



**2009**

**NEW MEXICO  
CHARTER SCHOOL APPLICATION**

From

The ASK Academy



Charter Schools Division  
New Mexico Public Education Department  
CNM Workforce Training Center  
5600 Eagle Rock Avenue, Room 227  
Albuquerque, NM 87113  
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## II. Cover Sheet and Abstract

### School Information:

Name of Proposed Charter School: The ASK Academy

School Address: (Not known at this time)

School Location (City/Town): The City of Rio Rancho

School District within which the school will be located: The ASK Academy will be a STATE Chartered - Charter School

### Contact Information:

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Partner Organizations: (See Partnership Letters submitted in Appendix G)

University of New Mexico Schools of Engineering

Electrical & Computer Engineering  
Chemical/Nuclear Engineering  
Mechanical Engineering  
Civil Engineering

1. Premier Data Services, Land Links Division
2. IDEAS, Inc
3. Southwestern Indian Polytechnic Institute (SIPI)
4. Holman's Inc.
5. University of New Mexico Student Outreach – Research Division
6. Stanford University - The Design Institute  
<http://www.stanford.edu/group/dschool/index.html>
7. Project Lead the Way – A National Engineering Program: [www.pltw.org](http://www.pltw.org)
8. Central New Mexico Community College
9. Inquiry Facilitators, INC.
10. Innovate Educate New Mexico
11. The Fractal Foundation, Inc
12. New Mexico Optics Association
13. The University of California of Los Angeles (UCLA)

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**Enrollment Information:**

*NOTE: If the charter school will be located in a school district that has a total enrollment of not more than one thousand three hundred (1,300) students, the charter school's proposed enrollment for all grades, in combination with any other charter school's enrollment for all grades, will neither equal nor exceed ten (10) percent of the total MEM of that school district [6.80.4.9.C.6 NMAC]*

Grade span at full enrollment: 7-12 Total number of students at full enrollment 600

Grade phase-in plan

School Year	Grade Levels	Total Projected Student Enrollment
First year 2009-10	Planning	0
Second Year 2010-11	9-10	150
Third Year 2011-12	9-10-11	250
Fourth Year 2012-13	9-10-11-12	350
Fifth Year 2013-14	7-8-9-10-11-12	600

### **Abstract of Proposed Charter School:**

The ASK Academy – A Science, Technology, Engineering and Mathematics (STEM) Innovation is a career pipeline developing the learner’s Attitude, Skills and Knowledge (ASK) through learning seminars, 21<sup>st</sup> century technology, and project based experiences. The vision is to create an innovative learning culture for STEM students in grades 7-12, that will re-engage a culturally diverse population of learners into the learning process. The ASK Academy will develop the learners Attitudes, Skills and Knowledge as they apply New Mexico State core standards toward STEM career pathways. The four basic pathways are: (a) Civil Engineering & Architecture, (b) Computer Integrated Manufacturing, (c) Aerospace Engineering and (d) Biomedical Technology. The curriculum structure for these pathways comes from the National Engineering Program, “Project Lead the Way”, (PLTW). [www.pltw.org](http://www.pltw.org)

The ASK Academy will service the communities of Northwest Albuquerque and the city of Rio Rancho. The total 7-12 enrollment at its completion will not exceed 600 students. National data indicates that smaller schools educate much better than larger schools and are more economical to operate; (NASSP Board of Directors, 1996) thus, The ASK Academy will maintain this small population.

The educational philosophy of The ASK Academy will be built on the academy, or corporate model; focusing the core standards toward STEM career pathways. In brief, learners will use a variety of resources to complete projects that produce products or services that have been developed by ASK students in collaboration with ASK teachers and industry and university representatives. Core standards will be taught at just the right time for the student to apply toward these projects. Research show that when a learner applies the knowledge retention increases. (Gibbons, M, 2002) Relevant involvement from community, parents, and industry and university partners will make The ASK Academy’s innovative STEM learning culture complete.

Every student, teacher and community partner is a member of The ASK Academy and has a responsibility to the Academy as well as to their team mates. The health of the corporation will flourish through building relationships: focusing on TRUST, RESPECT and RESPONSIBILTIY. The ASK Academy will provide opportunities to develop creativity and critical thinking skills. Students’ ownership in the learning process will be common place; however, through individual accountability and evaluation students will monitor their personal growth.

### III. STATEMENTS OF ASSURANCES

STATE OF NEW MEXICO

COUNTY(s) OF Sandoval or Bernalillo

I, Paul Stephenson, after being duly sworn, state as follows

1. My name is Paul Stephenson and I reside in Rio Rancho, New Mexico.
2. I am the authorized representative of the governing body, or applicant group, for The ASK Academy – A STEM Innovation, to be located at the west side of Albuquerque or the City of Rio Rancho, I certify that, if awarded a charter:
  1. The CHARTER SCHOOL's admission process shall not discriminate against anyone regarding race, gender, national origin, color, ability level, or age.
  2. If more students apply than can be accommodated, The CHARTER SCHOOL shall admit students on the basis of a lottery.
  3. The CHARTER SCHOOL's admission processes shall be in compliance with Section 22-8B-4.1 NMSA 1978.
  4. The CHARTER SCHOOL shall be a nonsectarian, non-religious, and non-home-based public school.
  5. Except as otherwise provided in the Public School Code, the CHARTER SCHOOL shall not charge tuition or have admission requirements.
  6. The CHARTER SCHOOL shall comply with all state and federal health and safety requirements applicable to public schools, including those health and safety codes relating to educational building occupancy.
  7. The governing body shall not contract with a for-profit entity for the management of the CHARTER SCHOOL.
  8. The CHARTER SCHOOL shall comply with all applicable state and federal laws and rules related to providing special education services.
  9. The CHARTER SCHOOL shall avoid apparent and actual conflicts of interest when administering grants and entering into contracts for equipment and services.
  10. The CHARTER SCHOOL shall comply with conflict of interest provisions identified in the New Mexico Procurement Code, Section 13-1-128 et seq. NMSA 1978 and the Prohibited Sales Act, Section 22-21-1 et seq. NMSA 1978; and the federal regulations at 34 CFR 75.525 and 80.36.
  11. The CHARTER SCHOOL shall ensure that criminal background checks are conducted on all employees in accordance with Section 22-10A-5 NMSA 1978.
  12. The CHARTER SCHOOL shall develop written procurement procedures and conduct all procurement transactions in a manner that provides open and fair competition.

13. The CHARTER SCHOOL shall comply with the Age Discrimination Act of 1975, Title VI
14. of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and part B of the Individuals with Disabilities Education Act;
15. The CHARTER SCHOOL shall provide equitable access to and participation in its federally assisted program for students, teachers, and other program beneficiaries with special needs.
16. The CHARTER SCHOOL shall be economically sound and the fiscal management shall comply with all applicable federal and state laws, regulations and rules relative to fiscal procedures.
17. The CHARTER SCHOOL shall provide to the Public Education Commission by the sooner of the end of the planning year or within ten (10) days of receipt of any federal or state stimulus funds a detailed plan indicating how the CHARTER SCHOOL will manage its fiscal responsibilities, the plan will include a description of the internal control procedures that the charter school will utilize to safeguard assets, segregate its payroll and other check disbursement duties, provide reliable financial information, promote operational efficiency, and ensure compliance with all applicable federal statutes and regulations and state statutes and rules relative to fiscal procedures.
18. Meetings of the CHARTER SCHOOL Governing Body shall comply with the New Mexico Open Meetings Act, Sections 10-15-1 et seq., NMSA 1978.
19. The CHARTER SCHOOL shall adopt policies and procedures of the governing body, that address governance, relationship to staff, professional development, the role of the governing body in policy-making, personnel decisions, budgeting, and operation of the school, including how decisions will be made.
20. The Governing Body or head administrator of the CHARTER SCHOOL shall recognize and work with employee labor representatives, if any.
21. The CHARTER SCHOOL shall produce a certificate of occupancy prior to opening a facility for use as a school; the facility shall meet all applicable federal and state health, safety and code requirements and be suitable for use as a school.
22. The CHARTER SCHOOL shall develop and maintain a plan for addressing code, accessibility, health and safety requirements as well as operation, maintenance and repair of any facility it seeks to use as a school.
23. The CHARTER SCHOOL shall develop personnel policies that comply with all applicable federal and state labor laws, regulations and rules implementing them and shall submit the policies to the Public Education Department for comment prior to the hiring of any employees.

I hereby certify that the information submitted in this application for a charter is true to the best of my knowledge and belief. I understand that I am the authorized representative of the applicant group, or the governing body, of this charter school.

*[Signatures required on next page]*

\_\_\_\_\_  
[Signature] \_\_\_\_\_ Date  
\_\_\_\_\_, representative of the applicant group, or governing body  
member, of the proposed \_\_\_\_\_ Charter School.

Subscribed and sworn to before me, this \_\_\_\_ day of \_\_\_\_\_, 20\_\_.

[Notary Seal:]

\_\_\_\_\_  
[signature of Notary]

\_\_\_\_\_  
[typed name of Notary]

NOTARY PUBLIC

My commission expires: \_\_\_\_\_, 20\_\_.



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

The ASK Academy developed two missions to support its philosophy and vision. The first mission addresses the organizational goals of attitude shift of the new learning culture while the second mission addresses academic goals of the improved retention of academic standards students will be responsible to learn.

#### **Mission Statements**

- 1. The ASK Academy will emphasize Science, Technology, Engineering & Mathematic (STEM) curricula to create a new learning culture through: Project based learning experiences, research programs, building relationships, and a strong partnership program to engage students in the learning process and develop opportunities to become lifelong learners.**

#### **SMART Organizational goals to accomplish Mission 1.**

- a. Project Based Learning: Institute two school-wide STEM projects per grade level that embed core learning standards by September 2010.
- b. Research Program: a Student Research EXPO (SRE) program will be built.
  - SY 2010-2011 – 30% of student involvement
  - SY 2011-2012 – 50% of student involvement
  - SY 2012 – 2013 – 60% of student involvement
  - SY 2013-2014 – 70% of student involvement
- c. Relationship building:
  - i. At the end of each school year, surveys of the impact of relationships between student to student, student to teacher, student to parent, and student to professionals will demonstrate a minimum of 75% satisfaction.

ii. At least 30% of the student body will participate in an extracurricular activity the first school year, 40% the second year, 50% the third year, 60% the fourth year of the charter, 70% the fifth year. (The following are examples of approved extracurricular activities: student government, community service, robotics, Student Research EXPO, celebration of learning events, and student lead parent conferences).

d. Create an ASK Alliance with STEM Industry and college partnership members through Memorandums of Understandings (MOU) signed by both parties. By the end of the following school years, The ASK Alliance will grow at rates of:

2010/11: 5 partners

2011/12: 7 partners

2012/13: 9 partners

2013/14: 11 partners

2014/15: 13 partners

**2. The ASK Academy will improve the retention of core New Mexico State standards by providing multiple opportunities for students to demonstrate skills and knowledge through research, STEM projects, product production and/or services.**

**SMART Student goals to accomplish Mission 2:**

a. 90% of the student body will produce an ASK approved project or service related to their STEM career pathways by the end of each school year.

- b. Short Cycle Assessment (SCA): The percentage of The ASK Academy students demonstrating proficiency on internal SCA tools in math and reading will be determined by current year New Mexico AMO targets as defined under No Child Left Behind for the years 2011-2014. The ASK Academy student proficiency level for the short cycle assessments is defined as 70% correct for grades 7-12.
- c. New Mexico State Public Education Department's Standards Based Assessment (NMSBA): students in grade 7, 8 and 11 will achieve state AMO proficiency levels in the years 2011 through 2015.

### **Needs Statement:**

The ASK Academy will provide a pipeline to prepare students to enter future positions available in STEM related careers found in New Mexico. The culture of ASK will instill 21<sup>st</sup> century attitudes, skills and knowledge necessary to compete for the jobs of the next generation.

The ASK Academy will serve all students from the diverse population located in Northwest Albuquerque and Rio Rancho. Albuquerque is one of New Mexico's largest cities. The population breakdown is: 44.6% white, 44.4% Latino, 3.1% Black, 4.3% Native American, 2.4% Asian, and 1.1% other. The most recent demographics for Rio Rancho are from 2006 with a population breakdown is: 58% White, 33.9% Latino, 2.1% Black, 1.6% Native American 1.5% Asian, and 1.2% other. The current high school demographics for Rio Rancho High School mirror that of the community: 54.9% White, 35.1% Latino, 4.4% Black, 3.4% Native American, and 2.2% Asian.

Both communities are family-oriented comprising 74.3% of Rio Rancho households and 61.5% of the Albuquerque households. The demographics are such that in this area student

population will be increasing and provide the necessary numbers to support another school. These relatively young populations will require access to high paying jobs.

Many technology companies are bringing high-paying jobs to New Mexico. Recent announcements include: Hewlett Packard – 1300 new jobs, Schott Solar – 500 new jobs, Fidelity Investments – 500 new jobs, General Mills Expansion – 100 new jobs, and Reetz Channel and Signet solar – 600 new jobs. “From food to microchips, metro New Mexico's manufacturing companies are diverse. The manufacturing industry grew 5.2 percent in 2006 and has seen a one percent growth in 2007. It makes up six percent of the local job market. ([www.nmsitesearch.org](http://www.nmsitesearch.org) , 2009)

New Mexico has a long history of science and technology. In 2004, New Mexico ranked 14<sup>th</sup> on Milken’ state technology and science index: a measure of technology and science assets that can be leveraged to promote future economic development. ([www.nmsitesearch.org](http://www.nmsitesearch.org) , 2009) Healthcare, professional services and government jobs are projected to be the bulk of the job growth sectors in the next 10 years. Projected long term needs for 2006-2016 are environmental science and protection technicians, veterinarian technologist and technician, medical assistants, surgical technologist, ME techs, computer software engineers, application and systems, industrial engineers, computer and network administrators and CE Health care aides. ([www.nmsitesearch.org](http://www.nmsitesearch.org), 2009)

## V. EDUCATIONAL PLAN

### A. CURRICULUM FRAMEWORK

#### 1. Philosophy and Approach to Instruction

The ASK Academy will be an educational pipeline for STEM career pathways. The educational philosophy and curricular approach of ASK will be a mixture of project-driven, inquiry and lecture methodologies tied to the New Mexico State Standards. ASK will be built on the small school concept to promote active learning and cross curricular collaboration. (NASSP Board of Directors, 1996) You can find similar succeeding models of cross curricular success at the university level at Stanford University's Design Institute (<http://www.stanford.edu/group/dschool/>) or at the secondary level of education in the New Tech High model (<http://www.newtechhigh.org/Website2007/index.html>).

The projects will be based on a corporate model where project management skills will be required to produce a sustainable effort with intermediate deadlines and a final deliverable date. The expectation is that these Life Long Learning Experiences will contribute to the retention of knowledge learned through the struggle to produce a deliverable. Students will develop a sound knowledge base, apply New Mexico Standards, gain experience with processes and develop the interpersonal skill required to be a contributing member of a team. (Gibbons, M, 2002). This philosophy and curricular approach supports our mission of standard retention and the development of a new STEM learning culture.

The philosophy and curricular approach of ASK takes advantage of student's multiple learning styles; visual, auditory, tactile and kinetic. (Gibbons. M, 2002) ASK recognizes that each student is unique, has unique interests, skills, abilities and world experiences. To improve

student performance, the combination of projects and inquiry and lecture methodologies provide ample opportunities for students to make connections to prior knowledge, use their skills to further their learning and demonstrate mastery of New Mexico State Standards. Through the ASK curriculum students will acquire skills to self-regulate their learning.

The ASK curricular approach supports both missions of creating a STEM learning culture and increased retention of standards. The STEM learning culture cultivates student ownership in relationships, student research, 21<sup>st</sup> century technology, project based learning, and partnerships. Collaboration between the members, contextual projects, individual accountability, and pursuit of student interests make the learning of the state standards relevant to the student. Engaged learners will go above and beyond minimum expectations to create knowledge useful for their future careers.

The educational philosophy and curricular approach of ASK seeks to improve the student's performance by embedding the New Mexico State Standards in projects aligned with STEM career pathways. Through applications, inquiry experiences and lectures, ASK will meet the multiple learning styles of Academy students. This approach simulates successful existing models of student learning documented by research as previously mentioned. Students learn to think for themselves by developing skills to evaluate relevant information, ask critical questions and develop plans to organize and present conclusions.

## **2. Description of the Curriculum**

The ASK Academy will implement over the 5 years of the Charter four STEM career pathways provided by Project Lead The Way (PLTW); namely, Computer Integrated Manufacturing (CIM), Civil Engineering & Architecture (CEA), Aerospace Engineering (AE) and Biomedical Sciences (BMS). More information on the PLTW curricula can be accessed at

their web site [www.pltw.org](http://www.pltw.org) . The New Mexico State Core Content Standards will be aligned with the proposed PLTW curriculum during this time frame. This strategy is detailed in the next section.

The PLTW program is for students, 8<sup>th</sup> grade through 12<sup>th</sup> grade. (7<sup>th</sup> grade curriculum will be designed prior to implementation the 5<sup>th</sup> year). The curriculum will drive much of the STEM elective course work providing attitude, skill and knowledge development in four major career pathways. The PLTW program provides the distinctive feature of National Certification in only two years, so The ASK Academy can achieve National Certification status through rigorous professional development and adequate program implementation. Upon certification, high school students can take any of the PLTW courses, take their national exit exams and receive University credit from many schools of engineering across the country (i.e. Duke, Purdue, University of Colorado and New Mexico State University)

Each pathway offers students a choice based on their cultivated interests. BMS requires students to commit beginning in the 9<sup>th</sup> grade while CIM, AE, and CEA are the same through the 10<sup>th</sup> grade. At the end of the 10<sup>th</sup> grade, students make a specialized choice for the desired pathway. In many schools across the country, math and/or science credits are given for PLTW courses. ([www.rmps.net](http://www.rmps.net)) Sample student educational 6-year plans are given in the schedules below.

The recommended sequence for CIM, AE, CEA includes:

- 8<sup>th</sup> grade, Gateway to Technology (GTT) where students explore the four pathways

- 9<sup>th</sup> and 10<sup>th</sup> grade students choosing CIM, AE or CEA take three foundational courses:
  - Introduction to Engineering Design (IED)
  - Principles of Engineering (POE)
  - Digital Electronics (DE).
- 11<sup>th</sup> grade, students choose a specialized pathway:
  - (CIM) Computer Integrated Manufacturing
  - (AE) Aerospace Engineering
  - (CEA) Civil Engineering & Architecture
  - 12<sup>th</sup> grade students take an Engineering Design and Development capstone class that applies previous course content to design, market, test, and develop a unique product of choice, or improve an existing product already on the market.

For students that discover an interest in the medical field during their 8<sup>th</sup> grade GTT course, the student enters the Biomedical Technology career pathway.

- 9<sup>th</sup> grade, Principles of the Biomedical Sciences. (PBS)
- 10<sup>th</sup> grade, Human Body Systems (HBS)
- 11<sup>th</sup> grade Medical Interventions (MI)
- 12<sup>th</sup> grade, Biomedical Sciences Capstone Course.(BSCC)

The capstone courses require a student to apply attitudes, skills, and knowledge to complete a research project. The PLTW curriculum capstone projects require students to synthesize their learning through high school and apply that knowledge toward a sustained effort.



During the process, students will grapple with their own attitudes, skills, and knowledge creating a situation where they must reflect on what they know and determine how best to accomplish their chosen task. Continuous support will be provided by The ASK Academy staff as well as any developed networking resources.

The PLTW courses and programs have pre-developed supplies, equipment, software and training in place for schools. These items will be purchased as the school grades are phased in.

Examples of an ASK member’s 6 year educational plan is provided on the following pages.

	7th grade	8th grade	Freshman grade	Sophomore grade	Junior grade	Senior year
<b>Math</b>	<b>Math</b>	<b>Alg I (m)</b>	<b>Geom (m)</b>	<b>Trig (m)</b> <b>Alg II (m)</b>	<b>Pre-Calculus(m)</b>	<b>Calculus (m)</b>
<b>Science</b>	<b>Science</b>	<b>Science</b>	<b>Science (s)</b>	<b>Science (s)</b>	<b>Science (s)</b>	<b>PE/Health (pe)</b>
<b>English</b>	<b>English</b>	<b>English</b>	<b>English 9 (e)</b>	<b>English 10 (e)</b>	<b>English 11 (e)</b>	<b>English 12 (e)</b>
<b>Social Sciences</b>	<b>Social Science</b>	<b>Social Science</b>	<b>Social Science (ss)</b>	<b>World Hist (ss)</b>	<b>American Hist (ss)</b>	<b>Econ/NM Hist/Govt (ss)</b>
<b>Electives</b>	<b>Project Seminar</b>	<b>PLTW Gateway to Tech</b>	<b>PLTW POE (t, s)</b>	<b>PLTW DE (t, s)</b>	<b>PLTW AE (t, s)</b>	<b>PLTW EDD (t, s)</b>
<b>Electives</b>	<b>Robotics</b>	<b>Robotics II</b>	<b>PLTW IED (t, s)</b>	<b>Foreign Lang (fl)</b>	<b>Foreign Lang (fl)</b>	<b>Robotics II (t)</b>
<b>Electives</b>	<b>Research</b>	<b>Elective</b>	<b>CADesign (t, f)</b>	<b>Advanced CADesign</b>	<b>Robotics I (t)</b>	<b>Dual credit course</b>

Sample Six Year Plan: (Aerospace Engineering (AE) Career Pathway)

	7th grade	8th grade	Freshman grade	Sophomore grade	Junior grade	Senior year
Math	Math	Alg I (m)	Geom (m)	Trig (m)	Pre-Calculus (m)	Calculus (m)
				Alg II		
Science	Science	Science	Science (s)	Science (s)	Science (s)	PE/Health (pe))
English	English	Adv English	English 9 (e)	English 10 (e)	English 11 (e)	English 12 (e)
Social Sciences	Social Science	Social Science	Social Science (ss)	World Hist (ss)	American Hist (ss)	Econ/NM Hist/Govt (ss)
Electives	Project Seminar	PLTW Gateway to Tech	PLTW POE (t, s)	PLTW DE (t, s)	PLTW CIM (t, s)	PLTW EDD (t, s)
Electives	Robotics	Robotics II	PLTW IED (t, s)	Foreign Lang (fl)	Foreign Lang (fl)	Robotics II (t)
Electives	Research	Elective	CADesign (t, f)	Advanced CADesign (t,f)	Robotics I (t)	Dual credit course

Sample Six Year Plan: (Computer Integrated Manufacturing (CIM) Career Pathway)

	7th grade	8th grade	Freshman grade	Sophomore grade	Junior grade	Senior year
Math	Math	Alg I (m)	Geom (m)	Trig (m)	Pre-Calculus (m)	Calculus (m)
				Alg II		
Science	Science	Science	Science (s)	Science (s)	Science (s)	PE/Health (pe))
English	English	English	English 9 (e)	English 10 (e)	English 11 (e)	English 12 (e)
Social Sciences	Social Science	Social Science	Social Science (ss)	World Hist (ss)	American Hist (ss)	Econ/NM Hist/Govt (ss)
Electives	Project Seminar	PLTW Gateway to Tech	PLTW POE (t, s)	PLTW DE (t, s)	PLTW CEA (t, s)	PLTW EDD (t, s)
Electives	Robotics	Robotics II	PLTW IED (t, s)	Foreign Lang (fl)	Foreign Lang (fl)	Robotics II (t)
Electives	Research	Elective	CAD (t, f)	Advanced CAD Design	Robotics I (t)	Dual credit course

Sample Six Year Plan: (Civil Engineering & Architecture (CEA) Career Pathway)

	7th grade	8th grade	Freshman grade	Sophomore grade	Junior grade	Senior year
<b>Math</b>	Math	Alg I (m)	Geom (m)	Trig (m) Alg II	Pre-Calculus (m)	Calculus (m)
<b>Science</b>	Science	Science	Science (s)	Science (s)	Science (s)	PE/Health (pe)
<b>English</b>	English	English	English 9 (e)	English 10 (e)	English 11 (e)	English 12 (e)
<b>Social Sciences</b>	Social Science	Social Science	Social Science (ss)	World Hist (ss)	American Hist (ss)	Econ/NM Hist/Govt (ss)
<b>Electives</b>	Project Seminar	PLTW Gateway to Tech	PLTW PBS (t,s)	PLTW HBS t, s)	PLTW MI (t, s)	PLTW BSCC (t, s)
<b>Electives</b>	Robotics	Robotics II	PLTW IED (t, s)	Foreign Lang (fl)	Foreign Lang (fl)	Robotics II (t)
<b>Electives</b>	Research	Elective	CAD (t, f)	Advanced CAD Design	Robotics I (t)	Dual credit course

Sample Six Year Plan: **(Biomedical Sciences (BMS) Career Pathway)**

ASK understands the New Mexico graduation requirements that students must complete an Advanced Placement course, Dual Credit course or distance learning course. Based on students' passion, a student could take any of the three options to satisfy graduation requirements. Advanced Placement courses will be offered on site, Dual credit opportunities are expected through Central New Mexico Community College, and distance learning opportunities are expected through IDEAL NM or E-school.

Students will be able to access other academic programs that strive toward college credit in addition to the PLTW program. In the core curriculum of math, science, English and history, ASK will provide programs such as Advanced Placement (AP).

### **Additional Unique Innovations in the curriculum:**

The New Mexico State PE and Health standards will be delivered to The ASK Academy students through a unique program where students are required to attend classes and develop a research project that collects data to validate a hypothesis such as: How a regular fitness program can improve my diet and weight, or control my sleep and thinking process, etc. The ASK Academy will use a program and equipment like the Polar Fitness Equipment model.

<http://education.polarusa.com/education/products/trifit/products.asp>

### **3. Alignment with NM Standards**

#### **Timeline for alignment of the standards to the projects at each level**

The ASK Academy's focus of professional development, during the formative years, will be to align the New Mexico State Standards through the collaboration of teams. The PLTW courses are aligned to National Standards. This has been done by the PLTW organization. During the planning year, The ASK Academy will contract standards experts to examine the PLTW National standards and align to New Mexico State Standards. This team will address any gaps determined. Additionally, the staff will re-visit the alignment throughout the school year as part of the continuous process of improvement. The phase-in process will dictate the priority of courses aligned to New Mexico State Standards. Prior to each school year, the contracted curriculum teams will align the New Mexico State standards with the STEM projects. In that school year, the curriculum will be taught and reviewed for improvement. To prepare for the upcoming school year, the curriculum teams will align the New Mexico State standards to those upcoming STEM projects. Much of the work will occur during in-services, quarterly breaks, weekly planning times and summer sessions. This process will continue throughout the five year charter.

*You can reference the PLTW commitment to State and National standards alignment at <http://www.pltw.org/In-the-News/in-the-news.cfm?mode=display&article=51>*

*You can find the references to the 7<sup>th</sup> grade, 8<sup>th</sup> grade and high school New Mexico State Standards by clicking on the provided links.*

**New Mexico 7-12 math standards:**

<http://www.ped.state.nm.us/MathScience/dl08/Standards/G7MathStandards08.doc>

<http://www.ped.state.nm.us/MathScience/dl08/Standards/G8MathStandards08.doc>

<http://www.ped.state.nm.us/MathScience/dl08/Standards/G9-12MathStandards08v2.doc>

**New Mexico 7-12 science standards:**

<http://www.ped.state.nm.us/MathScience/dl08/Standards/G7ScienceStandards.doc>

<http://www.ped.state.nm.us/MathScience/dl08/Standards/G8ScienceStandards.doc>

<http://www.ped.state.nm.us/MathScience/dl08/Standards/G9-12ScienceStandards.doc>

**New Mexico 7-12 humanities standards:**

<http://www.mystandards.org/>

**4. Strategies and Methods:**

The strategies and methods to be used in delivering the curriculum at The ASK Academy will center on a unifying theme incorporating a mixture of lecture, Inquiry (<http://inquiry.illinois.edu/>) and project driven experiences. This multifaceted learning environment enables students to customize their approach to learning tasks, combines the development of skill with the development of character, and prepares them for learning throughout their lives. Collaboration and individual accountability are cornerstones of ASK.

Many of the projects will come from PLTW. ASK will research Inquiry Centers, such as the University of Illinois, Urbana Champagne to find appropriate Inquiry projects related to the curriculum. ASK expects to enter into an agreements with partners such as, Inquiry Facilitators Inc, to facilitate the development of many inquiry projects.

Students will be given a project description in a large group setting – multiage or grade level – like found in the training book Self Directed Learning. In multiage classes, consideration is given for each child’s unique learning style. The multi-age groupings will be formed based on the educational progress of the students and the mastery of standards. While a traditional course sequence will be followed, ASK will promote multi-age groupings when appropriate. This allows students to accelerate themselves through a curriculum when they demonstrate competency.

In addition, ASK will build in a schedule that will provide mentoring time from veteran students that have been through previous courses.

Once our youngest students master core skills, they enter multiage/level environments that give the opportunity to excel at their own pace. Multiage/level groups accurately reflect the real world, where we interact, work and play with people of all ages.” (Gibbons, M., 2002) They will then work in teams of 15-20, along with a teacher, to analyze the aspects of the project in depth. Through an Inquiry approach, their analysis will discover aspects of the project like how to maximize the area with the fixed perimeter of material, what material to choose with the best properties, how to write the technical paper, or what similar discoveries the Ming Dynasty civilization made in this area. Then students can individually go on-line, access the classroom site and register for the series of math, science, history and English courses developed and

scheduled to deliver the New Mexico State Standards at “JUST THE RIGHT TIME” that apply to this major project.

The core classes supporting this project will provide the standard learning needed. The teachers will evaluate the mastery of standards for individual students through, quizzes, tests, common assessments, classroom projects, oral presentations, rubrics, visual product production, etc. The team of students will utilize the core standards to complete the group project by the established deadline.

The professional development needed to create this innovative STEM learning environment will be vital. PLTW <http://www.pltw.org/professional-development/professional-development.html> provides mandatory summer training sessions for each PLTW course offered at The ASK Academy, as a condition of employment. This training will provide professional development to the elective standard teachers to deliver the national engineering and biomedical programs. ASK expects to develop a comprehensive year long Inquiry professional development plan to be implemented throughout the school year in a logical sequence in-order to educate all teachers in how to collaborate, develop the design thinking understanding, and how to implement these strategies. ASK partners such as the Design Plus Education, <http://www.designplusabq.com/html/education/playce.htm> and The Design Institute of Stanford University <http://www.stanford.edu/group/dschool/> have been brought on board to assist in the professional development. The Academy partner Inquiry Facilitators <http://www.gotoif.org/> has committed to professionally train ASK teachers to implement inquiry. The planned Academy partner Center for Hands on Learning (<http://www.handsonlearning.org/>) will professionally develop our teachers for the standards based curriculum development and implementation of the 7th grade and 8<sup>th</sup> grade students.

## **B. EDUCATIONAL PROGRAM**

### **1. Length of School Day and School Year:**

#### **Proposed Length of School Day 8:00 AM – 4:00 PM**

<b>Time</b>
<b>Hour 1: 7:55-8:55</b>
<b>Hour 2: 9-9:55</b>
<b>Hour 3: 10-10:55</b>
<b>Hour 4: 11-11:55</b>
<b>Lunch: 11:55-12:25</b>
<b>Team 12:30-12:55</b>
<b>Hour 5: 1-1:55</b>
<b>Hour 6: 2-2:55</b>
<b>Hour 7: 3-4:00</b>

The ASK Academy will increase the school day to 7 hours of instruction with a 30 minute lunch. The longer school day is supported by President Obama’s educational plan (Bass, J., 2009). This change is an attempt to allow profound learning experiences. Through inquiry and projects, students will spend time gathering materials, brainstorming solutions, and creating deliverables. These activities naturally take longer than traditional sit and get methods.

#### **Proposed Length of School Year (A Year Round School Model)**

**The School year begins the beginning of August.**

**First quarter: 10 weeks. (Two weeks off – fall break)**

**Second quarter: 10 weeks (Three weeks off around Christmas and New Years)**

**Third quarter: 10 weeks (Two weeks off – spring break)**

**Fourth quarter: 10 weeks (5 weeks off – summer break)**



**Example SY Calendar # of instructional days**

<b>Months</b>	<b>School days in the month</b>
<b>Quarter 1</b>	
<b>Aug</b>	<b>22</b>
<b>Sept</b>	<b>21</b>
<b>Oct</b>	<b>6</b>
<b>Subtotal</b>	<b>49</b>
<b>Two week holiday SCA state submissions</b>	
<b>Quarter 2</b>	
<b>Oct</b>	<b>5</b>
<b>Nov</b>	<b>20</b>
<b>Dec <i>Final exams</i></b>	<b>15</b>
<b>Subtotal</b>	<b>37</b>
<b>Three week holiday SCA state submissions</b>	
<b>Quarter 3</b>	
<b>Jan</b>	<b>16</b>
<b>Feb</b>	<b>19</b>
<b>March</b>	<b>20</b>
<b>Subtotal</b>	<b>55 (Testing)</b>
<b>Two week holiday SCA state submissions</b>	
<b>Quarter 4</b>	
<b>April</b>	<b>15</b>
<b>May</b>	<b>22</b>
<b>June <i>Final Exams</i></b>	<b>8</b>
<b>Subtotal</b>	<b>46</b>
<b>Teacher day</b>	<b>5</b>
<b>Six week holiday SCA state submissions</b>	
<b>Grand total instructional days</b>	<b>187 days</b>
<b>Staff contract days</b>	<b>192 days</b>
<b>Total hours per day</b>	<b>7 hours/day</b>
<b>Total hours per year</b>	<b>1302 hours/SY</b>
<b>Weekly Content Team Meeting</b>	<b>(40 hours)</b>
<b>Total Proposed Instructional Hours</b>	<b>1262</b>

The schedule is proposed to demonstrate a year-round concept. The imbalance from the fall to the spring is two fold. It sets aside days in the spring for state mandated testing and

it allows a few extra days to address curriculum at the end of a course, typically more difficult concepts.

Student will be able to earn ½ credits for courses. Some courses may be by ½ year depending on the curriculum to be delivered. This will be analyzed in further detail during the planning year.

The increased daily instructional time and longer school year allows students the opportunity to explore concepts deeper, strengthening the “Life Long Learning Experiences”. This proposed calendar provides 187 school days of instruction (including snow days) compared to the state required 180. Teachers will have 5 extra days for In-service activities. A shortened Wednesday will provide content curriculum teams an hour of time to collaborate on content. The year-round model provides less time for students to forget and provides regular breaks. ASK envisions offering enrichment activities over the breaks. This aligns with President Obama’s educational plan idea of breaking the 18<sup>th</sup> century Agra-model of 3 months off in the summer to allow the children of the family to plant and harvest. This agriculturally based model does not fit the needs of our 21<sup>st</sup> century culture. (Bass, J., 2009). Data shows that such a long time off in the summer creates a loss of knowledge and information (Cooper, Nye, Charlton, Lindsay and Greathouse, 1996. The longer times together and less time apart will increase the retention of the lessons and the cyclical building from year to year. Our calendar will still allow families with younger children in k-6 schools or older children in College to still celebrate together during large holiday seasons like Christmas and summer.

**2. Grade Levels, Class Size and Projected Enrollment:**

Grade span at full enrollment: 7-12 Total expected numbers of students at full enrollment 600

<b>Doors open School Year</b>	<b>Grade Levels</b>	<b>Total Projected Student Enrollment</b>
Planning Year 2009-10	Planning year	0
First Year 2010-11	9-10	150
Second Year 2011-12	9-10-11	250
Third Year 2012-13	9-10-11-12	350
Fourth Year 2013-14	7-8-9-10-11-12	600
Fifth Year 2014-15	7-8-9-10-11-12	600
<b>Projected class sizes</b>		
	7th grade	100
	8th grade	100
	Freshman grade	100
	Sophomore grade	100
	Junior grade	100
	12th grade	100

**Grade levels will be phased in for curricular, facility, marketing and economic reasons.**

Curricular: The STEM curriculum builds on itself much like a college degree plan. 9<sup>th</sup> and 10<sup>th</sup> graders provide the population for the PLTW foundational courses. As each new grade is added in subsequent years the next course in the curricular sequence will be implemented. In the fourth year the 8th grade GTT course will round out the entire PLTW curricular sequence. In that fourth year we will also bring in the 7<sup>th</sup> grade. This will provide the middle school population to begin the culture training prior to entering high school; thus, strengthening the student’s high school academic success.

Marketing: There is a budgeted marketing plan to advertise the unique educational opportunities of ASK to the Albuquerque west side and the greater Rio Rancho area. As the

school’s reputation is built the marketing campaign along with word of mouth will grow the needed population.

Economic: The phase-in of the curriculum and student body provides the necessary population funding base to phase-in staff, materials, equipment and training for the PLTW program. The cost of the program will be spread over the five years of the charter.

### 3. Graduation Requirements:

ASK learners will graduate with 28 credits. This is 4 more than the current New Mexico Graduation Requirements [22-13-1.1]. Specifically they will be required to complete the minimum requirements:

Courses	Minimum number required to graduate from The ASK Academy	New Mexico State graduation requirements for freshman entering 2009-2010 SY [22-13-1.1] <a href="http://www.ped.state.nm.us/HighSchoolRedesign/dl09/HS%20Grad%20Requirements%20MARCH%2016%2020_2_.pdf">http://www.ped.state.nm.us/HighSchoolRedesign/dl09/HS%20Grad%20Requirements%20MARCH%2016%2020_2_.pdf</a>
Mathematics	4 <i>(of which 1 unit shall be equivalent to or higher than Algebra II)</i>	4 <i>(of which 1 unit shall be equivalent to or higher than Algebra II)</i>
Science	4 <i>(2 of which are labs)</i>	3 <i>(2 of which are labs)</i>
English	4	4
Social Science	3.5 <i>US and World History, Geography, Government, Economics, ½ New Mexico History</i>	3.5 <i>US and World History, Geography, Government, Economics, ½ New Mexico History</i>
PE/Health	1	1
Foreign Language	2	1
Career Pathway Courses	4	0
Honors class, AP or IB class, Dual Credit class,	(1)	(1)

or distance learning class		
Electives	5.5	7.5
Total credits to graduate	28	24

The charts on pages 17-19 illustrate a sample 6 year plan that aligns with a career pathway and satisfies the graduation requirements for ASK. Students start to prepare for a pathway in the 7th grade but do not earn credits until they take high school level courses, typically in the 9th grade.

The additional credit requirement for graduation from ASK raises the bar of expectation for the science and the career/technical pathway courses. The graduation requirements align with minimum entrance requirements for post-secondary education. All students at ASK will be encouraged and efforts given to equip them to reach the mathematic level of Calculus while in high school.

This supports the school’s educational plan for being a pipeline for STEM career paths and post secondary programs. The four credits in the student’s career pathway promote the depth of knowledge to enter STEM programs and careers.

Student support programs will be developed and implemented to promote student success. Programs will emphasize New Mexico State Standards mastery.

**C. STUDENT PERFORMANCE EXPECTATIONS**

**1. Students will show an improvement in the retention of core New Mexico State Standards by engaging in multiple opportunities to demonstrate skills and knowledge through research, STEM projects, product production and/or services.**

## **SMART Goals**

- a. Short Cycle Assessment (SCA): The percentage of The ASK Academy students demonstrating proficiency on internal SCA tools in math and reading will be determined by current year New Mexico AMO targets as defined under No Child Left Behind for the years 2011-2014. The ASK Academy student proficiency level for the short cycle assessments is defined as 70% correct for grades 7-12.
- b. New Mexico State Public Education Department's Standards Based Assessment (NMSBA): students in grade 7, 8 and 11 will achieve state AMO proficiency levels in the years 2011 through 2015.

**2. Teamwork strengths and understanding: Students will flourish in this innovative learning culture by developing relationships centered on TRUST, RESPONSIBILITY AND RESPECT.**

### **SMART Goals:**

- a. At the end of each school year, surveys of the impact of relationships between student to student, student to teacher, student to parent, and student to professionals will demonstrate a minimum of 75% satisfaction.
- b. At least 30% of the student body will participate in an extracurricular activity the first school year, 40% the second year, 50% the third year, 60% the fourth year of the charter, 70% the fifth year. (The following are examples of approved extracurricular

activities: student government, community service, robotics, Student Research EXPO, celebration of learning events, and student lead parent conferences).

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

*All standardized instruments mentioned are normed and reliable with regard to their validity and the scale of measurement. The ASK Academy will incorporate the following into the required Educational Plan for Student Success (EPSS).*

1. ASK will administer the New Mexico State Standards Based Assessment (SBA) Exam to all 7<sup>th</sup>, 8<sup>th</sup> and 11<sup>th</sup> grade learners. These state wide high stakes assessments are provided to each school during the months of February, March and April. This assessment will help the school determine the quality of the learning of the state standards for all learners. Students identified with insufficient attitudes, skills and knowledge of the New Mexico State standards in the 7<sup>th</sup>, 8<sup>th</sup> and 11<sup>th</sup> grade will be placed in a HELP program to strengthen the identified weak areas. Students will be placed in the developmental program the subsequent fall term.

The documentation and summary reporting of the New Mexico SBA will be posted on The ASK Academy web site [www.theASKacademy.org](http://www.theASKacademy.org) and in the regular parent newsletter. Parents will be directed to the ASK website and PED website for summary results. When available from the state, individual results will be discussed during parent conferences. (all individual scoring will be kept confidential)

2. ASK will participate in all other mandated statewide assessments such as the NM English Language Placement Test, Work Keys, and College Readiness, etc. The results will be shared with ASK members as well as comply with state reporting requirements.

3. ASK's Professional Learning Community (PLC) will develop and implement a Short Cycle Assessment (SCA) program. This SCA program will be composed of the following tools in each of the Curriculum Teams (CT): mapping tools, Short Cycle Assessments (SCA), Common Assessments (CA), and Power Standards (PS). 21<sup>st</sup> century Data Management tools will make the implementation of this SCA program campus wide. The SCA data will be gathered in data base management software that will allow students, teachers, and parents to monitor progress towards standards mastery. (individual student data will be kept confidential) The ASK Academy will use the New Mexico State Public Education Departments defined targets for proficiency and nearing proficiency for SBA standards. This will coordinated and managed by the subject matter specialists.

- Mapping tools: a scope and sequence of the content's Power Standards for each course. This tool provides the pacing guide for delivery.
- SCA: This is a formative quarterly assessment that each student will take to determine the percentage of the entire student body's mastery of that set of performance standards. Strategies to provide re-learning opportunities for the learners identified as 'Nearing Proficiency' will be implemented. This data will be reported quarterly, as required, to the New Mexico State Public Education Department.
- CA: This is a weekly or bi-weekly formative assessment that is common to all students in a course. The CA evaluates the mastery of the entire grade level on a



shorter number of specific New Mexico performance standards and provides the staff with real time data on the progress of the students. This assessment drives discussions and continuous improvement of instructional delivery of the New Mexico State Standards. The staff will develop timely strategies at the class level for the re-learning of the New Mexico State performance standards as indicated by the CA.

- PS: Curriculum Teams will work together to create the vertical alignment of New Mexico State Standards in each content area throughout the 7-12 grades. All The New Mexico State Standards will be taught, however, those that need to be emphasized throughout the course are identified as Power Standards.

The documentation and reporting of The ASK Academy's school wide SCA program results will be posted on The ASK Academy web site [www.theASKacademy.org](http://www.theASKacademy.org) and in regular newsletters in a timely manner. (all individual scoring will be kept confidential)

4. The PLTW career pathway courses have national exit exams. The first level is a standardized final exam. Upon national certification, the second level exam provides the opportunity to earn college credit at engineering universities across the nation. These national exit exams are much like the Advanced Placement (AP) structure where high school learners can receive college credit from courses taught by properly trained high school teachers. The documentation and reporting of the school wide PLTW exit exam data will be posted on The ASK Academy web site [www.theASKacademy.org](http://www.theASKacademy.org) and in regular newsletters in a timely manner. (all individual scoring will be kept confidential)

The facilitation of corrective action will be the responsibility of the subject matter specialists. Students will be monitored on a continuous basis. Catalysis for corrective action

includes teacher recommendation, poor SCA performance, and failure to achieve proficiency on the SBA. The procedures for taking corrective action in the event that student performance falls below the New Mexico State Standards and/or the school's student performance expectations are:

- Self analysis of inquiry methodologies and implementation of said methodologies
- Analysis of schedule to determine if there is a better one to meet our mission
- Analysis of alignment of tools and curriculum with New Mexico State Standards
- Analysis of the implementation of the SCA program
- Analysis of professional development plan and its effectiveness to meet the Academy's missions

Students identified as 'Nearing Proficiency' through any of the instruments will have multiple options for remediation.

- Student mentoring program where higher grade level students are required to tutor lower grade level students during the team lunch time.
- Classroom teacher
- Study Buddy, outside the school day study groups
- Tutoring services
- Academic volunteer program

The founders will develop the initial framework. Curriculum and assessment are fluid processes where the entire staff will be involved in the implementation, review of data and improvement of instruments on a continual basis. The structured timelines in the application are

meant to guide this process through the course of the school year. It is an expectation that initial drafts will be in place prior to the opening of the school.

## **E. SPECIAL POPULATIONS**

### **Special Education**

The ASK Academy will continue to comply with the laws under IDEA for students holding an Individual Educational Plan (IEP) and follow all special education procedures as required for students in the initial stage of receiving possible Special Education services. The ASK Academy will continue to provide services through an organization such as Cooperative Educational Services (CES) ancillary staff including licensed personnel employed by The ASK Academy. All licensed personnel shall continue to carry out the hours needed to meet their levels of services as indicated in student (IEP).

The ASK Academy will utilize an organization such as CES for testing and screening of students in the area of Speech and Language. Should scores indicate a need for Speech services, a CES therapist will be utilized to provide services to students who hold an IEP.

The ASK Academy will hold a contract with an organization such as CES for ancillary services; therefore, students with an IEP will be provided services for Social Work and Clinical Psychology if a child's IEP requires these services.

When The ASK Academy has a student that qualifies as an English Language Learner (ELL) the following strategies will be implemented. The Home Language Survey will be part of the application process to determine possible ELL support. Further testing using the NMELP will provide placement data or level of services. All instruction at The ASK Academy is delivered in English and uses a sheltered instruction model for students who speak two languages. When the

need arises, teachers will be hired that are either bilingual or TESOL endorsed in order to facilitate development of methods and curriculum appropriate to the bilingual and Limited English Proficient students. Instruction will be delivered in students' native languages when possible and appropriate, as they work to develop English proficiency. The cultures of all students will be incorporated into instruction as possible.

The ASK Academy will be a full-inclusion school, with all special education students attending regular education classes with support. Where the student's needs require instruction in a separate classroom, appropriate staff, materials and equipment will be provided. Full inclusion describes the least restrictive environment. Depending on a student's classification they may be placed in general education classes with monitoring, or small group courses. The facilitation and monitoring of IED will be the duty of the special education staff. The founders expect to hire the expertise to address these concerns.

The founders conservatively estimated the Special Education population at 10 – 12 %. The gifted section in the budget was used to conservative project special education funds. The staffing plan calls for the hiring of a Special Education teacher to address educational needs of students as well as compliance issues.

### **ELL Students**

The Home Language Survey will be part of the application process to determine possible ELL support. Further testing using the NMELP will provide placement data or level of services. Testing accommodations will be made according to individual students needs, and will include but not be limited to: Un-limited testing, testing in student's native language, reading of test to student in student's native language, student dictation of answers, and shortening of tests.

All teachers will team in planning lessons based on state standards. Inquiry-, problem-, and discovery-based lessons will be layered or tiered to provide instruction at each student's level while challenging and providing complex, authentic instruction. The founders expect to hire the expertise to address these concerns.

The ELL teacher will identify modifications necessary to address individual student needs and skill levels. Modification to meet individual student needs include: working in a smaller groups, using multi-sensory approaches, differentiating instruction, using a variety of assessment techniques, using project-based learning, checking for student understanding, offering technology support, and using visually based examples and demonstration and other strategies compatible with best teaching practice for at-risk, gifted, special education, bilingual, and ELL students. Students with exceptionalities will also have modifications bases on their IEP.

### **Counseling and Nursing Needs**

For the first year of students academic advising will be administered through staff. Emotional counseling and nursing needs will be contracted through an organization such as CES. As the student body increases, a fulltime counselor, who will also teach, will be hired in the second year to deliver full-time services. The ASK Academy plans to continue contracting for nursing services. This person will also complete vision/hearing screenings and will identify student health and other health screenings as well as health histories as required for special education evaluations and re-evaluations. The ASK Academy contracts ancillary services through an organization such as CES. Ancillary services include but are not limited to SLP, OT, PT, Diagnostician and Psychology Services.

## VI. FINANCIAL PLAN

### A. BUDGET

The operating budget covering each year of the charter term is based on current unit value in a form specified by the New Mexico Public Education department:

Assumptions:

**Revenue** – The ASK Academy revenues are generated from four main revenue streams:

1. State Equalization Guarantee (SEG) 2. Federal program money; 3. Individual grants. 4.

Federal/State Stimulus bills

1. SEG – State money provided to public schools through the funding formula for general operation. It is based on unit value determined by many factors such as school size and student demographics.

2. Federal programs – Money from the federal government Title programs, IDEA, and Special Education Program.

3. Individual grants – The school will apply for several grants that help with equipment procurement and classroom instruction. Examples include: PNM educational grants, Carl Perkins tech prep and basic grants, Hewlett Packard educational grants, Microsoft, partnering with NSF grants, etc.

4. Federal/State Stimulus – Money provided in the formative years to offset startup expenses associated with opening a charter school. Depending on the grant cycle, this would be spent over 3 years or less.

### Planning Year 1:

The planning year will be funded by a stimulus startup grant that will be used to cover school expenses such as: major start-up expenses, including staffing and benefits; special education services; facility costs; materials and services; and contracted services; and spending priorities that align with the school's mission, educational program, management structure, professional development needs, and growth plan.

The ASK Academy utilizes a technology based curriculum to promote the STEM career pathways. The following table categorizes anticipated expenses required to open the doors August 2010. It covers necessary facility and infrastructure required to grow throughout the charter as well as initial costs to bring foundational curriculum online. Initial marketing expenses to recruit students are included. Expenses for core curricular alignment are included to ensure curriculum is in place. Administrative, business operations and data reporting requirements have been considered. Textbooks are covered through a separate funding mechanism (14000).

EXPENSE	DESCRIPTION
\$105,000	Furniture for 14 staff and 150 students: Desks, chairs, tables, computer lab furniture, filing cabinets, bookcases, whiteboards, trashcans, lockable storage, etc
\$250,000	General Technology: Student laptops, Desktops, copier, printers, projectors, document cameras, digital cameras, graphing calculators, etc
\$95,000	Network Technology: Servers, hubs, switches, cabling, installation etc
\$80,000	Student information system, grading program, data management, student software, accounting software, PLTW software, etc
\$40,000	BMO contracted services to set up business side of school
\$45,000	Principal Administrator (benefits included) hired 3 months prior to opening
\$40,000	General administrative supplies, student handbook, janitorial supplies and equipment, etc

\$90,000	Contracted services for initial buildup of school, project development, standards alignment, professional development, etc
\$170,000	CADesign, PLTW Principals of Engineering, Digital Electronics, Introduction to Engineering Design, Bio-Technology Human Body, Polar Tri-fit
\$70,000	General curricular equipment and supplies, math, science, English, social studies
\$150,000	Lease of facility, partitions, utilization readiness, occupancy assurance compliance
\$20,000	Marketing and Advertisement
\$10,000	Professional Development and travel
\$1,165,000	<b>Total</b>

**School Years (SY) 1 – 5**

The proposed budget description and worksheets assumes SEG funding is the only source available to The ASK Academy (Appendix A). SEG covers the bare minimum required to start the program. As our experience and reputation grows, The ASK Academy will supplement its needs through alternate revenues. It assumes a level unit value funding over the course of the charter. Special Education students are conservatively projected at 10 – 15% in SY (2) through SY (5). The ASK Academy anticipates other revenue sources as described in the revenues worksheet: Carl Perkins, IDEA, Hewlett Packard, Intel, National Science Foundation partnerships, etc.

Staffing is a large part of any school. Teacher FTE is calculated at 20:1 PTR. A Special Education certified staff member will be hired to ensure The ASK Academy complies with all relevant laws and regulations. A second Special Education teacher is budgeted based on the projected Special education population increase. There will be one principal focused on the administration of the school. Two subject matter specialists will teach part-time and focus their remaining time on the development and implementation of curriculum, mission sustainability, and career pathways. This team of three will be the collaborative body of the school as it grows



from its initial size to full build out. Ultimate decision authority rest with the principal. This team will be responsible for appointing the governing body members. The school will initially have one secretary/receptionist in SY (1), and then add a second secretary in SY (2) as the staff and student body grow.

Incentive bonuses for staff will be based upon annual reviews. Administrative and legal advice will be sought to ensure compliance with all applicable school and labor laws. Final incentive bonus policy will be approved by the board of directors prior to school opening.

SY (1) professional development will be handled through stimulus money. All subsequent years are accounted for in the budget commensurate with the increase in staff. Flexibility is built in to send our teachers to trainings as well as contract with our partners to train the entire staff as previously outlined in the educational plan.

Most student supplies and software for SY (1) are funded through the stimulus grant. A small amount is budgeted for unanticipated needs. Larger amounts are budgeted in subsequent years as new classes come online and consumable items need to be replaced. The ASK Academy expects grant money to help supplement. (addressed later)

Emotional counseling and ancillary services will be contracted during SY (1). Academic counseling will be provided by The ASK Academy staff in a collaborative fashion. While ancillary services will continue to be contracted through the course of the charter, a full time counselor will be hired in SY (2) coinciding with the phase-in of the 11<sup>th</sup> grade. The counselor will be responsible for supporting The ASK Academy students as they finish high school, ensure graduation requirements and assisting them with their long range career plans. As the school grows, a second counselor is budgeted to keep the recommended American School Counselor Association (ASCA) ratio of 350:1.

The ASK Academy anticipates the need for Audio/Visual, database subscriptions and a contractor to help design an electronic database capable of storing student portfolios. The initial development in SY (1) and SY (2) along with yearly maintenance is budgeted through a combination of stimulus grants and SEG.

The ASK Academy will contract out the Business Management Officer. Related expenses for accounting software and independent auditing are considered. Legal services, liability insurance, and compliance related governance expenses are incrementally increased as the school grows.

SY (4) is the largest increase in student population. Fixed assets and supplies are heavily weighted to accommodate the influx of students as well as increase our capacity to deliver the specialized engineering courses.

Custodial services will be minimal. Staff and students will be expected to pick up after each other. A cleaning service will be contracted to come in regularly to keep the facility clean. A custodial position will be added during SY (3) and another during SY (4) to keep up with our expanding population.

The facilities budget is necessary to make up the shortfall from the lease reimbursement program. Insurance, utilities, maintenance and repair expenses are anticipated over the years. The ASK Academy intends to pursue all funding sources that could assist with the facility as well as the educational mission.

#### **Other Revenue Sources and Expenditures:**

These sources are not yet secure. STEM is a field that is constantly evolving. Grant opportunities in various amounts arise regularly for staff and students. New projects come along regularly that support the schools mission. While every member of The ASK Academy will be

seeking grant opportunities, it will be a responsibility of the principal, subject matter specialists, and Governance Board of Directors to develop alternate revenue sources.

## **B. FISCAL MANAGEMENT**

The ASK Academy will employ or contract a licensed business manager who is responsible for budget management, accounts payable, budget adjustments, reporting payroll, benefits and taxes, and purchasing.

The ASK Academy's business manager will attend all required meetings and trainings related to the financial health of ASK. ASK intends to hire the New Mexico Coalition of Charter Schools (NMCCS) Business Management Team fulltime. NMCCS has put together an incredible team of accounting professionals familiar with the holding and distribution of public funds. NMCCS understands the separation of duties with regards to public funding. ASK has full confidence in this team and expects the team to educate the ASK staff in the proper procedures regarding public funding. Formal written procurement procedures along with a system of checks and balances to safeguard all monies and avoid financial problems will be established and approved by the board prior to expending any monies.

All checks require at least two authorized signatures; all expenditures are approved by the principal and a subject matter specialist before the payment by the business manager. All bank statements are reconciled by the business manager, submitted to the principal for review prior to submission to the Governance Board of Directors.

The ASK Academy will comply with all federal and state laws and regulations. All Rules/regulation /fiscal policies and financial procedures are subject to and/or subordinate to the

laws of the State of New Mexico and the federal government as a matter of policy as performed by the administration of The ASK Academy on behalf of its Board of Directors.

The ASK Academy is held accountable to the New Mexico Public Education Department, while at the same time meeting all of its own administrative/fiscal needs.

ASK will contract auditing and financial consultation to meet the needs of the annual audit of the financial operations. ASK understands that there needs to be a yearly audit. We expect the Business Management Team to educate the school on requirements and help develop new procedures should there be any findings.

The principal and subject matter specialists will share the budgetary responsibilities. They will communicate fully with the Board of Directors. The principal will be responsible for the Administrative budget. The subject matter specialists will be responsible for the curricular budgets.

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

### **A. GOVERNANCE STRUCTURE**

The ASK Academy will be governed by the ASK Board of Directors. The Board of Directors will approve all policy. The Principal and subject matter specialists will comprise the Executive Council whose responsibility is to develop all policy that is presented by the principal to the board. Further, this Executive Council will manage the day to day operations of The ASK Academy. ASK will develop a Leadership Council designed to provide meaningful input into the decision making process of the Executive Council. The Leadership Council membership will comprise the principal, the subject matter specialists, and other members such as content leaders, counselor, parents, and students.

There will be a governance body referred to as the Board of Directors (BOD). They will be the body that assisted The ASK Academy in keeping to the vision and the missions supporting that vision. There will be a Principal and two subject matter specialists. They will be the ultimate school site decision making body.

The Board of Directors will hire the Principal. The Principal is responsible for all hiring of staff upon recommendations of interview committees.

#### **Legal Status and Authority of the Board of Directors**

The authority of The ASK Academy's Board of Directors is derived from its own charter, the laws governing public schools, and the Public Education Department of New Mexico as found in article 5 sections 22-5-1 through 22-5-16 of state statutes. It is subject to all pertinent

federal statutes as well as its rules and regulations, after appropriate approvals, both locally and on a state-wide basis.

### **Role and Purpose of the Governing Board**

The Board of Directors is responsible for the fair uniform application of all federal, state, and local laws as well as rules, regulations, and policies of The ASK Academy in the operation of the school in conformance with its charter. The Board of Directors serves as a policy-making body for The ASK Academy and adopts the philosophy, vision and missions of its charter by annually setting objectives that respond to said vision and missions of the academy itself. The Board of Directors is responsible to oversee fiscal operations of The ASK Academy. It exercises leadership through the formulation and adoption of policy as well as hiring, establishing the duties, evaluating, the Principal and subject matter specialists. The Board of Directors also approves the budget as submitted by the Principal and subject matter specialists, salaries, position descriptions, school policies, and governing procedures as it relates to the institution identified in the charter.

### **Policy Adoption:**

The Board of Directors shall maintain a written statement of policies for the information and guidance of all employees, students and member of its constituency.

The statement of policies shall be subject to revision and review from time to time and approved annually as a matter of procedure by the Board of Directors of The ASK Academy at a regularly scheduled meeting. Amendments to policies may be placed on the board agenda when

two or more board members are in agreement. Procedure for policy approval shall be determined by the founding board.

### **Amendments to Policies/Procedures/Regulations Established by the Board of Directors**

#### **Proposal**

Amendments to the Regulations/Procedures policies established by the Board of Directors must be proposed in writing at least ten calendar days prior to inclusion at the regularly scheduled meeting of the Board of Directors, except the Board of Directors may act or authorize on an emergency basis anytime throughout the year changes/adjustments to policies for the specific period. A majority vote of the Board of Directors to enact the emergency provision is required in advance.

#### **Voting**

Members of the Board shall vote “yes” affirming the action requested, or “no” rejecting the action requested, or “abstain” taking no position in regard to the final outcome of that particular issue.

#### **Board of Directors per diem in mileage**

Board of Directors members shall be entitled to receive \$75.00 per day pursuant policy to the per diem and of \$0.35 per mile or the going rate consistent with the mileage policy. The per diem and mileage paid for attendance at meetings or for other activities in which per diem and mileage are allowed shall be the maximum allowed set forth by applicable state regulations unless the Board of Directors shall by resolution provide for a lower amount. The Board of

Directors may also by resolution specify the types of activities for which per diem may be received provided that such specification may include any activities in which per diem and mileage would not be permitted by the per diem and mileage act or applicable state regulations interpreting or implementing that act.

Per diem may be paid for pre-approved training sessions other than regularly scheduled Board of Director meetings or standing committee or overnight travel regarding Board of Directors/Academy business as needed and provided such request if approved by the Board of Directors.

## **The Budget**

The adoption of the annual operating budget is the responsibility of The Board of Directors. The Administration team of the principal and subject matter specialists will prepare and present the upcoming school year budget to the Board of Directors for approval. The process will include specific budget information along with the Board of Directors input as a matter of procedure with recommendations from the principal, subject matter specialists as well as other population being served through the school and establishing priorities as to what the charter expects as a major focus of The ASK Academy.

The principal and subject matter specialists will also be expected to speak to various programs, contracts, New Mexico laws and Public Education Department regulations which govern the issuance of contracts as well as policies, requirement and regulations established. The principal and subject matter specialists will submit the budget for approval by the Board of Directors in March of each school year, for the next fiscal year. The BMO shall be responsible



for securing all appropriate state, federal, and corporate/individual fundraising monies to satisfy the budget as presented and subsequently approved.

All rules/regulations/fiscal policies and financial procedures are subject to and/or subordinate to the laws of the State of New Mexico and the federal government as a matter of policy as performed by the administration of The ASK Academy on behalf of its Board of Directors.

### **Purchasing**

The Board of Directors through the principal, subject matter specialists pursuant to sections 22-5-4 and 13-1-97 (NMSA 1978) will establish a central purchasing process in accordance with the state law, rules and the procurement act.

The principal and subject matter specialists (after appropriate approval) will purchase, rent, lease, or otherwise acquire on behalf of The ASK Academy all items of tangible personal property, services or construction as may be applicable. All purchases will be strictly in accordance with the laws in the State of New Mexico and Federal law in addition to applicable policies and procedures of The ASK Academy and the Public Education Department.

As a matter of procedure there shall be two signatures on all checks/warrants written by the school over \$5,000.00. One of the signatures shall be the principal and the second signature shall be the Chairman of the Board or the Vice-Chair of the Board in the Chair's absence. If the vice-chair is not available, the procedure below is to be followed.

All purchases, regardless of prior budget approval, in the amounts of \$5,000.00 or more on an individual basis require advance approval by the Board of Directors by policy. Amounts up to and including \$5,000.00 may be taken, through purchase requisition, from the Activities

Account only and do not require any signatures other than the principal and a subject matter specialists. Any amount above the \$5000.00 requires two signature (one administrator and one Board of Director member, and the board member is determined using the following procedure:

1. Chairperson of the Board of Director shall sign all checks in concert with the procedure identified above
2. If the Chair is unavailable or unable to perform that task of signing checks/warrants, the vice-chair may do so in his/her absence.
3. If the Chair and the Vice-chair are unavailable or cannot perform that task, the secretary shall then be responsible for performing said task of signing the checks/warrants that may be applicable.
4. If none of the other three identified officers are available or the chair shall assign another board member the task of signing checks/warrants that may be applicable and approved in advance in accordance with the aforementioned procedures.

The Business office through the principal shall establish and maintain a manual for purchasing policies and procedures which shall be open to the general public upon request and to other various individuals within the school community. The Manual of Procedures shall be submitted annually for approval to The ASK Academy's Board of Directors (at its January meeting).

### **Responsibility of the Principal/Business Manager to Report**

As a matter of policy at each Board of Directors meeting (inclusive of special meetings upon request by the Governing Board) the principal and Business Manager is required to submit

a register of expenses which by policy require advanced approval and a second expense report which shows by line item and date those expenditures made during the past month. The latter includes a separate breakout of those expenses under \$5,000.00 which expense, the line item and description, amount, and balance in that particular line remaining in the budget each month.

**The criteria and process that will be used to select the school’s leader(s) and the process by which the school leader will be evaluated**

The Board of Directors will establish an interview committee that will make recommendations to the board for the hiring of the position of principal. The Board of Directors will evaluate the principal annually in compliance with its own procedures and generally accepted protocol as it relates to New Mexico Administrative code. This evaluation process and instrument will be designed by the Board of Directors.

**The manner in which the annual audit of the administrative operations of the ASK Academy is to be conducted**

An independent auditor will review, evaluate and report to the Board of Directors regarding the fiscal management and financial status of all departments and programs, finances, etc. in compliance with applicable laws, policies, practices, and guidelines and procedures as well as effectiveness of economy of the operation.

**Bulleted highlights of duties of the governance body :**

**Board of Directors (BOD):** *5-9 membership size*

- Maintaining the Academy’s direction holding to the vision and missions
- Working with the principal and subject matter specialists on STEM opportunities, grants, vision, curriculum enhancement, etc
- Building relationships with the students of The ASK Academy

- Offering expertise to the Academy leadership
- Offering consultation to ASK Academy students on research topics, research procedures, connections to Industry and University programs and individuals etc.
- Marketing of school to the public, industry, university, and local, state and federal government representatives
- Assurance that the tax money received from the NM PED will be properly used as intended

**Principal –(not a Board Member) is the administratively licensed 3B individual responsible for:**

- Discipline of student body
- Being a working member of one grade level Career Path Team
- Staff development – learning of the daily knowledge of staff that make the working of the school day efficient and effective; i.e. grade reporting and attendance.
- Official staff evaluation reporting to outside sources (shared with Subject matter specialists )
- Academy’s administrative budget
- Collaboration on curriculum and program vision and planning
- Reporting to the Board of Director analysis and accomplishments
- SBA reporting to Board of Directors and State Public Education Department
- Development of parent groups

### **Subject Matter Specialists**

- Discipline (shared with principal)
- Managing at least 2 classes each school year.
- Professional development planning, budgeting, provision, etc.
- Academy’s Engineering curriculum and core content budget
- Grant writing
- University and industry partnership development and collaborations
- Marketing of school to the public, industry, university, and local, state and federal government representatives.

### **Curriculum Team Leaders (CTL):**

- Development of team curriculum tools. i.e. Power Standards, mapping tools, etc
- Team vision, SMART goals, supply needs, reports, data collections, management of files of tools and charts.
- The voice of the curriculum team at monthly Academy leadership meetings

**Teachers:**

- Classroom responsibilities to provide an innovative learning environment
- Make up the Career Pathway Teams (CPT)
- Content standards expert
- Collaborating with fellow CPT members to develop group projects, SCA programs and the content standards embedded and evaluated in each.

**Students:**

- Student body that have as important voice in the shaping of the team projects as any other member of the Academy
- The producer of the quality project, products and/or service developments in the Academy
- Quality control agents of projects, attitudes and school pride
- Evaluations of ultimate learning culture, climate, teachers, PRINCIPAL, Subject matter specialists

**Parent volunteers**

- Organizations of Celebration of Success events
- Additional financial support of career pathways
- Curriculum enhancements
- Project, product and service evaluations
- School improvements
- School spirit and pride developmental programs

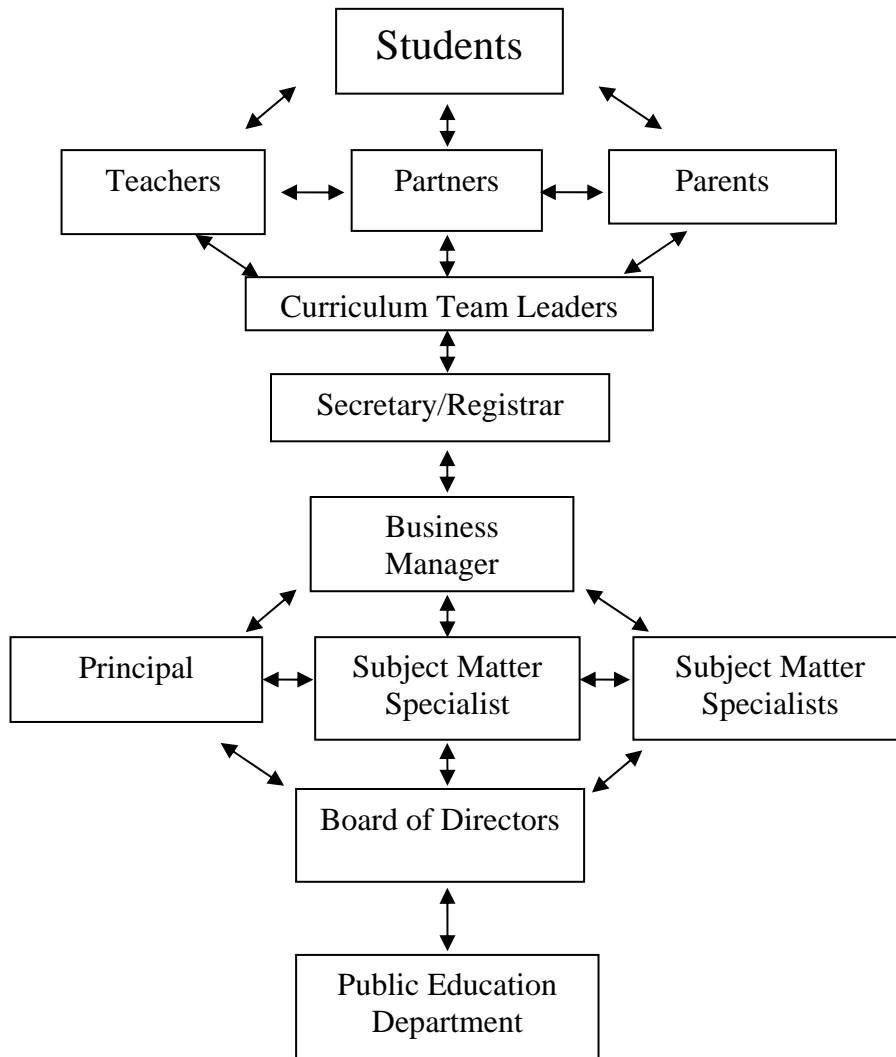
**Industry/University Partners:**

- Collaborators with Teachers for project development
- Student consultations and expertise
- Evaluations of AA projects, products and service developments
- Funding
- Site visits
- Intern opportunities for AA
- *(see partnership letters for additional partnership roles)*

## Organizational Chart

*From top to bottom most important in the ultimate focus of The ASK Academy*

**Support**



**authority**

Transparency must be a focus for public decisions. This will be accomplished by an open door policy to all, disclosing financial reports, decision processes, etc.

The ASK Academy will create an environment that allows all members a voice in the creation of learning. Through our continuous improvement process the entire organization, from teacher to student to STEM industry leader, will contribute and create improvements to

projects and learning opportunities. The entire organization will be a team of creators. The spirit of the school is that each voice has equal value to be heard. The ASK organization will establish relationships on trust, respect and responsibility allowing all the freedom to imagine, build and innovate the learning environment. Communication among the organization is required for understanding, collaboration, vision alignment, budgeting and recognition.

There will be regular monthly open Board meetings to communicate the accomplishments of missions, the status of policy making, future plans, annual building out of STEM curriculum, etc. Open forums will be provided to hear public voice. Local media will be invited every meeting. This monthly meeting could become a bi-monthly meeting if warranted.

The professional development of all new Board of Directors will provided by attending the New Mexico State Public Education Department's training session(s).

The principal will be the first staff member hired, three months prior to the first day of school. This individual needs to have a STEM background.

The parent volunteer groups will be an active contributor to the working and building of the STEM learning environment of The ASK Academy. Officers will be elected for this organization: President, Vice-President, Secretary, and Treasure. Plans will be made to develop the purpose and support for The ASK Academy. The intent to provide this parent volunteer organization is to create meaningful involvement that will positively contribute to the STEM learning involvement.

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

### **Board of Directors**

The Board of Directors of The ASK Academy shall consist of no more than nine and no less than five voting members (a quorum must be in attendance for board action to be taken at any regular or special meeting). The Board of Directors will define a quorum. The members of the Board of Directors shall be appointed and represent the general community, parents involved with their children with said school, the broader interests of the school/educational community and the STEM programmatic substance as it relates to the charter.

The Board of Directors as a whole will be comprised of STEM focused individuals with The ASK Academy's attitudes, skills and knowledge necessary to manage a 7-12 STEM Charter school. The responsibilities will be to support the ASK Academy's vision and mission statements, to act as the conduit for the state and federal funding to the Academy, to maintain the focus on the Charter's Vision and Mission statements that support that vision. These individuals will have individual skills to make the whole body capable to manage the charter.

They will also be actively engaged in the learning on campus. They are seen in the classrooms, labs and conference rooms. They are seen on campus working with the students. Their expertise in the STEM fields is going to improve the learning experiences. They will need to use their influence to cultivate partnerships with industry and university STEM programs. In short, they will not have to depend solely on Board of Director reports to know what is being built at the ASK Academy. All grants received by The ASK Academy must be approved by the Board of Directors. If a conflict of interest arises with a Board of Director and their grant, then legal council will be sought and the Board of Directors will meet to



decide the best course of action to avoid any conflict of interest or any appearance of conflict of interest.

Individually the group will elect a president, a vice-president, and a secretary. These officers will be responsible for the typical duties of each office.

The group will request that individual school policies be developed in the first year by contracted services; such as to complete the governance policies, codes of conduct, transportation, etc. They will be responsible for approval of all policies and documents.

The staff, families and the community will be recruited to serve on various committees necessary to address governing issues. All board agendas will be published prior to board meetings for the community to review. The Board welcomes public comment at each board meeting.

Transparency will be maintained by public postings of financial reports, policies, documents, agreements, etc. (Confidentiality will be maintained)

The board of directors will be diverse. The skills will be complimentary to the mission of The ASK Academy. The skills needed for the body as a whole are STEM and may be focused on an understanding of School Law, funding connections from grants, state and federal agencies, the workings of the New Mexico state fiscal policies and procedures, and a working knowledge of budget management.

### **Terms of Office**

The term of office for all appointees shall be four years. Their terms, in any case, require that the individual is in good standing in the community organization or group (individually or otherwise) they represent regardless of their position. The anniversary date for all terms

shall be June 30. Members are permitted to succeed themselves for a maximum of three terms. Partial terms, regardless of the time frame, count as one full term.

### **Insurance**

Voting members of the Board of Directors shall be covered with liability insurance as per local and state law and requirements.

### **Officers of the Board of Director**

The governing Board shall elect every other year (even years on the calendar – 2010, 2012, 2014, etc. in June) a chairperson, vice-chairperson, and secretary from within the board's voting members. In any case, no more than two of the three elected positions of the Board of Directors may come from a single population grouping, i.e. general community members and parents. Partial terms of officers shall be dealt with procedurally once that officer is removed or resigns at the next regularly scheduled meeting of the governing board of the ASK Academy.

Those members up for election to any one of the positions identified shall be selected based upon the following criteria:

- Candidates must complete a statement/application of interest to serve in an appointed role prior to June 1<sup>st</sup> of the cycle
- The individual must be a willing participant in the understanding, awareness and involvement of student learning on the ASK Academy
- He/she must demonstrate a sense of loyalty and possess a strong character to be considered for any position. This means that violation of any law, regulation, rule,

that any staff member or the general populace is subject to would serve as cause for that person's expulsion or termination of consideration for that role

- Each individual must be willing to serve as a contributing member and is expected to subscribe to and honor the Charter of The ASK Academy as well as its established rules and regulations
- Members are required to participate in governing board/school board training sessions sponsored by various organizations including the New Mexico School Board Association, the National School Board Association, New Mexico Public Education Department, and other such organizations/institutions where appropriate
- An orientation session is also required in advance of the first regular meeting prior to being allowed to vote as a matter of board policy
- Members may not miss more than two regular meetings without being properly excused by the full board as a matter of procedure

#### **Founding Board of Directors Names (Bios included)**

Chaouki Abdallah, Ph.D.

Gregory Heileman, Ph.D.

James Poorbaugh, P.E., M.S.C.E.

Laura Burton

Manny Juarez

Matthias Pleil, Ph.D.

John Kolessar, P.E.

## **Biographies and Qualification:**

### **Board Member Biographies**

Chaouki T. Abdallah obtained his MS and Ph.D. in Electrical Engineering from the Georgia Institute of Technology in 1982, and 1988 respectively. He joined the Electrical and Computer Engineering department at the University of New Mexico where he is currently professor, and department chair. Professor Abdallah conducts research and teaches courses in the general area of systems theory with focus on control, communications, and computing systems. His research has been funded by NSF, AFOSR, NRL, national laboratories, and by various companies. He has also been active in designing and implementing various international graduate programs with Latin American and European countries. He was a co-founder in 1990 of the ISTECON consortium, which currently includes more than 150 universities in the US, Spain, and Latin America. He has co-authored 4 books, and more than 250 peer-reviewed papers. He served as the general chair of the 2008 CDC, which was held in Cancun, Mexico. Professor Abdallah is a senior member of IEEE and a recipient of the IEEE Millennium medal. For more information, please see his full biography at: <http://www.ece.unm.edu/faculty/chaouki/COMPLETE2.pdf>

**Gregory Heileman** has been with the Department of Electrical & Computer Engineering at the University of New Mexico since August, 1990. He teaches courses in algorithms and data structures, software design, theory of computing, and information security and information theory. He received the School of Engineering's Teaching Excellence award in 1995, the ECE Department Distinguished Teacher Award in 2000, the ECE Department Lawton-Ellis Award in recognition of exemplary teaching and service in 2001 and in 2009, and held the ECE Department Gardner-Zemke Professorship in Teaching from 2005-2008. His research interests are in information security, digital rights management, the theory of computing and information, machine learning, and data structures and algorithmic analysis. He is the author of the text *Data Structures, Algorithms and Object-Oriented Programming*, published by McGraw-Hill in 1996. During 1998 he held a research fellowship at the Universidad Carlos III de Madrid, and in 2005 he held a similar position at the Universidad Polit cnica de Madrid. Dr. Heileman is a senior member of the IEEE.

### **Biographical notes for James Poorbaugh, P.E., M.S.C.E.**

**Registration:** *Professional Engineer, NM #16586, 2004*

**Education:** *Masters Certificate, Project Manager, University of New Mexico, 2007*  
*M.S., Civil Engineering, Arizona State University, 2002*  
*B.S., Civil Engineering, Arizona State University, 1998*

Jim Poorbaugh, a project manager in BHI's Traffic & Transportation group, has more than fifteen years experience in civil engineering in Arizona and New Mexico. Mr. Poorbaugh has worked on numerous large-scale infrastructure design projects, such as urban and rural highway systems, that have required system analysis for the entire system and then design of individual

components. Mr. Poorbaugh has demonstrated alacrity for developing, assessing, and designing unique solutions for New Mexico interchanges, such as the I-40/San Mateo Interchange, and the I-40/Rio Puerco Interchange Modifications, for which he designed a unique roundabout to keep traffic flowing efficiently based on the specific site conditions. Mr. Poorbaugh was also involved in the preliminary design of the I-40/Coors interchange and has an excellent understanding and interest in unique intersection design concepts.

Jim is Proficient in Microsoft Word, Microsoft Excel, Microsoft Project, Microstation, InRoads, and AutoCad. He has a demonstrated alacrity using InRoads to design civil engineering projects. Additionally he is experienced in establishing, implementing, and optimizing research protocols and methodologies for experimental product under development. He is very passionate about project management and was instrumental in development of Bohannon Huston's corporate project management methodology.

Jim has 16 years of combined active and reserve military service in both the Marine Corps and Navy. Rising from the rank of Marine Corps private to Navy Lieutenant he has developed excellent verbal and written communication skills, strong leadership and teamwork abilities, analytical ability solving problems, reasoning solutions, and implementing decisions based on input, and discussions within an organizational team environment.

Born in Albuquerque, spent his formative years in both Phoenix, Arizona and Albuquerque, New Mexico. After graduating from Arizona State University in 2002 with a Master of Science in Civil Engineering, Jim returned to New Mexico. Jim currently now lives in Albuquerque with his wife of 16-years and three children.

#### Manny Juarez - Biography

Manny is a Partner and lead Project Manager for Design Plus Architects and oversees design, production, and community activities for the firm. Their work is primarily in the field of education (approx. 80% of their projects are for institutions of education and higher learning). In 2004 Design Plus Education was established as a design education outreach component. As a co-founder and instructor he is involved with many public and private institutions in Albuquerque developing design education curricula and programs. He has lectured and taught at the University of New Mexico School of Architecture, the Cooper-Hewitt National Design Museum, Smithsonian Institution in New York, and internationally in Sendai, Japan. Manny has also participated in workshops sponsored by the Alvar Aalto Academy in Jyväskylä, Finland. He is a founding member of the international group 'PLAYCE' ([www.playce.org](http://www.playce.org)) which promotes design education and environmental awareness for children around the world. Design Plus Education is also a member of A+DEN, a national collaborative of institutions focused on promoting architecture and design education for students K-12. He is a graduate of the Architecture program at the University of New Mexico with a Bachelor of Arts in Architecture, and a Master of Architecture degree with distinction.

**MATTHIAS W. PLEIL, Ph.D.**

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Albuquerque, New Mexico 87120

Mobile: 505-363-3428 Home: 505-899-0039

Email: pleil@msn.com; mpleil@cnm.edu; mpleil@unm.edu United States Citizen

**EDUCATION**

? Ph.D. - Applied Physics, 1993, Texas Tech University. Dissertation Title: "Time Correlated Single Photon Studies of Hydrogenated Amorphous Silicon Carbon," GPA: 3.8/4.0

? M.S. – Physics, 1987, Texas Tech University. Thesis Title: "Time-resolved Fluorescence Spectroscopy with a Fast Analog Technique: Application to Microscopic Specimens," GPA 3.7/4.0

? B.S. - Physics, 1984, Southern Illinois University. GPA 3.7/4.0.

**CURRENT OBJECTIVES AND INTERESTS** Through collaborative efforts with the University of New Mexico (UNM), the National Science Foundation (NSF), Central New Mexico Community College (CNM), Sandia National Laboratories (SNL), Southwestern Indian Polytechnic Institute and Small Tech industries, continuously improve the regions ability to maintain their premier position in Microsystems Manufacturing, Research, Technician and Engineering Education, and Training.

? Actively seek and obtain funding to support research and undergraduate education of engineers and technicians for the emerging technology fields that drive our nation's economy

? Contribute to the understanding of how to create a pipeline of U.S. students entering the emerging technology fields through the collection and analysis of demographic data, surveys, business trend information and through the enhancement of K-12 outreach activities including recruitment

? Discover and apply new technologies to educating students through research, conferences and networking including emerging technologies utilized in the southwest region

? Research and apply best practices for educating students in engineering including Micro and Nano technologies

? Mentor and Educate to produce highly prized SmallTech engineers and technicians

? Create engaging hands on, project based curriculum leveraging UNM high tech facilities

? Create workshops and short courses supporting emerging SmallTech topics for pre and post secondary educators and industry personnel

? Collaborate with 2yr colleges to support micro-nano technology programs and encourage establishment of 2+3 pathways between the Community College and University

? Support the National Science Foundation Advanced Technological Department of Undergraduate Education Program by continuing to serve on review and advisory panels for current and proposed Advanced Technological Education (ATE) projects

? Collaborate and support regional MEMS and Micro/Nano focused industry needs through steering committees, advisory panels, surveys and one to one interaction

? Establish learning communities which begin before and continue on after short courses and workshops are completed. This will support continuous student impact and collection of data.

? Continue researching, developing and teaching courses including but not limited to these topics:

o Manufacturing Technology

? Semiconductor Fabrication

? Design of Experiments

? Statistical Process Control

? Yield improvement and Defect reduction

o Micro/Nano systems Fabrication, Characterization and Design

? MEMS Characterization

? Micro/Nano emerging fabrication techniques

? Metrology – measurement techniques used in emerging small tech industry

Presently P.I. on a four year, \$2.8M NSF ATE regional center of excellence: the Southwest Center for Microsystems Education in collaboration with the University of New Mexico, Maricopa ATE and BioLINK ATE national centers of excellence. Over twenty years of progressively responsible experience as an engineer, applied physicist researcher and faculty in semiconductor/microsystems manufacturing, national laboratory research environments and college/university arenas including:

? Proven abilities in meeting complex technical challenges in highly interactive high-tech environments.

? Demonstrated strengths in leading small groups in continuous process improvement resulting in better quality, cost and cycle time reductions.

? Extensive achievements based on strong analytical, problem-solving and organizational skills.

? Successful instruction and material creation in the emerging field of Microsystems Education.

## **John H. Kolessar, PE**

1611 Camino Pyrenees SE Rio Rancho, New Mexico 87124

(H) 505-922-9694; (C) 505-250-2587

### Education

BS-Civil Engineering, Rutgers University

MBA-Executive Curriculum, University of Wisconsin-Milwaukee

Advanced Management Program, Texas A & M University

Executive Program, University of Southern California

### License and Certification

Licensed Professional Engineer (PE) in New Mexico, New Jersey, Michigan, Texas, Ohio and Wisconsin

Project Management Institute, Internationally Certified Project Manager (PMP).

### Associations:

Board of Directors, Commonwealth Utilities (current)

Instructor for the Project Management Institute in Project Management (current)

Former President, Michigan Chapter of the American Public Works Association

Former Board of Directors, Center Avenue Heritage Route Trust

Former member of a national task force on “Partnering” by the CII  
Appointed to the Michigan Governor’s ’03 & ’04 Transportation Asset Management Council  
Former Board of Directors, Bay City Tall Ships

Experience:

2008-Present, Deputy Director over planning, engineering, construction, street and storm water operations, and traffic engineering, City of Albuquerque, NM

2004-2008, Director of Public Infrastructure, City of Rio Rancho, NM

1996-2004, City Engineer and Director of Public Infrastructure, City of Bay City, MI.

1996-1996, Senior Project Manager, Wade Trim Inc.

1991-1996, Self-employed, Engineering/Management Consultant.

1982-1991, Manager and General Manager, Houston Lighting & Power.

1978-1982, Director of Construction Services, Milwaukee Metro SD

1969-1978, Cadet Engineer, District Engineer, Lead Civil Engineer, PSE&G

Personal:

Married 40 years to an educator with a Masters in Ed Psych, with four grown children, 2 with masters, and one with a masters and a PHD (one a HS science teacher and one an engineer). The 4<sup>th</sup> graduates this December with a BA from UNM.

## **Laura L. Burton**

Laura L. Burton is in the final stages of completing her research thesis for a master of arts in communication at the University of New Mexico. She taught as the instructor-of-record in 11 undergraduate semester courses at UNM and as a long-term substitute teacher in K-12. As a graduate student, she presented several research and theory papers at regional and national academic conferences. In addition, she worked both as a team member and lead researcher on a funded research projects evaluating a risky-driving program targeting high school students. Prior to graduate school, she was the director of academics of a tutoring facility. Laura contributes many hours of volunteer time and work supporting math and science for all grade levels in the Rio Rancho school system including serving on the SRC/IRB science fair committees, helping students with science projects, volunteering in classrooms, and judging at science fairs. In particular, Laura developed and implemented a unique after-school elementary school program encouraging girls to develop math and 3-D mental rotation skills utilizing Legos and math activities. She also developed and implemented a remedial math program for nearing-proficiency special education high school students. Laura has served in the capacities of member, secretary, and president of volunteer boards of directors.



### **Board Member Recruitment and selection**

The original board of directors will be appointed by the founders of ASK. Future Board members must come from the recommendations of the Executive Council. Recommended new Board members will be approved by current Board members. The intent of this procedure is to create a healthy conflict where the Board of Directors and Executive Council are accountable to each other, maintaining The ASK Academy vision. The founding board members will determine length and cycle of terms during PY (1). Potential openings will be published to The ASK Academy no later than one month prior to June 30.

### **Unfilled Terms**

Unfilled terms shall be filled by the approval of the Board of Directors upon recommendation the Executive Council. Appointed members under these circumstances shall serve out the unfilled term only, and then be subject to the reappointment process as a matter of procedure.

### **New Governing Board Member Orientation**

Each new Board of Directors member shall be provided an orientation per NMSBA requirements. Each new board member will receive a briefing on the operation of the school to include an updated copy of all policy, procedures, the current budget and such other documents as the principal and subject matter specialists deems essential to the operation of The ASK Academy and as it relates to the Board's responsibilities. The principal shall set aside such time as necessary to answer any questions.

**Open Meetings:**

The Board of Directors submits to the “Open Meetings Act” and a schedule of its meetings shall be published on a monthly as well as an annual basis determined by the Board in its January meeting of each year.

Note: When determining a quorum members shall be present in the same room except when prior arrangements are made to permit individual voting members to be connected to the meeting (regular, special, emergency or executive session meetings) by electronic means and still be viewed as part of the quorum.

**Regular Meetings:**

Regular meetings of the Board of Directors shall be scheduled in January when the formal calendar is approved for the following school year and published in its master calendar of events. The Board shall meet on a regular basis one time per month.

**Special Meetings:**

The Board of Directors may also meet at such other times as deemed necessary or appropriate to transact business that may come before the next scheduled regular meeting. Notice of special meetings shall be provide to the news media and posted on the building at least five days before the scheduled meeting date.

**Emergency Meetings:**

The Board of Directors may also hold emergency meetings. Notice of an emergency meeting will be given to the news media at least 24 hours prior to the meeting date/time.

**Executive Session/Closed Meeting:**

If any meeting is closed pursuant to the exclusions containing in the Open Meeting Act the closure:

- If made in an open meeting, shall be approved by a majority vote of a quorum of the Board of Directors, the authority for the closure and the subject discussed shall be stated with reasonable specificity in the motion calling for a vote on the closed meeting; the votes shall be taken in an open meeting, and the vote of each individual member for or against closure shall be recorded in the minutes. Only those subjects announced or voted on prior to closure by the Board may be discussed in the closed meeting
- If called for when the Board of Directors is not in an open meeting, shall not be held until public notice, appropriate under the circumstances, stating the specific provisions in the law authorizing the Closed/Executive meeting and stating with reasonable specificity the subject to be discussed, is given to the members of the media and general public by posting such meeting at The ASK Academy

## **Agenda of meetings**

The Chairperson and principal are responsible for preparing and distributing the agenda. A report containing supporting information should accompany the agenda as a matter of procedure. Staff, parents and community can contact the board of directors to place items on the agenda for discussion when the chair or two board members agree.

The agenda shall be mailed, emailed or delivered to members of the Board of Directors no later than ten days prior to the meeting exclusive of the addendum agenda. Regular meetings shall be announced a minimum of one week in advance to all concerned populations through school calendars/announcements, etc. and distributed equitably to students through their classrooms (such as but not limited to the Thursday folders).

Items may not be added to the agenda by the principal, subject matter specialists or by a board member less than five days (addendum agenda exception), prior to the meeting except in the case of an emergency. An emergency is defined as unforeseen circumstances, if not addressed immediately by the Board of Directors will likely result in an injury or damage “personally or professionally” to a person or property or substantial financial loss to The ASK Academy or its Board of Directors.

Individuals wishing to appear before the Board of Directors at a regular meeting may do so by signing the appropriate form at the entrance of the location of the meeting at The ASK Academy as published prior to the starting time of the meeting. Only Board of Directors members, the principal or subject matter specialists as a matter of procedure may submit an item on the agenda for consideration. Such items shall be submitted in writing (and must be received) to the Chairperson a minimum of five working days in advance of that regular meeting, stating the request. The final agenda will be available to the Board, general public and school’s

constituency as well as the media upon request minimally 72 hours in advance of the regularly scheduled starting time of the meeting as well as at the meeting site.

The official records of the Board of Directors shall be kept in the office of the principal at the school itself and are subject to public view upon reasonable request. Copies will be furnished within 72 hours of written request being submitted to the principal as a part of the procedure for a nominal fee.

All meetings are conducted in accordance with the New Mexico Statutes and the Open Meetings Act.

### **Conduct of Meetings:**

Agenda for Meetings: There shall be three types of items that may appear on the agenda indentifying the appropriate event or activity with each.

1. Information/Report Item – This shall be an item which will report results of a committee hearing, a positive or negative incident which is deemed necessary for the Board of Directors to be aware of as a matter of procedure
2. Discussion Item: A discussion item may be transformed into an action item or simply discussed as a particular item on the agenda. First readings are discussion items and are not action items by definition
3. Action Item: All items that have action attached to it and require a vote of the Board of Directors one way or the other are action items. The Board may approve or reject such item or may table as may be applicable, but in any and all cases a vote must be taken by the Board of Directors

**The Chairperson shall announce each item.**

Members requesting comment address, or question of any aspect of a particular item on the agenda must ask the Chairperson for an opportunity to speak. Members of the Board of Directors shall request such by addressing the Chair as Mister or Madam Chair. Upon acknowledgement, comments and/or questions may be addressed for that item only.

The Chairperson shall determine when discussion has been satisfied or fully completed including public comment input and may rule in concert with Robert's Rules as to when the question will be addressed.

Motions – When appropriate a motion and second is required prior to discussion, completion of discussion, or a call for the question. The chair shall then conduct a vote on the motion or amended motion.

**Addressing the Board of Directors:**

An individual may speak on any item that appears on the adopted agenda or other ASK Academy matters other than personnel by signing on the request sheet that is provided at the Board of Directors meetings, subsequently after being recognized by the Chairperson of the Board the guest may speak. Complaints about an individual and/or employees or any personnel matter will not be heard as a matter of procedure. Board of Directors members may not respond other than the chair to the individual or individuals making comments at this point, one way or the other.

## C. PARTNERSHIPS

The ASK Academy will develop a strong partnership group called the ASK Alliance (ASKA). The Partnership letters are found in appendix B.

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Partner Institution: UNM Electrical & Computer Engineering Department  
Address: MSC01 1100, 1 University of New Mexico, Albuquerque, NM 87131-0001  
Contact: Chaouki Abdallah, Professor and Department Chair  
Date: June 1, 2009  
Title: Professor and department Chair  
Office: 505-277-0298  
Email: [chaouki@ece.unm.edu](mailto:chaouki@ece.unm.edu)

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Partner Institution: (COSMIAC) Configurable Space Microsystems Innovations and Application Center  
Address: 2350 Alamo Ave SE Suite 100, Albuquerque, NM 87106  
Contact: Craig Kief  
Date: 6/10/09  
Title: Deputy Director  
Office#: 505-242-0339  
Cell #: 505-934-1861  
Email: [craig.kief@cosmiac.org](mailto:craig.kief@cosmiac.org)

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Partner Institution: Premier Data Services, Land Links Division  
Address: 7820 Pan American Fwy. NE Ste # 4  
Contact: Glen W. Thurow  
Date: June 01, 2009  
Title: V.P. GCDB Development  
office #: 505.856.9899  
Cell #: 505.250.4628  
e-mail: [glen@landlinks.net](mailto:glen@landlinks.net)

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Partner Institution: Project Lead The Way, Inc

Member Name: Judith D'Amico  
Title: Director Federal, State & Corporate Relations  
office 916-852-1634  
Cell 916-715-0956  
e-mail: [judithdamico@comcast.net](mailto:judithdamico@comcast.net)

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Partner Institution: Ideas Inc.

Address: 3210 La Paz Lane

Contact: Peter Baston

Date: June 1<sup>st</sup> 2009

Title: CEO

office #: 505-890-9649

Cell #: 505-690-3627

e-mail: [pete@ideapete.com](mailto:pete@ideapete.com)

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Partner Institution: Southwestern Indian Polytechnic Institute (SIPI)

Address: 9169 Coors Rd., Albuquerque, NM 87120

Contact: Dr. Nader Vadiee

Date: 06/01/2009

Title: \_ Coordinator/Faculty, Engineering Programs,  
Department of Advanced Technical Education (ATE),

office #: 505-792-4618, Message: 505-346-7733

Cell #: 505-280-3664

e-mail: [nvadiee@sipi.bia.edu](mailto:nvadiee@sipi.bia.edu) , [manimar@unm.edu](mailto:manimar@unm.edu)

URL: <http://www.sipi.bia.edu/acadprog/progstudy/divinstr/ate/>  
<http://www.ece.unm.edu/idmars/>

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Partner Institution: Inquiry Facilitators, Inc.

Address: 724 South Camino Del Pueblo  
Bernalillo, NM 87004

Contact: Russ Fisher-Ives

Date: June 3, 2009

Title: President

office #: 505.867.2007

Cell #: 505.385.7109

e-mail: [russ@gotoif.org](mailto:russ@gotoif.org)

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Partner Institution: Holman's, Inc.

Address: 6201 Jefferson St. NE

Contact: Tony Trujillo

Date: June 2, 2009

Title: President & General Manager

office #: 505-343-3575

e-mail: [ttrujillo@holmans.com](mailto:ttrujillo@holmans.com)



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Partner Institution: K-12 Lab at the Stanford University Institute of Design  
Address: 251 Panama Mall, Stanford, CA 94305  
Contact: Dr. Rich Crandall  
Date: 6/03/09  
Title: Director of the k-12 Lab  
Email: [richc1@stanford.edu](mailto:richc1@stanford.edu)

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Partner Institution: School Zone Institute and School of Architecture @ UNM  
Address: 9 Tumbleweek NW Albuquerque, NM  
Contact: Dr. Anne Taylor  
Date: 6/3/09  
Title: President School Zone Inst. and Regents Professor @ UNM  
Office: 505-899-1731  
Cell: 505-350-8035  
Email: [aetaylor@unm.edu](mailto:aetaylor@unm.edu)

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Partner Institution: STEM Educational Outreach Programs  
Address: MSC 02 1560; 1 University of UNM  
Contact: Karen Kinsman  
Date: 6/1/09  
Title: Director/Sr. Program Manager  
Office: 505-277-4916  
Cell: 505-238-2257  
Email: [kinsman@unm.edu](mailto:kinsman@unm.edu)

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Partner Institution: Design Plus LLC  
Address: 2515 Princeton Dr NE, Abq., NM 87107  
Contact: Manny Juarez  
Date: 6/01/09  
Title: Partner  
Office: 505-843-7587  
Cell: 505-270-5815  
Email: [manny@designplusabq.com](mailto:manny@designplusabq.com)

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Partner Institution: Innovate –Educate NM  
Address: P.O Box 9919, Santa Fe, NM 87504  
Contact: Jamai Blivin, Executive Director  
Date: 6-10-09

Member Name: Jamai Blivin  
Title: Executive Director  
Cell #: 505-629-7071  
e-mail: [jamai@innovate-educatenm.org](mailto:jamai@innovate-educatenm.org)

Member Name: Kim Adams, Lockheed Martin, Bethesda, MD  
Title: STEM Committee, Innovate-Educate NM  
office #: 301-897-6448  
Cell #: 240-281-8629  
e-mail: [kim.s.adams@lmco.com](mailto:kim.s.adams@lmco.com)

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Partner Institution: Southwest Center for Microsystems Education  
Address: 800 Bradbury SE, STE 235  
Contact: [mpleil@unm.edu](mailto:mpleil@unm.edu)  
Date: 6/9/2009

Member Name: Matthias W. Pleil  
Title: Principal Investigator / Research Associate Professor  
office #: 505 272 7157  
Cell #: 505 363 3428  
e-mail: [mpleil@unm.edu](mailto:mpleil@unm.edu)

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Partner Institution: UCLA

Address: 420 Westwood Plaza, Los Angeles, CA 90095  
Contact: Diana Huffaker  
Date: 6/24/09  
Member Name: Diana Huffaker  
Title: Professor of Electrical Engineering  
Cell #: 310-302-7841  
e-mail: [huffaker@ee.ucla.edu](mailto:huffaker@ee.ucla.edu)

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*There are also verbal commitments of partnership with the Ask Academy from organizations such as Lockheed Martin, Sandia National Laboratories, Intel, Innovate Educate New Mexico, Bohannon Huston Engineering Firm, and more. There official partnership letters didn't arrive in time to submit in this application.*

The purpose of the ASK Alliance is to link the community STEM institutions that will complete the mission of building an integration between The ASK Academy, industry, community colleges and universities. This integration will provide real, relevant application and pertinence to the learning experiences for the learner. Industry and Universities will come into the classrooms to share the wisdom of the importance of the lessons that the students are learning in school. They will share what they do in their institutions and how they use the student's lessons in their own professional lives. These experiences are an integral part of making education relevant.

Through The ASK Academy mission, high school students will have the necessary attitudes, skills, and knowledge to be productive in the STEM environment previously reserved for college students. There are two major innovative roles for ASK Alliance members to consider. First, they can hire 11th grade and/or 12th grade students as interns to work in their professional environment. The internships will be organized to take advantage of the student's engineering or biomedical knowledge developed through the career pathways. The ASK Academy will give the learners high school credit for their efforts as they gain valuable knowledge in the workplace setting. Second, ASK Alliance partners can bring actual jobs for the students to address in the engineering/biomedical labs to realize a return on investment in the school. (i.e. Computer Aided Designed, architectural designs, and robotic innovations to the manufacturing process)

Members of ASKA will have an equally valued voice in the shaping of the curriculum, the group projects, and the learning environment. They can freely voice ideas and innovations to the executive council of the ASK Academy and its Board of Directors. In these ways they will be involved in the governance of the school.

#### **D. SCHOOL ORGANIZATIONAL STRUCTURE**

Transparency and building relationships are guiding principles. The site-based management structure at the ASK Academy will be team oriented. The governance structure will be built on the collaborative Design Thinking model. All members' views, perspectives and opinions are equally important to the organization as a whole.

Teachers, students, ASK Alliance members, parent volunteer club members, subject matter specialist, principal, and Board of Directors will collaborate together to create innovation, project enhancement, etc. New projects, ideas, opportunities can come from any of these avenues.

The committee of the principal and subject matter specialists have the decision making power at the ASK Academy. They have the knowledge of: legal requirements, compliance issues, budgets, and curricular direction. Their ultimate responsibility is to the students as it relates to the missions of the school. Their decisions will be shared with the Board of Directors as adjustments, amendments and agreements are made during the implementation of programs.

The board will contract with the BMO and secretary/receptionist as soon as allowed. The first The ASK Academy staff member hired will be the principal. This hiring will occur 3 months prior to the Academy doors opening. From their, the subject matter specialists will be hired. Staffing expertise will be determined and hired by this team to achieve a PTR of 20:1. Refer to the budget spreadsheet, appendix D for the expected number of staff to be incrementally hired over the course of the charter.

The ASK Academy staffing plan

SY 2010-2011 (150 students, grades 9-10)

Position	Number	Qualifications	Duties/endorsement	FTE (12.5)
Teacher		NM Teaching License/HQ	English	1.33
Teacher		NM Teaching License	Science	1.33
Teacher		NM Teaching License/HQ	Social Studies	1.33
Teacher		NM Teaching License/HQ	Language	1.33
Teacher		NM Teaching License/HQ	P.E. Health	1.0
Teacher		NM Teaching License/HQ	.66 Technology teaching / .5 data management	1.16
Teacher		NM Teaching License/HQ	Special Ed	1.0
Subject Specialist	2	NM Teaching License Level 2 or 3A HQ	Curriculum Development / Teaching Math	2
<b>SUPPORT</b>	<b>STAFFING</b>			
Director	1	Admin 3B	Admin, Hiring	1
Admin. Assistant	1	Experience	Receptionist, registrar, testing	1
			<b>Total FTE</b>	12.5

Staffing will require multiple endorsements to meet Highly Qualified requirements. Each staff member identified will need to be able to teach a secondary subject.

There is an expectation that PLTW elective courses can count as a science or technology credit for the student.

SY 2011-2012 (250 students, grades 9-11)

Position	Number	Qualifications	Duties/endorsement	FTE (20)
Teacher		NM Teaching License/HQ	English	2.5
Teacher		NM Teaching License	Science	2.5
Teacher		NM Teaching License/HQ	Social Studies	2.5
Teacher		NM Teaching License/HQ	Language	2.5
Teacher		NM Teaching License/HQ	P.E. Health	1.5
Teacher		NM Teaching License/HQ	.5 Technology teaching / .5 data management	1.5
Teacher		NM Teaching License/HQ	Special Education	1
Subject Specialist	2	NM Teaching License Level 2 or 3A HQ	Curriculum Development /Teaching Math	2
<b>SUPPORT</b>	<b>STAFFING</b>			
Director	1	Admin 3B	Admin, Hiring	1
Secretary	1	Experience	Receptionist, registrar	2
Counselor	1	NM License	Advisement, testing	1
			<b>Total FTE</b>	20

Staffing will require multiple endorsements to meet Highly Qualified requirements. Each staff member identified will need to be able to teach a secondary subject.

There is an expectation that PLTW elective courses can count as a science or technology credit for the student.

SY 2012-2013 (350 students, grades 9-12)

Position	Number	Qualifications	Duties/endorsement	FTE (27)
Teacher		NM Teaching License/HQ	English	3
Teacher		NM Teaching License	Science	3
Teacher		NM Teaching License/HQ	Social Studies	3
Teacher		NM Teaching License/HQ	Technology	2.5
Teacher		NM Teaching License/HQ	Language	3
Teacher		NM Teaching License/HQ	P.E. Health	2.5
Teacher		NM Teaching License/HQ	.5 Technology teaching / .5 data management	1
Teacher		NM Teaching License/HQ	Special Education	2
Subject Specialist	2	NM Teaching License Level 2 or 3A HQ	Curriculum Development /Teaching Math	2
<b>SUPPORT</b>	<b>STAFFING</b>			
Director	1	Admin 3B	Admin, hiring	1
Secretary	2	Experience	Receptionist, registrar	2
Counselor	1	NM License	Advisement, testing	1
Custodian	1	Experience	Cleaning/Maintenance	1
			<b>Total FTE</b>	<b>27</b>

Staffing will require multiple endorsements to meet Highly Qualified requirements. Each staff member identified will need to be able to teach a secondary subject.

There is an expectation that PLTW elective courses can count as a science or technology credit for the student.

SY 2013-2014 (600 students, grades 7-12) \*

Position	Number	Qualifications	Duties/endorsement	FTE (41)
Teacher		NM Teaching License/HQ	English	5
Teacher		NM Teaching License	Science	5
Teacher		NM Teaching License/HQ	Social Studies	5
Teacher		NM Teaching License/HQ	Technology	3.5
Teacher		NM Teaching License/HQ	Language	5
Teacher		NM Teaching License/HQ	P.E. Health	4
Teacher		NM Teaching License/HQ	.5 Technology teaching / 1.0 data management	1.5
Teacher		NM Teaching License/HQ	Special Education	3
Subject Specialist	2	NM Teaching License Level 2 or 3A HQ	Curriculum Development /Teaching Math	2
<b>SUPPORT</b>	<b>STAFFING</b>			
Director	1	Admin 3B	Admin, Hiring	1
Secretary	2	Experience	Receptionist, registrar	2
Counselor	2	NM License	Advisement, testing	2
Custodian	2	Experience	Cleaning/Maintenance	2
			<b>Total FTE</b>	41

Staffing will require multiple endorsements to meet Highly Qualified requirements. Each staff member identified will need to be able to teach a secondary subject.

There is an expectation that PLTW elective courses can count as a science or technology credit for the student.



- SY 2014-2015 forward: Anticipated being comparable to prior year. Continuous improvement processes will reveal staffing changes needed to provide a quality education for students.

During PY(1), as determined by the Board of Directors, individuals will be contracted to develop necessary policies, procedures, curriculum, facility needs, procurement needs, etc to open the doors in August 2010.

**Job descriptions that identify key roles, responsibilities and accountability for each position listed on the organizational chart.**

**Bulleted highlights of duties of the governance body :**

**Board of Directors (BOD):** *5-9 membership size*

- Maintaining the Academy's direction holding to the vision and missions
- Working with the principal and subject matter specialists on STEM opportunities, grants, vision, curriculum enhancement, etc
- Building relationships with the students of The ASK Academy
- Offering expertise to the Academy leadership
- Offering consultation to ASK Academy students on research topics, research procedures, connections to Industry and University programs and individuals etc.
- Marketing of school to the public, industry, university, and local, state and federal government representatives
- Assurance that the tax money received from the NM PED will be properly used as intended

**Principal**

- Administratively licensed individual on campus
- Discipline (shared with subject matter specialists )
- Being a working member of one grade level Career Path Team
- Staff development – learning of the daily knowledge of staff that make the working of the school day efficient and effective; i.e. grade reporting and attendance.
- Official staff evaluation reporting to outside sources (shared with Subject matter specialists )
- Academy's administrative budget
- Collaboration on curriculum and program vision and planning

- Board of Director reporting of mission(s) data analysis and accomplishments
- SBA reporting to Board of Directors and State Public Education Department
- Development of parent groups

### **Subject Matter Specialists**

- Discipline (shared with principal)
- Managing at least 2 classes each school year.
- Professional development planning, budgeting, provision, etc.
- Academy's Engineering curriculum and core content budget
- Grant writing
- University and industry partnership development and collaborations
- Marketing of school to the public, industry, university, and local, state and federal government representatives.

### **Curriculum Team Leaders (CTL):**

- Development of team curriculum tools. i.e. Power Standards, mapping tools, etc
- Team vision, SMART goals, supply needs, reports, data collections, management of files of tools and charts.
- The voice of the curriculum team at monthly Academy leadership meetings

### **Teachers:**

- Make up the Career Pathway Teams (CPT)
- Content standards expert
- Working together with fellow CPT members to develop group projects, SCA programs and the content standards embedded and evaluated in each.

### **Students:**

- Student body that have as important voice in the shaping of the team projects as any other member of the Academy
- The producer of the quality project, products and/or service developments in the Academy
- Quality control agents of projects, attitudes and school pride
- Evaluations of ultimate learning culture, climate, teachers, PRINCIPAL, Subject matter specialists

### **Parent volunteers**

- Organizations of Celebration of Success events
- Additional financial support of career pathways
- Curriculum enhancements
- Project, product and service evaluations
- School improvements
- School spirit and pride developmental programs

### **Industry/University Partners:**

- Collaborators with Teachers for project development
- Student consultations and expertise
- Evaluations of AA projects, products and service developments
- Funding
- Site visits
- Intern opportunities for AA
- *(see partnership letters for additional partnership roles)*

## **E. EMPLOYEE RELATIONS**

The relationships between the school and its members will be based on trust, respect and responsibility. There will be expectations for each of the members of the ASK Academy that will be evaluated through an on-going basis. *(proposed personnel policies are included in Appendix A)*

- Meeting the missions of The ASK Academy
- Supporting the vision of The ASK Academy
- Keeping the learner at the focus of every program decision
- Being a positive promoter of the innovative learning community of the ASK Academy
- Collaborating in a Design Thinking fashion
- Collection and reporting of real data to determine student mastery of standards
- Analysis and improvement of the learning process

These expectations and their importance will be understood by all members. There will ample opportunities for professional development, time to learn, support, time to improve and implement the strategies that will lead to the creation of the ASK Academy's

unique learning environment. However, after a two year period of time, if the administrative team has determined that a member isn't growing into a positive contributor of the ASK family, termination can occur after due process.

Any decision of the principal in which a student and/or employee of the school has been aggrieved may be appealed to a committee made up of three members of the Board of Directors appointed by the Chairperson. The Board does perform as a hearing authority in such cases which may be appropriate. This applies to decisions made by the principal as they pertain to policies established through the Board relative to student and/or employee issues only relating to performance, policy adherence, etc. As a matter of policy, the Board has no authority over the hiring or retention, other than approval as recommended by the principal of any personnel other than the principal. The principal and subject matter specialists are responsible for interviewing, conducting background checks, and reference reviews, of potential employees for submission to the Board of Directors of The ASK Academy.

Policies, procedure, conduct of students, faculty shall initially be handled procedurally through the principal and all decisions not covered under board policy shall be considered final.

**Appeal Process:** All appeals shall be initiated by a letter from the aggrieved party. Such appeals/hearings shall be heard de novo. The Board of Directors only hears appeals on performance related decisions of the staff members relative to their evaluations or policies as approved by the Board. The decision of the Board in any case shall be final.

Evidence and testimony at such review committee/hearing shall be informal but shall follow generally accepted rules and procedures for ensuring due process. New evidence shall

not be allowed unless it was not in existence at the time of the decision by the principal, or although in existence at that time, it was not discovered.

All member candidates are guaranteed due process regardless of disability, sexual orientation, veteran status, gender, creed, race, nationality, or religious convictions or any other protected statuses defined by law, in all facets of employment, compensation, promotion, transfer, demotion, lay off or for school-sponsored training programs. The ASK Academy is an equal opportunity employer. Adhering to the School Personnel Act [10-9-6] of 1975, any certified school instructors previously employed as certified school instructors by state institutions or state agencies prior to July 1, 1974, may elect to continue to be employed under the Personnel Act. Certified school instructors who elect to continue under the Personnel Act shall file a notice of such election with the personnel director prior to the effective date of this act.

The ASK Academy will follow the salary schedules as described in Article 10A School Personnel Act. The New Mexico licensure framework for teachers and school administrators is progressive careers system in which licensees are required to demonstrate increased competencies and undertake increased duties as they progress through the licensure levels. The minimum salary provided as part of the career system shall not take effect until the department has adopted increased competencies for the particular level of licensure and a highly objective uniform statewide standard of evaluation.

**Employee Conflict of Interest:**

Employees are prohibited from using confidential information acquired by virtue of their association with The ASK Academy for their individual and/or another's private gain.

Employees are prohibited from receiving or requesting and accepting a gift or loan for themselves or another that tends to influence them or appear to influence them in the discharge of their duties or employees.

Business with suppliers through the school will not be influenced or appear to be influenced by an employee's financial interest individually.

Employees must not engage in activities which violate federal, state or local laws or which in any way diminish the integrity and efficiency or discipline in The ASK Academy Charter School.

**Staff Development Opportunities:**

Staff members should continue to improve their competencies during their service. The administrator will promote opportunities for staff development and for staff members to take advantage of them. To the extent feasible, the administrator should establish procedures by which staff members can receive proper recognition for efforts to improve their qualifications and abilities.

**Terms and Condition of Employment: Manner of Addressing Affected Employees and their Recognized Representatives:**

All ASK Academy employment contracts will be individually negotiated, with participation by the Board of Directors Chair, the administration team, the business manger and the prospective employee. Latitude is granted to all in these negotiations, within the limits of state law and The ASK Academy policy.

### **Calendar, Annual Leave and Appropriate Professional Time:**

Professional Staff (Administrators, teachers, counselors, educational assistants, etc) who are twelve-month employees shall be entitled to 10 days of annual leave earned at a rate of 2.5 days per quarter. An employee may accumulate a total of 20 days including the current year. Any amount above 20 days at the end of a contract year will be paid to the employee at the Board of Directors approved rate. The professional staff will be paid upon resignation for up to 10 days of earned leave at the Board of Directors approved rate.

Less than full time or contract employees are not eligible for annual leave as a matter of policy. Employees who violate Board of Directors Policy and are terminated may not receive credited annual leave.

Classified employees (Custodians, clerical staff, etc.) who are twelve-month employees shall be entitled to 10 days of annual leave which may accumulate to a total of 20 days including the current year. Any amount above 20 days at the end of a contract year will be paid to the employee at the Board of Directors approved rate. The classified staff will not receive any payment for accrued annual leave upon resignation.

The ASK Academy leave policy will align with applicable labor laws.

### **Personnel Background Investigations:**

The ASK Academy will conduct background checks of all prospective employees (i.e. applicants offered employment) with the school including teachers, administrators, classroom personnel, contractors, contractor' employees and volunteer who have unsupervised access to students. All aforementioned individuals will bear the cost of the background check.

**Salary Schedule for all employees that compiles with the minimum salary requirements as identified in the School Personnel Act**

The salary schedule on the next three pages is for teachers and secretarial staff. Because of the broad scope of other employee's duties, all ASK Academy employment contracts will be individually negotiated, with participation by the principal, Business Manager, and prospective employee, and approval of the Board of Directors. Latitude is granted to all in these negotiations, within the limits of state law and The ASK Academy policy.

The initial salary of level one, two, and three meets the state minimums. The ASK Academy intends to modify the salary schedule through bonus incentives and additional compensation to be developed in compliance with the law during the planning year.



**The ASK Academy – A STEM Innovation  
Proposed Salary Schedule - Licensed Instructional Staff LEVEL I  
2010-11 SY**

	<b>2010-11 192 days</b>	<b>2010-11 192 days</b>	<b>2010-11 192 days</b>	<b>2010-11 192 days</b>	<b>2010-11 192 days</b>
<b>Years Exp.</b>	<b>BA</b>	<b>BA+15</b>	<b>BA+45 or MA</b>	<b>MA+15</b>	<b>MA+45 or PHD</b>
0	\$32,176	\$33,143	\$33,412	\$34,438	\$36,357
1	\$32,821	\$33,807	\$34,081	\$35,128	\$37,085
2	\$33,804	\$34,137	\$35,416	\$36,668	\$38,848
3	\$34,136	\$34,252	\$35,485	\$37,213	\$39,482
4	\$34,252	\$34,366	\$35,574	\$37,757	\$40,048
5	\$34,366	\$34,480	\$36,113	\$38,301	\$40,614
6	\$34,480	\$34,595	\$36,653	\$38,847	\$41,181
7	\$34,595	\$34,710	\$37,192	\$39,391	\$41,748
8	\$34,710	\$34,824	\$38,117	\$39,936	\$42,316
9	\$34,824	\$35,105	\$38,659	\$40,483	\$42,884
10	\$34,938	\$35,633	\$39,199	\$41,030	\$43,450
11	\$35,105	\$36,158	\$39,740	\$41,575	\$44,019
12	\$35,633	\$36,685	\$40,283	\$42,119	\$44,587
13	\$36,158	\$37,211	\$40,823	\$42,666	\$45,154
14	\$37,211	\$38,265	\$41,908	\$43,762	\$46,294
15	\$38,265	\$39,319	\$42,990	\$44,857	\$47,430
16	\$39,319	\$40,372	\$44,075	\$45,952	\$48,567
17	\$40,372	\$41,424	\$45,158	\$47,044	\$49,704
18	\$41,424	\$42,477	\$46,243	\$48,140	\$50,844
19	\$42,477	\$43,531	\$47,328	\$49,232	\$51,978
20	\$42,637	\$44,582	\$48,413	\$50,327	\$53,117
21	\$42,797	\$45,637	\$49,493	\$51,419	\$54,253
22	\$42,957	\$46,688	\$50,577	\$52,514	\$55,391
23	\$43,114	\$46,848	\$51,662	\$53,607	\$56,529
24	\$43,276	\$47,009	\$52,747	\$54,702	\$57,667
25	\$43,434	\$47,167	\$53,829	\$55,796	\$58,806
26	\$43,594	\$47,329	\$54,915	\$56,891	\$59,942

192-day/7.5 hours per day contract  
Additional college hours will only be awarded in compliance with school board policy  
Up to 15 years out-of-district experience will be granted.  
Only university credits will be applied for salary training credits.

**The ASK Academy – A STEM Innovation  
Proposed Salary Schedule - Licensed Instructional Staff LEVEL II  
2010-11 SY**

	<b>2010-11 192 days</b>	<b>2010-11 192 days</b>	<b>2010-11 192 days</b>	<b>2010-11 192 days</b>	<b>2010-11 192 days</b>
<b>Years Exp.</b>	<b>BA</b>	<b>BA+15</b>	<b>BA+45 or MA</b>	<b>MA+15</b>	<b>MA+45 or PHD</b>
0	\$42,231	\$42,611	\$43,463	\$44,322	\$45,219
1	\$43,077	\$43,464	\$44,333	\$45,220	\$46,124
2	\$44,368	\$44,778	\$45,660	\$46,091	\$46,521
3	\$44,478	\$44,910	\$45,751	\$46,197	\$46,637
4	\$44,589	\$45,011	\$45,843	\$46,303	\$46,755
5	\$44,702	\$45,115	\$45,935	\$46,409	\$46,871
6	\$44,813	\$45,205	\$46,026	\$46,516	\$46,988
7	\$44,925	\$45,298	\$46,118	\$46,623	\$47,106
8	\$45,037	\$45,412	\$46,210	\$46,730	\$47,224
9	\$45,150	\$45,585	\$46,303	\$46,837	\$47,341
10	\$45,263	\$45,678	\$46,396	\$46,946	\$47,460
11	\$45,376	\$45,873	\$46,489	\$47,054	\$47,579
12	\$45,489	\$45,965	\$46,581	\$47,162	\$47,697
13	\$45,603	\$46,050	\$46,674	\$47,270	\$47,817
14	\$45,717	\$46,152	\$46,768	\$47,379	\$47,936
15	\$45,832	\$46,247	\$47,067	\$48,097	\$48,056
16	\$45,946	\$46,443	\$47,263	\$48,462	\$48,177
17	\$46,061	\$46,535	\$47,495	\$48,930	\$48,297
18	\$46,176	\$46,630	\$47,841	\$49,348	\$49,745
19	\$46,292	\$46,712	\$47,943	\$49,796	\$51,610
20	\$46,407	\$46,978	\$48,824	\$50,327	\$51,751
21	\$46,523	\$47,134	\$49,493	\$51,420	\$53,751
22	\$46,640	\$47,193	\$50,578	\$52,515	\$54,879
23	\$46,756	\$47,355	\$51,662	\$53,607	\$56,006
24	\$46,873	\$47,414	\$52,746	\$54,702	\$57,133
25	\$46,990	\$47,574	\$53,829	\$55,796	\$58,261
26	\$47,108	\$47,633	\$54,915	\$56,891	\$59,387

192-day/7.5 hours per day contract  
Additional college hours will only be awarded in compliance with school board policy  
Up to 15 years out-of-district experience will be granted.  
Only university credits will be applied for salary training credits.

**The ASK Academy – A STEM Innovation  
Proposed Salary Schedule - Licensed Instructional Staff LEVEL III  
2010-11 SY**

Years Exp.	MA or NBC	MA+15	MA+45 or PHD
0	\$50,275	\$50,275	\$50,275
1	\$51,282	\$51,283	\$51,284
2	\$51,283	\$51,284	\$51,285
3	\$51,284	\$51,285	\$51,286
4	\$51,285	\$51,286	\$51,287
5	\$51,286	\$51,287	\$51,288
6	\$51,287	\$51,288	\$51,289
7	\$51,288	\$51,289	\$51,290
8	\$51,289	\$51,290	\$51,291
9	\$51,290	\$51,291	\$51,292
10	\$51,291	\$51,292	\$51,293
11	\$51,292	\$51,293	\$51,294
12	\$51,293	\$51,294	\$51,295
13	\$51,294	\$51,295	\$51,296
14	\$51,295	\$51,296	\$51,297
15	\$51,296	\$51,297	\$51,298
16	\$51,297	\$51,298	\$51,299
17	\$51,298	\$51,299	\$51,300
18	\$51,299	\$51,300	\$51,301
19	\$51,300	\$51,301	\$51,498
20	\$51,301	\$51,302	\$52,625
21	\$51,302	\$51,419	\$53,751
22	\$51,303	\$52,563	\$54,879
23	\$51,662	\$53,608	\$56,058
24	\$52,747	\$54,702	\$57,186
25	\$53,829	\$55,796	\$58,260
26	\$54,915	\$56,891	\$59,387

192-day/7.5 hours per day contract  
Additional college hours will only be awarded in compliance with school board policy  
Up to 15 years out-of-district experience will be granted.  
Only university credits will be applied for salary training credits.

Proposed

Classified Secretarial/Clerical

<b>Years Experience</b>	<b>2010-2011</b>
<b>0</b>	<b>\$10.00 - \$11.00</b>
<b>1</b>	<b>\$10.00 - \$11.00</b>
<b>2</b>	<b>\$10.25 - \$11.25</b>
<b>3</b>	<b>\$10.50 - \$11.50</b>
<b>4</b>	<b>\$10.75 - \$11.75</b>
<b>5</b>	<b>\$11.00 - \$12.00</b>
<b>6</b>	<b>\$11.25 - \$12.25</b>
<b>7</b>	<b>\$11.50 - \$12.50</b>
<b>8</b>	<b>\$11.75 - \$12.75</b>
<b>9</b>	<b>\$12.00 - \$13.00</b>
<b>10</b>	<b>\$12.25 - \$13.25</b>
<b>11</b>	<b>\$12.50 - \$13.50</b>
<b>12</b>	<b>\$12.75 - \$13.75</b>
<b>13</b>	<b>\$13.00 - \$14.00</b>
<b>14</b>	<b>\$13.25 - \$14.25</b>
<b>15</b>	<b>\$13.50 - \$14.50</b>
<b>16</b>	<b>\$13.75 - \$14.75</b>
<b>17</b>	<b>\$14.00 - \$15.00</b>
<b>18</b>	<b>\$14.25 - \$15.25</b>
<b>19</b>	<b>\$14.50 - \$15.50</b>
<b>20</b>	<b>\$14.75 - \$15.75</b>

240 day/8 hours per day contract  
Up to 15 years of experience will be granted.  
Final salary depends on qualifications and skills

**Description of the evaluation process for staff which will include evaluation of teachers by a licensed school administrator:**

**Personnel Evaluations**

The principal will maintain a system of evaluation that is required of all personnel annually in concordance with all federal, state, and Public Education Department. All employees must receive, annually, one formal and a minimum of two informal evaluations by their immediate supervisors as a matter of procedure in accordance with Board of Directors policy. The administrative tools documenting the three tier licensure process will be developed according to state requirements and approved by the Board of Directors during the planning year.

A vision of The ASK Academy is to create an Executive Council comprised of a principal and subject matter specialists who are equal in the school level governing hierarchy. Therefore, upon the granting of a charter and further research of New Mexico school law and collaboration with legal counsel and board of directors this hiring policy/process and evaluation process will be developed during the planning year.

Note: Calendar for consideration of employment shall be as follows:

The principal's contract for the following school year shall be considered in the spring of the current school year at a Board of Director's regularly scheduled meetings.

A level one license is a provisional license that gives a beginning teacher the opportunity, through a formal mentorship program, for additional preparation to be a quality teacher. Our plan calls for teachers to be highly qualified through a tier system, or levels. A Level 1, beginning teacher starts at \$30,000 and has five years to move to a Level 2 teacher. In those 5 years, a Level 1 teacher must achieve positive annual evaluations, have been mentored, have teaching assignment verification and endorsements before applying for the

Level 2 license. A Level 1 teacher must also complete a Professional Development Dossier or work portfolio. These are incredibly detailed and require a lot of effort. This helps teachers realize best practices and how to incorporate them into their classrooms.

The PDD has several elements or ‘strands’ that must be completed and satisfactory to reviewers in order to be issued a Level 2 license. Teacher must finish the PDD and submit it within three months of completing their fourth year of teaching. If the teacher fails to gain a Level 2 license then they lose their teaching license, according to state law.

Once a teacher has reached Level 2, they should earn minimum of \$40,000 a contract year. A level two license is given to a teacher who is a fully qualified professional who is primarily responsible for ensuring that students meet and exceed department-adopted academic content and performance standards. A teacher may choose to remain at level two for the remainder of the teacher's career.

To advance to a Level 3 “master teacher” a Level 2 teacher must have taught at that level for three years. They must complete either their master’s degree or the National Boards for Professional teaching Standards. They must also have met positive evaluations and have the ASK Academy recommendation. It is not required that a teacher become a Level 3 teacher. They can remain a Level 2 teacher throughout the remainder of their career. A level 3 teacher will make a minimum of \$50,000. Our highly qualified teachers are going to be the best because of this process. A level three-B license is for teachers who commence a new career path in school administration by becoming school administrators.

All teacher and school administrator salary systems shall be aligned with the licensure framework in a professional educator licensing and salary system.

## F. STUDENT ENROLLMENT PROCEDURES AND DISCIPLINE POLICY

### **Description of the school’s enrollment policies and procedures, including an explanation of the enrollment timeline, criteria and/or any preferences for enrollment, and lottery process:**

The ASK Academy Charter School is open to any New Mexico resident, grades 7-12. The ASK Academy accepts all students that come to the school in “good standing” with all proper records and shots if space is available.

The ASK Academy fills available spaces through a lottery process the first week of each month beginning in April. Spaces available are filled from applications randomly drawn through a lottery system according to Chapter 22-8B-4.1NMSA, 1978.

The ASK Academy’s doors will be open to any 7<sup>th</sup> – 12<sup>th</sup> grade student regardless of race, gender, creed or religious affiliation. The ASK Academy is a STEM innovation; therefore, the population that will gravitate to ASK will have those passions and interests.

The ASK Academy has developed projected numbers progressing through the first 5 years; SY(1): 150, SY(2): 250, SY(3): 350, SY(4) and subsequent years: 600. In SY(1), if the numbers do exceed the 150, then the members are selected by a lottery process. The interested members are assigned a number and a random number generator will determine the 150 that are selected to attend that school year. The remaining members will be placed on an ordered waiting list, generated by the random numbering generator. Members on the waiting list will be contacted to join the Academy when a seat is made available. The ASK Academy can choose to exceed the 150 limit. The procedure will be followed each year.

**Student discipline policy that complies with the Student Rights and Responsibilities set forth in the Public Education Department rules and regulations [6.11.2 NMAC]:**

**The ASK Academy’s proposed student discipline policy complies with the Student Rights and Responsibilities set forth in the Public Education Department rules and regulations [6.11.2 NMAC].**

*(See Appendix B for the proposed student discipline matrix.)*

The philosophy of the discipline policy is to encourage positive relationships. Attitudes are the first pillar of The ASK Academy. Every attempt is made to handle discipline issues in a win-win situation at the lowest level possible. This is indicated by the 1<sup>st</sup> step column. When that is not appropriate, the discipline matrix will be used to standardized consequences across the campus at the 2<sup>nd</sup> step.

The student discipline policy shall provide clear rules, regulation, responsibilities, rewards and consequences to the members and their families. Contracts or compacts shall be signed by members, families and school officials upon enrollment verifying the reading and understanding of said rules, regulation, responsibilities, rewards and consequences.

The ASK Academy will build a team concept, building relationships on TRUST, RESPECT AND RESPONSIBILITY. Each member will be held accountable, not just by the Academy’s administration, but also by their team members.

Members will be expected to demonstrate characteristics that are necessary for a strong and productive team: punctuality to daily work hours, meeting team project timelines, delivery of minimum required project specifications, meeting individual timelines and expectations, performing individual duties assigned to them in the team projects, demonstrating trust, respect and responsibility to all, etc.



Rewards will be things like team and/or individual recognitions, celebrations and rewards occurring in a regularly scheduled timeline; Celebrations of Success events. Consequences will be actions ranging from team probations to Academy expulsion or disenrollment.

All of these discipline procedures aligns with the Student Rights and Responsibilities set forth in the Public Education Department rules and regulations [6.11.2 NMAC]

<http://www.nmcpr.state.nm.us/nmac/parts/title06/06.011.0002.htm>

## **G. FACILITIES**

### **The school site has not been selected/secured:**

The ASK Academy will be located in the Northwest section of Albuquerque or the city of Rio Rancho. The desire is to service this community with its unique STEM curriculum.

The ASK Academy's facility needs to be around 60,000 to 80,000 square feet to adequately accommodate the maximum 600 population.

The facility will have a centralized commons area where one would find the Academy's "My Spaces". My Spaces are individual work spaces for each member of the Academy. This will allow for individual tasks to be accomplished but also provide each team a space to collaborate and flourish. Each member of the Academy will have their own laptops, desk, chair, and small storage spaces. This will contribute to the mission of developing learning ownership in the learning process; thus engaging the learner into the learning process. It is in the My Space areas that they teams will plan, work, assign individual project responsibilities, and individually register for the upcoming core standard classroom sessions. This reinforces the missions of building relationships, teamwork and collaboration.

The open space area will also create opportunities to overcome inherent issues like noise pollution, air quality, lighting, aesthetics, etc. These will be issues that the members themselves are going to be involved in overcoming. For example, the acoustic design of the areas. What materials should be used for the flooring, ceilings, and walls to reduce, absorb, and reflect sound as needed? This involved process will be followed to address other issues that may arise concerning the benefits of natural light, air quality, environmental aesthetics, etc.

Around the perimeter of the My Space areas will be classroom session studios, project labs, computer labs, conference rooms, teacher offices, Admin offices and ASK partners member offices. The walls separating the commons area and these rooms will be transparent, with draw blinds, to allow visibility or minimize distraction, and contribute to the Academy's spirit of freedom to learn. The learning occurs in the classrooms, labs studios and conference rooms will be visible by all. This facility design reinforces the missions of building relationships, teamwork, design thinking and collaboration.

The teacher office areas will create collaborative opportunities for them as well. Sharing work spaces with team members will make the collaboration between the cross curricular experts easier.

The office spaces made available for the ASK partners will make their collaboration time easier when they are at the Academy. They can use the office space to work with individual, small group of members, make business calls, or any other work necessary to promote the mission of The ASK Academy. Company logos and company names on the outside of the office doors will be an everyday tribute to the collaboration efforts of The ASK Academy with STEM partners form industry and university.

The ASK Academy Board of Directors includes members with a background in facilities and interior design. The plan for securing an adequate facility is to retain the services of a commercial realtor, identify a space, design the educational layout, and negotiate a lease. The ASK Academy will work with the lesser to ensure the facility complies with all applicable state laws and occupancy codes.

Additionally, The ASK Academy is in conversation with local investors to provide a build to suit facility for members of the entire New Mexico charter school movement. The team identifies high traffic areas of a community and purchases the land. The land is large enough that the school can be built. All negotiated agreements for facility will be reviewed and advised by legal council prior to signing and be approved by the Public School Capital Outlay Council.

It is our understanding that schools are not allowed to spend public money to improved privately leased buildings. Unless we have misunderstood, no application for capital outlay assistance will be made at this time.

## **H. Other Student Services**

### **Transportation:**

No transportation services to and from school will be provided. All field trip transportation will be provided by The ASK Academy in accordance with applicable laws. The ASK Academy expects to be located near public transportation; otherwise parents will be required to transport students to and from school.

### **Food Services:**

No food services will be provided The ASK Academy. Student will be expected to bring their lunch to school. Snack machines will be provided in accordance with the New Mexico

Healthy Schools Law. The ASK Academy expects to be located near commercial food services. Students may access the businesses for lunch.

**Counseling Services and Contract Services:**

The ASK Academy plans to contact through an organization, such as CES, to provide the needed services. In the second year, the ASK Academy will hire a full time counselor on staff. The ASK Academy will hire a second counselor in the fourth year to maintain recommended ASCA ratios of 350:1.

**Health Services:**

The ASK Academy plans to contact through an organization, such as CES, to provide the needed student health services.

## VIII. REQUIREMENTS

### A. LEGAL LIABILITY AND INSURANCE COVERAGE

The ASK Academy will participate in coverage by the public school insurance authority and will comply with all applicable rules of that authority for its employees. We pay for our own insurance coverage.

### B. WAIVERS

The ASK Academy will request no specific waivers that exceed minimums or maximums stated by the Public School Codes pertaining to individual class load, teaching load, length of school day, staffing patterns, subject areas, evaluation standards for school personnel, school principal duties, driver education, and graduation requirements .

However, The ASK Academy would like to reserve the right to purchase instructional materials that may not be found on the state approved instructional materials listings.