and identify funding to support these services.
- Follow-up with student referrals made to community agencies.
- Conduct debriefings with Crisis Recovery Team.
- Document "lessons learned" and incorporate them into revisions and trainings.
- Assess if Crisis Recovery Team needs additional training, as needs arise.
- File appropriate reports.
- Plan a response for the anniversary period several months in advance, including a needs assessment to identify students at continued risk.



Albuquerque Institute for Mathematics and Science at UNM
A State of New Mexico Charter School

Katharina Sandoval, Director
(505) 559-4249

Bobby Cordova, Assistant Principal

April 7, 2014

Request for Waiver of Section 22-8B-4(L)
Pursuant to Section 22-2-2.1(B)(3)

To: Hanna Skandara
Secretary of Education
Public Education Department
State of New Mexico
300 Don Gaspar Avenue, Room 209
Santa Fe, New Mexico 87501-2744

By: The Albuquerque Institute for Mathematics and Science @ UNM
A State Chartered, Grades 6 – 12 Charter School

School Code: 524 001

School Director:

Katharina Sandoval-Snider
AIMS@UNM
933 Bradbury Drive SE
Albuquerque, NM 87106-4374

(505) 559 – 4249
ksandoval@aims-unm.org

Governing Board Chair:

Dr. Stephen Cabaniss
UNM Chemistry Department Chair
MSC03 2060
Albuquerque, NM 87131-0001

(505) 277 – 4445
cabaniss@unm.edu

Please Note:

- + Approval has been granted by the Governing Board (Attachment 1)
- + Approval is supported by the teachers at the school (Attachment 2)

I. Applicable Statutes:

NMSA 1978, Section 22-2-2.1. Additional department duties; waiver of certain requirements.

B. Upon receiving a waiver request from a school that exceeds educational standards and in addition to the requirements set forth in Subsection A of this section, the department may waive:

- (3) other requirements of the Public School Code that impede innovation in education if the waiver request is supported by the teachers at the requesting school and the requesting school's local school board.

NMSA 1978, Section 22-8B-4. Charter schools' rights and responsibilities; operation.

L. With the approval of the chartering authority, a single charter school may maintain separate facilities at two or more locations within the same school district; but, for purposes of calculating program units pursuant to the Public School Finance Act, the separate facilities shall be treated together as one school.

III. Specific Request:

Pursuant to the authority granted the Secretary in Section 22-2-2.1(B)(3), the Albuquerque Institute for Mathematics and Science (AIMS@UNM), whose current facility is located on the UNM South Campus and within the boundaries of the Albuquerque Public Schools, requests that the restrictions in Section 22-8B-4(L) be waived to permit AIMS@UNM to open a separate facility at a location on or near the UNM West Campus and within the boundaries of the Rio Rancho Public School District.

III. Eligibility:

The waiver authority in Section 22-2-2.1(B) is limited to those schools that exceed educational standards, and paragraph (B)(3) looks for innovations in education.

Pursuant to the Public Education Department (PED) School Grading Reports for both 2012 and for 2013, AIMS@UNM has consistently received a Final Grade of A and has ranked 1st in all

Request for Waiver
AIMS@UNM
April 7, 2014

categories compared to its cohort schools. According to the 2013 PED School Grade Report, 100% of the school's students participated in the annual statewide assessment. Of those, 94.4% tested Proficient and Advanced in Reading and 94% tested Proficient and Advanced in Math.

In addition to the objective recognition by the Public Education Department that AIMS@UNM exceeds educational standards, in 2013 the school was recognized by the United States Department of Education as a Blue Ribbon School, was ranked by the *Washington Post* as the 46th best public or private High School in the United States, and was classified by *Newsweek* as being in the top 25% of all public schools in the country.

The school has received a grant from the Daniel's Fund to replicate its success at another facility. The essential question for the grant is whether the success of AIMS@UNM is a fortuitous accident caused by the specific composition of location, teachers, parents and students; or if AIMS@UNM found a manner of creating an educational environment that can result in the same success in another community, with other teachers, with different parents, and with distinct students. Establishment of another facility allows AIMS@UNM to test this question and to demonstrate the educational innovation of its programs. The restrictions in Section 22-8B-4(L) impede such innovation in education.

III. Relevant History and Rationale:

Upon receiving the grant from the Daniel's Foundation, AIMS@UNM applied to its chartering authority to raise its enrollment cap and to establish another facility on another UNM campus. In doing so, AIMS@UNM entered into conversation with the then-Director of Options for Parents at PED, the bureau which houses the Charter School Division, Dr. Tony Gerlitz. Dr. Gerlitz requested background information, which was provided, conducted a special site visit to view the existing facility and evaluate the proposal, and gave advice on how to construct the request and the amendment.

Specifically, Dr. Gerlitz advised the school to discuss all the relevant information in the materials to be submitted to the Public Education Commission, but to focus on the enrollment cap on the amendment page. The reason for this was that, at the time, the PEC was requiring that specific facilities be approved as appropriate by the Public School Facility Authority (PCFA), but was

Request for Waiver
AIMS@UNM
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not requiring specific approval of an address beyond the PCFA certification. The enrollment cap was, however, explicit in the charter and could only be changed by an approved amendment to the charter.

In the materials submitted to the PEC (see Attachment 3), in Section 2.1 (page 3), AIMS@UNM specifically identified that in seeking an additional facility, possible locations included the Los Lunas Campus, North UNM Campus, or West Side Campus.

The PEC heard this matter at its regular hearing on February 1, 2013 (see Attachment 4, containing the relevant pages of the transcript). At the hearing, Dr. Gerlitz stated unambiguously:

This is a school that has consistently achieved very fine results academically in all respects. There's a tremendous demand for the school. And the amendment in front of us is in two parts -- and, again, it's related: to increase the enrollment cap from the current 360 students in grades six through twelve, to 720 students in grades six through twelve. And then the second amendment is to get approval to inhabit a second building on the University of New Mexico campus to house that requested increase in enrollment.

Page 99, Lines 13-23.

After the presentation by the school's Director and Legal Counsel, Dr. Gerlitz went on to state:

Madame Chair, members of the Commission, after going through the documents submitted by the AIMS at UNM School, it is our recommendation that both of these amendments be approved. Thank you.

Page 103, Lines 23-25 & Page 104, Lines 1-2.

Following the recommendation from Dr. Gerlitz, there was discussion between the PEC and the school, including one Commissioner – Bergman – finding a typographical error on page 15 of the packet (see Page 104, lines 6-11). After some further discussion, a motion was made by Commissioner Carr to approve the amendment (singular), followed by a roll call vote after which the Secretary, Commissioner Bergman, announced that the amendment (singular) was approved, after which the Commission Chair announced that the vote on the amendments (plural) was unanimous (Page 109, Line 19 through Page 111, Line 11).

Request for Waiver
AIMS@UNM
April 7, 2014

AIMS@UNM left the meeting with the full understanding that the school had been approved for a new facility located on any of the campuses identified in the amendment packet.

Should there have been any doubt about the school being authorized to move to any of the campuses identified in the amendment packet, on Monday, April 15, 2014, Bradley Richardson, an Education Administrator with PED's Options for Parents Charter Schools Division sent an email to the Director of AIMS@UNM in which he relayed a concern if the school were looking to move to the Los Lunas Campus: "I think that a Valencia County location will take the PEC somewhat by surprise, so you might want to include a rationale for that location." (Attachment 5.)

After the school's Director forwarded the amendment packet to Mr. Richardson, he responded back on April 17, 2013 with an email titled: You Are an ACE! In the email he acknowledged the PEC was made aware through the supporting material of the various locations under consideration. (Attachment 6.)

Further, having had that specific interchange, there was no mention from PEC or from PED with any problem in locating the new facility at any of the locations in the amendment packet. AIMS@UNM has proceeded in good faith reliance upon the direction it has received and the communications it has maintained. The requested waiver – should it be granted – will merely permit AIMS@UNM to proceed in the direction it disclosed to the PED, PED and AG in February 2013, and in reliance upon the support from the PED and PEC for moving in such direction.

In the end, the acceptable facility identified by UNM for the expansion of the school was its West Campus, located within the boundaries of the Rio Rancho Public School. This was brought to the Regents in February 2014 and approved in principle in March 2014, with final details to be presented at the May 2014 Regents meeting. Thanks to some unwarranted publicity by detractors of competition in education, with no advertising, the campus has a waiting list exceeding its capacity and will select its initial students by lottery.

IV. Exceptionality of AIMS Program

Request for Waiver
AIMS@UNM
April 7, 2014

In 2012, the AIMS expansion received a Daniels Foundation Grant, primarily because of its high level of performance throughout the Charter term. Currently the school enjoys a 94% proficiency in both reading and mathematics, which exceeds the performance of school districts located within Sandoval County boundaries, as well as the state in general.

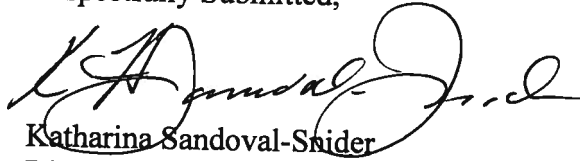
Since 2006, AIMS students have continuously made steady improvements in achievement; particularly in the areas of math and science. According to the CREDO study, AIMS is one of only six schools in the State of New Mexico that outperforms the traditional public schools. The school has consistently met AYP goals each year, increasing student proficiency yearly. Analysis of incoming sixth graders over the past three years shows an increase in math proficiency of 40%, science by 45%, and reading by 38% with current levels at 95%, 95% and 90% proficient and advanced respectively. By their senior year, AIMS students reach a proficiency of over 98%. The achievement gap has diminished from 38% in reading to 1% currently, and math from 28% to less than 1%. Most recently, AIMS was named as a National Blue Ribbon School; one of only 11 charter schools in the nation to receive this honor. Additionally, the Washington Post named AIMS as the 48th most rigorous school (public or private) in the nation and Newsweek has named the school as one of the top 25% best schools in the nation.

For this reason, the Albuquerque Institute for Math and Science is considered to be an exceptional school in New Mexico and the students of Sandoval County will benefit from this school if offered in the Rio Rancho School District.

Based on the forgoing history and for the foregoing reasons, AIMS@UNM respectfully request that the Secretary of Education use the authority conferred upon her through Section 22-2-2.1(B)(3) to grant the school a waiver of the restrictions in Section 22-8B-4(L) so that it may continue its innovation in education at a facility outside the boundaries of the Albuquerque Public Schools.

Request for Waiver
AIMS@UNM
April 7, 2014

Respectfully Submitted,



Katharina Sandoval-Snyder
Director, AIMS@UNM

- Attachment 1: Minutes of Governing Board Approval
- Attachment 2: Support by the Teachers at the School
- Attachment 3: Amendment Packet Submitted to PEC
- Attachment 4: Transcript of Feb 1, 2013 PEC Meeting
- Attachment 5: Email from Bradley Richardson April 15, 2013
- Attachment 6: Email from Bradley Richardson April 17, 2013
- Attachment 7: Charter School Division Post Amendment site visit and analysis
April 2013
- Attachment 8: Letters of Support
- Attachment 9: Rio Rancho City Council Resolution of Support

Above Request for Waiver sent via electronic mail on April 7, 2014 from the School Director's email:

TO: Lorianne Romero <Lorianne.Romero@state.nm.us>
CC: Timothy Callicutt <Timothy.Callicutt@state.nm.us>
CC: Paul J. Aguilar <PaulJ.Aguilar@state.nm.us>



Albuquerque Institute for Mathematics and Science

Due to its exceptional performance, we the undersigned teachers of the Albuquerque Institute for Math and Science at UNM respectfully request a waiver be granted to allow establishment of an expansion within the Rio Rancho school district fall of 2014.

Last Name	First Name	Sign-In
Deterrera	Paul	
Delmore	Jerry	
Eckert	Steve	
Ellis	Michael	
Fey	Linda	
Frazier	Donald	
Gravina	Susan	
Hamilton	Marvin	
Harris	Michael	
Hinkle	Nadia	
Hostetler	Andrew	
Logan	Brianna	
Mitchell	Ben	
Mosa	Tahany	
Sanders	Randy	
Stiefel	Sonja	
Tyler	Reggie	
Watje	Philip	
Wingenbach	Chris	

DRAFT * Agenda *** DRAFT**

AIMS Board of Trustees Meeting

December 12, 2013

11:30 a.m. – 1:00 p.m.

AIMS@UNM Conference Room

1. Approval of Minutes from November
2. Approval of Agenda
3. Comments from Community- 15 minute time limit, speakers limited to 3 minutes each
4. School Director Report
5. Financial Items: BARs, Statements, Check vouchers
6. Replication siting
7. Adjournment



Regular Meeting

Albuquerque Institute for Mathematics and Science Governing Council

Date: December 12, 2013

Time: 11:45 am

Location: First floor conference room, 800 University Blvd

Meeting Type: Regular Special Proposed Approved

Attendance:

Members:	Present	Absent
Dr. Steve Cabaniss, President	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Bob Walton, Vice President	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Dr. Kathryn Watkins, Secretary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Joe Fortuin, member	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Breda Bova, member	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Dr. Alicia Aragon	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Dr. Kerry Howe	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Curtis Mitchke	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Other Attendees: Katharina Sandoval-Snider, Jolene Jaramillo

- I. Approval of November Minutes as amended Watkins
 Second: Howe
 Motion passed unanimous
- II. Approval of Agenda Cabaniss
 Motion to move item 5 to item 3 Walton
 Second: Watkins
 Motion passed-unanimous
- III. Financials were examined and approved by Mitchke.
 Three BARS were submitted:
 - 1) Bar 14: Transfer within 1000 function (1100 Operational)
 - 2) Bar 15: Transfer within 2000 function (1100 Operational)
 - 3) Bar 16: Transfer from 2000 to 3000 function(1100 Operational)

Vouchers were also reviewed and presented

Motion to approve BARS as presented: Mitchke
 Second: Walton
 Motion carried: unanimous

Motion to approve vouchers as presented: Mitchke

A copy of the meeting minutes are available for public inspection at Albuquerque Institute for Math and Science at 933 Bradbury SE, Albuquerque, NM 87106, within 10 calendar days for proposed minutes and 2 calendar days of approval for approved minutes.

The AIMS@UNM shall comply with subtitle A of Title II of the Americans with Disabilities Act of 1990. Should you require specific accommodation(s) please contact Katharina Sandoval-Snider at (505) 559-4249 5 business days prior to the meeting



Albuquerque Institute for Mathematics and Science

933 Bradbury SE Albuquerque, New Mexico 87106

(505) 559-4249 www.aims-unm.org

Second: Walton

Motion carried: unanimous

IV. Comments from the Community: 15 minute time limit, speakers limited to 3 minutes each.
None

V. School Director Report

Sandoval-Snider

1. Went to Washington to receive Blue Ribbon award
2. Dr. Goering visited the school and there was discussion about the West campus as a potential replication site for AIMS. Dr. Goering thought he had one classroom that could be dedicated to AIMS. Final decision by February.
3. Socorro Public Schools visited AIMS to see data presentation and teacher research.
4. Billy Sparks helped with the press release! He will next have a discussion with the Superintendent of Rio Rancho about the replication and possible location on the West campus
5. Met with Secretary Skandara about Charter Leadership concerns and replication of AIMS model
6. Presented to the full Regents on December 10th. They seemed responsive to replication. I've included the power point I presented.

VI. Report on replication

Sandoval-Snider

Feedback on meetings and presentations to Regents was positive. Sandoval met with Academic Affairs committee, Facilities Committee and full Regents. Approval was unanimous, with few concerns. One concern raised concerned housing of sixth graders in same building as college students. Sandoval elaborated on the structure of the school in addressing this concern, and reiterated the school performance. Mr. Sparks will initiate talks with Rio Rancho Public Schools Superintendent about possible replication to the west side.

Sandoval: placement of expansion on the West UNM would be ideal. Sandoval assured Board that amendment approval had been received by both PEC and PED on Feb. 1, with citation of all three potential sites included and approved. Post amendment analysis from the PED CSD addressed the amendment but raised no issues. As UNM West is an expansion itself of the UNM Main, it main alleviate any of the concerns of a Branch site like Los Lunas.

Motion to approve expansion location to UNM West: Walton

Second: Howe

Motion carried: unanimous

VII. Meeting was adjourned 12:30 pm

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The AIMS@UNM shall comply with subtitle A of Title II of the Americans with Disabilities Act of 1990. Should you require specific accommodation(s) please contact Katharina Sandoval-Snider at (505) 559-4249 5 business days prior to the meeting



Albuquerque Institute for Mathematics and Science

933 Bradbury SE Albuquerque, New Mexico 87106

(505) 559-4249 www.aims-unm.org

Respectfully Submitted:

Katharina Sandoval-Snyder
Director

Dr. Steve Cabaniss, President

A copy of the meeting minutes are available for public inspection at Albuquerque Institute for Math and Science at 933 Bradbury SE, Albuquerque, NM 87106, within 10 calendar days for proposed minutes and 2 calendar days of approval for approved minutes.

The AIMS@UNM shall comply with subtitle A of Title II of the Americans with Disabilities Act of 1990. Should you require specific accommodation(s) please contact Katharina Sandoval-Snyder at (505) 559-4249 5 business days prior to the meeting

**Albuquerque
Institute for Math
and Science at
UNM**

Amendment Proposal

Presented on
2/1/2013

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Introduction

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

1 Current Situation

The need for the AIMS program far exceeds the space. The Albuquerque Institute for Math and Science at UNM is currently housed on the University of New Mexico south campus. The current building is located at 933 Bradbury St. S.E. and is presently at physical capacity of the building with 312 students enrolled, even though the current charter cap is set at 360 students. 62% of the sixth grade openings are taken by siblings of current students, leaving only 22 openings for new students. There are 520 students on the school wait list.

2 Proposal

The current location is ideal for delivery of the mission of the school. The current location however is “land locked” with little opportunity for expansion. For this reason, the Albuquerque Institute for Math and Science is requesting an increase in its enrollment cap from 360 to 720 students, grades 6-12 to allow for the establishment of an additional location of the school. Both schools would have a singular mission and would share administration and resources.

2.1 Objectives

Should the amendment request be approved, the AIMS administration will immediately pursue earlier informal negotiations with the University of New Mexico to secure space for a sixth grade class of approximately 60 students, to arrive fall of 2013. An additional location near the current established building would be ideal, however other possible locations include:

- Los Lunas Campus
- North UNM Campus
- West Side Campus

2.2 Approach

The additional location would begin with 60 sixth graders, and increase in grade level each year, until reaching a maximum enrollment of 360 students, grade 6-12. This would be in addition to the existing campus located on the UNM South Campus. It is crucial that the students on the additional campus be able to easily access the University of New Mexico and CNM campuses. This is due to the Dual Enrollment requirement of the Charter. It is not unusual for AIMS students to graduate with 50 or more credit hours from UNM. The new additional campus would have an assistant principal on site, with oversight provided by the current Principal.

2.3 Benefits

The benefits of maintaining the current location while starting another sixth grade at an additional location and slowly adding an additional class each year includes:

- Maintenance of the culture that has been established at AIMS, while providing a strong supportive model for establishment of the same culture at the additional site.
- Gradual growth that would minimize financial and operational risk and encourage measured deliberate implementation of the program at an additional site.
- an ability to structurally and culturally maintain the integrity of this established and successful program in such a way as to encourage it's replication in the new site
- Allow the stability of the established school to encourage the same stability at the new site.

3 Current Program

The Albuquerque Institute for Math and Science at UNM is now in its eighth year of operation, having renewed in 2010. The school is due for renewal again in 2015. Factors which contribute to the potential successful expansion of the program include; the stability of the current program, the large geographical area from which the school draws and the performance of the school over the course of the charter.

3.1 Stability

The current administration has 25 years of administrative experience and has been with the school for the past 7 years. Prior to this, the current administration was an administrator for the Career Enrichment Center with APS, oversaw APS summer school, and founded the APS Early College Academy.

By MOU with the University of New Mexico, the Governance Council is made up of four University of New Mexico professors (College of Engineering, College of Education, College of Arts and Sciences and the President's Designee respectively). Two members are from the Community at large (Economic Development and Sandia National Laboratories) and there is also a parent representative. The average Governance Council member has three years' experience with the AIMS GC. Three of the seven members have been GC members since the school opened in 2005.

AIMS is fortunate to have very little turnover in instructional staff each year. This may in part be due to the teaching environment; the teachers of AIMS believe in the purpose and mission of the school, and are therefore of common mind and goal. When a new position is available, AIMS uses a rigorous hiring process to find top-quality teachers who are experts in their content areas. Teachers at the school have discretion over their collaborative meeting time and agenda, and they spend over 100 hours per year in collaboration and planning time. AIMS utilizes annual performance contracts and performance based pay to ensure that only the highest-quality teachers remain at the school. The average instructor has been with the school for a little over five years, with six teachers having been with the school since it opened in 2005

3.2 Demographics and Impact

Demographically the school is just about evenly split between Hispanic and Anglo populations. (Figure 1) Approximately 30% are eligible for Free and Reduced lunch and 42% of the student population receiving special education services.

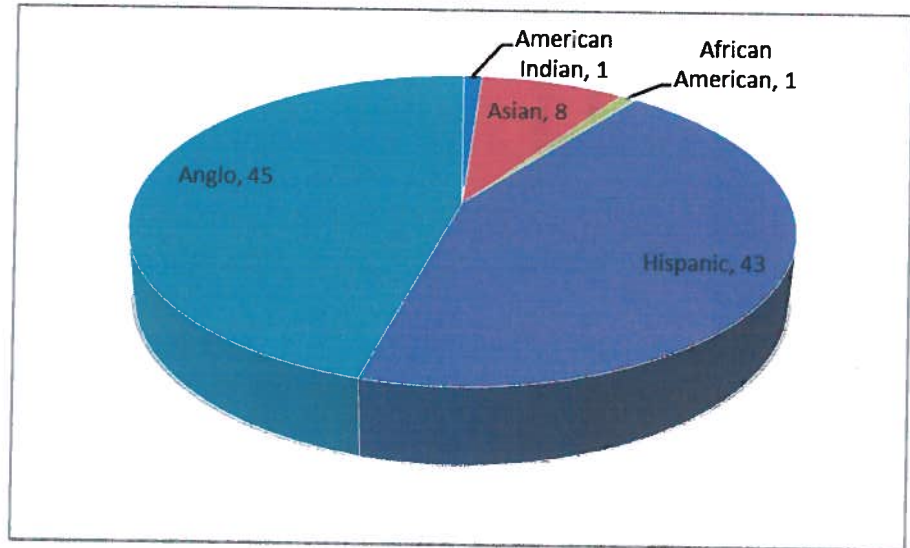


Figure 1

Geographically, the families of AIMS are spread out between Santa Fe and Los Lunas. The majority of families come to AIMS from the West Mesa and South Valley of Bernalillo County. Other locations represented include: Corrales, Placitas, Bernalillo, Santa Fe, East Mountains, Los Lunas, Bosque, and Peralta. Transportation to and from the school is provided for the most part by parents, although many students also utilize public transportation including city buses as well as the New Mexico Rail Runner.

The fact the AIMS families are so spread out, and the large distances that the families are willing to drive to attend AIMS, suggests that direct impact to any specific school in the greater Albuquerque Area would be minimal. A representation of the location of AIMS families is below. Each "bubble"

Albuquerque Institute for Math and Science at UNM Amendment Request

represents the numerical number of families living in that general location. (Figure 2)

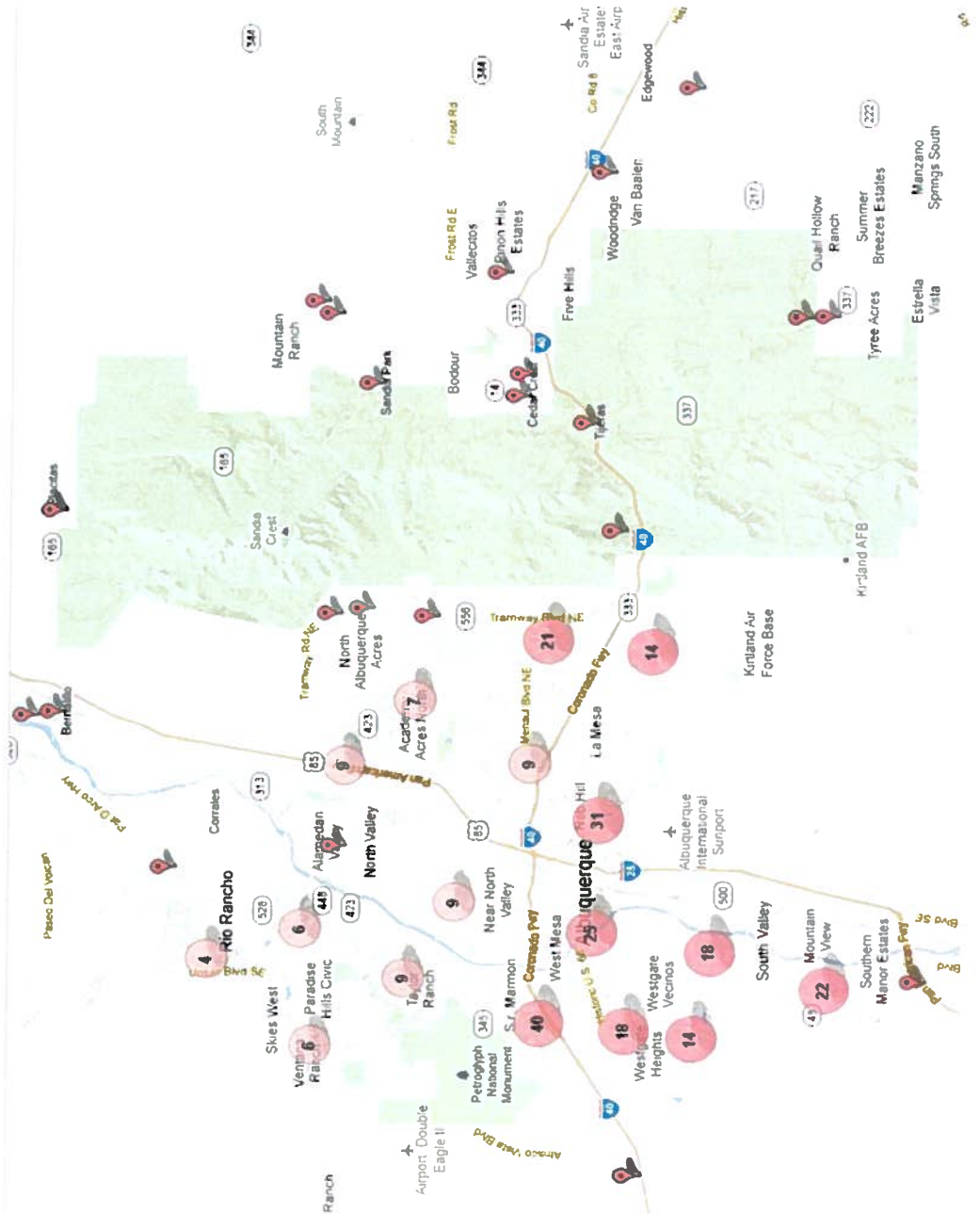


Figure 2

Albuquerque Institute for Math and Science at UNM Amendment Request

Parents who bring their children to AIMS are attracted to the schools specific mission and rigor. Although there are several schools within a three mile distance from the main facility of AIMS at UNM, the impact of an additional school would have minimal impact on the student population of those schools should the additional site be in close proximity to the current location. Below is a listing of schools within a three mile area of the school at this time, along with grades served and current population of the school. (Figure 3)

School	Grades	#	Mid	#	Miles
Albuquerque High School	9th-12th	1600			2.59
La Resolana Leadership Academy	6th-8th	74			1.26
Ralph J Bunche Academy	K-8th	104	6th-8th	37	1.26
Early College Academy	9th-12th	200			2.39
Academy of Trades and Technology	9th-12th	110			2
Robert F Kennedy Charter	9th-12th	<300	Day and Night Schoo		1
Christine Duncan Charter	K-8th	112	6th-8th	45	1.33
Immanuel Lutheran School	K-8th	200	6th-8th	60	2
Jefferson Middle School	6th-8th	950			2.26
St. Charles Borromeo	K-8th	300	6th-8th	70	0.6
Cien Aguas International School	6th-8th	55			1.26

Figure 3

Albuquerque High School is a comprehensive high school and therefore does not have the focused mission of AIMS. Early College Academy does have a similar mission to AIMS, however ECA does have transportation provided to the students, and therefore AIMS would most likely not impact the enrollment of the ECA. La Resolana Leadership Academy does have a middle school; however its mission is different from AIMS. Ralph Bunch, Academy of Trades and Technology and Robert F Kennedy, Christine Duncan and Cien Aguas Charter Schools all have very different missions and serve different populations than AIMS. The parochial schools of Immanuel Lutheran and St. Charles do send children to AIMS, and so those children come back into the public school system. Jefferson Middle, a comprehensive middle school has a large wait list for transfer students into the school and most likely would not be negatively impacted by an AIMS expansion.

3.3 Performance

Over the past 5 years the school has implemented a practice of utilizing both internal and external assessments to inform curriculum and drive instruction. The Administration disaggregates student test scores to teachers; by teacher and student. This has allowed the school to identify highly effective teachers in the classroom, as well as teachers who had little or even negative effect on student performance, and facilitate corrective measures.

A five year trend in math scores demonstrates improvement in proficiency from nearly 40% in 2007-2008 to nearly 100% proficient in 2011-2012. (Figure 4)

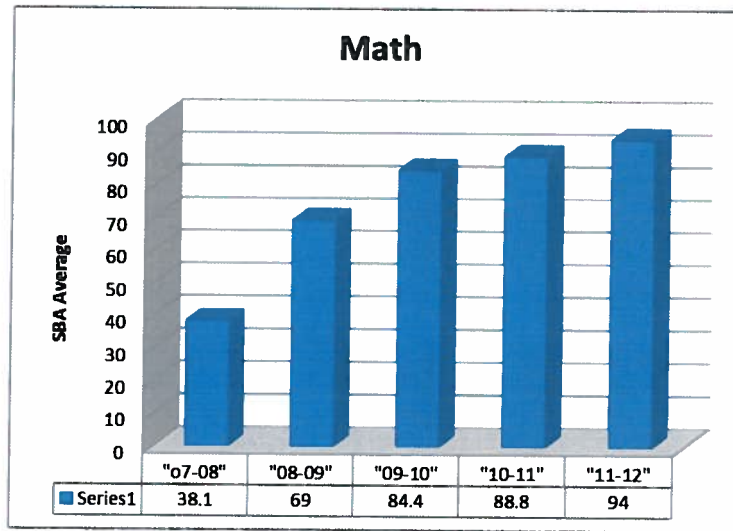


Figure 4

Performance has also increased within subgroups, with the performance gap narrowing significantly between Hispanic and Anglo subgroups. (Figure 5)

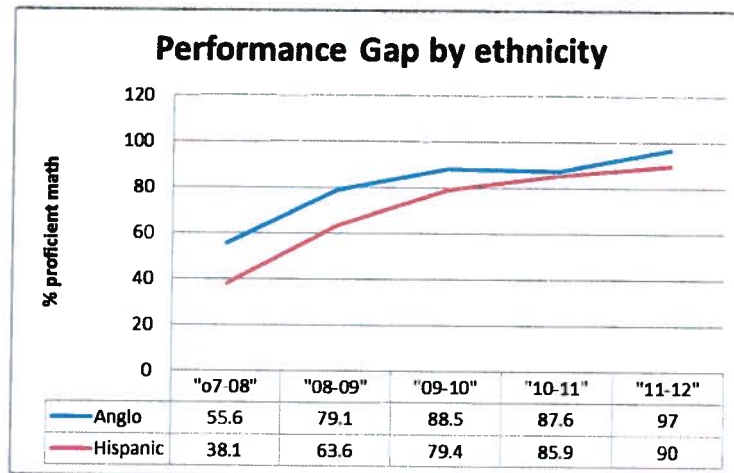


Figure 5

The same trend can be seen over time within the gender subgroups. (Figure 6)

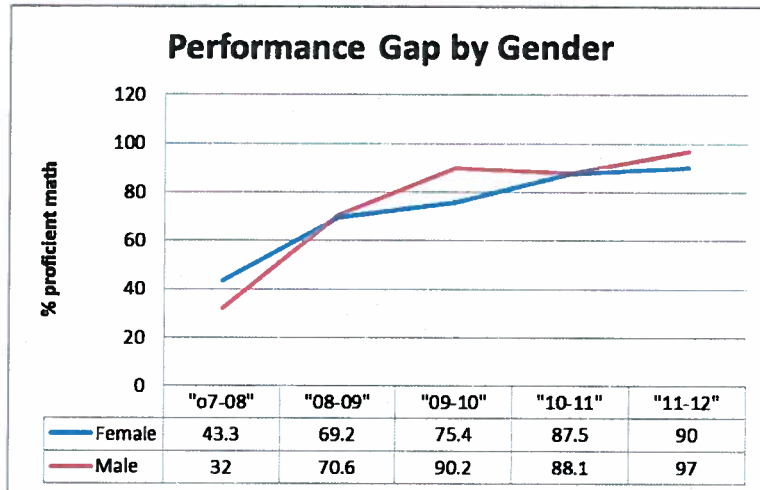


Figure 6

Reading reflects the same increase in general performance over a five year term. (Figure 7)

A little over 40% proficiency in reading during the 2007-2008 school year progressively increases to nearly 100% proficiency by the 2011-2012 school year.

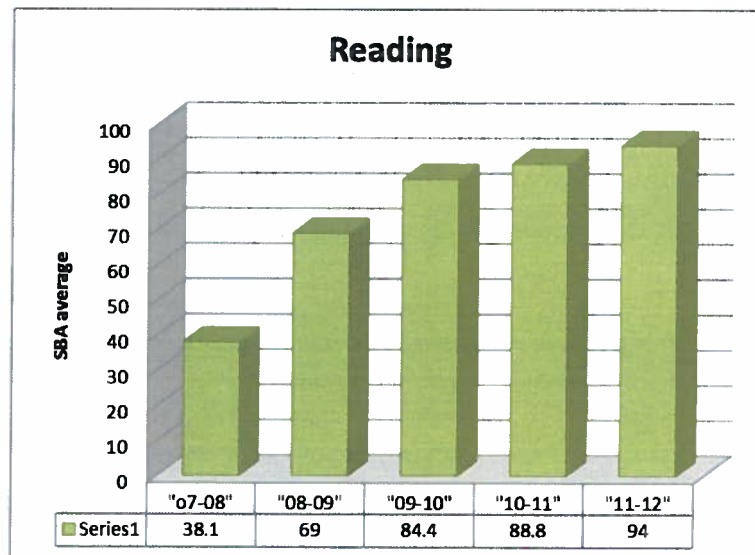


Figure 7

Again the performance gap between the Hispanic and Anglo subgroups diminishes during the five year term. The same can be seen within the gender subgroups over the same time period. (Figures 8 & 9)

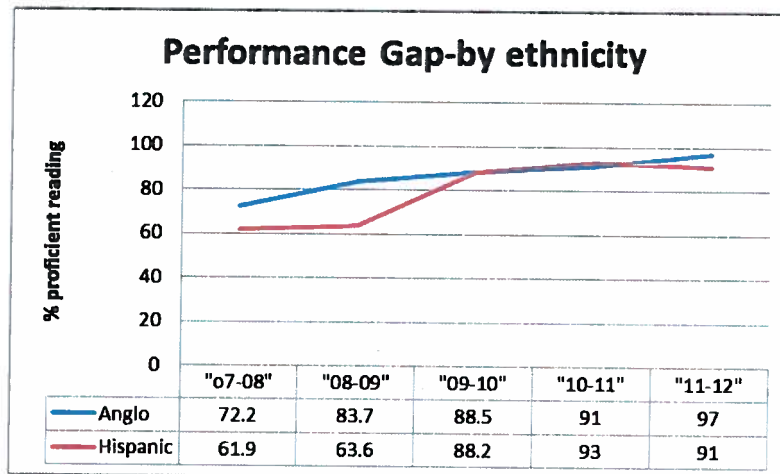


Figure 8

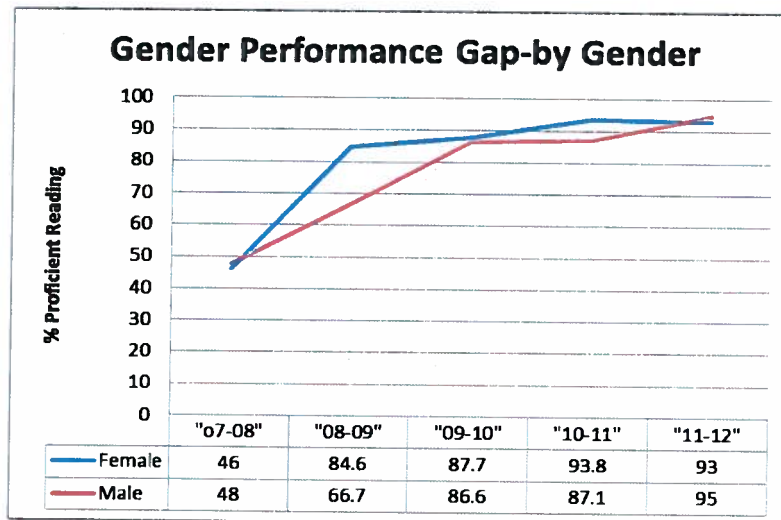


Figure 9

An analysis of a singular class over the years allows a comparison of the same group of students over the years.

An example is an analysis of the class of 2013 over a five year period of time as seen below. In 2007-2008 proficiency of this group of students was 42%

Albuquerque Institute for Math and Science at UNM Amendment Request

in math. As the years progress however, the proficiency of this group steadily increases, until finally reaching 100% during the 2011-2012 school year. (Figure 10)

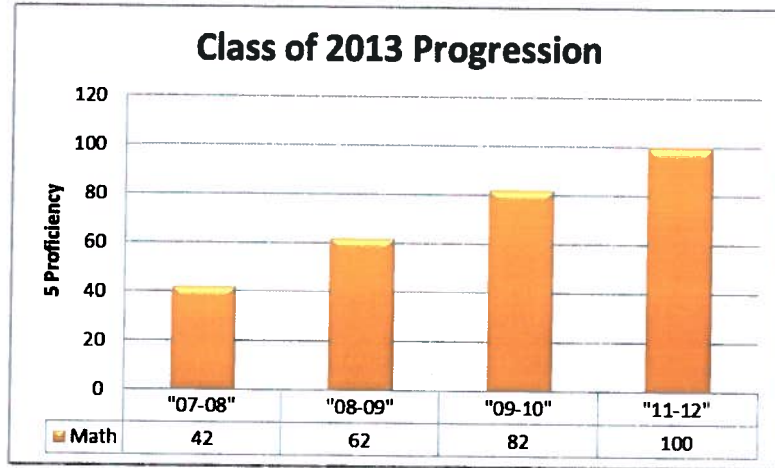


Figure 10

If we look at the ethnic and gender subgroups, again significant improvement is demonstrated. There is a performance gap between Hispanic and Anglo subgroups in 2007-2008, although across the board the performance is sadly lacking in both groups. (Figure 11)

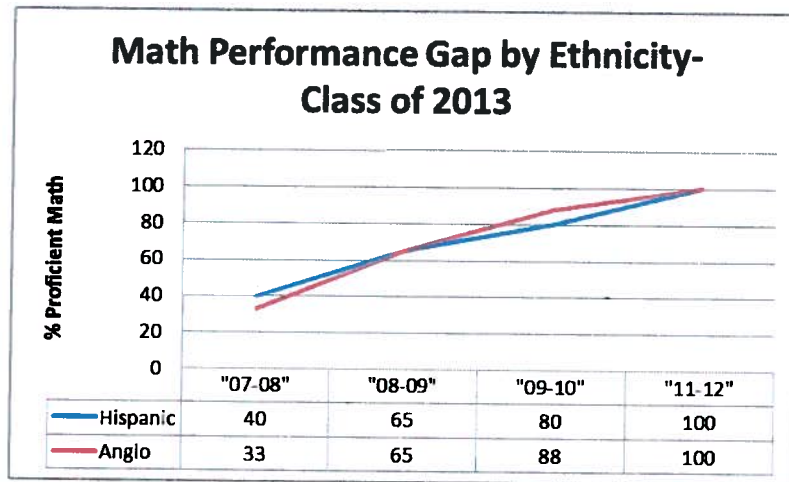


Figure 11

However, as the years progress for these students, the performance not only increases for both these groups, but by 2011-2012 the performance gap has disappeared as both groups reach 100% proficiency.

Albuquerque Institute for Math and Science at UNM Amendment Request

With math performance between gender groups, there is a significant difference between males and females, with females far outscoring male students. Again, however, over the years, both groups have improved with again the performance gap disappearing as both groups become 100% proficient. (Figure 12)

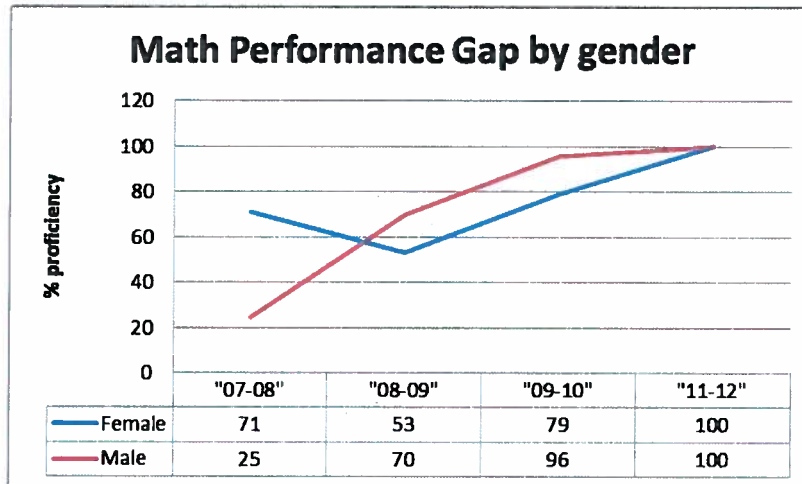


Figure 12

This same trend is mirrored in the reading scores over the years for this same group of students. In 2007-2008 reading proficiency was below 40%. As this same group progressed through the years however, proficiency increased significantly until reaching 100% during the 2011-2012 school year. (Figure 13)

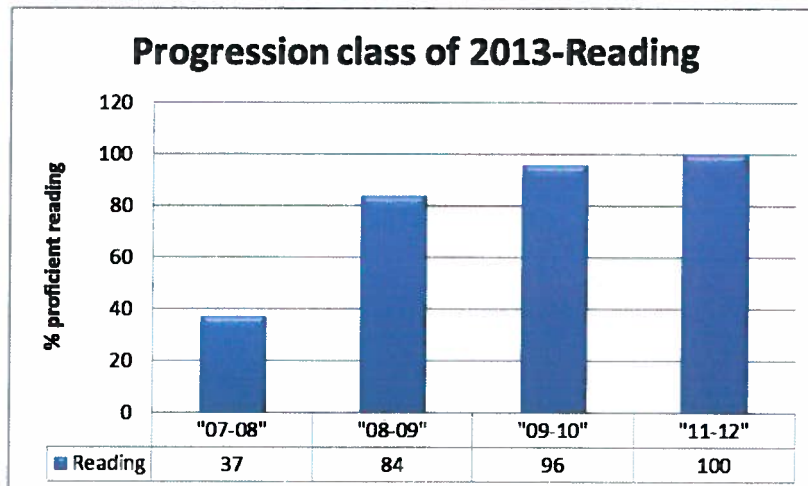


Figure 13

Albuquerque Institute for Math and Science at UNM Amendment Request

Just as with the performance between the Hispanic and Anglo subgroups, the performance gap was non-existent, however the scores themselves were abysmal. Progression through the years for this group of students however, culminated in a 100% proficiency by 2011-2012, with no performance gap. (Figure 14)

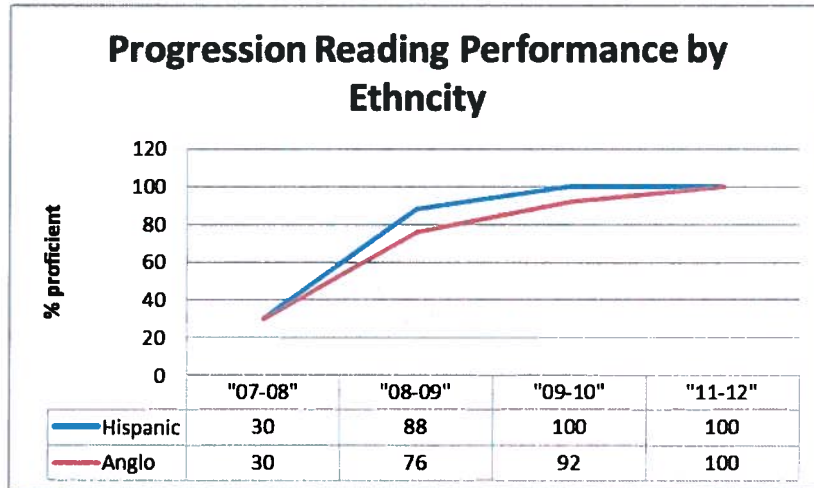


Figure 14

Mirroring the performance gap between gender groups, there is a significant gap between male and female performance, with females scoring around 69% while their male counterparts scored 25% proficient. Again, as the years progressed, not only did the gap disappear, but both groups were 100% proficient by 2011-2012. (Figure 15)

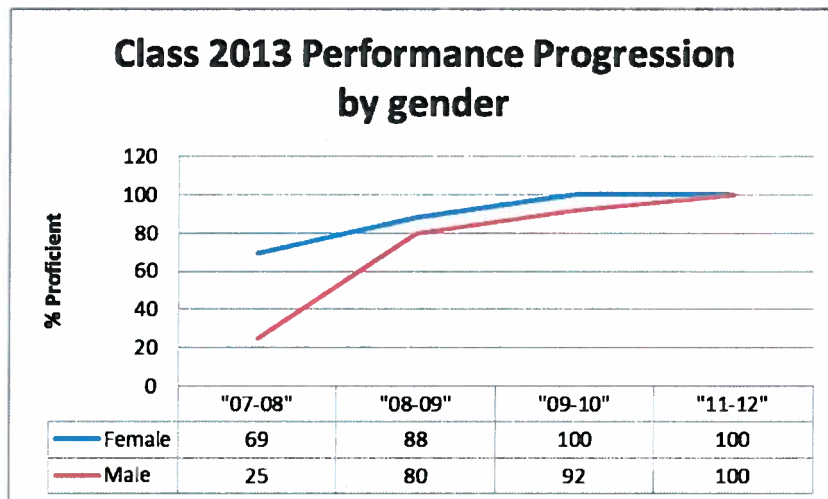


Figure 15

4 Costs

In March of 2012, the Albuquerque Institute for Math and Science received a Daniels Foundation Grant of \$175,000.00 to help fund establishment of an additional campus for the school. Additionally, the following is an analysis of the projected revenue current through 2017. Additional budget analysis is found in the Appendix.

**AIMS @ UNM
Projected Revenue**

Funded Budget Year	Prior Year Mem	40 Day Mem	Unit Value	SEG	Difference
2011-2012	261	301	\$ 3,668.18	\$ 2,277,490.90	
2012-2013	295	302	\$ 3,668.18	\$ 2,174,378.63	\$(103,112.27)
2013-2014	295	420	\$ 3,668.18	\$ 3,050,435.38	\$ 876,056.75
2014-2015	420	480	\$ 3,668.18	\$ 2,669,165.55	\$(381,269.83)
2015-2016	480	540	\$ 3,668.18	\$ 2,922,582.14	\$ 253,416.59
2016-2017	540	540	\$ 3,668.18	\$ 2,776,975.00	\$(145,607.14)
					\$ 602,596.37

Revenue difference from 2012-2013 where no growth was calculated is \$602,596.

Notes:

Unit value remained constant at \$3,668.18.

A/B program remained constant at 72.800 units.

At-Risk remained constant at 0.054 index.

T&E remained constant at 1.087 index.

40 Day membership counts identify the school meeting the projected growth of:

2013-2014: 65 new students at main site and 60 at new site.

2014-2015: 60 new students at new site.

2015-2016: 60 new students at new site.

Student growth was identified in 6th grade which has a lower cost index.

5 Conclusion

The Albuquerque Institute for Math and Science at UNM is a highly successful State Charter School, with a history of high performance. The success of the school has resulted in a greater need than is physically possible at the original site. As the original site is optimum for the mission of the school, and is the sources of much of the culture of the school, it is desirable to start another location near to the original site in effort to attend to at least some of the demand for the program. The growth, performance, stability and range of families attending the school, limit's the risk inherent in any expansion of a Charter School. For this reason, the Albuquerque Institute for Math and Science is requesting an amendment that would allow an additional site of 60 sixth graders beginning the fall of 2013, and adding a grade level each year until a 12th grade is implemented, in essence doubling the enrollment cap to 720 students by the year 2019.

Appendix A:

STATE CHARTER SCHOOL CHA. E/AMENDMENT REQUEST FORM
 This Request Form MUST include a copy of the governing body minutes from the meeting at which the amendment was approved.

An approved charter application is a contract between the charter school and the chartering authority (22 §§ 9-20 NMSA 1978)

Any revision or amendment to the terms of the charter shall be made only with the approval of the chartering authority and the governing body of the charter school (22 §§ 9-15 NMSA 1978)

Please complete and submit the form to: Kelly Callahan, General Manager - Options for Parents/Charter School Division (tel: 505.762.6211)

Or, mail to:
 Public Education Department
 Charter Schools Division, Room 301
 300 1st Street
 Santa Fe, NM 87501-2786

Name of State-Chartered School: Albuquerque Institute for Mathematics and Science at UNM
 Date submitted: December 14th, 2012 Contact Name: Ketharina Sandoval-Shuler E-mail: ksandoval@ams-sc.org

Current Charter Application Section and Page	Current Charter Statement(s)	Proposed Revisions/Amendment Statement(s)	Rationale for Revision/Amendment	Date of Governing Body Approval
V. Educational Plan B. Educational Program 2. Grade levels, class size, and projected enrollment	"Maximum enrollment for the school is 160 students"	"Maximum enrollment is 720 total of all locations"	The current location can only accommodate about 315 students comfortably. Currently the demand for the program exceeds physical space available. AIMS @ UNM has received a Daniels Foundation grant to replicate (expand) its successful model in a second location.	12/17/2012

Original Signature of Governing Council President or Designee: 

Date: 

Printed Name of Governing Council President or Designee: Dr. Steve C. Abrams

Public Education Department use only

Director/General Manager approves change: _____ Date: _____

(No further action taken)

Public Education Commission Chair: _____ Date: _____

APPROVED DENIED

Appendix B:

Unit Value - SEG	PROGRAM UNITS		PROGRAM DOLLARS		Diff %
	2011/2012	2012/2013	2011/2012	2012/2013	
Kindergarten			\$ 3,668.18	\$ 3,668.18	0.00%
Grades 1-12	355.015	355.015	\$ -	\$ -	#DIV/0!
National Board Certified			\$ 1,302,258.92	\$ 1,302,258.92	0.00%
Class C			\$ -	\$ -	#DIV/0!
Class D			\$ -	\$ -	#DIV/0!
3/4 DD			\$ -	\$ -	#DIV/0!
A/B Program	72.800	72.800	\$ 267,043.50	\$ 267,043.50	0.00%
Ancillary			\$ -	\$ -	#DIV/0!
Fine Arts			\$ -	\$ -	#DIV/0!
Bilingual			\$ -	\$ -	#DIV/0!
***T & E			\$ -	\$ -	#DIV/0!
District Size	37.220	37.220	\$ 136,529.66	\$ 136,529.66	0.00%
School Size	123.900	123.900	\$ -	\$ -	#DIV/0!
Growth			\$ 454,487.50	\$ 454,487.50	0.00%
At-Risk	15.930	15.930	\$ -	\$ -	#DIV/0!
Safe & Harmless			\$ 58,434.11	\$ 58,434.11	0.00%
TOTAL	604.865	604.865	\$ 2,218,753.70	\$ 2,218,753.70	0.00%
Less: PED 2% Fee			\$ (44,375.07)	\$ (44,375.07)	0.00%
TOTAL FUNDING			\$ 2,174,379.00	\$ 2,174,379.00	0.00%

Albuquerque Institute for Math and Science at UNM Amendment Request

Unit Value - SEG	PROGRAM UNITS					PROGRAM DOLLARS					2017 OFF \$			
	2012/2012	2013/2013	2014/2014	2015/2015	2016/2016	2017/2017	2018/2018	2019/2019	2020/2020	2021/2021				
Kirchgaetter														
Grades 1-12	314,300	355,015	365,015	485,640	548,340	611,040								
National Board Certif														
Class C														
Class D														
3-7400														
A-15 Program	95,000	72,800	72,800	72,800	72,800	72,800								
Arctillary														
Fire Arts														
Bilingual														
*** & E														
District Site	49,258	37,220	37,220	48,584	54,039	59,494								
School Site	145,116	173,900	173,900											
Growth	53,485		243,700	112,800	111,900									
A-Risk	14,516	15,930	15,930	22,680	25,920	29,160								
Safe & Fairness														
TOTAL	632,835	604,065	646,955	742,504	812,959	772,698								
LESS FED 2% Fee														
TOTAL FUNDING														

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BEFORE THE PUBLIC EDUCATION COMMISSION
STATE OF NEW MEXICO

TRANSCRIPT OF PUBLIC MEETING PROCEEDINGS
February 1, 2013
9:00 a.m.
Mabry Hall - Jerry Apodaca Education Building
300 Don Gaspar
Santa Fe, New Mexico

REPORTED BY: Cynthia C. Chapman, RMR-CRR, NM CCR #219
Bean & Associates, Inc.
Professional Court Reporting Service
201 Third Street, NW, Suite 1630
Albuquerque, New Mexico 87102

JOB NO.: 6394K(CC)

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1 vote, the amendment has been approved -- or the
2 motion has been approved.

3 THE CHAIR: Thank you. By a unanimous
4 vote, the amendments presented by Aldo Leopold
5 School, are approved.

6 MS. NEWELL: Thank you very much.

7 (Applause.)

8 THE CHAIR: Next on the agenda,
9 Albuquerque Institute of Math and Science. Will
10 those representatives please come forward? If you
11 would introduce yourselves for the record, and if
12 your name is uniquely spelled, please spell it for
13 the reporter and tell us your position with the
14 school.

15 MS. SNIDER: Madame Chair, members of the
16 Commission, my name is Kathy Sandoval-Snider,
17 S-N-I-D-E-R. I am the director of Albuquerque
18 Institute for Math and Science, shortly known as
19 AIMS. To my left is general counsel for AIMS, and
20 the board makes him go with me to keep me in line.

21 MR. IVEY-SOTO: Thank you very much. My
22 name is Daniel Ivey-Soto. Last name is spelled
23 I-V-E-Y, dash, capital S-O-T-O.

24 THE CHAIR: Thank you very much for that.
25 Director Gerlicz?

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1 MR. GERLICZ: Madame Chair, members of the
2 Commission, The Albuquerque Institute of Math and
3 Science, or AIMS at UNM, is/was, originally
4 chartered, you remember, as High Tech High back in
5 2004, and came in front of this Commission in 2006
6 for an amendment to change its name to AIMS at UNM.

7 They are located in a building on the UNM
8 campus. They currently serve six through twelve
9 grades. Ms. Sandoval, the principal, has been at
10 that school since the year 2016. This is a
11 school -- excuse me -- 2006. That's wishful
12 thinking, perhaps.

13 This is a school that has consistently
14 achieved very fine results academically in all
15 respects. There's a tremendous demand for the
16 school. And the amendment in front of us is in two
17 parts -- and, again, it's related: to increase the
18 enrollment cap from the current 360 students in
19 grades six through twelve, to 720 students in grades
20 six through twelve. And then the second amendment
21 is to get approval to inhabit a second building on
22 the University of New Mexico campus to house that
23 requested increase in enrollment.

24 So it is not to increase grades. It will
25 be a six-through-twelve grade school still, but to

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1 be housed in two separate buildings. That's the
2 amendment in front of us. Thank you.

3 THE CHAIR: Thank you. Would you care to
4 make a presentation at this point?

5 MS. SNIDER: Certainly, Madame Chair,
6 members of the Commission.

7 THE CHAIR: Please use the microphone.
8 And you can lock that down with that clip there, if
9 you would prefer.

10 MS. SNIDER: Thank you. The Albuquerque
11 Institute for Math and Science has been -- we have
12 renewed once, and we are now in the seventh year of
13 that renewal. We'll be renewing again next year.

14 What we have noticed is that the rule that
15 allows for siblings is taking up most of our
16 sixth-grade class room right now. There's only
17 22 slots available for the community at large.

18 We are located at the University of New
19 Mexico, and our families are spread out across
20 Albuquerque, with a large concentration on the West
21 Side and in the South Valley; although, our families
22 stretch all the way from the East Mountains to
23 Santa Fe and all the way down to Los Lunas and
24 Peralta.

25 What we are noticing and getting some

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1 feedback on from parents is a demand for
2 accommodation for new sixth-graders that would like
3 to come into AIMS. And so what we are asking is
4 that we have an additional site. The Daniels
5 Foundation has given us a grant of \$175,000 dollars
6 to help us replicate this program.

7 The program is extremely stable. My board
8 members -- I've got three of the seven board members
9 have been with me since 2006.

10 The average age -- or experience -- of the
11 board members on my board is between two and three
12 years. So there's not a lot of turnover. There's
13 not a lot of turnover, obviously, in the
14 administration. And there is not -- there is little
15 or no turnover in my instructors. Many of them have
16 been with me since 2006.

17 As a result, we have a stable community
18 and a stable philosophy, if you will. And we would
19 like to replicate that on another site in order to
20 accommodate the demand. We are asking that -- we
21 are working right now with the University of
22 New Mexico to grant us a site, just as they have on
23 the South Campus that we are located on now.

24 We cannot expand the South Campus -- the
25 South Campus building that we have, because we're

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1 landlocked. There is no room to expand. We are
2 surrounded by other organizations. And so we would
3 like to explore going to the North Campus.
4 Obviously, I cannot -- just as with Aldo Leopold, I
5 cannot commit public funds until I have permission
6 from this Commission.

7 That's all I have. If you have any
8 questions, I would be happy to answer them.

9 MR. IVEY-SOTO: And, Madame Chair, members
10 of the Commission, you know, part of the success of
11 AIMS at UNM has been that we are, overall, a small
12 school, given that we service grades six through
13 twelve, that -- and that we have a common mission.

14 And -- and one of the things -- one of the
15 decisions that we have made, even though it costs us
16 in terms of SEG funding, is that, at this point, we
17 only admit children, for the most part, in the sixth
18 grade. Even when we have attrition of children who
19 leave in other grades, we don't replace those -- we
20 don't go to the public and have a lottery to replace
21 two or three positions in the tenth grade or
22 whatnot; because, what we found is that our program
23 is sufficiently intense -- as, in fact, the director
24 of the Charter School Division was talking about in
25 the last presentation, our curriculum is

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1 sufficiently intense that if we -- if we start
2 admitting in the ninth, tenth or eleventh grades to
3 fill attrition vacancy, that those students can't
4 catch up.

5 And so we, for the most part, at sixth
6 grade, that's where you come in, and you're with us
7 the whole way.

8 We are -- I will note, by the way, we are
9 about a mile and a half south of I-40. But I will
10 also note that we have -- I think the last three
11 years -- 100 percent of our graduating class going
12 to four-year colleges and universities, which I
13 don't know if that's the -- the only time that
14 that's happened in New Mexico, but it's certainly
15 unique. And -- and it shows the strength of the
16 program that we have.

17 We also have most of our students
18 graduating with between 20 and 40 college credit
19 hours under their belt before they start university.

20 THE CHAIR: Thank you for that
21 information. Director Gerlicz, what is your
22 recommendation?

23 MR. GERLICZ: Madame Chair, members of the
24 Commission, after going through the documents
25 submitted by the AIMS at UNM School, it is our

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1 recommendation that both of these amendments be
2 approved. Thank you.

3 THE CHAIR: Thank you. Are there
4 questions from Commissioners? Commissioner Bergman.

5 COMMISSIONER BERGMAN: I see you don't
6 have the documents in front of you. But, on Page 15
7 of the documents that were in our packet, the very
8 last sentence reads you will, in essence, double the
9 enrollment cap to 720 students by the year 2012.
10 That's obviously a misprint. What year do you
11 anticipate having 720 students?

12 MS. SNIDER: Commissioner Bergman, members
13 of the Commission, that is absolutely true. I did
14 catch that, and I sent it to Director Gerlicz
15 yesterday with a "Holy cow; please, that's not what
16 I want." By 2019, we would be full up. Thank you
17 for that.

18 COMMISSIONER BERGMAN: Thank you.

19 THE CHAIR: Commissioner Gant and then
20 Toulouse.

21 COMMISSIONER TOULOUSE: Madame Chair,
22 since Commissioner Gant is deferring to me --

23 THE CHAIR: Oh.

24 COMMISSIONER TOULOUSE: I realize I'm new,
25 so I'm asking more questions. But I do have a

1 background in the education community, and I know I
2 worked with the director here when she was working
3 with APS.

4 My only question is, will you be able, as
5 time goes on, to find the qualified teachers for the
6 level of classes you teach? Because I know that's a
7 very hard thing, whether it's for the lower level
8 college classes, or for the public schools in
9 general. And that would be my only concern with
10 taking on that many more students is you can give
11 them the same quality of education. Thank you.

12 MS. SNIDER: Madame Chair, Commissioner
13 Toulouse, that is also a concern of mine. However,
14 we are extremely fortunate at AIMS in that we have a
15 large number of applicants that have a desire to
16 work at my school. And, so, if I can, when I can do
17 this correctly, staff and myself will be spread out
18 over these two -- these two campuses.

19 It's absolutely vital that the mission of
20 the school and the culture of the school be
21 replicated. And to do that, you need to have
22 similar staff at both places until that culture can
23 be raised up.

24 THE CHAIR: Commissioner Gant.

25 COMMISSIONER GANT: Madame Chair, members,

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1 for clarification -- and maybe I missed it; my old
2 eyes here -- but you talked about -- you mentioned
3 that you want to move to the North Campus.

4 MS. SNIDER: Uh-huh.

5 COMMISSIONER GANT: Is that correct?

6 MS. SNIDER: That is correct.

7 COMMISSIONER GANT: Have you had any
8 discussions at all with the leadership of UNM? Is
9 there any facilities at all up there?

10 MS. SNIDER: Madame Chair, Commissioner
11 Gant, thank you for that question. And yes, we
12 have. We have a formal MOU with the University of
13 New Mexico. And with that comes an understanding
14 that we want to maintain a relationship with the
15 University of New Mexico. We have had discussions
16 with the leadership of the University of New Mexico,
17 and we are in the process of identifying potential
18 places at the North Campus. That, obviously, would
19 be ideal.

20 COMMISSIONER GANT: Madame Chair, I know
21 this is going to sound picky and all that, but I
22 have to ask it.

23 Again, I serve on the PSCOC. And a lot of
24 the problems we're starting to see now -- because
25 you have reached the magic number, you've been

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1 renewed, so you can go and get a capital outlay.
2 But my real question is back to the lease assistance
3 that -- and I've read many leases between charter
4 schools. In your charter school lease with UNM, is
5 it a wrap-around, where they pay the maintenance and
6 they pay everything like that? Or are you paying
7 utilities and maintenance and repair, et cetera,
8 et cetera? Because in many, the charter schools are
9 paying the whole ball of wax and dipping into their
10 operational dollars to keep the school open
11 physically.

12 Explain your relationship and your lease
13 with me.

14 MS. SNIDER: Thank you, Madame Chair,
15 Commissioner Gant. We -- it is a wrap-around; in
16 other words, if I understand your terminology, the
17 University of New Mexico provides all the
18 electricity, the heat, the maintenance, the upkeep,
19 the landscape, the garbage; they provide all of
20 that. And so, as a result, in our lease
21 reimbursement, our dollar-per-square-foot is -- is
22 within a -- it's not in the astronomical region.
23 It's one of the lower dollar-per-square-foot. We
24 are very fortunate with that.

25 COMMISSIONER GANT: I was just wondering,

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1 because there's a lot of discussion about capping
2 leases. And I don't want you to get trapped into
3 something like that.

4 And the last question, Madame Chair, is
5 the University going to be responsible for any
6 renovation or expansion to the facilities they may
7 loan you -- they may lease to you?

8 MS. SNIDER: Madame Chair, Commissioner
9 Gant, my understanding is, yes, they will do the
10 renovation. There's not -- there's not a huge
11 amount of renovation that needs to be done
12 immediately, because I'm only adding a sixth grade
13 first. And then we will grow up over the years.

14 That allows a measured growth. It allows
15 conference of stability, and it also minimizes risk.
16 And so I always want to say that, with the grant
17 that we have received from the Daniels Foundation,
18 that will also assist. And so we're looking at
19 matching funds at this time.

20 COMMISSIONER GANT: Madame Chair. You're
21 correct in what a wrap-around is. It's all those
22 things. Thank you, Madame Chair.

23 THE CHAIR: Thank you. Are there other
24 questions? Commissioner Bergman?

25 COMMISSIONER BERGMAN: Thank you. Is that

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1 Daniels -- is that a one-time deal, or do you think
2 they're going to come up with some -- are you hoping
3 or do you not know?

4 MS. SNIDER: I always hope, Commissioner.
5 I never plan or plot. I will tell you that if I do
6 this -- well, not openly. But I will tell you, if I
7 do this correctly, and I -- so far, I think I've got
8 a good batting average -- I believe that I will be
9 able to entice the Daniels to continue to fund us.

10 COMMISSIONER BERGMAN: Thank you. They
11 got the bucks. They ought to pony up some of them.
12 Thank you.

13 THE CHAIR: Are there other questions from
14 Commissioners? Hearing none, the Chair will
15 entertain a motion.

16 COMMISSIONER CARR: Madame Chair?

17 THE CHAIR: Commissioner Carr.

18 COMMISSIONER CARR: I move to approve the
19 amendment presented by the Albuquerque Institute of
20 the Math and Science.

21 COMMISSIONER PERALTA: Second.

22 THE CHAIR: Who seconded? I'm sorry.

23 COMMISSIONER BERGMAN: Commissioner
24 Peralta.

25 THE CHAIR: Moved by Commissioner Carr,

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1 second by Commissioner Peralta, to approve the
2 amendment presented by Albuquerque institute of Math
3 and Science. May we have a roll-call vote?
4 Commissioner Bergman?
5 COMMISSIONER BERGMAN: Commissioner Carr.
6 COMMISSIONER CARR: Yes.
7 COMMISSIONER BERGMAN: Commissioner
8 Conyers.
9 COMMISSIONER CONYERS: Yes.
10 COMMISSIONER BERGMAN: Commissioner
11 Peralta.
12 COMMISSIONER PERALTA: Yes.
13 COMMISSIONER BERGMAN: Commissioner Pogna.
14 COMMISSIONER POGNA: Yes.
15 COMMISSIONER BERGMAN: Commissioner
16 Toulouse.
17 COMMISSIONER TOULOUSE: Yes.
18 COMMISSIONER BERGMAN: Commissioner Gant.
19 COMMISSIONER GANT: Yes.
20 COMMISSIONER BERGMAN: Commissioner
21 Shearman.
22 THE CHAIR: Yes.
23 COMMISSIONER BERGMAN: Commissioner
24 Bergman votes "yes." Madame Chair, by an
25 eight-to-nothing vote, the motion is approved.

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1 THE CHAIR: Say that again,
2 Commissioner Bergman.

3 COMMISSIONER BERGMAN: By an
4 eight-to-zero -- forgive my English -- the amendment
5 is approved.

6 THE CHAIR: Thank you.

7 COMMISSIONER BERGMAN: I'm thinking
8 baseball.

9 THE CHAIR: The motion to approve the
10 amendments presented by Albuquerque Institute of
11 Math and Science is unanimous. Congratulations.

12 MS. SNIDER: Madame Chair, Commissioners,
13 thank you.

14 (Applause.)

15 THE CHAIR: Next, I would invite the
16 representatives from the Ralph J. Bunche Charter
17 School to come to the table, please. Good morning.

18 MS. WILSON: Good morning.

19 THE CHAIR: If you would introduce
20 yourselves, please spell any unique names, and give
21 us the position you hold with the school, please.

22 MS. WILSON: Good morning. I'm Penne
23 Wilson. That's P-E-N-N-E. I am -- good morning. I
24 am Penne Wilson, P-E-N-N-E. I am principal of Ralph
25 J. Bunche Academy. And with me is Terry Locke,

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FW: You are an ACE!

From: ksandoval@aims-unm.org
Sent: Sun, Mar 23, 2014 at 8:00 pm
To: daniel@inaccord.pro

-----Original Message-----

From: "Richardson, Bradley, PED" <Bradley.Richardson@state.nm.us>
Sent: Wednesday, April 17, 2013 4:28pm
To: "Sandoval-Snider, Kathy" <ksandoval@aims-unm.org>
Subject: You are an ACE!

Kathy,

Thank you so much for everything you sent in today. It is very helpful!

I see also that I did not do a very good job remembering that you had included Los Lunas as one of the locations to be considered for the second campus! There it is in the supporting material that was provided to the PEC as they considered AIMS@UNM's charter amendment request. If they are now surprised to hear about it in the report, then Tony can refer them to the documentation they had back in February.

Again, my thanks, Kathy, for all the good work!

Cheers,
Brad

Education Administrator
Options for Parents - Charter Schools Division
NM Public Education Department
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Phone: 505.827.6698
Email: bradley.richardson@state.nm.us

The New Mexico Charter Schools Division supports and advances vibrant and innovative public schools of choice which are models of educational excellence and which cultivate a passion for learning and respect for the teaching profession. We envision our work cultivating communities of passionate learners and teachers who inspire educational excellence for all.

(N.B. Please be mindful that any communication above is not intended and should not be construed as providing legal advice.)

Katharina Sandoval-Snider
Principal, Albuquerque Institute for Mathematics and Science at UNM

FW: Follow Up on Site Visit

From: ksandoval@aims-unm.org

Sent: Sun, Mar 23, 2014 at 8:04 pm

To: daniel@inaccord.pro

His original inquiry about los lunas site possibility. Previous email was in response

-----Original Message-----

From: "Richardson, Bradley, PED" <Bradley.Richardson@state.nm.us>

Sent: Monday, April 15, 2013 4:40pm

To: "Sandoval-Snider, Kathy" <ksandoval@aims-unm.org>

Cc: "Gerlicz, Tony, PED" <Tony.Gerlicz@state.nm.us>, "Ehlert, Karen R., PED" <karen.ehlert@state.nm.us>

Subject: Follow Up on Site Visit

Dear Kathy,

It was delightful to meet with you and your team last week and get to understand AIMS @ UNM a bit better. As a side note, I fell ill with a nasty head cold by the end of our visit - an unfortunate and unrelated coincidence. The hot tea you provided sustained me! I am only just back to work this morning and I need to follow up with you.

During the meeting you said that you were scanning the documents that we needed to check. When you complete the scanning, can you e-mail them to me? That way I can complete a "report" to you and update our files. If you need a list of the documents, please let me know.

Part of the Charter Schools Division routine now is to provide the PEC with reports that updates them on all schools that we have visited since their previous meeting. At its April 26 meeting, the PEC will expect an update on AIMS@UNM's plan to expand to a second campus. During our visit last week, you mentioned that the second AIMS@UNM campus might reside at UNM's Valencia County campus - a direction strongly supported by the school's governing council but by no means finally decided. The description of the pushback you have received from educators in Valencia County suggests that the exploratory phase for the second campus is in full swing.

Can you provide a brief one-to-two paragraph update on where the AIMS is with regards to the development of the second campus and the thinking that guided the school's governing council to explore a Valencia County campus? I think that a Valencia County location will take the PEC somewhat by surprise, so you might want to include a rationale for that location. (For example, does the current campus draw heavily from that area already?) You might also provide a note as to the sustainability of two campuses under a single administration at such a remove.

Because we have to prepare and send these reports to the PEC this Thursday, I have to ask you to send your text in to either Tony or to me by the end of Wednesday, April 17.

I apologize, Kathy, for asking you to do this on such a short notice. If you are simply unable to do this, can you send me bullet points covering these topics, and I can stitch together a brief narrative.

Thank you, Kathy. I look forward to hearing back from you.

With best regards,
Brad Richardson

Education Administrator

Options for Parents - Charter Schools Division
NM Public Education Department
300 Don Gaspar
Santa Fe, New Mexico 87501

Phone: 505.827.6698

Email: bradley.richardson@state.nm.us

The New Mexico Charter Schools Division supports and advances vibrant and innovative public schools of choice which are models of educational excellence and which cultivate a passion for learning and respect for the teaching profession. We envision our work cultivating communities of passionate learners and teachers who inspire educational excellence for all.

(N.B. Please be mindful that any communication above is not intended and should not be construed as providing legal advice.)

Katharina Sandoval-Snider
Principal, Albuquerque Institute for Mathematics and Science at UNM

NM PED-Charter Schools Division
2nd/3rd Year Site Visit Charter School Checklist Report
Albuquerque Institute of Math and Science at UNM
3rd Year Site Visit: April 9, 2013
Liaison: Bradley Richardson, Karen Ehlert

Please have the following documents prepared and ready for review the day of the 2nd or 3rd Year Site Visit:

ACADEMIC FRAMEWORK

School Improvement

EPSS Plan and/or Continuous School Improvement Plan
School's plan has not been entered into the WebEPSS. The deadline for this is June 21, 2013.

Charter School Mission and Goals (if different from above).

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

School Goals:

- 1. Seventh grade proficiency levels in science according to the New Mexico Standards Based Assessment, will increase by 5 percent at the proficient and Advanced levels for the 2010-2011 school year.*
- 2. Seventh grade proficiency levels in math according to the New Mexico Standards Based Assessment, will increase by 5 percent at the proficient and Advanced levels for the 2010-2011 school year.*
- 3. Eleventh grade college readiness indicators will increase by 5 percent over a period of 2010-2011 school year on internal formative assessments designed during the 2009-2010 school year.*
Src: Charter.

Student Performance Goals:

- 1. Each year, 100 percent of all Albuquerque Institute for Mathematics and Science @ UNM graduates will be accepted into at least one four-year college or university.*
- 2. Each year, 100 percent of all Albuquerque Institute for Mathematics and Science @ UNM graduates will have 2 units of a critical language.*
- 3. Each year, 90 percent of all students at Albuquerque Institute for Mathematics and Science @ UNM will successfully complete a Service Learning project.*
Src: School Charter

School Literature (Flyers, Brochures, News Letters Web site etc.)

Parent/Student Handbooks
Team reviewed the handbook.

Assessment

School Assessment Data: Short cycle assessment, curriculum based measures, portfolios, formative assessments, etc.
Team reviewed composite data/graphs of the school's Discovery results.

School Report Card(s)
The school has a state grade of "A" with student proficiency in both reading and math over 90%.

ORGANIZATIONAL FRAMEWORK

School Governance and Leadership

- List of Governing Board Members, officers, terms, contact information and committee assignments; have changes been updated to CSD with regard to the Board of Finance?

AIMS@UNM Current Governing Council

<u>Name</u>		<u>Role</u>	<u>Position</u>
Dr. Steve Cabaniss,	President	Dean, College of Arts and Sciences	UNM A & S
Bob Walton,	Vice President	President, Economic Development	Community
Dr. Kathryn Watkins,	Secretary	Faculty, College of Ed	COE
Joe Fortuin,	Member	Gen. Manager, Sennheiser	Community
Breda Bova,	Member	VP. UNM	UNM Admin
Dr. Alicia Aragon		Sandia Nat. Lab	Community
Dr. Kerry Howe		Faculty, College Engineering	C of Engineer.
Mr. Curt Mitchke		CFO Airproducts	Community
Open		Parent	

- Record of Governing Board Membership statutory training and plan for future training (2011-12 Certificates of Completion for all current Board members provided.)
Training hours are recorded for S. Cabaniss, B. Walton, A. Aragon, and K. Howe (NMSBA Conference, Nov. 2012) [Alan Clawson attended, but is no longer on the governing council.]
- Governing Council Minutes and proof of Open Meetings Act compliance from last three meetings
Team reviewed prior three months of meeting agenda and minutes. Compliance is apparent.
- Head administrator evaluation process
Governing Council uses the HOUSSE with summaries provided in letter format.
- Enrollment/admission policy with forms and lottery documentation
Team discussed this and received assurances that lottery documentation does not contain any items other than student name, parent/guardian contact information.
- Board Evaluation tool. Does your Board evaluate itself?
Team reviewed Board Self Evaluation Tool.

Special Education/Student Assistance Team/ELL

- Special Education – Any concerns? Any issues? Anything you want us to know?
The school reports no concerns. In conversation with the Special Education Coordinator, the team learned that the school has identified three ELL students, two of whom have now been exited from the program due to meeting English Language proficiency.
- Documentation of delivery of services and related services for special education students
The school reports that the school has a psychologist on contract, as well as provides a full range of services as required.
- Documentation of Student Assistance Team (SAT) process
The school reports that the SAT is proactive and meets regularly, including at each student/parent conference.
- Records of English Language Learner testing/placement/program
See note above (under Special Education).

Facility

E-Occupancy Certificate/PSFA approval (New Mexico Condition Index [NMCI], if applicable)

Is there any move / expansion / facility modification planned?

- CSD has a copy of the "E" Occupancy Certificate.
- The school has an approved charter amendment to expand the school to a second campus. The school reports that it has explored several options. Of those identified in its charter amendment supporting documents, the UNM – Valenica County campus in Los Lunas is being investigated further.

FINANCIAL FRAMEWORK

Fiscal Responsibility

Charter school audit results; are there repeat audit findings that haven't been resolved? If so, how is the board/management addressing this issue?

At the time of the site visit, the audit had not been released, and so was not discussed. The results of this audit will have to be considered in the coming school year.

ADDITIONAL INFORMATION (OPTIONAL)

Charter school Awards/Accomplishments/Recognitions
The school reports that it has applied to become a Blue Ribbon School.

Challenges/Concerns faced by the charter school
None noted.

Other relevant/pertinent information about the charter school
None noted.

Commendations:

1. CSD commends AIMS@UNM for a strong, directed, collaborative and ultimately successful administrative team.
2. CSD recognizes AIMS@UNM for its clear focus and consistent work on mission and goals, from implementing curriculum and instructional support to communications with the community.
3. CSD applauds the administration's swift and positive move in addressing concerns around fiscal management.
4. CSD applauds the achievement of the faculty and students in contributing to the school grade of "A", as well as high levels of reading and math proficiency.
5. CSD observed engaged students and teachers in a positive learning environment.

Recommendations:

1. CSD recommends that as AIMS@UNM comes to a decision on the location of its second campus, that it communicates its choice to the CSD, who will in turn keep the Public Education Commission informed.

Next Steps:

1. Please ensure that the school's EPSS Plan is uploaded into WebEPSS. The deadline for this is June 21, 2013.
2. The CSD has no records that indicate that B. Bova and J. Fortuin have participated in the required hours of annual training for governing council members. Please provide a status report or training plan for these Governing Council members.



State of New Mexico
House of Representatives
Santa Fe

LARRY A. LARRAÑAGA

R - Bernalillo
District 27

7716 Lamplighter NE
Albuquerque, NM 87109
Home Phone: (505) 821-4948
E-mail: larry@larranaga.com

COMMITTEES:
Agriculture & Water Resources
Appropriations & Finance
Rules & Order of Business

INTERIM COMMITTEES:
Investments Oversight
Legislative Finance
Public School Capital Outlay Oversight
Water & Natural Resources

April 4, 2014

Hanna Skandera, Secretary of Education
New Mexico Public Education Department
300 Don Gaspar, Room 209
Santa Fe, NM 87501

Re: Formal Support for Waiver of the Albuquerque Institute
For Math and Science

Dear Secretary Skandera,

This letter is in support of a waiver request by the Albuquerque Institute for Math and Science, which is currently located on the South Campus at the University Of New Mexico.

The request is to allow an expansion of a campus within Sandoval County: namely within the Rio Rancho School District Boundaries. I believe AIMS will provide an exceptional option for the students in Sandoval County.

In 2012, AIMS received a Daniels Foundation Grant, primarily because of its high level of performance throughout the Charter term. Currently the school enjoys a 94% proficiency in both reading and mathematics, which exceeds the performance of schools located within Sandoval County boundaries, as well as the state in general.

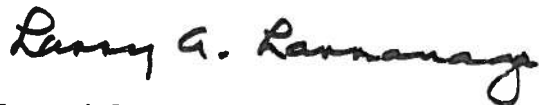
Since 2006, AIMS students have continuously made steady improvements, particularly in the areas of math and science. The school has consistently met AYP goals each year. Analysis of incoming sixth graders over the past three years shows an astounding increase in math proficiency. By their senior year, AIMS students reached a proficiency of over 98%.

This has earned AIMS the honor of being named a National Blue Ribbon School, as well as been recognized by the Washington Post as the 48th most rigorous school and being named by Newsweek in the top 25% best schools in the nation.

For these reasons, I believe the Albuquerque Institute for Math and Science to be an exceptional school in New Mexico and assure anyone that the students of Sandoval County will benefit from this school if offered in the Rio Rancho School District.

Thank you for your consideration.

Sincerely yours,

A handwritten signature in black ink that reads "Larry A. Larranaga". The signature is written in a cursive style with a large, looping initial "L".

Larry A. Larranaga



State of New Mexico
House of Representatives
Santa Fe

NATE GENTRY

Minority Whip
R - Bernalillo
District 30

3716 Andrew Drive, NE
Albuquerque, NM 87110
Home Phone: (505) 508-0782
E-mail: nateform@gmail.com

COMMITTEES:

Health, Government & Indian Affairs
Judiciary

INTERIM COMMITTEES:

Courts, Corrections & Justice
Economic & Rural Development
Mortgage Finance Authority Act Oversight

April 7, 2014

The Honorable Hanna Skandera,
Secretary of Education
New Mexico Public Education Department
300 Don Gaspar Room 209
Santa Fe, NM 87501

RE: Support for Waiver Request of the Albuquerque Institute for Math and Science

Dear Secretary Skandera,

The this letter is in support of the waiver request by the Albuquerque Institute for Math and Science which would allow an expansion within the Rio Rancho School District Boundaries. I believe the school exceeds educational performance standards of the Rio Rancho School District and will provide an exceptional option for the students of Sandoval County.

In 2012, the AIMS expansion received a Daniels Foundation Grant, primarily because of its high level of performance throughout the Charter term. Currently the school enjoys a 94% proficiency in both reading and mathematics, which exceeds the performance of school districts located within Sandoval County boundaries, as well as the state in general.

Since 2006, AIMS students have continuously made steady improvements in achievement; particularly in the areas of math and science. According to the CREDO study, AIMS is one of only six schools in the State of New Mexico that outperforms the traditional public schools. The school has consistently met AYP goals each year, increasing student proficiency yearly. Analysis of incoming sixth graders over the past three years shows an increase in math proficiency of 40%, science by 45%, and reading by 38% with current levels at 95%, 95% and 90% proficient and advanced respectively. By their senior year, AIMS students reach a proficiency of over 98%. The achievement gap has diminished from 38% in reading to 1% currently, and math from 28% to less than 1%. Most recently, AIMS was named as a National Blue Ribbon School; one of only 11 charter schools in the nation to receive this honor. Additionally, the Washington Post named AIMS as the 48th most rigorous school (public or private) in the nation and Newsweek has named the school as one of the top 25% best schools in the nation.

For this reason, I believe the Albuquerque Institute for Math and Science to be an exceptional school in New Mexico and I believe that the students of Sandoval County will benefit from this school if offered in the Rio Rancho School District.

Thank-you in advance for your consideration.

Very truly yours,



Nate Gentry
State Representative

FW: AIMS

From: Daniel A. Ivey-Soto

Sent: Tue, Apr 15, 2014 at 12:28 pm

To: 'Kathy Sandoval-Snider'

[Draft Wilkins and Scott AIMS Resolution for April 23 2014 PW.doc \(101.3 KB\)](#)

From: CHUCK WILKINS [mailto:CWILKINS@ci.rio-rancho.nm.us]

Sent: Monday, April 14, 2014 1:38 PM

To: Ivey-Soto, Daniel

Subject: AIMS

Hi Senator,

Attached is the update resolution. The last a final version should be on the City website Friday.

Thanks

Chuck Wilkins



**CITY OF RIO RANCHO
RESOLUTION**

RESOLUTION NO.

ENACTMENT NO.

1
2 SPONSOR: DISTRICT 1 CITY COUNCILOR CHUCK WILKINS & DISTRICT 4 CITY
3 COUNCILOR MARK SCOTT
4

5 **CITY OF RIO RANCHO SUPPORT FOR ALBUQUERQUE INSTITUTE FOR**
6 **MATHEMATICS AND SCIENCE (AIMS) CHARTER SCHOOL TEMPORARILY**
7 **LEASING AVAILABLE SPACE AT UNM WEST**
8

9 **WHEREAS:** Rio Rancho voters, property owners, and community members have
10 supported education through various means such as property taxes,
11 bonds, and a Municipal Higher Education Facilities Gross Receipts Tax;
12 and,
13

14 **WHEREAS:** UNM West has made an effort to maximize the use of their existing
15 facilities while providing a service to the community; and,
16

17 **WHEREAS:** UNM West has made a substantial investment in the City of Rio Rancho
18 and is working on expanding its campus and programs; and,
19

20 **WHEREAS:** AIMS Charter School expanding to Rio Rancho by temporarily leasing
21 available space at UNM West provides parents and students with
22 additional academic choice; and,
23

24 **WHEREAS:** The existing AIMS Charter School in Albuquerque, which is affiliated with
25 UNM, serves sixth through twelfth grade students and has a 100 percent
26 graduation rate; and,
27

28 **WHEREAS:** A National Blue Ribbon School for 2013 based on its overall excellence,
29 AIMS provides a focused education on advanced math, science, and
30 technology skills while preparing its graduates for post-secondary
31 education; and,
32

33 **WHEREAS:** Recent charrettes conducted by UNM West and CNM revealed a need for
34 a focus on the academic disciplines of science, technology, engineering,
35 and mathematics (STEM).
36

37 **NOW THEREFORE, BE IT RESOLVED BY THE GOVERNING BODY OF THE CITY OF**
38 **RIO RANCHO:**
39

- 40 1) The Governing Body supports AIMS efforts to expand to Rio Rancho and begin
41 offering classes to 40 sixth-grade students beginning next school year.
42
43 2) The Governing Body supports UNM West temporarily leasing available space at its
44

1 current facility to AIMS as it will not impact or diminish UNM West's commitment to
2 grow baccalaureate and graduate programs in Rio Rancho.

3
4 3) The Governing Body will continue to ensure that revenues from the
5 Municipal Higher Education Facilities Gross Receipts Tax will be applied to
6 applicable uses approved by voters which are: (1) the acquisition, construction,
7 renovation or improvement of facilities of a four-year post-secondary public
8 educational institution located in the municipality and acquisition of or
9 improvements to land for those facilities or (2) payment of municipal higher
10 education facilities gross receipts tax revenue bonds.

11
12 4) The Governing Body supports diverse educational opportunities for parents and
13 students in Rio Rancho.

14
15
16 ADOPTED THIS 23rd DAY OF APRIL 2014.

17
18 _____
19 , Mayor

20
21 _____
22 Date

23
24
25 ATTEST:

26
27 _____
28 Stephen Ruger, City Clerk
29 (SEAL)

Editorial: AIMS critics raise a trot line of red herrings

[A abqjournal.com/386470/riowest/aims-critics-raise-a-trot-line-of-red-herrings.html](http://abqjournal.com/386470/riowest/aims-critics-raise-a-trot-line-of-red-herrings.html)

Albuquerque Journal Editorial Board
.....

It's No. 48 on The Washington Post's 2014 list of most challenging high schools – public and private.

It's in the top 25 percent of Newsweek's 2014 top 2,000 schools in the country.

It's a 2013 National Blue Ribbon School designated by the U.S. Department of Education.

It received an "A" from the New Mexico Department of Education in 2012 and 2013.

More than 94 percent of its students are proficient in reading and math, with no achievement gap.

That recognition and achievements – and more importantly, that level of education – are what New Mexico students, parents, employers, taxpayers and leaders have been seeking for years.

Oh, and it's all absolutely free to any 6-12 public school student in New Mexico who applies and wins admission through a lottery.

We're talking about the Albuquerque Institute for Mathematics and Science charter school.

And yet despite all the aforementioned, some state and Rio Rancho officials are still doing everything they can to keep AIMS from expanding that impressive track record to a second campus. Really.

Because while rational parents, taxpayers, employers and government officials would partake in a bidding war to get a public school of this caliber in their neighborhood, Rio Rancho Public Schools Superintendent Sue Cleveland has raised an entire trot line of red herrings to block the school from opening with just sixth graders in two classrooms on the UNM West campus.

And the Public Education Commission, which oversees state charter schools, has bitten. Action on the proposed AIMS expansion has been delayed until the commission's May 9 meeting.

AIMS' focus is on dual college enrollment, and its state charter requires it to be on a UNM campus. State law mandates it be in a state-owned building soon. It has operated as an exemplary example of educating all comers (30 percent of its students qualify for subsidized lunch, 42 percent are in special education).

Yet some folks just don't want to see anything different in the City of Vision.

Even if all statistics show that something different is great for all involved. And that's simply myopic.

Cleveland says there is concern about putting middle school students on the same campus as college students. But the current AIMS campus is on UNM south, its upperclassmen take courses at UNM and adjacent Central New Mexico Community College, and all AIMS students must adhere to a strict dress code that allows faculty, staff and security with both schools to keep an eye out for the

younger students.

Cleveland also says allowing rooms on the UNM West campus to be used by 40 AIMS sixth-graders could impede UNM West's goal of expanding its programs and offering more courses. That would have more credibility if UNM actually had a plan for making UNM West a viable offshoot. To date you can shoot a cannon down hallways and not hit anyone.

Another Cleveland concern is that Rio Rancho voters recently approved a higher education tax and could become upset if the UNM West campus, which the tax supports, is used for another purpose. But AIMS will be paying UNM rent – and you don't have to get an "A" in math to figure out that getting paid so a nationally-recognized public school program can educate students in a space that would have been sitting empty is a better deal than not educating students and not getting paid.

Nevertheless, Cleveland has convinced fellow members on the UNM West Advisory Council to question the expansion, and the PEC to take some more time "to collect relevant facts and documents" related to a fishing expedition that appears to be more about fear of competition than anything else.

So here are some relevant facts to chew on: Last year the PEC approved a charter amendment allowing AIMS to establish another location. Last month University of New Mexico regents approved an "agreement in principle" that will allow AIMS in a UNM West building.

Those facts, and AIMS' impressive state and national track record, should be enough to cut all those red herrings loose once and for all.

30 percent of AIMS students qualify for free or reduced-price lunch.

DRAFT

I have thoroughly reviewed this project and approve the following:

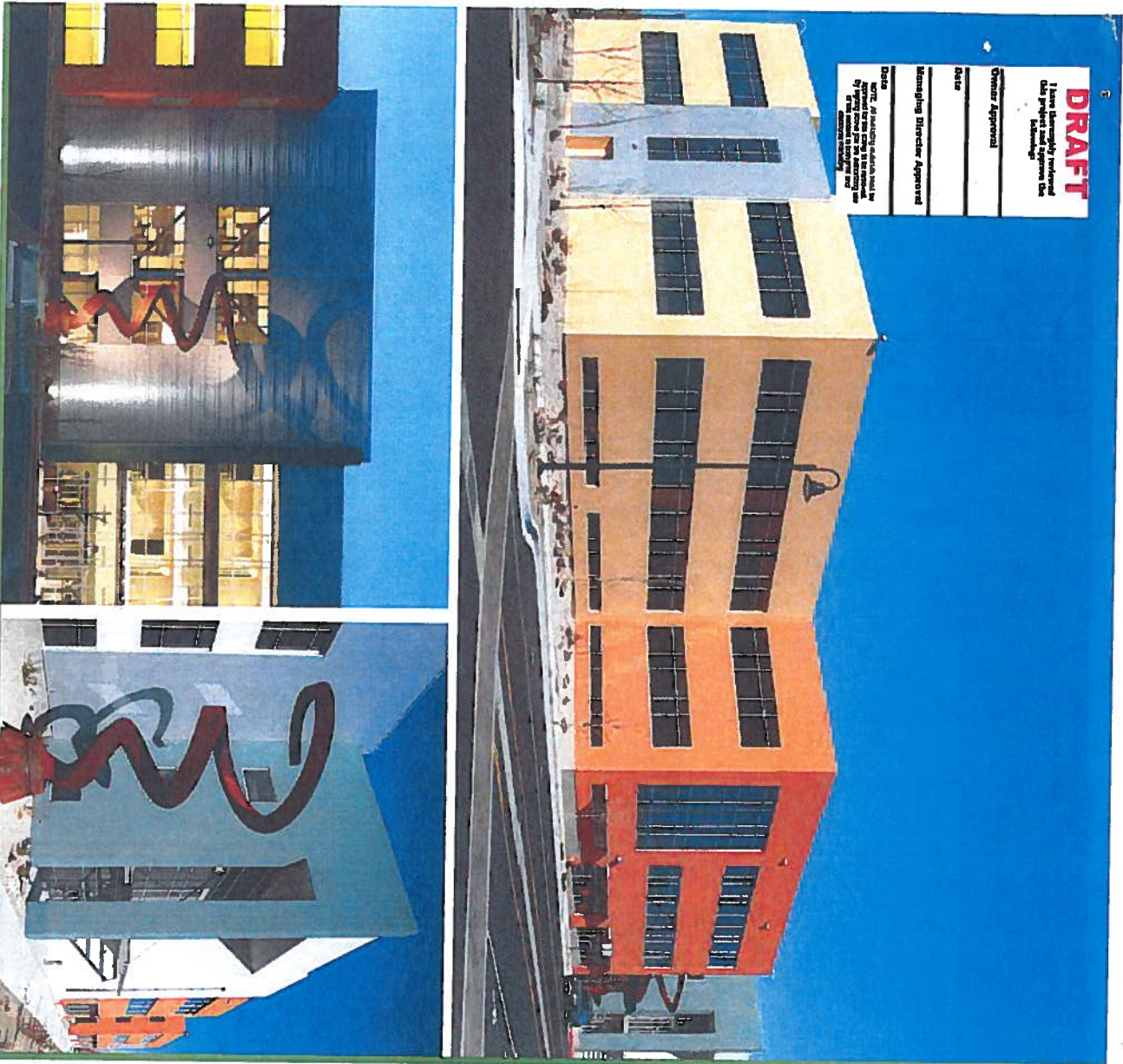
Owner Approval

Date

Managing Director Approval

Date

NOTE: All building materials used in approved project shall comply with approved specifications and shall conform to applicable codes and standards.



STATE-OF-THE-ART PLUG & PLAY CALL CENTER SUBLEASE

2351 HP WAY NE :: RIO RANCHO, NM 87144

TOTAL AVAILABLE - 82,446 ± RSF

- First Floor 33,180 ± RSF - 336 Call Center Workstations
- First Floor 19,038 ± RSF - Computer Lab/Datcenter
- Third Floor 30,228 ± RSF - 317 Call Center Workstations

LEASE RATE:

- \$16.50/SF Full Service - Tenant pays janitorial

MASTER LEASE EXPIRES:

- November 30, 2024

FEATURES:

- Located in Rio Rancho's City Center near US 550 and NM 528
- "Plug and Play" environment with Herman Miller cubicles in place
- Immediate occupancy
- Computer lab includes: CAT 6 cabling, separate Liebert cooling system, dual fiber feed and raised floor
- Fully sprinkled
- Parking ratio: 8 per 1,000
- In-suite breakrooms, furnished conference rooms and meeting rooms
- On-site dry cleaning services available

COMMON AREA AMENITIES:

- Lobby
- Cafe
- Coffee Bar
- Receiving Dock
- Restrooms

FOR MORE INFORMATION CONTACT:

Terri Dettweiler, SIOR

First Vice President
505.837.4912
terri.dettweiler@cbre.com

Brent Tiano, CCIM

Associate
505.837.4907
brent.tiano@cbre.com

Marguerite Haverly

Associate
505.837.4902
marguerite.haverly@cbre.com

CBRE | 6100 Uptown NE | Suite 300 | Albuquerque, NM 87110 | T. 505.837.4999 | F. 505.837.4994 | www.cbre.com/abq

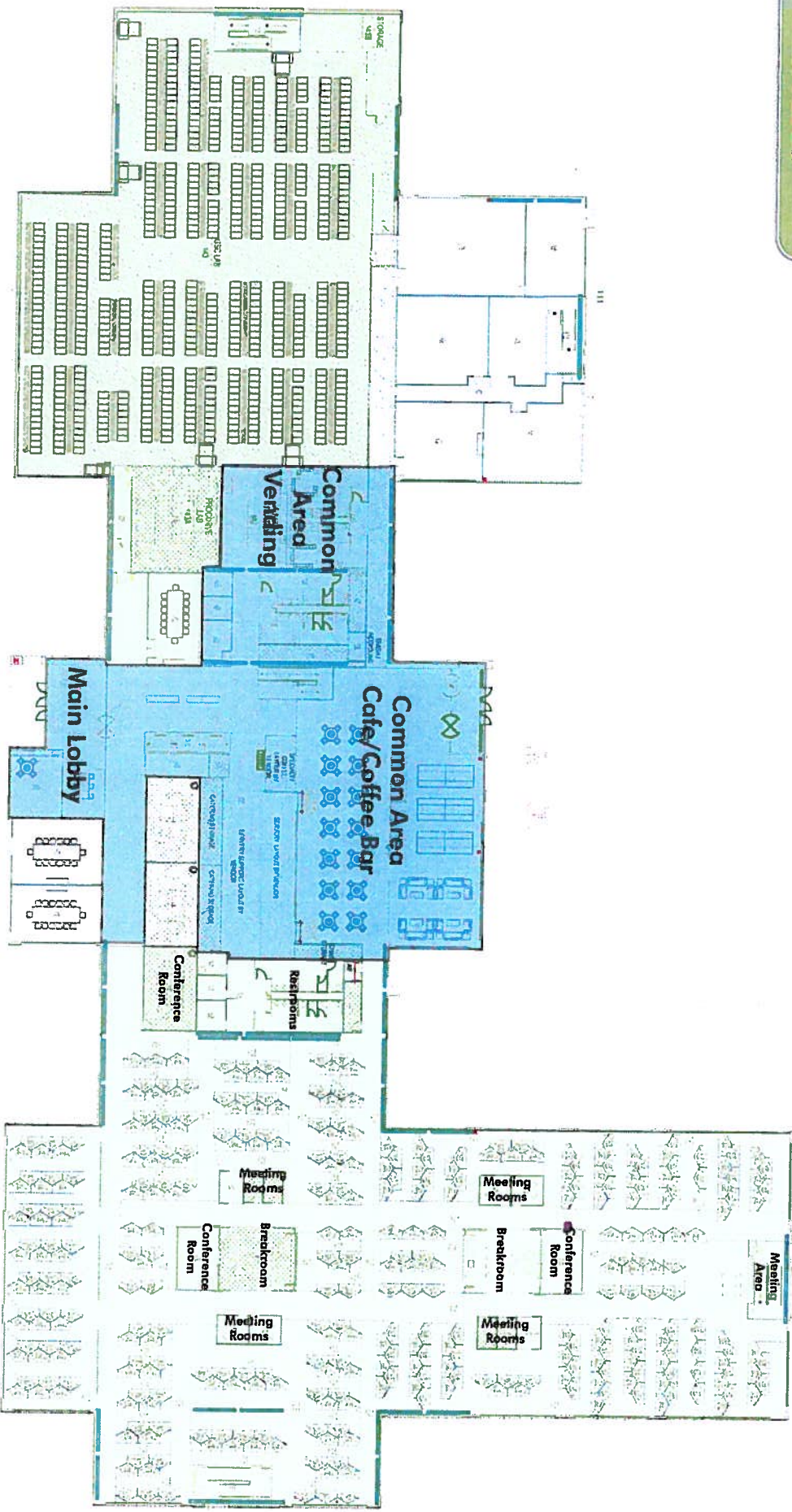
CBRE

STATE-OF-THE-ART CALL CENTER SPACE

2351 HP WAY NE :: RIO RANCHO, NM 87144

FOR SUBLEASE

FIRST FLOOR



SUBLEASE SPACE
COMPUTER LAB/DATA CENTER
19,038± RSF

SUBLEASE SPACE
CALL CENTER
33,180± RSF
336 SEATS

- Common Area
- Sublease Space

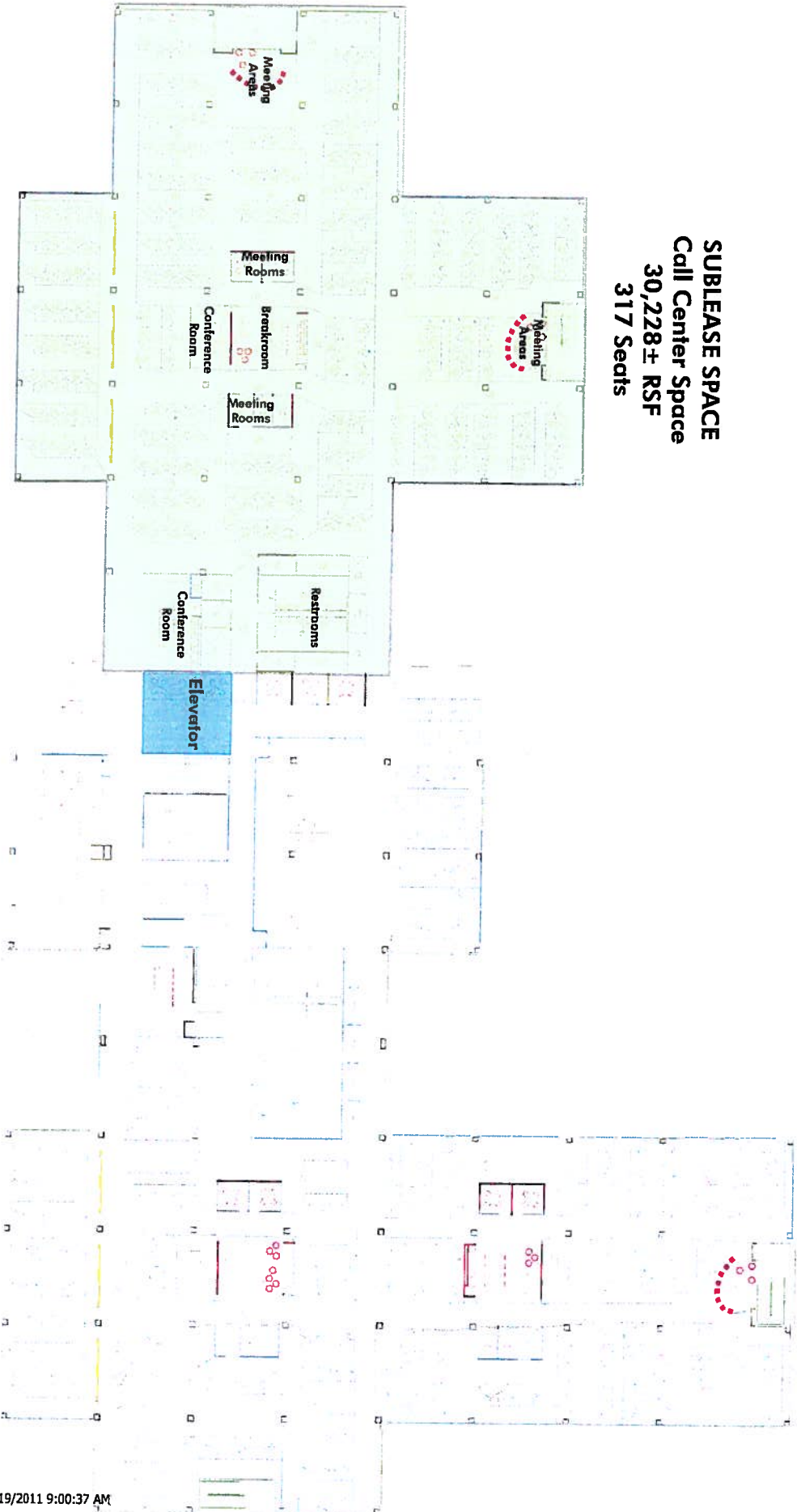
STATE-OF-THE-ART CALL CENTER SPACE

2351 HP WAY NE :: RIO RANCHO, NM 87144

FOR SUBLEASE

THIRD FLOOR

SUBLEASE SPACE
Call Center Space
30,228 ± RSF
317 Seats



Common Area

Sublease Space

STATE-OF-THE-ART CALL CENTER SPACE

2351 HP WAY NE :: RIO RANCHO, NM 87144

FOR SUBLEASE

BUILDING SPECIFICATIONS

- **Total Sublease Space Available:** 82,446± RSF
- **Computer Lab/Data Center:** 19,038± RSF
- **Total Office/Call Center Space:** 63,408± RSF (demisable)
- **Parking:** 8:1,000
- **Ceiling Clear Height:** 9'6"
- **Sprinklers:** Fully Sprinklered
- **HVAC:** 2 separate systems.
Data Center has separate cooling (see below).
- **Power:** Office has closed loop chilled water system
Single Feed at 12.47 KV

CALL CENTER OFFICE (1ST FLOOR): 33,180± RSF

- 336 seats
- Raised floor for cabling
- Plug and Play Herman Miller furnishings (via a bill of sale)

CALL CENTER OFFICE (3RD FLOOR): 30,228± RSF

- 317 seats
- Raised floor for cabling
- Plug and Play Herman Miller furnishings (via a bill of sale)

FIRST FLOOR RECEIVING AREA:

- To be shared with Sublessor (receiving only, no distribution)
- 10' X 12' roll up door

COMMON/SHARED AREAS:

- Lobby, café and main level restrooms
- Café and Coffee bar operated by Sublessor, Hours: Café: 7 am – 2pm, Coffee: 6am – 3/4pm

SECURITY SYSTEM:

- Sublessor to provide common area card access control to building perimeter. Sublessee will be permitted to install security system within the subleased premises

COMPUTER LAB/DATA CENTER (1ST FLOOR): 19,038± RSF:

- Designed 70 W/SF on the computer floor, or 1,190 kW for the +/- 17,000 USF
- Dual fiber feed with single source power
- Sublessor will allow installation of sub-tenant specific equipment. (generators and UPS)
- CAT 6 cabling
- **Sublessor will leave:**
 - Buses and Racks
 - CAT 6 cabling
 - Lieberts/cooling units (11 units) - via a Bill of Sale
 - Raised Floor
 - 3 humidifiers
 - There are windows in the Data Center (with black out shades)
 - Lab is in NOT currently submetered

- **Mechanical:** The existing +/- 17,307 USF data center/lab is currently serviced by (1) 40 ton Computer Room Air Conditioners, CRAC Units. The units provide chilled water cooling which is provided by (2) 300 ton chillers and is distributed through a piped distribution system pumped by (3) 25 Sublessor end suction pumps. Air is distributed through the space by a pressurized supply air plenum beneath the 18" raised floor and enters the space through perforated floor tiles. Air is returned to the CRAC units through the open space. Before the space was a data center/lab, it was designed to be an open office space. The rooftop air conditioning unit, duct mains, and boiler heating capacity were installed to serve this space as office space.

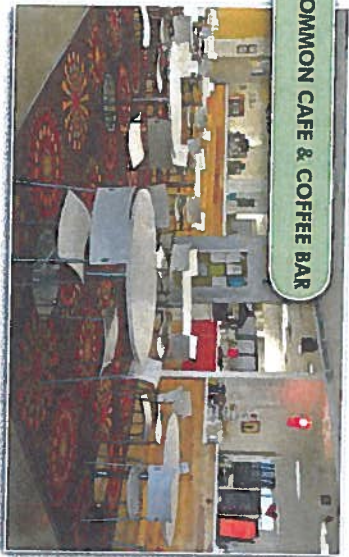
- **Electrical:** The data center/lab power distribution is fed from a dedicated switchboard in the UPS room. It serves the CRAC units, computer cabinet power via overhead busway, general power in the space, and the outdoor air-cooled chiller and associated pumps. The busway power consists of dry type transformers/switchboards on the raised floor. Lighting consists of specific fixtures aligned with computer racks to coordinate with diffusers and busway. Grounding is provided below the raised floor.

STATE-OF-THE-ART CALL CENTER SPACE

2351 HP WAY NE :: RIO RANCHO, NM 87144

FOR SUBLEASE

COMMON CAFE & COFFEE BAR



IN-SUITE CONFERENCE ROOMS



HERMAN MILLER FURNISHINGS



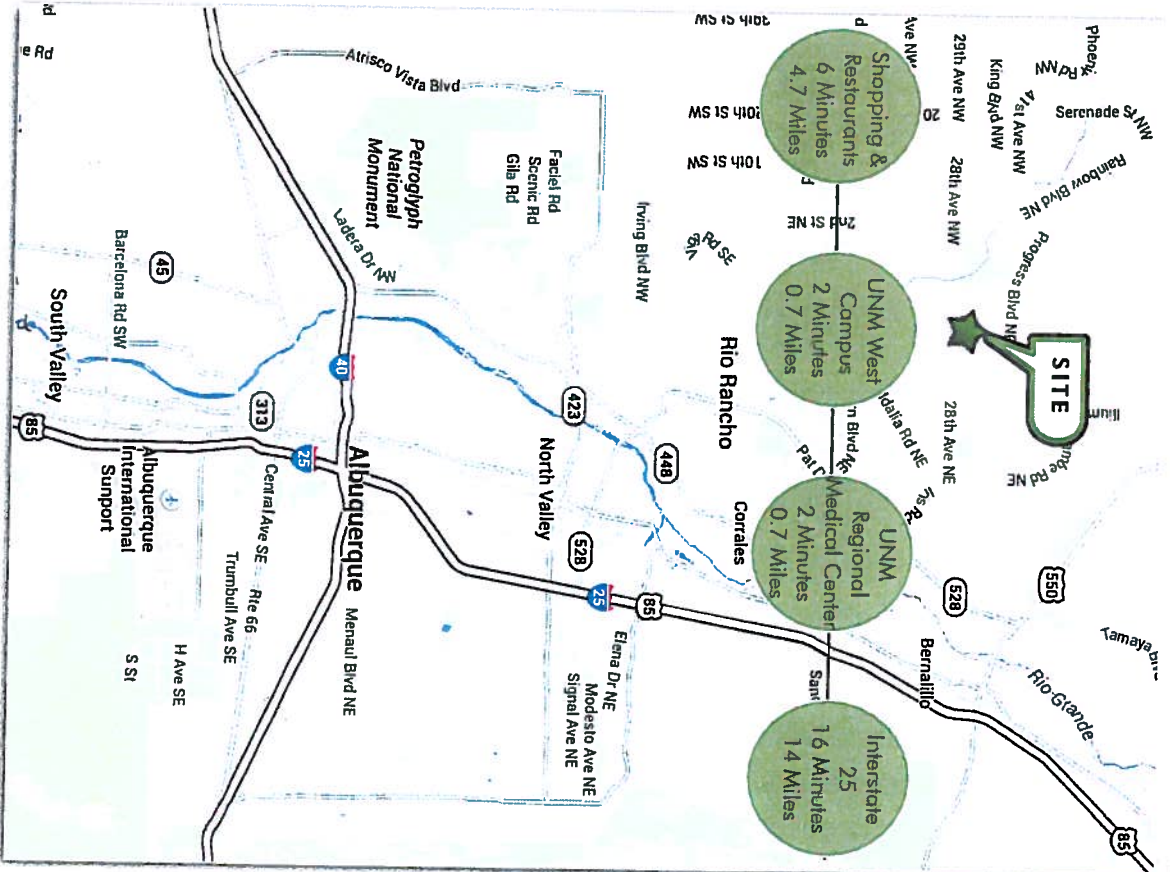
AREA AMENITIES

PRESBYTERIAN RUST MEDICAL CENTER

UNM HOSPITALS UNM



WALMART SUPERCENTER



STATE-OF-THE-ART CALL CENTER SPACE

2351 HP WAY NE :: RIO RANCHO, NM 87144

FOR SUBLEASE

RIO RANCHO CITY CENTER



2351 HP Way is located within Rio Rancho's City Center, or Central Business District. This area boasts a number of impressive businesses, educational campuses and economic drivers for Rio Rancho and

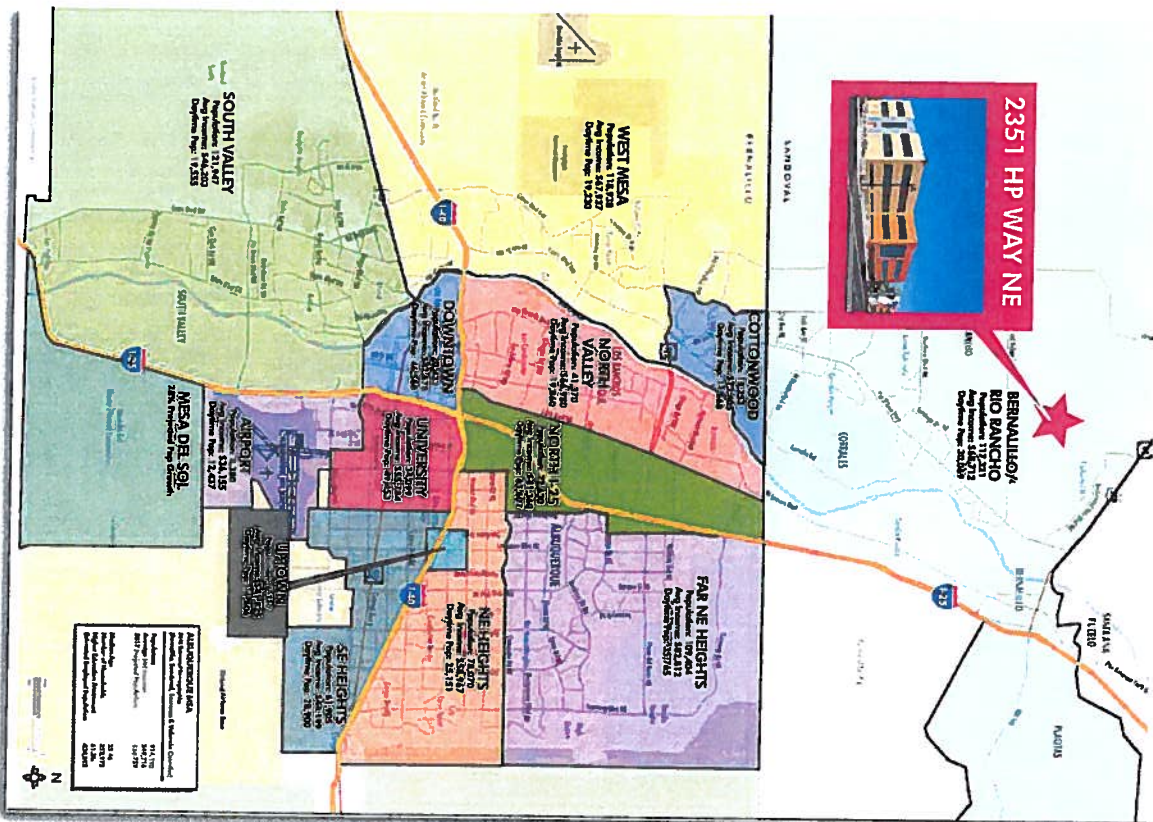
Sandoval County. These include the University of New Mexico (UNM West), Central NM Community College (CNM), UNM Regional Sandoval Medical Center, City Hall and the Santa Ana Star Center. The synergies created by the growth and development of Rio Rancho's City Center, coupled with the expansion of Presbyterian Medical's Rust Medical Center make City Center and Rio Rancho a destination location ready for future growth.

CITY

The City of Rio Rancho is located on the southern border of Sandoval County. Sandoval County is the State of New Mexico's second most populous and fastest growing county. Sandoval County includes the incorporated municipalities of Bernalillo, Cuba, Corrales, Jemez Springs, Rio Rancho and San Ysidro, numerous unincorporated communities, the chartered community of Cochiti Lake, all or portions of nine Indian pueblos, three Navajo Chapters and part of the Jicarilla Apache Reservation. The municipalities of Rio Rancho, Bernalillo, and Corrales all border each other in Southern Sandoval. The City of Rio Rancho comprises over 100 square miles of land and is just 35 minutes from the Albuquerque International Sunport and 45 minutes from Santa Fe, the cultural center of the Southwest. The City of Rio Rancho has an estimated 2014 population of 93,207 and as the state's fastest-growing city, is setting high standards for both quality of life and conducting business. Rio Rancho residents also enjoy a moderate four-season climate, affordable housing options, and one of the state's lowest crime rates.

STATE

The State of New Mexico is also one of four minority-majority states in the Union. Taking into account UNM New Mexico's largest university and the state's most populous MSA (909,344 - 2014 Population Estimate) the Albuquerque/Rio Rancho metro area offers a unique and cultural experience.



STATE-OF-THE-ART CALL CENTER SPACE

2351 HP WAY NE :: RIO RANCHO, NM 87144

FOR SUBLEASE

EDUCATION

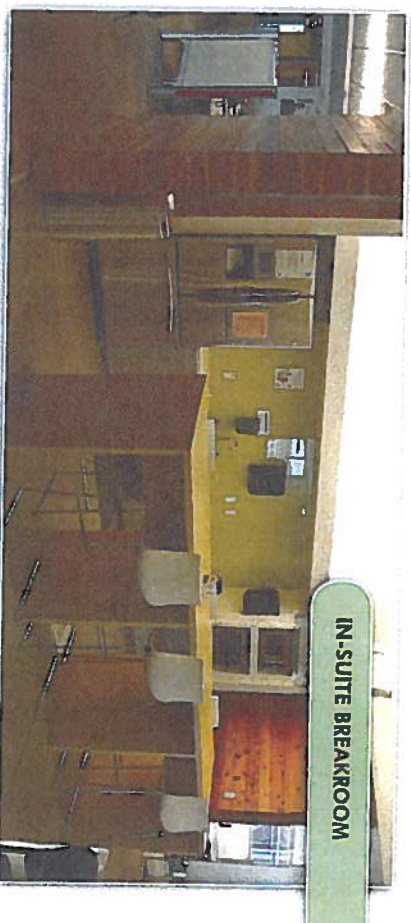
Rio Rancho has an educated population with approximately 30 percent of its citizens holding a Graduate, Bachelor or Associates Degree. As a community, Rio Rancho values education. The public school district is considered among the best in the state with state-of-the-art schools that focus on technology-related programs. A second high school has been built on a 150-acre campus east of the City's Central Business District. In addition the University of New Mexico (UNM) and Central NM Community College (CNM) have both constructed new west side campuses in the Rio Rancho City Center directly adjacent to 2351 HP Way. The presence of Intel in the community also draws a highly-educated trailing spouse population.

As the newest city in a state saturated with tradition and history, Rio Rancho uniquely combines the convenience of modern master-planning and pro-business government with the cultural values intrinsic to its geographic location. The City borders on Albuquerque, the Town of Bernalillo, the Santa Ana Pueblo, and the Village of Corrales. With the creation of the City Center, Rio Rancho's Central Business District, the development of a major university and community college, low cost of living, and a rapidly growing population, the City of Rio Rancho is solidly fulfilling its nickname and self-imposed mandate as "The City of Vision."



CITY OF RIO RANCHO RANKINGS

- Rio Rancho was named "One of the 10 best towns for families" in 2013 by Family Circle Magazine
- In 2012, 2010 & 2006, Rio Rancho was named one of America's Best Places to Live by Money Magazine.
- Rio Rancho was named the "Best Place to Raise Kids in New Mexico" in 2010.
- In April 2008, Rio Rancho was named "Best Place to Live and Launch" by Fortune Small Business Magazine.
- In 2010 Rio Rancho was named "One of Americas Fastest Growing Cities" by BusinessWeek



[Type text]

National Security and Strategic Analysis (NSSA) Undergraduate Certificate
University College, UNM
November 6, 2013, Revised March 17, 2014

Executive Summary

The undergraduate certificate in National Security and Strategic Analysis (NSSA) is an interdisciplinary certificate designed to prepare students for careers in national security within the intelligence community (IC) and other governmental agencies, national and international companies, policy think tanks, and non-governmental organizations worldwide. The primary focus is student understanding of policy and data analysis from a broad range of open source information collection methods, and use of the analysis tools by governmental and non-governmental organizations engaged in strategic planning, policy development, and decision making. This is an interdisciplinary effort integrating techniques and methodology of information and policy analysis with knowledge of national security, such as: national and international political movements; social, cultural, religious and demographic trends; climate and environmental stresses; technology and information; and terrorism, weapons of mass destruction (WMD) and nonproliferation issues. The capstone activity is to demonstrate superior comprehension of strategic analysis through completion of a field or research analysis project related to a national security issue. Such analysis, and the recognition of this effort combined with a baccalaureate degree, will provide broader career opportunities for the student.

The Certificate has grown out of the UNM National Security Studies Program (NSSP), which is designated by the federal government as one of sixteen national IC Centers for Academic Excellence (IC-CAE). The NSSP was developed in 2009 to fulfill IC-CAE grant requirements. Since its inception, the NSSP has become a recognized and valued program at UNM with over 100 participating students, and several NSSP sponsored new courses at UNM in the areas of critical analysis, critical languages, and multicultural studies. NSSP students represent the ethnic diversity of the university and are the clear strength of the program. Many UNM faculty representing diverse disciplines actively engage in the program. UNM NSSP scholars have gained employment in national security related areas or gone on to graduate schools with programs offering opportunities such as those the UNM certificate would provide.

There is strong and growing governmental and private hiring demand for individuals demonstrating critical subject matter expertise coupled with the ability to engage in strategic analysis. This is exemplified by congressional mandates enacting the program and providing federal funding for such an interdisciplinary perspective, and the development of similar programs at many other institutions. The certificate will further the UNM IC-CAE student career objectives, and assist students in gaining entrance to graduate programs in international affairs, business, law, engineering, humanities and the sciences. It will also help students secure their career choices in the US military.

Since its inception, the NSSP has had a Faculty Advisory Committee consisting of over 15 members from almost all UNM colleges and schools. This committee will be constituted as the Undergraduate NSSA Faculty Certificate Committee under the University College auspices, which will administer the certificate program. The committee will continue and expand upon its

[Type text]

charge of providing program content, evaluation and assessment. As noted, the program's spectrum is quite broad and it is through the committee that a broad range of expertise is integrated into content, evaluation and assessment.

Current faculty is expected to teach the listed courses to satisfy the credit hours toward obtaining the certificate. There are approximately 40 courses per year in various departments that are already offered (and funded) by those departments to a range of UNM students. In addition, part time instructors (PTI) or Research Faculty would teach any specialized courses or some topics courses offered based on program interest and need. Initially it is anticipated at least one such non regular faculty may be engaged. Specifically, this faculty may teach the Introduction to National Security and Strategic Analysis course which is required of all students seeking the undergraduate certificate. This course would also be available to all UNM students. Faculty qualified to teach this type of course are generally from Political Sciences or retired from a national laboratory and highly experienced. It is anticipated that this will be a 300 level course cross listed in University College and Political Sciences.

An important metric in an evaluation and assessment is certificate enrollment, which is expected to be at 30-60 students per year, with up to 100 students enrolled in the program at any one time. The enrollment estimate is based on the number of students who have been designated as Nssp scholars; a designation requiring a 3.0 grade point average or better. Approximately 90% of the Nssp participants are undergraduates.

The Nssa Certificate directly supports efforts of UNM to provide good and current career opportunities for students upon graduation. The Nssa Certificate program also supports the UNM goal to work more closely with the National Nuclear Security Administration (NNSA) national laboratories (Sandia and Los Alamos) and the several Department of Defense (DOD) facilities in New Mexico. It will provide UNM students with a competitive advantage for many good career positions in New Mexico, nationally, and internationally.

A National Security and Strategic Analysis (Nssa) Undergraduate Certificate, when combined with a BA/BS degree in a discipline will open additional career opportunities for UNM students. There are several natural student populations interested in such an undergraduate certificate in National Security and Strategic Analysis. Notably, there are a number of students graduating from UNM who will continue their education at UNM with a career goal involving security and analysis relating to government, business or many other non-governmental organizations (NGOs) and international organizations. Sandia National Laboratories (SNL), Los Alamos National Laboratory, Kirtland Air force Base and other federal installations in or near Albuquerque are national security focused organizations and a Nssa certificate will be beneficial in securing a position at these institutions.

MASTER'S IN PUBLIC POLICY AT UNM

**Departments of Economics, Political Science and Sociology,
and the School of Public Administration**

EXECUTIVE SUMMARY

Economic uncertainty, high poverty rates, low graduation rates and drought are among the challenges facing the state of New Mexico. The proposed Master's in Public Policy (MPP) program would train a new generation of analysts who can serve the state by identifying and championing data-driven policy options. The applied research, critical thinking, oral presentation and writing skills of MPP graduates will contribute to improved decision-making in local and state government agencies, in Native communities, and in the private and non-profit sectors.

1. Program Description: The MPP will be administered jointly by the School of Public Administration and the Departments of Economics, Political Science and Sociology, and will use existing courses in these departments to build an academically demanding and individually specialized curriculum to train professionals who can rigorously analyze policy, budget, and program questions. The curriculum will emphasize data analysis and interpretation, critical thinking, and oral and written communication. Students completing the MPP will have the skills to become professional policy analysts for government agencies, non-profit advocacy and research groups, and private firms. Representatives from these organizations will serve on an advisory board that will help align the program with community and employer needs.

2. Evidence of Need: At present, there is no degree program available within the state of New Mexico for students seeking graduate-level training in public policy. Both UNM and NMSU offer the Master in Public Administration (MPA) degree, but these differ in notable ways from the proposed MPP degree. The key difference between the two degrees is that the MPP is designed to train policy analysts for both the public and private sectors, while the MPA's major goal is to train public and nonprofit managers.

Potential employers in State and Local governments have identified a strong need for professionals who can rigorously analyze policy, budget, and program questions. Desired skills include critical thinking, data analysis and interpretation, and oral and written communication. Officials in State agencies are keenly interested in developing a pipeline of well-trained students from this program to support the work of state government. Letters of support accompany this proposal.

Although "Policy Analyst" does not appear as an occupation category in the NM Workforce Solutions database, some of our targeted jobs might be categorized as "Budget Analyst" and "Management Analyst." New Mexico's Department of Workforce Solutions projects that growth in Analyst positions will exceed average job growth, and that employers will need to fill 570 new Analyst positions in the next ten years. (See table in Appendix I.) Taken together with the interest of government officials, and the small size of the program, we foresee robust demand for MPP graduates.

3. Program Content: The MPP will be a 2-year, 48-credit program in which students acquire the methodological and statistical skills and the substantive knowledge necessary to enter the workforce as qualified policy analysts. Students will pursue a core curriculum that includes advanced training in applied econometrics, economic analysis of public policy, public policy and the political process, organizational behavior, policy and diversity, public management and ethics, and financial management. Students will also develop expertise in a substantive policy area such as Social Welfare, Economic Development, Health, Education, the Environment, Security, Criminology and Native American communities. A required internship that forms the basis for a comprehensive policy report will give students practical policy analysis experience. An ongoing public policy seminar will develop leadership, writing, presentation and other professional skills by, in part, hosting policy analysts from across the state as guest presenters.

4. Evaluation and Assessment: A successful MPP program will produce students who can: (1) evaluate research literature pertaining to policies and programs, (2) analyze data with appropriate statistical methods and commonly used statistical software, (3) produce well-argued and technically rigorous policy reports that provide politically feasible and institutionally sensitive recommendations, and (4) effectively communicate the content of these reports to general and diverse audiences verbally and in writing. The comprehensive policy report will serve as the basis for evaluation of these learning outcomes.

After four years of operation, the program would be eligible for accreditation by the Network of Schools of Public Policy, Affairs, and Administration (NASPAA).

5. Required Resources: The program will rely primarily on existing courses. Two new courses will provide the a the policy seminar and internship. A part-time faculty director will teach these courses and coordinate the program with the assistance of a .5FTE program coordinator and a .25 FTE graduate assistant. The program will also require resources to develop a website, recruit students and send a representative to the annual NASPAA meeting.

6. Projected Enrollment: The program will enroll (and graduate) about 10 students each year. At any given time, there will be about 20 students enrolled.

7. Costs: Total costs are about \$55,000 annually. The Dean of Arts and Sciences and the Director of the School of Public Administration have agreed to cover the estimated \$10,000 annual cost for the MPP Director's course releases. The Provost's Office has committed the remaining \$45,000. See documentation in the Budget tab of this proposal.

At full enrollment, revenues from tuition will be in the \$135,000 to \$247,000 range, depending on the number of students paying out-of-state tuition. Revenues will therefore more than cover costs, and the program could conceivably offer more programming and student support under a revenue-sharing arrangement.

TESOL Graduate Certificate

Executive Summary

Program Description: The Graduate Certificate in *Teaching English as a Second Language (TESOL)* is a graduate and postgraduate course of study designed for teachers who to gain an understanding of effective pedagogical theory and practice in teaching English Language Learners (ELLs) as they earn their TESOL endorsement. It is also designed to prepare teachers who want to teach adults both internationally and in this country. This 15-credit certificate program consists of five courses that can be completed within one year.

Evidence of Need: This program will help teachers meet the educational needs of students in Albuquerque and in New Mexico. Albuquerque Public Schools (APS), the largest district in the state and one of the largest in the nation, provides educational services to over 94,566 children of whom 46,593 (53%) are Hispanic, 4,170 (5%) Native American, and 13,624 (16%) English Language Learners (ELLs). Over 57% of the teachers and administrators in the Albuquerque Public Schools (APS) are UNM/COE graduates. Approximately 20% (62,393) of New Mexico's K-12 students are ELLs.

Program Content: The courses, listed below, will provide the content for the TESOL Graduate Certificate. They are all standing courses in LLSS, and, therefore there is no budgetary impact nor curricular change apart from implementing the graduate certificate.

- LLSS 556 – First and Second Language Development
 - LLSS 482 – Teaching English as a Second Language*
 - LLSS 453 – Theoretical and Cultural Foundations of Bilingual Education*
 - LLSS 558 – Literacy Across Cultures
 - LLSS 559 – Second Language Literacy
- *available for graduate credit

The TESOL Graduate Certificate goals include having graduates obtain understandings of: theories of first and second language acquisition and development; the role language and culture play in education; the nature of different programs designed to meet the needs of ELLs; effective methods and strategies in teaching ELLs; the nature of second language literacy and effective instructional strategies to promote it; and the role of family and community in a child's education.

Evaluation and Assessment: The TESOL Graduate Certificate, which addresses the core values of the COE, will help LLSS account for graduate and non-degree graduate students who take TESOL endorsement courses at UNM. Currently there is no mechanism to track these students, making it very difficult to assess student learning outcomes and comply with TK20 and NCATE reporting requirements. Based on surveys distributed to LLSS courses, it is estimated that approximately 350 non-degree students

took endorsement courses from 2006-2011. This number includes students who want to teach adults. There is, also, no means for these students to verify with future employers that they have successfully completed a TESOL preparation program. The TESOL Graduate Certificate would allow LLSS to market the TESOL program more widely and would attract more students to UNM.

Required Resources: The only required resource will be the creation of an online form on TK20, which will be used to enroll students and monitor their progress in the completion of the TESOL Graduate Certificate.

Projected Enrollment and Costs: The number of students beginning the pursuit of the TESOL Graduate Certificate should average about 25-30 students a semester. Most of these students will be APS teachers and those from outlying school districts seeking a TESOL endorsement. There will also be students who are pursuing an advanced degree and who would like to simultaneously work toward a TESOL Graduate Certificate. Students could also be drawn from Special Education, Health Education, Literacy, Educational Thought, Speech and Hearing, Linguistics among other programs. Since all of the courses are currently being taught and have already been populated with students who will now be getting a TESOL Graduate Certificate, there will be no additional costs.

Additional Information: Faculty in the LLSS TESOL/Bilingual Program:

Rebecca Blum-Martinez, LLSS

Sylvia Celedon-Pattichis, LLSS

Leila Flores-Duenas, Teacher Education


Carlos Lopez LeivaHolbrook Mahn, LLSS

Lois Meyer, LLSS

Julia Scherba de Valenzuela, Special Education

Chris Sims, LLSS

Student Activities Center

TO: Dr. Eliseo Torres, Vice President for Student Affairs
FROM: Debbie Morris, Director of Student Activities 
DATE: April 17, 2014
RE: GPSA Constitutional Amendments
Spring 2014 Election

The following amendments were approved in the GPSA Election held April 7-10, 2014.

Amendment 1: For 285 Against 26 Approved by 92%
This amendment reflects a combination of the Executive and Legislative Finance Committees and allows for a single Finance Committee, and streamlines the budget and appropriations process.

Amendment 2: For 255 Against 54 Approved by 83%
This amendment introduces the position for a Chief of Staff to the GPSA. The Chief of Staff aids the President and the Graduate and Professional student body by managing the GPSA office, GPSA Budget, and advising and representing the GPSA President when necessary.

Amendment 3: For 224 Against 86 Approved by 72%
This amendment approves payment for 9 credit hours of tuition and fees allocated to the Council Chair and the Chief of Staff, and increase the tuition and fees allotted for President from 9 credit hours up to 12 credit hours.

Melanie Baise has reviewed these amendments and found no legal concerns. I recommend these amendments be presented at the next Board of Regents meeting. Priscila will present these amendments to the Academic/Student Affairs and Research Committee meeting and address any questions the Regents may have on the amendments.

Please let me know if there is any further information I can provide.

cc: Melanie Baise, Associate University Legal Counsel
Priscila Poliana, GPSA President
Texanna Martin, GPSA President-elect
Maria Elena Corral, GPSA Council Chair



April 23, 2014

TO: Board of Regents Academic Student Affairs and Research Committee
FROM: Selena Salazar, Office of the University Secretary
SUBJECT: Spring 2014 Degree Candidates

The Faculty Senate approved the Spring 2014 Degree Candidates at the April 22, 2014 Faculty Senate meeting.

Included is the list of the Spring 2014 Degree Candidates. Please do not publish the candidates that are on the privacy flag list.

Degree Candidate Summary*

Doctoral and MFA Degree	458
Master's Degree	781
Bachelor's Degree	2399
<u>Associate's Degree</u>	<u>263</u>
Total	3901

Please place this item on the next Board of Regents ASAR Committee meeting agenda for consideration.

Thank you.

Attachments



Faculty Senate

Memorandum

Date: April 24, 2014

To: Academic, Student Affairs & Research Committee

From: Richard Holder, Faculty Senate President

Cc: Carol Parker, Interim Senior Vice Provost, Office of the Provost

Re: Proposed Revision of Policy C280 "Leave Without Pay"

Because Policy C280 "Leave Without Pay" has not been updated since 1978, the Faculty Senate conducted a full review of the Policy and approved updates included in the attached draft that:

1. Allow leave without pay for part-time and full-time faculty.
2. Clarify the faculty member's responsibilities pertaining to continuation or cancellation of insurance benefits during the time a faculty member is on leave without pay. These responsibilities are listed in item 7 of the Policy Statement.

Although not all faculty policies require Board of Regent approval, Policy C280 was approved in the past by the Regents. Therefore, these changes are being submitted to the Board of Regents for consideration and approval.

C280: Leave Without Pay

Approved By: Faculty Senate and Board of Regents

Last Updated: **Draft 3/6/14**

Responsible Faculty Committee: Policy Committee

Office Responsible for Administration: Provost and the Chancellor for Health Sciences

Revisions to the Policy Rationale, Policy Statement, and Applicability sections of this document must be approved by the full Faculty Senate.

POLICY RATIONALE

A University of New Mexico (UNM) faculty member may encounter a situation that is not covered by other faculty leave policies and may need to request leave without pay. This document describes which faculty members are eligible for leave without pay and the procedures for requesting and granting leave without pay.

POLICY STATEMENT

Any faculty member, except for adjunct appointments, is eligible for a leave of absence without pay after two years of service at UNM subject to the following stipulations:

1. Leaves without pay will be granted only when in the opinion of appropriate UNM officials such a leave will be of distinct benefit to this institution as well as to the individual concerned.
2. Leaves without pay will not normally be granted to persons wishing to accept a regular faculty appointment at another institution. Such an arrangement usually puts UNM at a considerable disadvantage, since it would be required to keep the position here open on a temporary basis until the person on leave returns or decides not to return to UNM.
3. Before the leave without pay is approved, the department chairperson and/or the dean concerned must have agreed that the assignments usually carried out by the person requesting the leave may and will be carried out satisfactorily by others—normally including one or more temporary employees from the outside— without any extra cost to UNM.
4. It is to be understood that if a faculty member has not attained tenure, a leave of absence without pay will normally extend the probationary period.
5. Leave of absence without pay is not counted toward retirement or toward years of service when figuring seniority for promotion.

6. While a faculty member is on leave without pay, UNM will not continue to pay its share toward retirement or Social Security benefits.

7. The faculty member's insurance benefits will continue while the faculty member is on leave without pay, unless the faculty member actively cancels his or her insurance through UNM Human Resources. The faculty member will be responsible for paying his or her portion of the benefit premiums. UNM will continue its contribution to premiums. The faculty member should refer to [UAP Policy 3600](#) "Eligibility for Benefit Plans" for requirements pertaining to continuation, cancellation, and reinstatement of benefit plans.

APPLICABILITY

All UNM academic faculty and administrators, including the Health Sciences Center and Branch Campuses.

Revisions to the remaining sections of this document may be amended with the approval of the Faculty Senate Policy and Operations Committees in consultation with the responsible Faculty Senate Committee listed in Policy Heading.

DEFINITIONS

No specific definitions are required for this Policy

WHO SHOULD READ THIS POLICY

- Faculty
- Academic staff
- Academic deans and other executives, department chairs, directors, and managers

RELATED DOCUMENTS

Faculty Handbook

[Section B](#): "Academic Freedom and Tenure," 2.3.2, 3.4.2, and 4.10.

[C200](#): "Sabbatical Leave"

[C205](#): "Annual Leave"

[C210](#): "Sick Leave"

[C215](#): "Parental Leave"

[C220](#): "Holidays"

[C225](#): "Professional Leave"

[C230](#): "Military Leave of Absence"

[C235](#): "Leave for Service Abroad"

[C240](#): "Leave of Absence Incident to Political Activity"

[C245](#): "Faculty Absence from Assigned Duties"

University Administrative Policies and Procedures Manual:

[Policy 3440](#) "Family and Medical Leave"

[Policy 3600](#) "Eligibility for Employee Benefit Plans"

“Request for Leave Without Pay” form available from the Faculty Contracts and Services Office or the HSC Faculty Contracts Office.

CONTACTS

Direct any questions about this Policy to the Faculty Contracts and Services Office or the HSC Faculty Contracts Office.

PROCEDURES

1. A leave without pay or any combination of a sabbatical leave and a leave without pay will not generally exceed one year in duration, although when the best interests of UNM would be so served and with the concurrence of the department chairperson, the dean, and the Provost or the Chancellor for Health Sciences, the President may approve a two-year absence. However, except in rare cases, as approved by the President, a faculty member shall not be absent from UNM for more than two of any five consecutive years, and it is not contemplated that even such a proportion of absence shall be the norm.

2. Requests for leaves of absence without pay or any combination of a leave without pay and a sabbatical leave, as described in item 1, should be submitted through the applicant's department chairperson to the dean as early as possible, but no later than four months in advance of the date the proposed leave will begin. The dean forwards the request with his/her recommendation to the Provost or the Chancellor for Health Sciences, who in turn submits all pertinent material to the President with his/her recommendations. The President makes the final decision.

HISTORY

April 22, 2014—Approved by the Faculty Senate

August 29, 1978—Approved by Regents

May 10, 1978—Approved by Faculty

May 18, 1975—Approved by Regents

April 8, 1975—Approved by Faculty

February 1, 1975—Approved by Regents

March 14, 1974—Approved by Regents

March 12, 1974—Approved by Faculty

Experiences from UNM's First MOOC

Gregory L. Heileman

Academic Affairs
University of New Mexico

What does MOOC stand for?

Massively Open Online Course

-or-

Maximal Outreach to Outside Communities

-or-

Educating Students the Way They Want to Learn

“Today’s college students are struggling to maintain their balance as they attempt to cross the gulf between their dreams and the diminished realities of the world in which they live. . . . They want to live in an Internet world, a digitally connected globe but the adults and social institutions around them are analog or digital immigrants, including their blackboard universities.”

—Arthur Levin and Diane R. Dean,
Generation on a Tightrope: A Portrait of Today’s College Student, 2012.

There have been a few major economic turning points in the history of the United States:

- Agricultural Revolution – Early 1700's to early 1800's.
- Industrial Revolution – Early 1800's to the early 2000's.
- Information Revolution – began with the advent of the World Wide Web.

These transitions were most disruptive during their early phases.

We're obliged to prepare our students for the future they face.

- We are educating the first generation of college students growing up in the "Information" Revolution.
- **The parents of today's freshman class grew up in:**
 - An analog world
 - An industrial economy
 - A national focus

Today's freshman class grew up in:

- An digital world
- An information economy
- A global focus

*If it existed when you were born,
it's not technology,
it's just infrastructure you grew up with.*

- Coursera is an educational technology company offering MOOCs created by partner institutions. Founded by Stanford CS faculty Andrew Ng and Daphne Koller in 2012.
- Coursera will only offer classes from elite institutions – the members of the Association of American Universities or “top five” universities in countries outside of North America.
- We are one of the few non-AAU U.S. institutions that have partnered with Coursera.
- Agreement between UNM and Coursera finalized in May 2013.
- Agreement between UNM and UNM faculty finalized March 2014.
- Ten UNM faculty/staff attended 2014 Coursera Partners Conference.

Teach the world

Global Institutions U.S. State Institutions

American Museum of Natural History
 Bentley College of Music
 Brown University
 California Institute of the Arts
 Caltech
 Case Western Reserve University
 Columbia University
 Commonwealth Education Trust
 Copenhagen Business School
 Curtis Institute of Music
 Duke University
 École Centrale Paris
 École normale supérieure
 École Polytechnique
 École Polytechnique Fédérale de Lausanne
 Eindhoven University of Technology
 Emory University
 Exploratorium
 Fudan University
 Georgia Institute of Technology
 Hebrew University of Jerusalem
 HEC Paris
 Higher School of Economics
 Icahn School of Medicine at Mount Sinai
 IE Business School
 IESE Business School
 Johns Hopkins University
 Koç University
 Korea Advanced Institute of Science and ...
 Ludwig-Maximilians-Universität München (...)
 Match Teacher Residency
 Moscow Institute of Physics and Technology
 Nanyang Technological University, Singap...

National Geographic Society
 National Taiwan University
 National University of Singapore
 New Teacher Center
 Northwestern University
 Peking University
 Princeton University
 Relay Graduate School of Education
 Rice University
 Rutgers University
 Saint Petersburg State University
 Sapienza University of Rome
 Shanghai Jiao Tong University
 Stanford University
 Technical University of Denmark (DTU)
 Technion - Israel Institute of Technology
 Technische Universität München (TUM)
 Tecnológico de Monterrey
 Tel Aviv University
 The Chinese University of Hong Kong
 The Hong Kong University of Science &...
 The Museum of Modern Art
 The Ohio State University
 The Pennsylvania State University
 The University of British Columbia
 The University of Chicago
 The University of Edinburgh
 The University of Melbourne
 The University of North Carolina at Cha...
 The University of Tokyo
 The World Bank
 Universidad Nacional Autónoma de Méx...
 Università Bocconi

Universitat Autònoma de Barcelona
 Universitat Leiden
 University of Alberta
 University of Amsterdam
 University of California, Irvine
 University of California, San Diego
 University of California, Santa Cruz
 University of Colorado Boulder
 University of Copenhagen
 University of Florida
 University of Geneva
 University of Illinois at Urbana-Champaign
 University of Lausanne
 University of London
 University of Manchester
 University of Maryland, College Park
 University of Michigan
 University of Minnesota
 University of Pennsylvania
 University of Pittsburgh
 University of Rochester
 University of Toronto
 University of Virginia
 University of Washington
 University of Western Australia
 University of Wisconsin-Madison
 University of Zurich
 UNSW Australia (The University of New So...
 Vanderbilt University
 Wesleyan University
 Yale University

coursera

Courses Specializations Institutions About ▾ | Greg Heileman ▾

Teach the world

Global Institutions U.S. State Institutions

State University of New York

Tennessee Board of Regents

University of Colorado System

University of Houston System

University of Kentucky

University of Nebraska

University of New Mexico

University of Tennessee System

University System of Georgia

West Virginia University

- **Web Application Architectures** (undergraduate offering at UNM)
 - This course had been taught online a number of times in the past.
 - The course materials were mature – but a lot of effort was required to MOOCify them.
 - Likely to be of interest to a worldwide audience – it's hot!
- **Timeline:**
 - May 2013:** Production of MOOC content
 - July 2013:** First video production at NMEL
 - Aug–Dec 2013:** UNM online offering using MOOC videos
 - Jan–Feb 2014:** Creation of MOOC course on Coursera platform
 - Mar–May 2014:** MOOC offering through Coursera
- **Next Steps:**
 - Offered again starting Aug 2014, coincident with UNM offering
 - Experiment: can we transition students to the UNM offering?
 - Signature track – students pay and receive a credential upon completion.
 - Specializations in coordination with other institutions and CEUs.

- **Debby Knotts** – Direction and Planning
- **Becky Adams** – General instructional design oversight
- **Elisha Allen** – General oversight, production planning, research
- **Donna Gutierrez** – Project planning and coordination
- **Bahram Saba** – Studio and Production manager
- **David Quintana** – Video production and editing
- **Manuel Machuca** – Video production and editing
- **Mark McKee** – Video production
- **Rob Wolf** – Instructional design



[Edit Course Description](#) [Edit Session Descriptions▾](#) [Edit Session Materials▾](#)

Web Application Architectures

Learn how to build and deploy modern web application architectures – applications that run over the Internet, in the “cloud,” using a browser as the user interface.



About the Course

This course explores the development of web application architectures from an **engineering perspective**. We will consider the fundamental design patterns and philosophies associated with modern web application architectures, along with their major components. By the end of this course, I expect you to be able to:

- **Design, develop and deploy a modern web application.** This course is not about how to build a pretty web page, it's about how to build and deploy the full stack of protocols and technologies associated with a complete web app. That said, it is not possible for you to become an expert in this area in a few weeks. My goal, rather, is to put you on the right path by providing a solid foundation and framework for understanding web applications, allowing you to dig deeper and learn more on your own. The next bullet points describe how we're going to do this.
- **Understand the major architectural components in web apps, and how they fit together.** Modern web apps are complex. A typical application has a database along with numerous scripts on one end of the web stack, a web server in the middle that delivers information over the Internet, and a user's browser on the other end of the web stack. Even getting started in trying to understand these components can be overwhelming. Consider just the programming languages involved in a typical web stack: from the database

Sessions

Mar 24th 2014 ▾

[Go to class](#)

Course at a Glance

- 📅 6 weeks
- 🕒 6-9 hours of work / week
- 🌐 English
- 📺 English subtitles

Instructors



Greg Heileman
University of New Mexico

Categories

Information, Tech & Design

- **Greg Heileman** – Instructor
- **Kate Hawkins** – UNM/Coursera partner support
- **Michael Hickman** – Community teaching assistant
- **Kevin Warne** – Community teaching assistant
- **Matthew Maez** – CAPS, Program specialist, online tutoring
- **Ricardo Piro-Rael** – CAPS, Online tutor

Reach

31,015

Total learners joined

0

with Signature Track

182

countries

12,509 (40%)
learners from emerging economies



- Committed to Complete — 49%
- Committed to Audit — 31%
- Uncommitted — 20%

Engagement

24,298

visited the course

18,827

watched a lecture

9,233

submitted an exercise

1,349

joined a discussion



- Participated — 39%
Learners who submitted an exercise or joined a discussion.
- Audited — 37%
Learners who only watched lectures.
- Only visited — 24%
Learners who only visited the course website.

The number of students who enrolled in UNM's Web Application Architectures MOOC:

- Is more than the number of students enrolled at UNM main campus (undergraduate and graduate).
- Would *not* fit in the Pit, but could just about fill University Stadium.
- And it would be a very interesting group to bring together!
- What's the value of this reach?

Continents

North America - 32%

Asia - 29%

Europe - 27%

South America - 5%

Africa - 5%

Oceania - 2%

Countries

United States - 26%

India - 14%

Canada - 3%

China - 3%

United Kingdom - 3%

Russian Federation - 3%

Brazil - 3%

Spain - 2%

Ukraine - 2%

Germany - 2%

Pakistan - 2%

Poland - 1%

Australia - 1%

France - 1%

Mexico - 1%

Gender & Age

Female

■ 18%
Your Session

■ 40%
Coursera

Male

■ 82%
Your Session

■ 60%
Coursera



Based on responses from 2,722 learners.

Education Status

Yes, I am currently a full-time student. - 22%

Yes, I am currently a part-time student. - 11%

No, I am not currently a student. - 67%

Based on responses from 2,688 learners.

Highest Education Level

Doctorate degree - 5%

Professional school degree - 2%

Master's degree - 32%

Bachelor's degree - 39%

Associate degree - 4%

Some college but no degree - 9%

High school diploma - 8%

Some high school - 2%

Some primary or elementary school - 0.5%

No schooling completed - 0.1%

Based on responses from 2,691 learners.

Employment Status

Employed full-time - 57%

Employed part-time - 6%

Self-employed full-time - 5%

Self-employed part-time - 4%

Unemployed and looking for work - 16%

Unemployed and not looking for work - 7%

Other - 3%

Based on responses from 2,624 learners.

Study Groups

[Subscribe for email updates.](#)



Find friends and arrange meet ups! Please read our [forum posting policies](#) before posting or starting a new thread.

Search

All Threads

[Start new thread](#)

Top threads

Last updated

Last created

Korean Study Group

Started by [Sung Kim](#) · Last post by [Alexey Zabelin](#) (a day ago)

1 **16** 60
point posts views

Latin America

Started by [José Mateo Vidal Barrera](#) · Last post by [Carlos Zaragoza](#) (2 days ago)

3 **27** 274
points posts views

Friends From India

Started by [faizan Akhtar Shaikh](#) · Last post by [Purushothaman](#) (2 days ago)

2 **41** 370
points posts views

Ukrainian group

Started by [Taras Poltavets](#) · Last post by [Valeriya Zarutsk](#) (2 days ago)

0 **9** 111
points posts views

Nigerians

Started by [Abdullahi Yahya Imam](#) · Last post by [Evelyne](#) (4 days ago)

0 **12** 138
points posts views

Hello from Benin

Started by [Akim Yannick IBIKUNLE](#) · Last post by [Akim Yannick IBIKUNLE](#) (4 days ago)

0 **1** 6
points post views

Hello Indonesia

Started by [Ade Gunawan](#) · Last post by [Ade Gunawan](#) (5 days ago)

0 **5** 18
points posts views

- Thousands of forum posts have occurred.
- Stanford Study:
 - Lower performing students tend to ask more questions on forums.
 - Higher performing students tend to answer them.

Peer Learning: Many issues are resolved by the students, and just the way you want it to happen.



ABOUT THE COURSE

Syllabus

Grading and Logistics

COURSE MATERIALS

Announcements

Video Lectures

Module #1 - Notes

HOMEWORK

Quizzes

Programming Assignments

Surveys

COMMUNITY

Discussion Forums

Join a Meetup

Help Articles

Flagged Content

Course Materials Errors

Technical Issues

Instructor Help Articles

i18N Editor

Forums / Lectures

localhost:3000/posts#index

Subscribe for email updates.

No tags yet. + Add Tag

Sort replies by: **Oldest first** Christopher Lenart · a month ago

ExecJS::RuntimeError in Posts#index

what do I do?

👍 0 👎 0 · flag

 James Coburn · a month ago

Are you on Windows 7 with Internet Explorer 9 or later, or Windows 8? I got the same error with Windows 8.1 and IE11. I had to install Node.js and reboot. After that, everything worked.

👍 0 👎 0 · flag

+ Comment

 Christopher Lenart · a month ago

I am on 8.1 and Firefox.

Where do I get Node.js and where do I put it?

👍 0 👎 0 · flag

+ Comment

 James Coburn · a month ago<http://nodejs.org/>

Download the .msi for your system (32-bit vs. 64-bit). After download is complete, run the installer. I choose the defaults during install. It should add to your path environment variable (in my case, it added C:\Program Files\nodejs). Then restart your computer.

From there, start your blog app just as you did before receiving the error.

👍 3 👎 0 · flag

Cesar Augusto de Andrade (Guto) via LinkedIn

To: Greg Heileman <heileman@ece.unm.edu>

Reply-To: Cesar Augusto de Andrade (Guto)

Greg, please add me to your LinkedIn network

April 5, 2014 12:23 PM

[Hide Details](#)

LinkedIn™



Hello teacher,

Congratulations, because the Web Application Architecture in Coursera have the approach is very simple and the content is perfect. I work with software development here in Brazil e and I'd like to add you to my network on LinkedIn.

[]s

- Cesar Augusto de Andrade (Guto)

Accept

View Profile

You are receiving invitation emails. [Unsubscribe](#)

This email was intended for Greg Heileman (Professor & Associate Provost at University of New Mexico). [Learn why we included this](#). © 2014, LinkedIn Corporation. 2029 Stierlin Ct. Mountain View, CA 94043, USA

LinkedIn - Feel free to connect

Subscribe for email updates. 

 No tags yet. + Add Tag

Sort replies by:

Oldest first

Newest first

Most popular



Greg Wasowski · a month ago 



I recruit for Salesforce ExactTarget Marketing Cloud in EMEA. Feel free to connect with me on LinkedIn.

https://www.linkedin.com/profile/view?id=29395565&trk=nav_responsive_tab_profile

In case you're prompted to enter an email address: gwasowski@salesforce.com

 0  · flag



Dennis Simiyu · a month ago 



I have co-founded a software company in Kenya, East Africa at 22! [http://www.linkedin.com/profile/view?](http://www.linkedin.com/profile/view?id=143478773&trk=nav_responsive_tab_profile_pic)

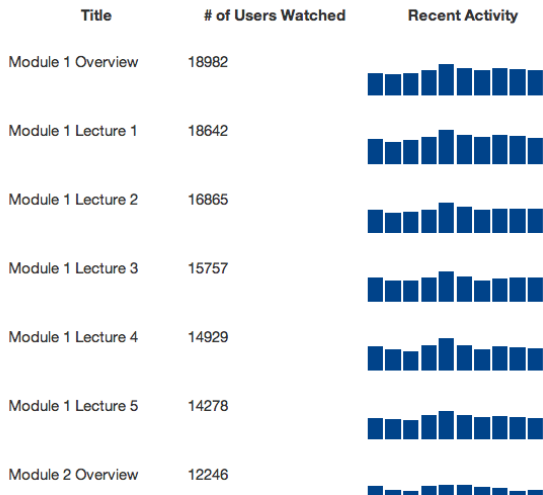
[id=143478773&trk=nav_responsive_tab_profile_pic](http://www.linkedin.com/profile/view?id=143478773&trk=nav_responsive_tab_profile_pic)

 0  · flag

Student Lectures Activity

Click on a lecture title to see more detailed information about the in-lecture quiz (lectures with no questions won't have a link).















This report was prepared on Sun, 20 Apr 2014 00:11:39 GMT.



Student Quizzes Activity


Click on a quiz title to see more detailed information about a particular quiz and the questions in it (quizzes with no questions won't have a link).

This report was prepared on Sun, 20 Apr 2014 00:11:42 GMT.

Title	# of Users Submitted	Recent Activity	Raw Score Histogram	Min	Max	Avg	Std
Module 1 Quiz Lectures 1-2	9866			0.40	9.00	7.98	1.22
Module 1 Quiz Lectures 3-4	8592			0.00	2.00	1.40	0.49
Module 2 Quiz Lectures 1-2	6034			0.00	5.00	4.20	0.96
Module 2 Quiz Lectures 3-4	5481			0.00	7.00	5.85	1.24
Module 2 Quiz Lectures 5-6	5298			0.00	6.00	5.34	1.02
Module 3 Quiz Lectures 1-2	4306			0.00	6.00	5.29	0.83
Module 3 Quiz Lectures 3-5	3918			0.00	6.00	4.91	1.11
Module 4 Quiz							

Student Assignments Activity

This report was prepared on Sun, 20 Apr 2014 00:11:33 GMT.

Title	# of Users Submitted	Recent Activity	Raw Score Histogram	Min	Max	Avg	Std
Programming Assignment 1: Part1	4399			0.00	100.00	60.05	40.75
Programming Assignment 2: Part1	3093			0.00	100.00	84.12	29.93
Programming Assignment 3: Part1	934			0.00	100.00	84.20	23.94
Programming Assignment 4: Part1	0			0.00	0.00	0.00	0.00

- MOOCs per se are not the “big idea” – it’s how this technology aligns with today’s learners. How they access content, interact with one another, network and learn, as well as how institutions are using this medium.
- I will never, ever teach the same way again.
- I’m constantly thinking about my class, how to make it better, what I can do next.
- A Flip with a Twist: Next semester we’re working with NMEL to flip this MOOC into an online class at UNM.

Questions?

Possible Sino-Foreign University Cooperative Joint Venture

**Board of Regents
Academic, Student Affairs
and Research Committee**

May 1, 2014

Background

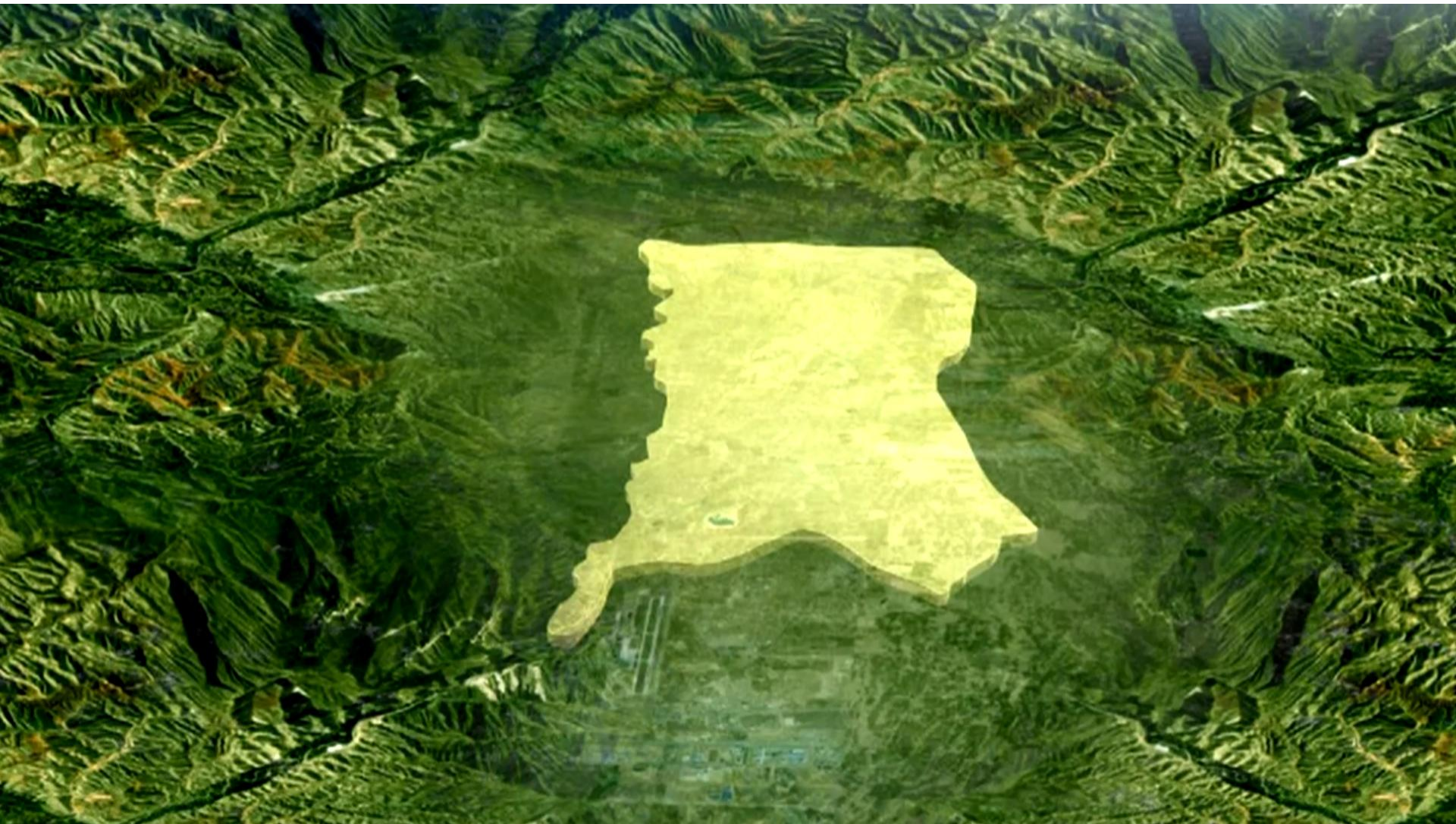
- Exploring Sino-Foreign University Cooperative Joint Venture in the Lanzhou New Area
- Cooperative
 - UNM,
 - a public Chinese University, and
 - a Chinese private sector partner
- Current Sino-Foreign Universities
 - New York University – Shanghai
 - Duke University - Kunshan
 - **Kean University - Wenzhou**
 - Xi'an Jiaotong-Liverpool University
 - University of Nottingham – Ningbo
- Cooperative Joint Ventures require authorization by Provincial and National Governments



- Lanzhou is the capital of the Gansu Province
- Lanzhou New Area is located north of Lanzhou, covering more than 300 square miles
- Academic area allocated is ~ 132 acres



甘肃
GANSU



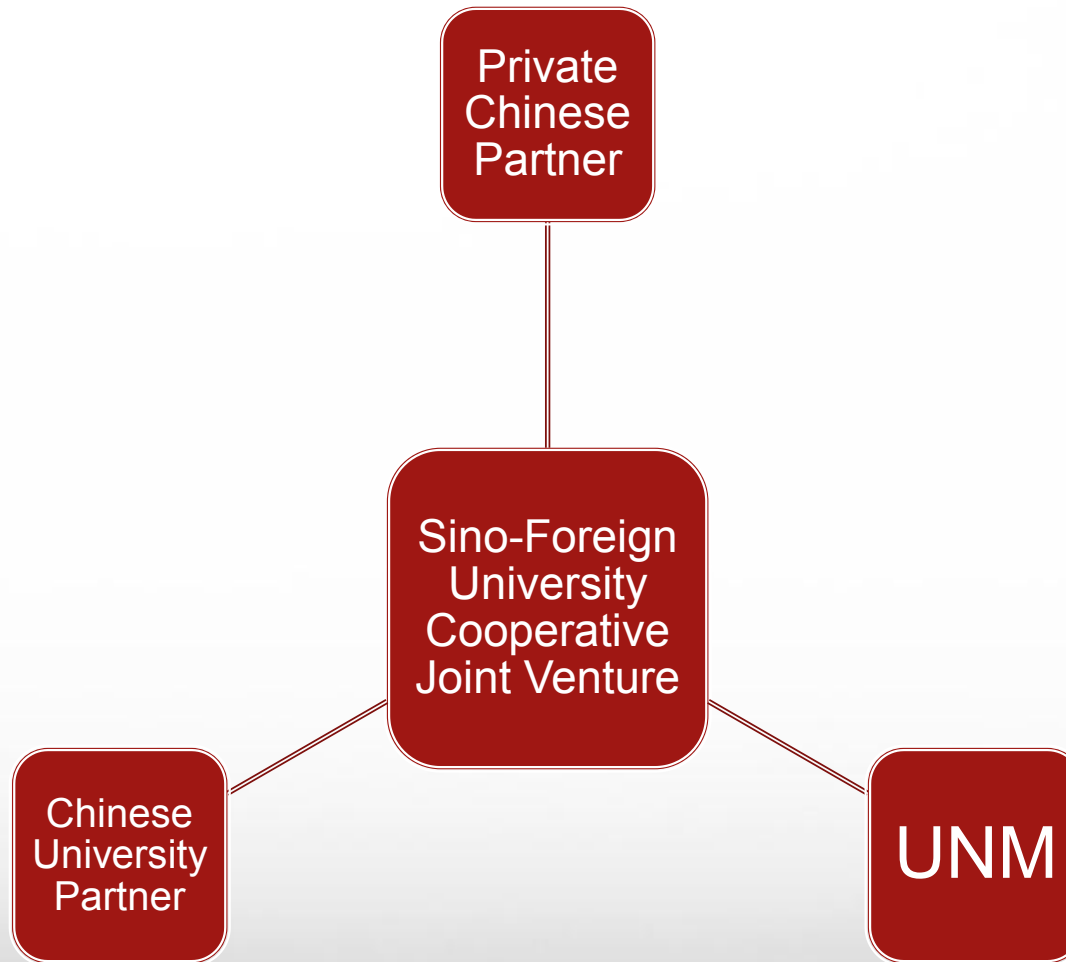




Preplanning Phase

- Engagement with UNM leadership team
- Discussions with Faculty Senate
- Discussions with established Sino-Foreign Universities
- Conduct legal assessments
- Prepare financial review and feasibility analysis
- Due diligence of partners
- Engagement of State leaders

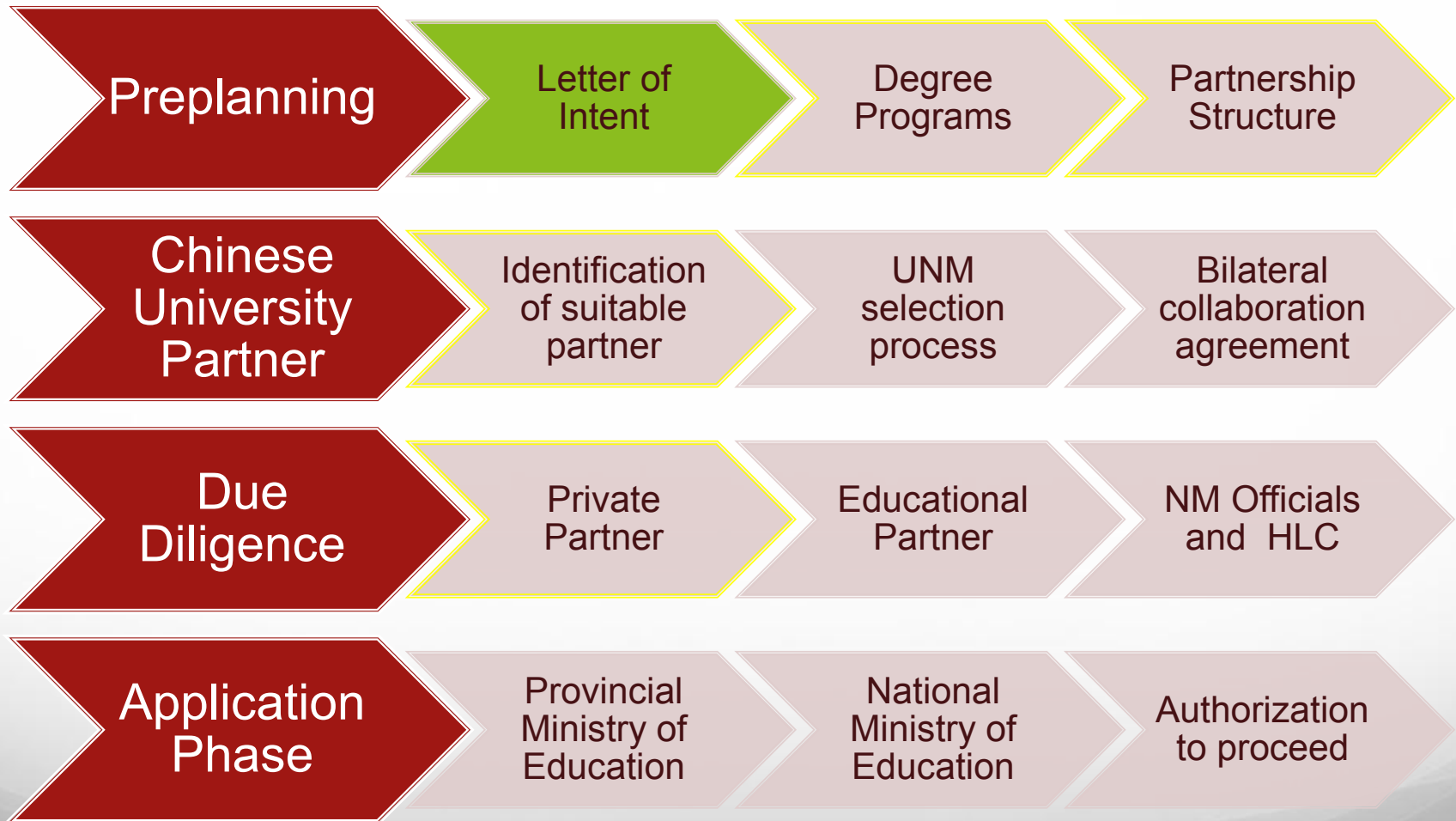
Cooperative Joint Venture Structure



Possible Cooperative Joint Venture Model

- **Private sector partner**
 - Capital financing
 - Startup operational financing
 - Governmental application and approval processes
- **UNM**
 - UNM curriculum
 - Instruction & Faculty Quality Assurance
 - UNM degrees
- **Chinese partner Institution**
 - Chinese curriculum
 - Chinese degree

Project Milestones



High Level Possible Timeline



UNM Division for Equity & Inclusion (DEI)

2-Year Targeted Action Plan

2014-2016



Recently, the Projections of Education Statistics to 2021 (National Center for Education Statistics, January 2013) and an article in the Chronicle of Higher Education (Lipka, 2014) articulate the shift in demographics of the college enrolling student population. Both publications point to the fact that the upper-class White student population will no longer be the base for college recruitment. College-going women will outnumber men and race/ethnic groups (Hispanics will increase by 42%, Blacks by 25%, Asian/Pacific Islanders by 20%) will outnumber Whites. The international student population has increased by 40% from a decade ago. In addition, the LGBTQ population, Veterans and non-traditional students are actively evaluating colleges to determine which campuses are most sensitive to their distinct needs. Colleges and Universities with a focus on diversity will be prepared for the future realities facing their campuses.

The University of New Mexico is uniquely positioned to be a leader in integrating diversity and excellence in creating an educational experience that is enriched by its diversity. This requires the University's deliberate and clear commitment to diversity; setting the tone for how diversity, equity and inclusion are addressed and embedded into the academic fiber of the institution; and determining how spaces are created for the development of intergroup competencies that will enable us to apply those competencies in all the environments in which we operate.

A leading authority on diversity and higher education, Dr. Damon Williams, posits that institutional realities must be assessed so that "institutional dynamics that enable and constrain campus diversity efforts" can be fully understood in creating a strong foundational commitment to diversity on college campuses. Dynamics such as institutional history of inclusion and exclusion, senior leadership commitment to diversity as a core value, fiscal reality that either supports or hampers diversity efforts, the diversity brand that is being created by active response or lack of response to a diversity agenda, and the mission and selectivity of an institution that either create or deny opportunity to marginalized groups.

In the 2013 Spring Semester, the Division for Equity and Inclusion (DEI) consulted with Halualani and Associates for the deployment and analysis of a campus-wide survey to assess the impact of diversity, diversity in our learning environment and intergroup relations among our campus constituencies. The results of the survey highlighted four key ideals that coincide with the work of DEI since its inception. These goals are: 1) to ensure that communications and actions demonstrate a commitment to diversity as a strength and opportunity, 2) to create and scale-up efforts to build and reinforce a campus that is welcoming, where individuals feel that they are valued, and where there are learning opportunities to improve interactions across all types of diversity, and 3) to enhance academic programming and pedagogy that is inclusive and prepares students to work in a globally diverse society.

This plan is a starting point from which we—as a University community—create accountability measures for future success and engage in conversations to include a wide range of ideas and specialized plans for actions toward achieving the ultimate goals. The proposed actions included herein evolved from actions already in place, new actions recommended in response to survey results and from diversity initiative recommendations submitted via various University reports (i.e., 2009 Accreditation Self-Review, 2013 Diversity Council Framework). The charge for the University is to make this a living document that is supported campus-wide with supplementary plans at each level and each college, with DEI producing an annual report to measure our collective progress. Overall, for us to be successful in creating a flagship model university that will be a strategic diversity leader, our plans of action must be aligned with the institution's overall goals and values (American Council on Education, 2013). The University's commitment to diversity as a strength and a value is an ongoing journey which presents a great opportunity for UNM to set a national precedence.

GOALS



Goal 1: Ensure that Communications and Actions Demonstrate a Commitment to U.S. and Global Diversity as a Strength and Opportunity

Goal 2: Create and Expand Efforts to Build and Reinforce a Campus Climate that is Welcoming, Values Individuals and Creates Learning Opportunities to Improve Interactions

Goal 3: Enhance Academic Programming and Pedagogy that is Inclusive and Prepares Students to Work in a Globally Diverse Society

KEY ISSUES

1. Demonstrated Commitment to Diversity

- Need to increase access, awareness, & availability of support services & resources
- Need evidence of commitment to diversity as a value through representational diversity in administration & faculty levels
- Need for professional development opportunities that increase access to career mobility for faculty & staff
- Need to continue to diversify faculty, staff, & students

3. Inclusive Academic Programming and Pedagogy

- Need for inclusive and intragroup training and dialogue opportunities at all levels
- Need to implement a curriculum which intentionally and thoughtfully considers the impact of diversity
- Need to push to diversify student perspectives and demographics in all areas of the academy

2. A Welcoming and Inclusive Campus

- Need to provide integration of diverse perspectives and ideologies
- Need to build community and dissolve silos on campus
- Need to create safe spaces for critical dialogue across campus
- Need to engender a climate where members see value in their contributions in the work environment
- Need to foster a climate to erase the threat of discrimination

OBJECTIVES

GOAL 1: DEMONSTRATED COMMITMENT TO DIVERSITY			
<u>OBJECTIVE</u>	<u>PURPOSE</u>	<u>ACTIONS</u>	<u>PROGRESS</u>
1.1. Diversity Councils	Utilize diversity councils to establish university-wide commitment.	- University-wide Provost's Diversity Council - College Diversity Councils	
1.2. Diversity Mapping	Identify diversity, equity, & inclusion resources to create awareness, connect efforts, and leverage "Promising Practices."	- Mapping Inventory	
1.3. Diversity Hiring	Create the infrastructure for implementing and supporting representational hiring at all faculty and staff levels.	- Targeted Funding - Search Committee Training	
1.4. Data Analysis & Reporting	Provide and support disaggregated and targeted analyses about the impact of the University's work.	- Inclusive Excellence Progress Report (IEPR) - Inclusive Excellence (Campus Climate) Survey - Faculty Mentoring Study - Faculty Attrition Study - Diversity Dashboard	
1.5. Diversity Institute	Create a standard for promising practices of Inclusive Excellence for NM educational institutions.	- Statewide Summit (June 6, 2014) - K-12 Discussion - UNIDOS Pipeline Projects	
1.6. Language & Communication	Consciously create messaging that includes respect and inclusion of diverse individuals and perspectives.	- Communication Campaign - International Inclusion	

OBJECTIVES

GOAL 2: A WELCOME AND INCLUSIVE CAMPUS

<u>OBJECTIVE</u>	<u>PURPOSE</u>	<u>ACTIONS</u>	<u>PROGRESS</u>
2.1. Diversity /Competency Training		<ul style="list-style-type: none"> - Implicit Bias Training Program (Year Long) - Competency Certification (in conjunction with HSC) - New Student Orientation (Inclusion Discussions) - Leadership Training for an Increasingly Diverse Workforce 	
2.2. Learning Communities		<ul style="list-style-type: none"> - Students (FLCs) - Global Inclusion, Study Abroad, Gap-Year - Faculty / Staff Search Committee 	
2.3. Community Outreach		<ul style="list-style-type: none"> - Support for Diverse Populations - Partnerships with Community Organizations (i.e. Hisapno Chamber of Commerce, NM Office of African American Affairs) 	

OBJECTIVES

GOAL 3: INCLUSIVE ACADEMIC PROGRAMMING AND PEDAGOGY

<u>OBJECTIVE</u>	<u>PURPOSE</u>	<u>ACTIONS</u>	<u>PROGRESS</u>
3.1. Diversity Curriculum Requirement		- Implementation of Evaluation Process	
3.2. Professional Development & Support		- Faculty Mentoring Program - Women of Color Faculty Initiative - Men of Color Initiative	
3.3. Diverse Research Support		- Faculty Support and Highlights - Faculty – Student project connections	
3.4. Critical Dialogue		- Courageous Conversations Series - Civility Council Speaker Series - Anti-Racism Dialogues	
3.5 Representational / Compositional Diversity		- Support of efforts to recruit diverse graduate students to UNM programs	

NEXT STEPS



Equity and Inclusion Survey

Patterns & Trends

Purpose & Preview

- Share key findings & highlights from the UNM Equity & Inclusion Survey
- Recommend Next Steps/Action Items
- Integrate Action Plan into Overall UNM 2020



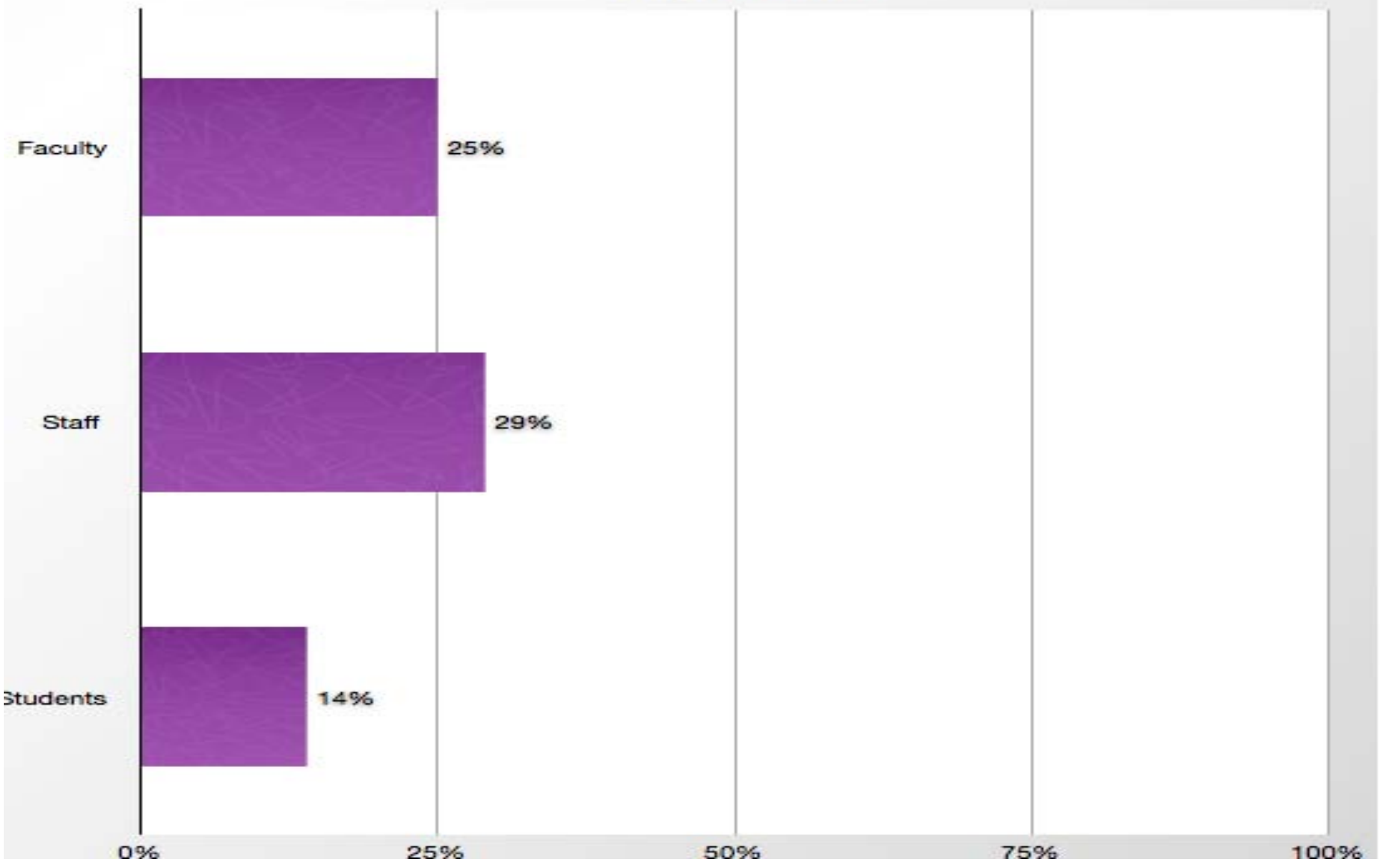
Methodology

- Hired a consultant – Halualani & Associates
- Survey developed after extensive review of campus climate surveys examining diversity, equity & inclusion
- Consultants used Qualtrics web-based survey (April – August 2013)
- Statistical analysis via SPSS
- Qualitative analysis via Thematic Domain Analysis, NVIVO, QDA Minder
- Reliability scores (Cronbach's Alpha) = .78 - .95
- Standard deviation range = .79-1.00



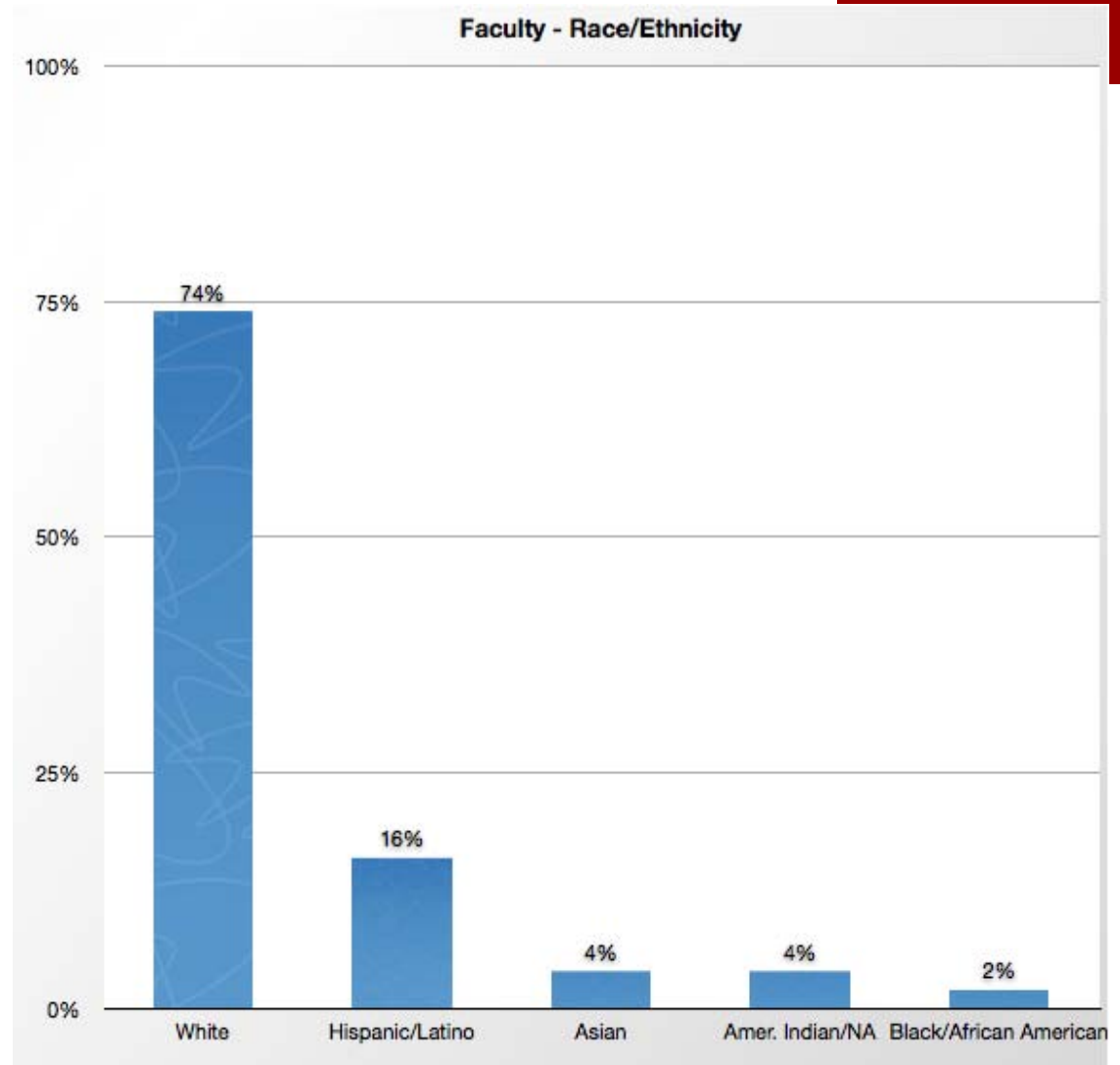


Response Rates



Faculty Respondents

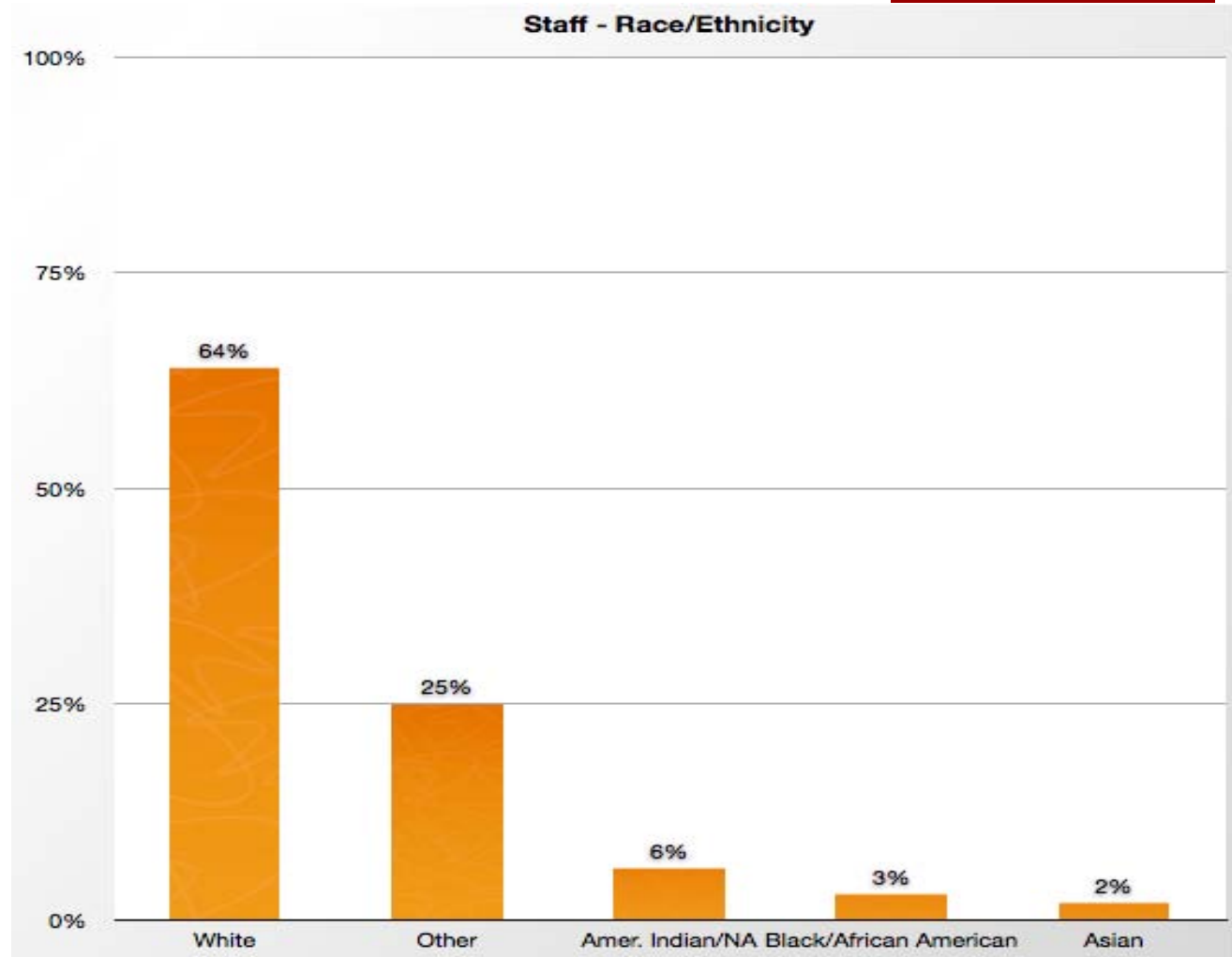
- 25% Faculty
 - 74% W
 - 16% H
 - 4% A
 - 4% AI/NA
 - 2% B/AA



Staff Respondents



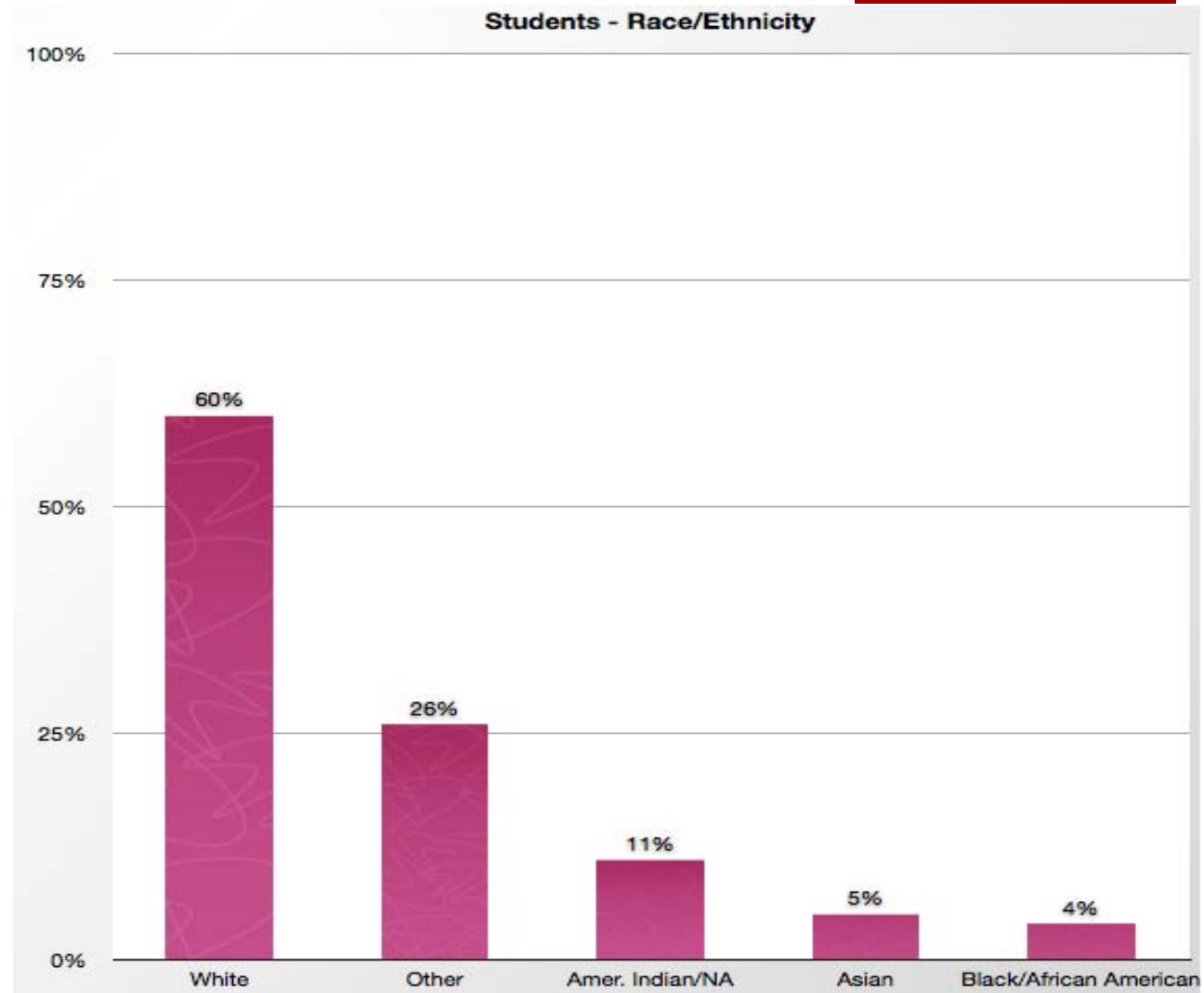
- 29% Staff
 - 64% W
 - 33% H
 - 6% AI/NA
 - 3% B/AA
 - 2% A



Student Respondents



- 14% Students
 - 60% W
 - 36% H
 - 11% AI/NA
 - 5% A
 - 4% B/AA
 - 26% Other



WAY TO GO, UNM!!!



Feeling Valued at Work

62% of staff members feel valued by their colleagues at UNM in the workplace.



Teaching Load

83% of faculty members feel satisfied with their teaching load at UNM.



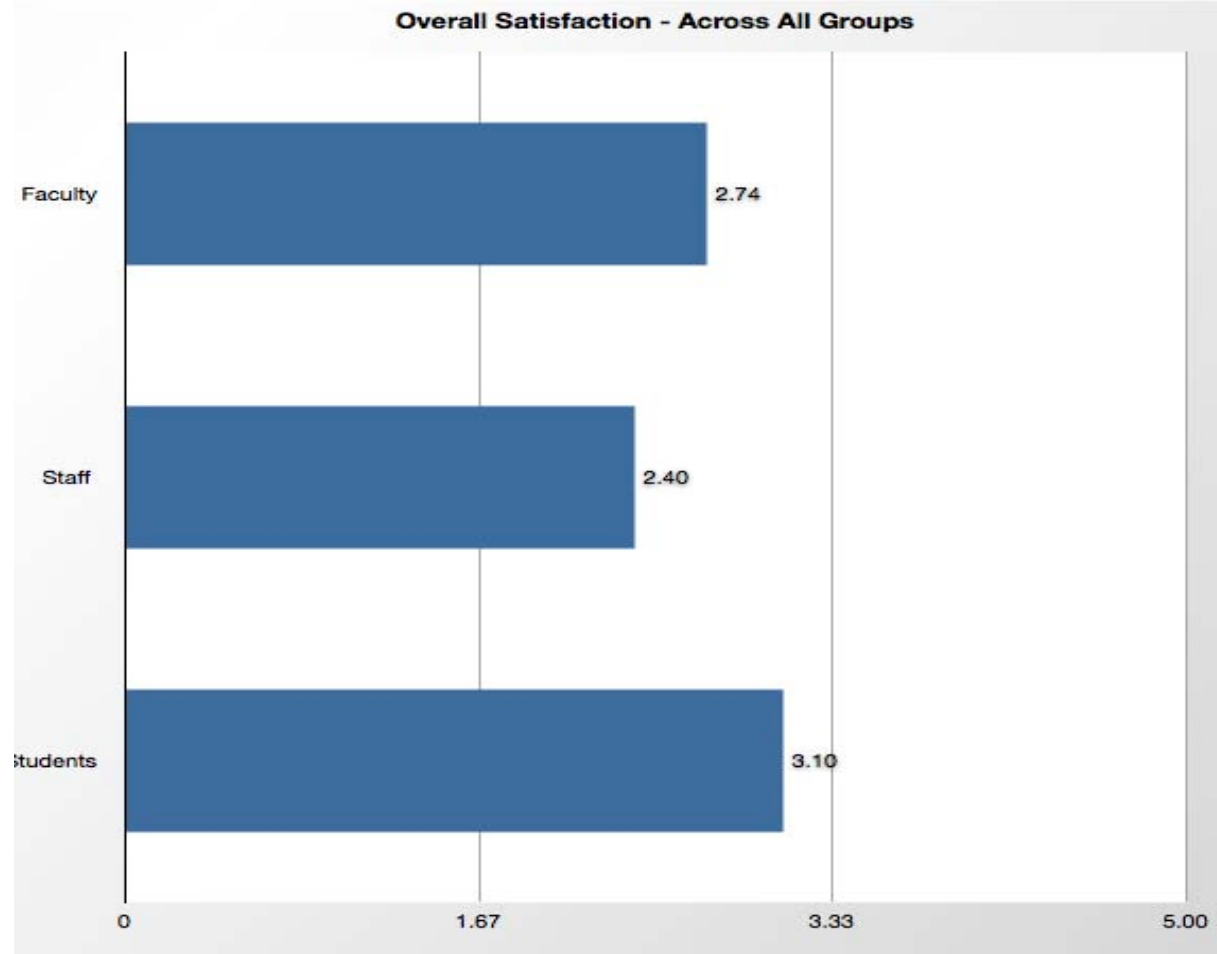
The Curriculum

70% of students feel that in their courses at UNM, they have been exposed to curriculum about the history, culture, and/or social classes of diverse groups.

Overall Satisfaction



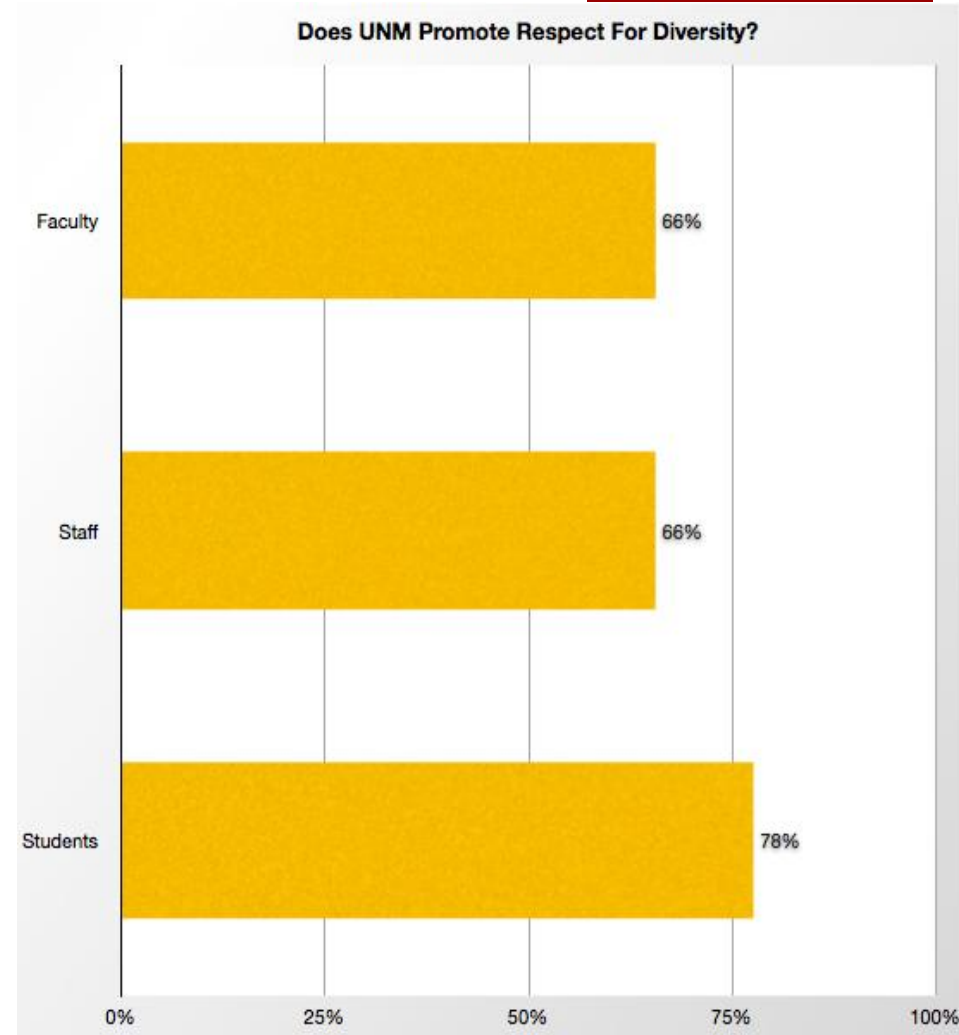
- Faculty 90%
- Staff 86%
- Students 89%



Does UNM Promote Respect for Diversity?



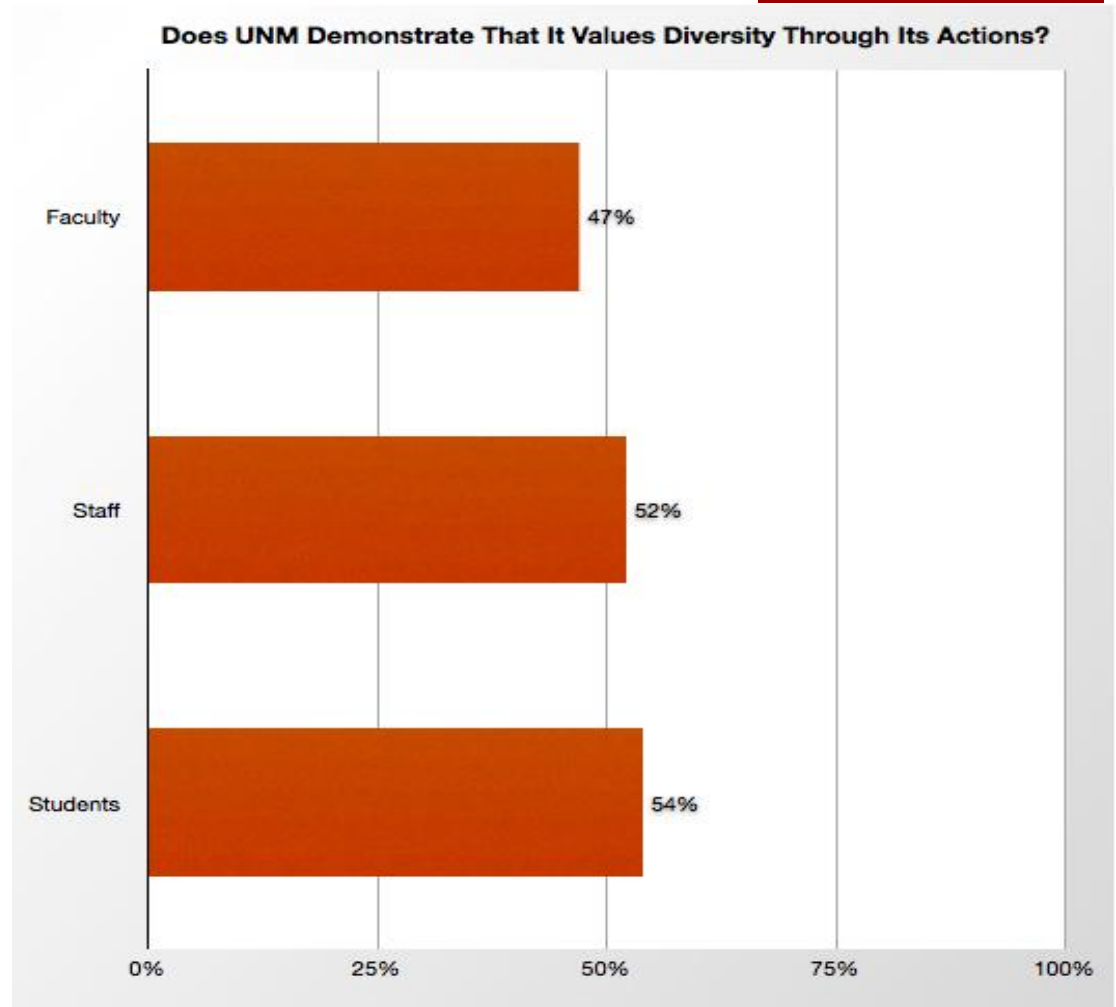
- Overall
 - Faculty 66%
 - Staff 66%
 - Students 78%
- Those who did NOT see UNM Doing this:
 - Females
 - Females of Color
 - Males of Color
 - Employees who had been at UNM 6-10 years



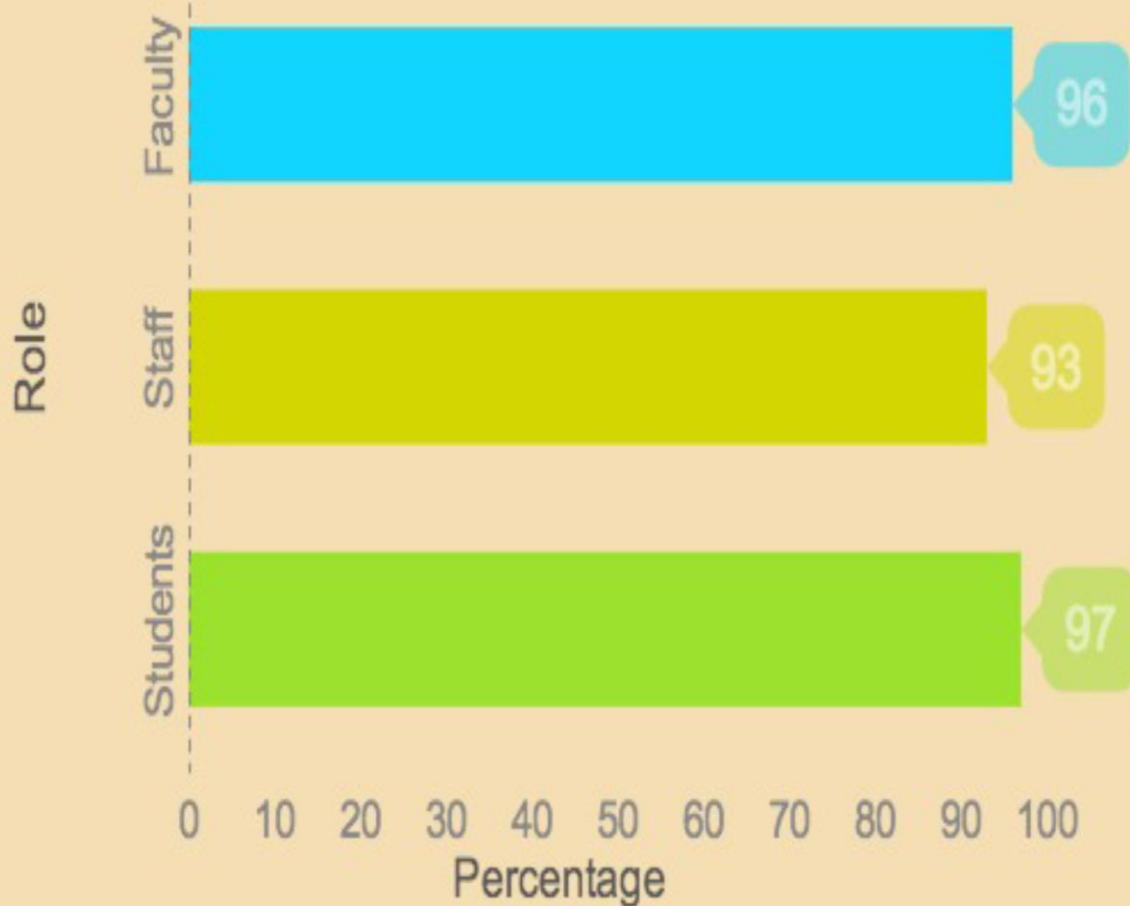
Does UNM Demonstrate that it Values Diversity Through its Actions?



- Overall
 - Faculty 47%
 - Staff 52%
 - Students 54%
- Those who did NOT see UNM as doing this:
 - Females
 - Females of Color
 - Faculty across all ranks
 - Students of Color

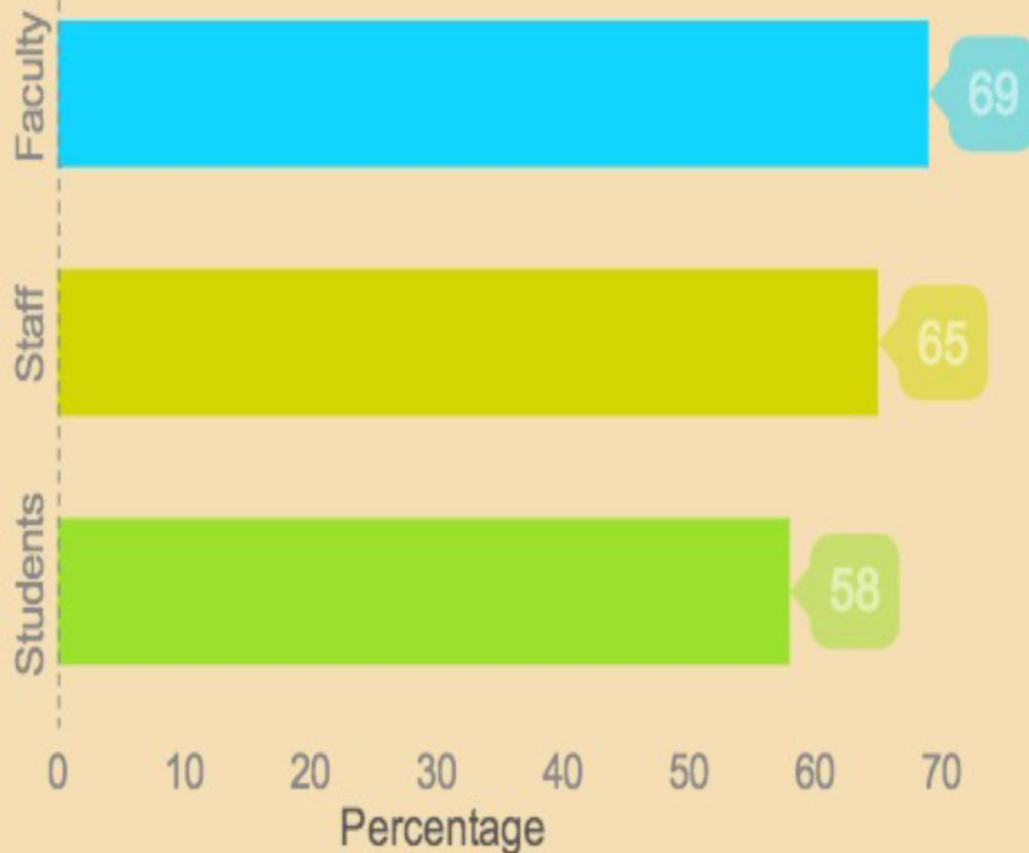


How Important Is It To You To Have a Campus Environment Supportive of Diversity?



4 out of 5 faculty, staff, & students reported that it is important to them to have a campus environment supportive of diversity.

Lack of Understanding of Differences/Issues That Other Racial/Ethnic Groups Face



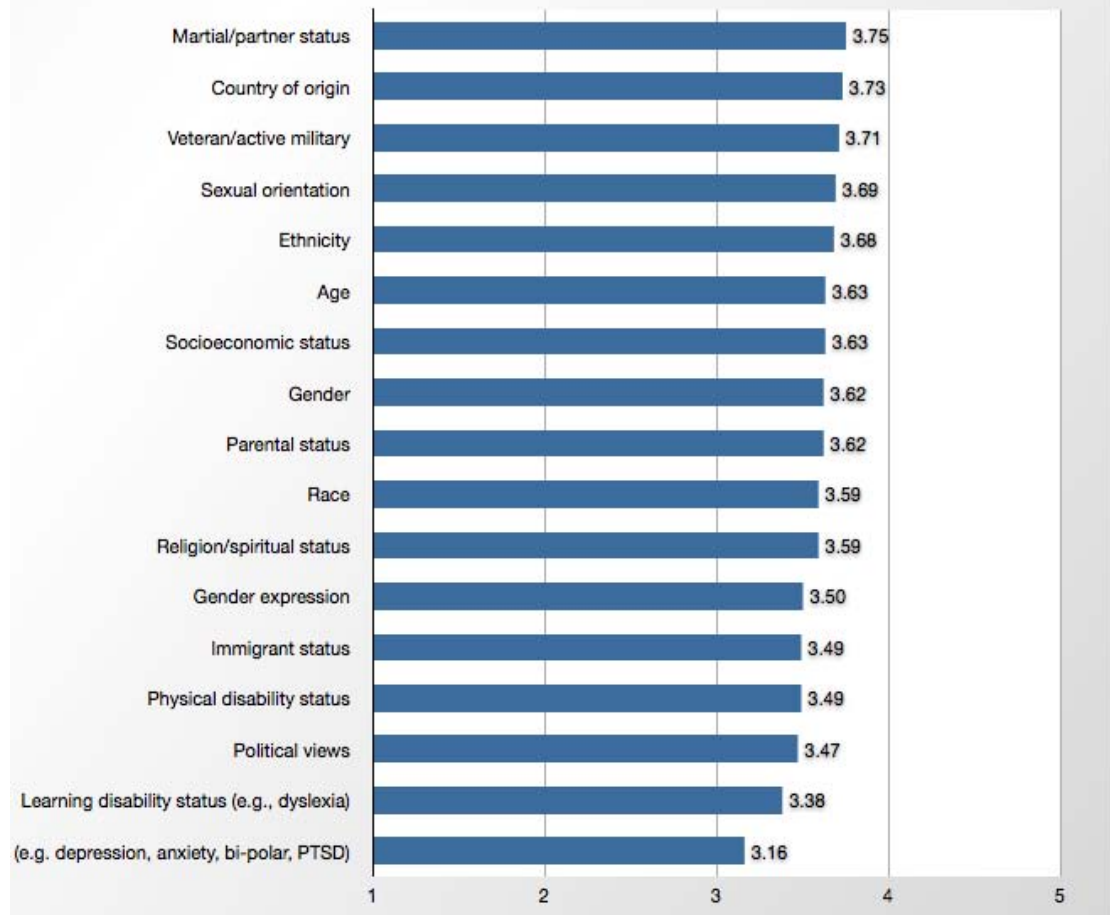
2 out of 5 faculty, staff, & students reported that there is a lack of understanding of the differences & issues that other racial/ethnic groups face.

Faculty Perceptions of Workplace Climate at UNM



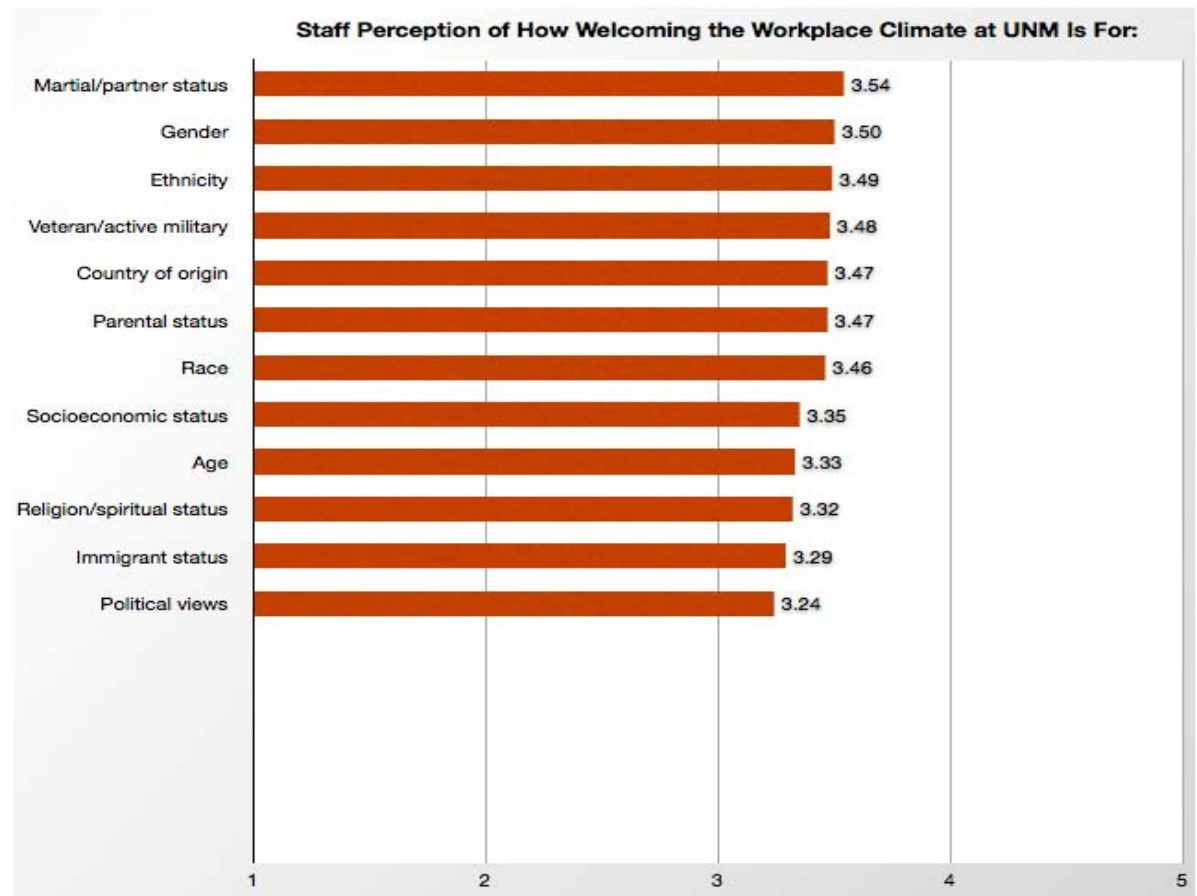
The majority of faculty respondents reported that the workplace climate at UNM was somewhat welcoming

Faculty Perception of How Welcoming the Workplace Climate Is UNM Is For:



Staff Members Perceptions of Workplace Climate at UNM

The majority of staff respondents reported that the workplace climate at UNM was somewhat welcoming



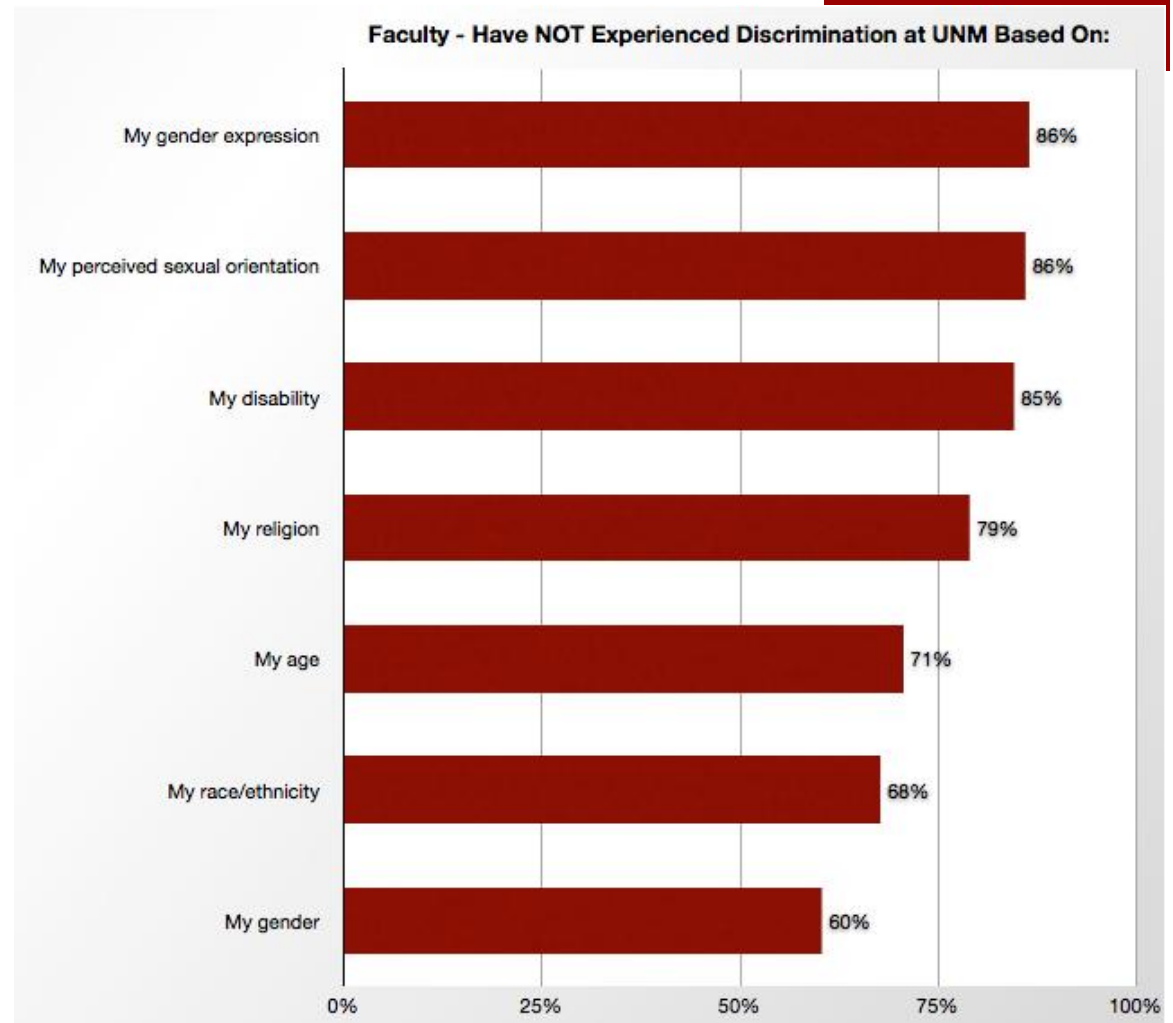
Faculty – Have NOT experienced discrimination at UNM

The majority of Faculty Respondents Reported that they have not experienced discrimination at UNM based on:

*Gender expression

*Sex orientation

*Disability



Faculty – HAVE experienced discrimination at UNM

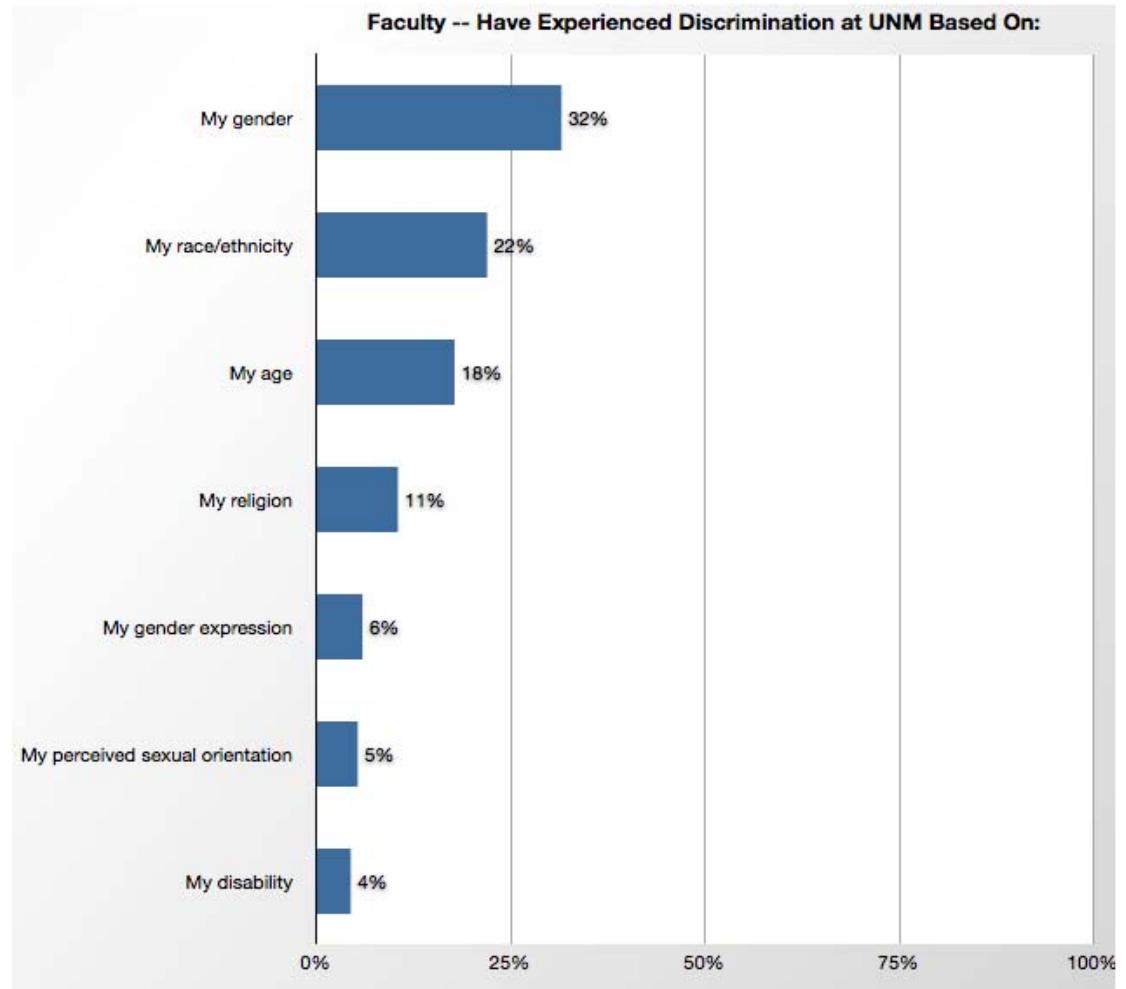
Faculty who have experienced discrimination at UNM did so based on:

*Gender

*Race/ethnicity

*Age

These were: females, females/males of color, all ranks



Faculty Findings - Generally Positive



- 55% taught diversity courses and wanted to teach more
- 96% felt it important to have a campus supportive of diversity
- 65% agreed that workplace climate is more welcoming for various identities and backgrounds
- 63% of faculty report overall job satisfaction

Faculty Findings – Improvement Needed



- NA & B/AA faculty do not feel respected or supported by students, other faculty and staff
- B/AA, NA, A, H/L faculty do not feel recognized for their contributions to campus diversity
- B/AA, NA, A, H/L research conducted with communities of color is often undervalued
- URF felt most discriminated against in terms of race & gender
- URF felt less respect by students
- Disagree to Strongly disagree –
 - “I believe that UNM demonstrates value for diversity through its actions
 - “I believe that in recent years, the University has made a sincere effort to improve the number of underrepresented faculty at all levels”
 - “I feel that I have access to resources that would better equip me to teach courses that address issues of diversity”

Faculty - Qualitative Thematic Domains



- Build more campus community
- More inclusive & impactful leadership
- Expand the notion of diversity
- More professional development/training for staff, faculty, and administration
- Make genuine efforts at diversity and inclusion
- Academic support
- Diversify faculty
- Dissolve silos
- Diversify administration

Faculty Qualitative Analysis



- Faculty respondents attributed both positive and negative aspects to UNM. They also did not see much agency or control of their own in campus climate issues or ways to improve UNM in terms of diversity and inclusion
- Faculty respondents' comments mostly focused on race and ethnicity either in terms of what needed to be focused on and what was emphasized too much

Staff – Have NOT experienced discrimination at UNM

The majority of staff

Respondents

Reported that they

Have not experienced

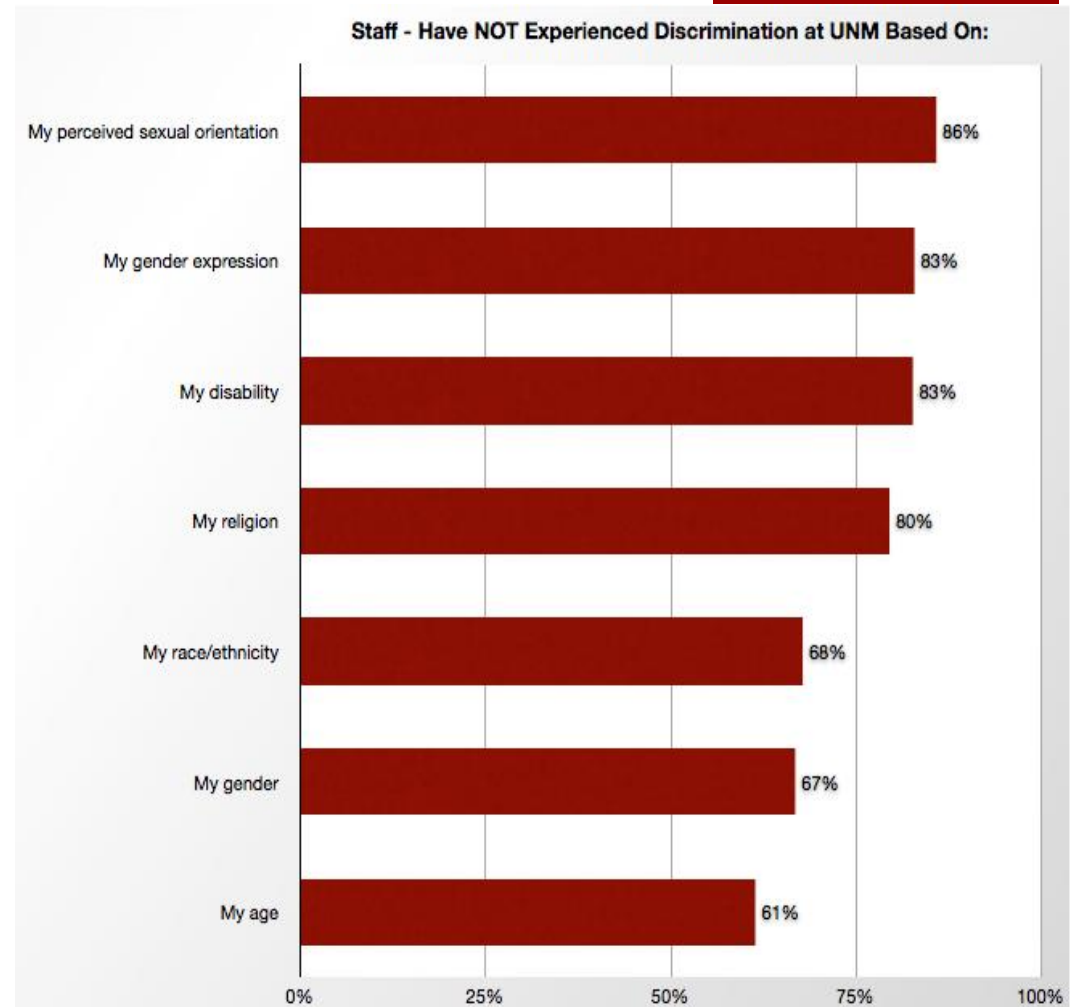
Discrimination at UNM

Based on:

*Sexual Orientation

*Gender Expression

*Disability



Staff – HAVE experienced discrimination at UNM



Those staff who

Have experienced

Discrimination at

UNM, did so based

On:

*Age

*Gender

*Race/ethnicity

These were:

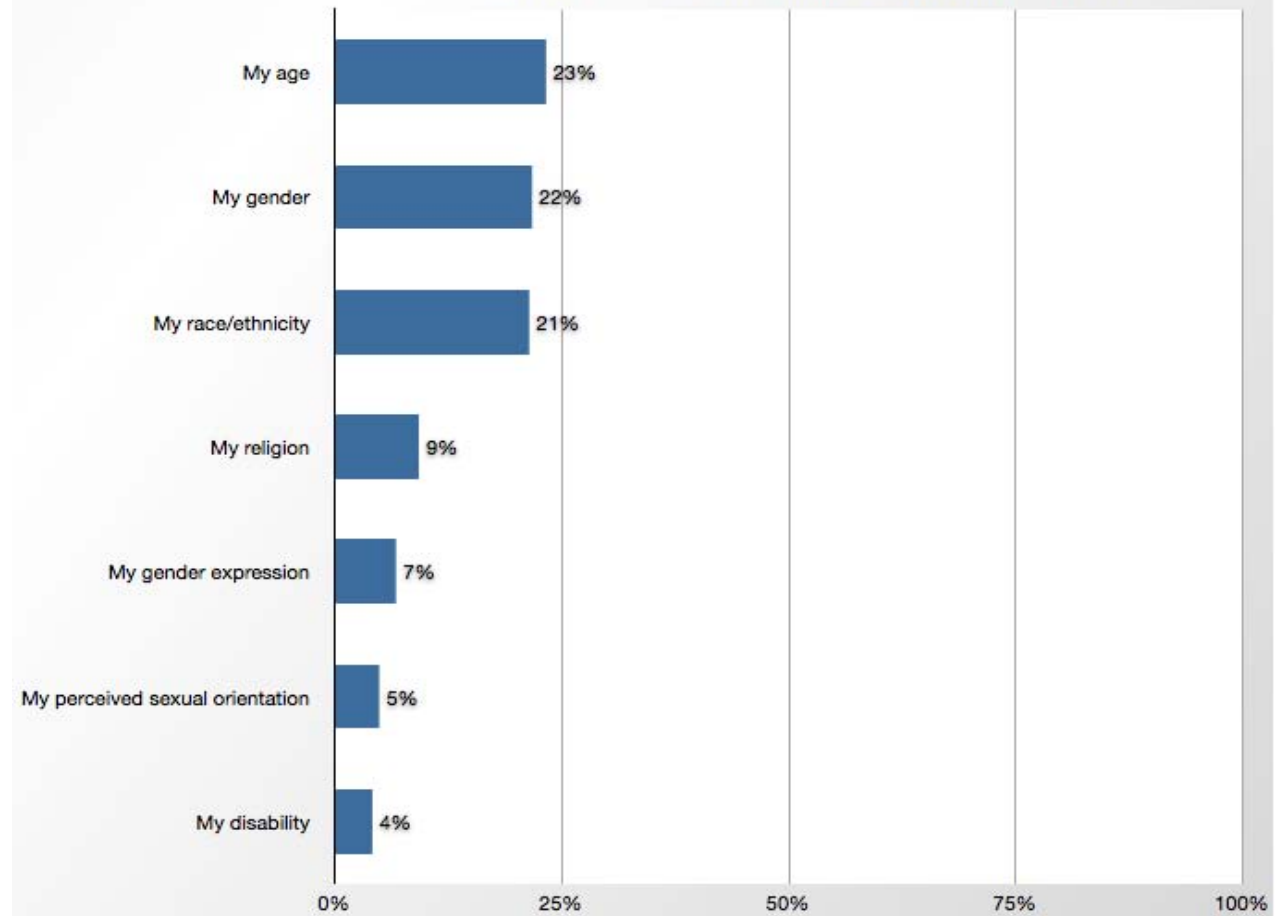
Females, males,

Males of color,

Employees of

6-10 years

Staff -- Have Experienced Discrimination at UNM Based On:



Staff Findings – Generally Positive

- 67% felt that UNM promotes respect for diversity
- 93% felt it important to have a campus supportive of diversity
- Demonstrated a mean value of 3.24-3.50 (1-5 scale) on the workplace climate at UNM being more welcoming than not.
- 68% of staff members reported that they felt respected and supported by the UNM community.



Staff Findings – Improvement Needed



- Feel uncomfortable expressing views and ideas at meetings
- Staff do not feel respected by students, other staff or faculty
- Lack of opportunities to increase access to career mobility.
- Lack of understanding of problems that people from racial/ethnic groups face
- SOC felt they work harder in order to be perceived as legitimate
- SOC felt UNM not welcoming based on race & SES
- SOC felt not enough dialogue among identity groups
- Asians felt discriminated against based on gender
- SOC see more racial tension on campus
- Disagree to Strongly Disagree
 - "I believe that staff can have an impact on the administration's decision-making"

Staff – Thematic Domains

- Negative incident
- More inclusive & impactful leadership
- Diversify administration
- Build more campus community
- Dissolve silos
- Diversify students
- Connect to the community
- More focus on Native American faculty, staff and students
- Diversify faculty



Staff – Qualitative Trends

- Staff respondents attributed mostly negative aspects to the University of New Mexico. They saw little control of their own ways to improve UNM in terms of diversity and inclusion and their own experience/role
- Staff respondents discussed diversity and inclusion concerns both in general and in relation to a specific construction of culture (race and gender)
- The majority of staff respondents stand as negatively framed comments; these were the most negative of the groups with highest degree of negative terms, adjectives, and emotive expressions



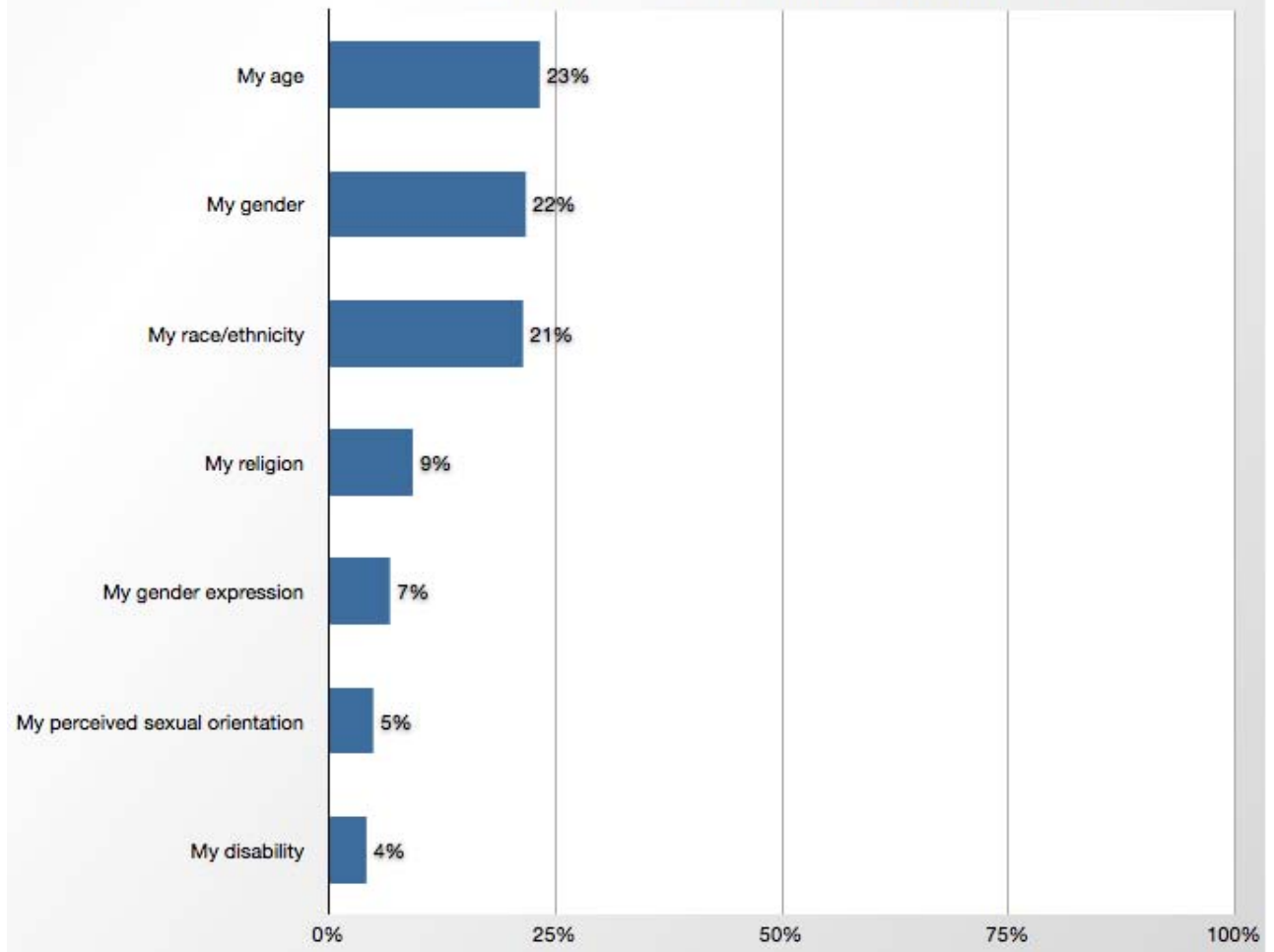
Students – Have NOT experienced discrimination at UNM



The majority of

Student
Respondents
Reported that
They have not
Experienced
Discrimination
At UNM based on:
*Veteran Status
*Pregnancy
*Disability
*Medical status
*Spousal affiliation
*Sexual orientation
*National origin

Staff -- Have Experienced Discrimination at UNM Based On:



Student –HAVE experienced discrimination at UNM



Those students

who have

experienced

discrimination

at UNM, did so

based on:

*Race/ethnicity

*Age

*Religion

These were:

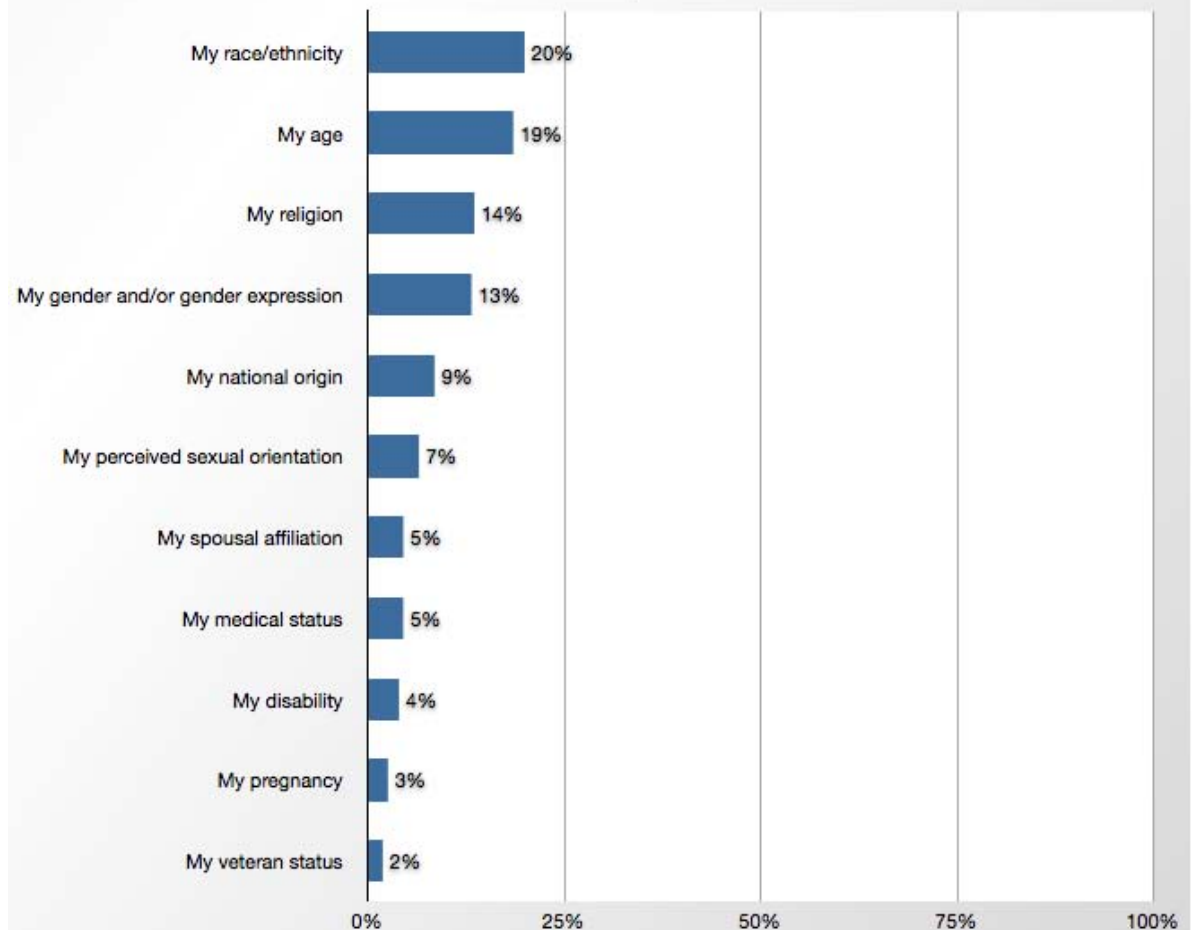
females/males of

color, undergraduates,

first generation

college students

Students -- Have Experienced Discrimination at UNM Based On:



Student Findings – Generally Positive



- Demonstrated the highest mean value (3.1) of all three groups of satisfaction with their experience at UNM.
- Demonstrated the highest mean value (4.54) in their perspective that it is important to have a campus environment that is supportive of diversity.
- Reported the highest mean value (3.79) in reference to UNM working to promote and advance a climate that respects diversity.
- 69% of students reported that they have been exposed to courses that feature the history, culture, and social classes of diverse groups.
- 57% of students felt that UNM has prepared them to work in a diverse environment and global economy.

Student Findings – Improvement Needed



- Less than half to very few instructors encourage students to work together
- Less than half to very few instructors discussed privilege, power and oppression
- Not sure UNM demonstrates values through actions
- Lack of access and awareness of availability of support services and resources
- 75% of students are not sure or do not know how to report a hate/bias incident
- SOC – less than half to very few instructors encourage students to contribute different perspectives in class
- AA students do not feel students willing to talk about equity, injustice and group difference

Students – Thematic Domains

- Positive Campus
- Negative Incident
- Too much focus on diversity
- Build more campus community
- Diversify students
- Expand the notion of diversity
- Better campus safety
- Financial support



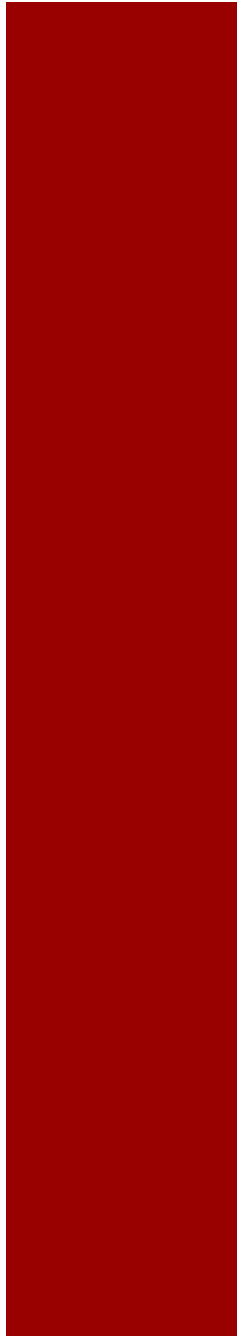
Students – Qualitative Trends



- Respondents attributed mostly negative aspects to the University of New Mexico, however, the comments focused on the external actions of the university for the campus at large as opposed to the actions affecting them personally. They did not see much room for how they could actuate change on the campus.
- Students discussed diversity and inclusion concerns in general.
- Different from other respondent groups, student respondents had mostly positive comments about the climate at UNM. They had negatively framed comments about the overemphasis of diversity and the lack of true campus unity among students.

Think about the Implications & Evaluate Our Context.....

----Help us present an action plan that is meaningful and can create change. Together we can create a better working, learning and living environment.



DEMOGRAPHIC CONTEXT: UNDERGRADUATES



Hispanics (42%)

Whites (40%)

Native Americans (6%)

Asian Americans (3%)

African Americans (3%)

International (1%)

Gender: (55%) female; (45 %) male

(UNM Factbook, 2011)

Race-Gender Gap in Six-Year Cohort UNM Undergraduate Graduation Rates (Full-time Freshman entering in Fall 2005 and graduating by Spring 2011)

Race, Ethnicity, Immigration Status, Gender	(Cohort Entering in 2005, Graduated by 2011)	Male	Female
American Indian	22%	22%	22%
Asian	67%	47%	62%
Black	37%	41%	34%
Hispanic	43%	38%	44%
White	57%	45%	53%
International Students	70%	67%	73%
Female	47%	-	-
Male	41%	-	-
Total Student	45%	-	-

DEMOGRAPHIC CONTEXT: GRADUATE STUDENTS

Hispanics (22%)

Whites (52%)

Native Americans (4%)

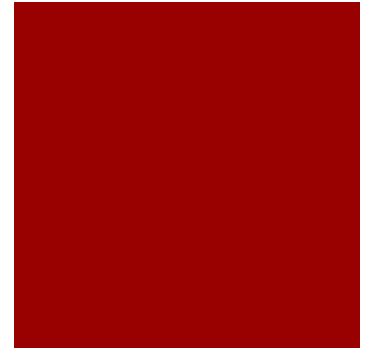
Asian Americans (3%)

African Americans (2%)

International (12%)

Gender: (57%) female; (43 %) male

(UNM Factbook, 2011)



Faculty Demographics

Tenured/Tenure Track	2010 Percentages
Females	43
Males	57
Hispanic	12
African American	2
American Indian	3
Asian	7
Native Hawaiian/Pacific Islander	0
White	73
Two or More	.4
International	2
No Response	2

Staff Demographics

Main Campus (UNM Factbook 2011)	2011 Percentages
Females	66
Males	34
Hispanic	36
African American	2
American Indian	4
Asian	2
Native Hawaiian/Pacific Islander	.1
White	51
Two or More	1
International	.8
No Response	3

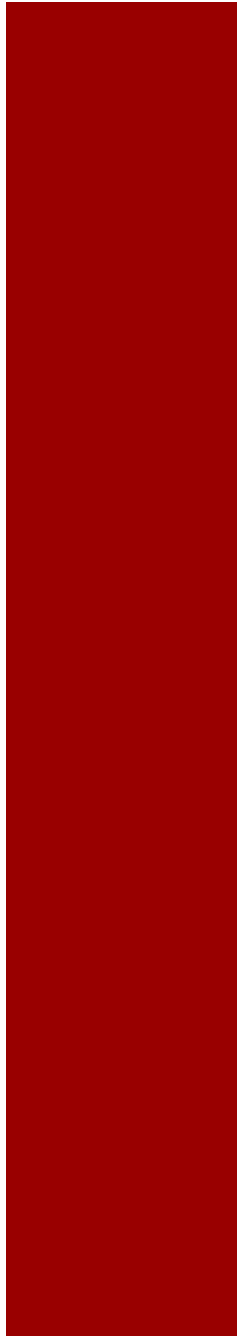
Equity & Inclusion Survey

Division for Equity and Inclusion

277-1238

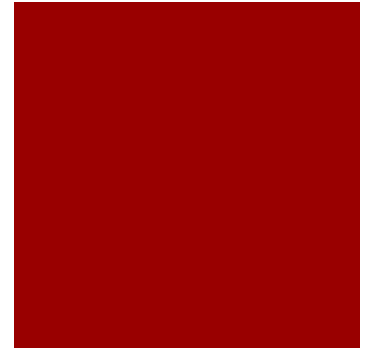
diverse.unm.edu

Action Plan



Three Goals:

- Demonstrated Commitment to Diversity
- A Welcoming and Inclusive Campus
- Inclusive Academic Programming and Pedagogy



Demonstrated Commitment to Diversity



- Need to increase access, awareness, & availability of support services & resources
- Need evidence of commitment to diversity as a value through representational diversity in administration & faculty levels
- Need for professional development opportunities that increase access to career mobility for faculty & staff
- Need to continue to diversify faculty, staff, & students

A Welcoming and Inclusive Campus



- Need to provide integration of diverse perspectives and ideologies
- Need to build community and dissolve silos
- Need to create safe spaces for critical dialogue across campus
- Need to engender a climate where members see value in their contributions in the work environment
- Need to foster a climate to erase the threat of discrimination and fear of retaliation

Inclusive Academic Programming and Pedagogy

- Need for inclusive and intragroup training and dialogue opportunities at all levels
- Need to implement a curriculum which intentionally and thoughtfully considers the impact of diversity
- Need to push to diversify student perspectives and demographics in all areas of the academy



NSO Redesign



Sonia Gipson Rankin
Associate Dean University College
Chair, NSO Redesign Committee

NSO Redesign centered around a new academically centered mission statement

Our mission is to welcome students to the UNM community and introduce them to their role in the creation of new knowledge. We will do this by sharing resources and strategies that encourage students to reach ambitious academic goals and exceed their own expectations.

Changing How Students Attend Orientation

- ∞ Combining College Enrichment Program and LobOrientation
 - welcome approximately 300 students and 150 family members and friends each week for 12 weeks
- ∞ Incorporating technology and interactive sessions using UNM's newly redesigned student-centered learning facility, CTLB, and more diverse spaces across campus.
- ∞ Moving from 1 ½ days to 2 full days
 - last half day being set up in a conference style format
 - Students and parents get to select what sessions interest them

Faculty Involvement

1. New Student Orientation Family Connection Luncheon
 - Weekly lunches with parents and family members
2. Coffee Talk with Parents
 - Weekly coffee with parents discussing academic expectations
3. College Mixer for First-Year Students
 - Reception with first year students, families, and faculty during convocation Sunday
4. Freshman Convocation

ExceedU

- ✎ *ExceedU*, two days of freshman Welcome Days designed to open the doors of UNM to first year students early and help them prepare for the academic expectations of college.
 - Sessions by faculty and staff from the Libraries, Career Services, English, Math, CAPS, and Honors
 - Evening and weekend activities coordinated by Residence Life, Student Activities, Parents Association, and President's Office

Latino Electorate Analysis



Biography

Gabriel R Sanchez is an associate professor of political science who specializes in American politics. He received his Ph.D in political science from the University of Arizona in 2005. His research largely explores the political behavior of racial and ethnic populations in the United States, Latino health policy, and the congressional behavior of Latino and African American members of Congress. His work has been published in Political Research Quarterly, Social Science Quarterly, Urban Affairs Review, Political Science and Politics, Journal of Health Care for the Poor and Underserved and American Politics Research, as well as other peer reviewed journals. Professor Sanchez teaches graduate and undergraduate courses on American politics, racial and ethnic politics, and political behavior. He is also currently an Assistant Director of the Robert Wood Johnson Foundation Center for Health Policy at UNM.