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The following sections are provided to best conform to the requirements of the New Mexico Charter Law.

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Note: Throughout this document both male and female are referred to as she or her; this is strictly for simplicity and has no implications.*

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- A Research and Documentation
- B Curriculum Alignment Charts
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- D Proposed 2004-2005 Calendar
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**SECTION “A”:
MISSION STATEMENT**

The mission of the Mountain Mahogany Community School is to provide a rich, well rounded and appropriate learning environment that guides and stimulates thinking, embraces and nourishes feeling, strengthens the body, and encourages and accepts creativity, in a nonsectarian setting. Our great hope is to educate children, as well as the adults in their school community, to become emotionally and intellectually strong, environmentally aware, compassionate people, so that they may contribute to making the world a more peaceful place. In order to be successful at this enormous task we must be a school that is continually evaluating itself, changing, and growing.

1. Mountain Mahogany Community School will serve all general students who submit a complete and timely application and are enrolled through an open lottery procedure.
2. Mountain Mahogany Community School seeks to nurture an educational environment and program that provides every student the opportunity to achieve and demonstrate success.
3. Mountain Mahogany Community School will use a curriculum through which students will experience many cultures, religions and ways of life while developing skills in language arts, mathematics, science, and social studies. This learning will take place in the form of stories, music, dance, art, cooking, farming, technology, language, and experiencing the natural world.
4. Through both state-mandated, and internal assessments, as well as measurable goals, Mountain Mahogany Community School will demonstrate the school is succeeding.

**SECTION “B”:
GOALS, OBJECTIVES, AND STUDENT PERFORMANCE STANDARDS TO BE ACHIEVED
BY MOUNTAIN MAHOGANY COMMUNITY SCHOOL**

The core principles, commitments, and goals that we believe will further our mission are as follows:

Joy and Security

Children will learn and grow successfully in a safe, accepting, and welcoming environment, where they experience joy. If a child is motivated to be at school, the motivation will extend into the opportunities for learning. Children can achieve more, intellectually, when their whole self is growing through exercise and challenge, including the physical body and emotions. In order for the child to grow into an adult capable of sharing peace and joy with others and experiencing peace and joy herself, her emotional intelligence must ripen. Therefore the curriculum includes physical components, perceptual exercises, as well as discussion, arts, and other expressive components.

Universal Empathy

The prospects for world peace depend on understanding of one’s own culture, other cultures, and acceptance of all kinds of diversity. To be prepared to inherit the problems in today’s world, children need experience working together utilizing their differences. The curriculum includes a study of the world’s cultures, religions, and ways of life, as well as understanding aspects of the diversity within the school community. The analytical skills, such as systematizing and categorizing, will always be balanced by exercises that will foster empathy and emotional connection.

School Life as Real Life

A school involved with families and community, with families and community also involved in it, demonstrates that learning and growing is the essence of human life, not something isolated from the rest of life. A school that includes students’ families and the greater community will feel safe, welcoming, alive, joyous and relevant, and be important to the students. The curriculum therefore includes community involvement, and the school is welcoming to families and will strive to offer families opportunities to learn and grow.

Individualized Learning

Children who experience success at one endeavor build self-esteem and are strengthened to accept larger challenges and come to see themselves as successful, while children who are frequently labeled as failures come to see themselves that way, and progress more slowly. Therefore it is imperative that all children are respected with each of their gifts and limitations, and that they are not stratified into achievement levels. To this end the curriculum includes an “immersion and mastery” approach, learning by doing in context, is interdisciplinary, and uses portfolio-based assessment in addition to standardized tests. We feel that through utilizing all of these various techniques children will acquire all the relevant academic skills and general knowledge, which are represented by the State’s required content standard, needed to succeed in our society.

Creative Thinking

The world is crying out for citizens who are capable of solving complex problems in creative ways. Perhaps the most important intellectual skill needed for this sort of problem solving is independent thinking. Our school will encourage students to truly think for themselves, by challenging them to be creative, expecting them to participate in projects and learning ventures for which they have real responsibility that impact the real world, and giving them more and more autonomy to direct their course of study as they get older.

Environmental Awareness

Human activity is endangering the earth and everything that lives on it. Many modern educated people are concerned by the increasingly rapid destruction of the healthy air, water, and food we depend on. Therefore our curriculum includes a serious and deep education in the relationship between the human and natural worlds. Students will examine both the impact humans have on the earth as well as the result of that impact back on us. In this examination, students will also consider other possible relationships and the impact that could be made.

Media Literacy

Media of all types plays an enormous role in the lives of most United States citizens. In order to raise a generation of citizens who are intelligent consumers, intelligent voters, and intelligent workers we will include media literacy in our curriculum. Students will develop an awareness of the effect media has on them and on our society.

Ongoing School Development

To be most successful, a school has to assess itself, communicate, learn, and be willing to change. Through several levels of communicative decision-making structures, and through school assessments (detailed in section B), the school will collect information about how well it is fulfilling its mission.

The descriptive chart below shows how these core principles and commitments translate into specific and measurable objectives:

Goals	Specific Objectives	Measurement Criteria
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<p><u>Joy and Security</u> To provide an environment where students' emotional and general well being is considered such that:</p> <ol style="list-style-type: none"> 1. The child is happy and enthusiastic about acquiring the intellectual tools necessary to participate in our society, and 2. The child is more likely to become an adult that can contribute to building a peaceful world. 	<ol style="list-style-type: none"> 1. Students will participate in activities that inspire joy in them, such as dance, music, art, and sports. 2. Students will participate in activities that facilitate enthusiasm for learning through exposure to diverse instructional strategies. 3. Students will participate in community service activities that promote peaceful interaction. 	<ol style="list-style-type: none"> 1. A yearly survey will be administered to parents, students, and staff to evaluate the school environment in regards to the students' emotional and general well-being. 2. Students will engage in individualized activities during the skill building, tutorial, and remedial work time that are designed to provide for each student's individual needs in an inclusionary manner. Effectiveness of these individualized activities will result in improvement in student achievement. 3. Students will participate in at least one community service project that provide her with the experience of peaceful interaction and security. This will be determined through the examination of portfolios.
<p><u>Universal Empathy</u> To encourage the development of compassion, respect, acceptance, friendship, honesty, communication, understanding, trustworthiness, and awareness regarding oneself, others, and all components of the world we live in.</p>	<ol style="list-style-type: none"> 1. Students will be exposed to cultural diversity through the study of stories and mythology, history, geography, music, language and cooking. 2. Students will develop friendships and working relationships will people of different ages, religions, cultures, races, etc. 	<ol style="list-style-type: none"> 1. Students will be competent in cultural studies as determined by school assessment tools and criteria for mastery (Sections E). 2. Students will demonstrate an ability to interact effectively with others in a compassionate and respectful way. This will be evaluated through teacher and parent observations.

<p><u>School Life as Real Life</u> To provide a learning environment for both students and families that nurtures the necessary social tools, and emotional intelligence to participate and thrive in our society by:</p> <ol style="list-style-type: none"> 1. Having a strong class and school community. 2. Having genuine student participation in the greater community. 3. Involving the greater community in the school. 	<ol style="list-style-type: none"> 1. A class will remain together for the whole K through 8 class years (as much as possible) and will have class teachers for two to four years (as much as is possible). 2. Each student will participate in projects that has a sector of the greater community involved in the school. 3. Each student will participate in projects that directly relate to or have an impact on the greater community. 4. Mountain Mahogany Community School will develop educational services for family and community members such as a monthly newsletter and informational seminars. 	<ol style="list-style-type: none"> 1. As part of the annual survey, Mountain Mahogany Community School will include questions to determine the effect on students of being with the same class and teachers. 2. Students will actively participate in class projects and class decisions. This will be monitored through the school assessment tools (Section E). 3. Each student will participate in at least one project that has a sector of the greater community involved in the school and at least one project that directly relates to or impacts the greater community during elementary school (1 to 5) and again during middle school (6 to 8). 4. As part of the annual survey, Mountain Mahogany Community School will include questions to determine if the school is providing for the family and community in supporting the students' education and healthy development.
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<p><u>Individualized Learning</u> To ensure that each child has the necessary intellectual tools to participate and thrive in our society by:</p> <ol style="list-style-type: none"> 1. Providing a strong academic program integrated with the arts. 2. Addressing multiple learning styles through an integrated curriculum. 3. Participating in projects that have meaning to them. 	<ol style="list-style-type: none"> 1. Students will demonstrate an understanding of the core academic skills in the humanities, mathematics, and sciences. 2. The arts will permeate every aspect of school life as well as being presented as a separate subject. 3. Students will participate in projects that relate to the academic subject matter being presented. 	<ol style="list-style-type: none"> 1. Students will attain grade level performance as determined by school assessment tools (See Section E). 2. Student will demonstrate knowledge and understanding through the creation of block lesson books utilizing artistic expression. 3. Students will produce products utilizing multiple means of expression and thereby demonstrate their understanding of subject matter. 4. Students will create project portfolios that include an expression of the impact or effect the project had on her. 5. Students will attain test results that meet or exceed the New Mexico state standard on all state and federally mandated tests.
<p><u>Creative Thinking</u> To encourage independent learning, exploration, and creative thinking so each child has a strong sense of herself in the context of the society.</p>	<ol style="list-style-type: none"> 1. Students will develop higher level thinking skills and have positive learning experiences through exposure to diverse teaching and learning strategies. This will build healthy learning habits and allow students to experience success. 2. Students will participate in projects that have a sector of the greater community involved in the school and projects that directly relate to or impact the greater community. 3. Students will participate in creating class rules. 	<ol style="list-style-type: none"> 1. Students will demonstrate an ability to creatively use skills and knowledge. This will be determined through the evaluation of independent and original work. 2. Students will reflect on the role they played in a project related to community by creating a portfolio. 3. Students and teachers will discuss, determine, and record class rules as a class on an annual basis.

<p><u>Environmental Awareness</u> To ensure that each child understands how the human world is related to and dependent on the greater natural world, and to provide an opportunity for students to participate in creating and maintaining a healthy place to grow.</p>	<ol style="list-style-type: none"> 1. Students will develop a portfolio depicting how the human world is related to and dependant on the greater natural world. 2. Students will participate in farming and cooking to provide the school community nutritious meals. 3. Students will participate in community projects that develop environmental awareness and compile a portfolio of that project. 	<ol style="list-style-type: none"> 1. Students' portfolios will be evaluated to determine that students have developed an understanding of how the human world is dependant and related to the greater natural world. 2. Students will demonstrate effective farming and cooking techniques by seventh grade. 3. Students' portfolios will be evaluated to determine if the student has an awareness of the environment state before and after the project.
<p><u>Media Literacy</u> To encourage appropriate interaction with media of all kinds, including television, computer and video games, movies, print and advertising.</p>	<ol style="list-style-type: none"> 1. Students will develop a healthy relationship with media of all kinds. 2. Students and parents will be informed of the dangers of television viewing through pamphlets, such as those provided by the American Pediatrics Association (See Appendix A), and other activities. 	<ol style="list-style-type: none"> 1. Students will demonstrate an understanding of the effects and purposes of different kinds of media. 2. As part of the annual survey, Mountain Mahogany Community School will include questions to determine how much time students spend watching television and playing computer games. 3. Parents will play an active role in decreasing the amount of time students spend watching television and playing video games when the amount of time spent is harmful to the students' healthy development.

<p><u>Ongoing School Development</u> The School will continue to research and experiment with better ways of administering the curriculum.</p>	<p>1. Mountain Mahogany Community School will develop a system through which teachers can explore and develop their ideas.</p> <p>2. Mountain Mahogany Community School will examine the functioning of the school as a whole with the purpose of determining what changes should to be instituted.</p>	<p>1. The School's Curriculum committee will support and record teacher research, and compile the information gained from it into working documents for other teachers to utilize (See sections I and J).</p> <p>2. As part of the annual survey, Mountain Mahogany Community School will include questions to determine how well the School is functioning and will compile a report of the information gathered with recommended modifications.</p> <p>3. In response to the report and recommendations, Mountain Mahogany Community School will implement appropriate modifications to ensure our goals are met.</p>
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**SECTION "C":
DESCRIPTION OF THE MOUNTAIN MAHOGANY COMMUNITY SCHOOL'S
EDUCATIONAL PROGRAM, STUDENT PERFORMANCE STANDARDS AND
CURRICULUM THAT MEET OR EXCEED THE STATE BOARD OF EDUCATIONS
EDUCATIONAL STANDARDS AND MUST BE DESIGNED TO ENABLE EACH STUDENT
TO ACHIEVE THOSE STANDARDS**

(1) DOCUMENTATION, RESEARCH, OR RATIONALE THAT SUPPORTS CURRICULAR APPROACH:

Mountain Mahogany Community School is based on several educational and social approaches that tie together to form a whole, integrated curriculum that provides more benefits through its synergy. Following are the main aspects of our integrated approach.

Integrated Curriculum

In order to accurately impart the rationale of our curricular approach it is critical to understand the interconnected nature of the approaches utilized, which also makes our curriculum an integrated one. Curriculum integration can take several forms these include interdisciplinary curriculum, which "refers to the linkage of content from different disciplines, integration of skills/processes, integration of school and self, and holistic integration."¹ Noel Gough contrasts the conventional and integrated approach in the following quote:

"Holistic emphasis are conspicuous by their absence in conventional schools, which reinforce an atomistic world view through virtually every aspect of their design, construction and modes of operation. Age-graded children study separate subjects with specialist teachers in specialized classrooms, with their activities synchronized to a timetable, which both symbolizes and brings about a fragmented worldview. One of the very few countervailing tendencies is the increasing recognition of the value of 'interdisciplinary' or 'integrated' studies. Such studies are consistent with the shift towards a more holistic world view because, by focusing on interconnections between what were once studied as separate entities, they can be seen to have taken some form of ecological understanding on the matter."²

Mountain Mahogany Community School employs curriculum integration, in all of its forms, to tie together the curriculum. We offer an interdisciplinary curriculum that is structured around the study of cultures from around the world with the arts, including visual, movement, and auditory, interwoven throughout the school day and school year. Integration of skills and processes occurs through the partaking of projects in both individual and cooperative settings. Integration of school and self occurs in part due to participation in projects within the school community, but is further developed through the participation of students in community projects and events as well as the community's participation within the school. In this way we strive to have holistic integration, where every aspect of the curriculum comes together to form a whole functioning system.

Interdisciplinary Learning and Arts Integration

An integrated curriculum gives students an opportunity to experience the interrelated nature of the classroom content, as well as a sense of relevance in relation to their own lives.¹ Linking all disciplines to form a comprehensive, interdisciplinary learning model allows students to experience the world around them as a whole and interrelated system.¹ Additionally, integrated and interdisciplinary

learning, especially utilizing art which actively engages the senses, gives the teacher and student a variety of ways to approach and experience a given subject or project.³ By using curriculum integration to present information in a variety of ways, including verbal/linguistic, mathematical/logical, visual/spatial, bodily/kinesthetic, musical/rhythmic,⁴ we ensure that each student has the opportunity to succeed.

At Mountain Mahogany Community School, the arts play an important role not only in their own right, but also as a tool for learning, exploring and mastering material and to enliven and bring home the entire curriculum. Arts integration results in a curriculum that is interwoven with art to enhance learning, as a form of self-expression for students, and a way to exhibit their understanding of the material they have already mastered.

Art education has been found to provide many benefits for those students participating in it. Through it children, despite their differences, have an opportunity to completely participate in their own education.³ According to Slay and Pendergast, "a strong arts education improves the academic achievement, creates a climate more conducive to learning, and encourages students and teachers to discover unsuspected talents."⁵ This fosters higher levels of self confidence.^{5,6}

Multicultural Learning, Cooperative Learning and Projects

A multicultural, diverse school and classroom setting exposes and prepares the student, in a safe and respectful manner, to the greater world that they will one day live in. In this way the students are given the opportunity to see the value and beauty of different cultures and the assets that these cultures, and they themselves, are to the human race. Additionally, they are left with compassion and understanding for those that do not come from the same cultural back ground, establishing a sense of equality between all human beings. The school will foster acceptance, respect, understanding and support across cultural, racial, and language barriers, allowing those barriers to disappear.

Mountain Mahogany Community School is committed to classroom environments that are accepting, accommodating, and stimulating. The curriculum is made cohesive by the examination of cultures from around the world. Because of the respectful examination of many cultures, students develop open-mindedness and the understanding that not all people have the same view of the world, which is essential for healthy and respectful inter-racial and inter-cultural relations.⁹ By presenting material from many perspectives, students have the opportunity to collectively and individually explore, discover, think, and make decisions that build upon their learning style and expose them to new ways of approaching learning. This allows the classroom teachers to act as facilitators to student learning as well as to apply direct instructional models and techniques as appropriate. The classroom environments, as well as our instructional approaches, will be tailored to suit the variety of abilities, needs, and goals of all students.

Cooperative learning also helps to break down barriers, related to race and other differences, by improving social interaction in multicultural settings,⁷ resulting in higher self-esteem.⁸ Students' academic performance and social skills increase when they find themselves in a cooperative, supportive and accepting environment.^{7, 8} A school climate full of competition can create a socially uneven playing field and thus undercut academic achievement.^{8, 9} On the other hand, when cooperation is present and competition is absent, students will naturally feel they have the support needed to stretch their abilities and approach new and challenging material or skills with confidence.¹⁶ Because the school community has compassion for frustration and setbacks, the student will not feel anxiety over those possible outcomes and will instead utilize the support of the community to face challenges and new horizons.

Project learning, like interdisciplinary learning, makes the area being studied have real meaning to the students in their own lives, while integrating the curriculum to form an interconnected world.^{10, 12} The regular engagement in learning projects also provides students with the opportunity to explore a theme or content-related subject in depth. Activities will center on encouraging students to appropriately develop an understanding of the importance and applicability of observation, consideration, and compassion in the place of judgment in current and future learning. Project work allows students to build on academic and social skills such as leadership, cooperation, and choice making, while developing emotional, moral and aesthetic understanding.^{10, 11} It often requires students to employ creativity and ingenuity in order to solve the problems that present themselves.¹² When students can explore information from many perspectives, through project work, they also have the opportunity to develop an abstract understanding of the information.^{10, 12} Additionally, the project approach gives teachers the flexibility with which to adjust the skills and individualize the curriculum to meet students' individual needs.¹¹

Immersion and Mastery

Immersion, a process where the students completely explore, experience, and observe the materials that are being studied from many angles, is readily employed in conjunction with the interdisciplinary curriculum. Immersion gives students opportunities of discovery and allows them to develop a sense of ownership of the material.¹³ Students are not given information verbatim or that is meaningless. Instead, students become involved and surrounded by the material being studied. With immersion, higher level thinking skills are not analyzed, but they are developed through the thorough understanding of the content.¹⁴ In this way, students can find what has meaning to them and put it in terms that they can understand and relate to by making lesson books, portfolios, and other products.

Immersion is in large part an experiential rather than analytical process that keeps the students involved with the material. This is based on the idea that interrupting the thinking process, in order to analyze it, may hinder the development of effective thinking skills.¹⁴ In our approach, understanding and higher level thinking skills emerge as students experience and explore the subject matter.¹⁴ Mastery begins to remove the student from the material because students must step back in order to define and analyze what they have learned. In order for students to embrace the information being learned as though it is their own, it is critical that students have full opportunity for immersion prior to mastery.

Mountain Mahogany Community School's immersion and mastery approach to academics utilizes a block schedule that gives each child the time to first discover, and then to digest and experiment with newly received information and ideas, before the teacher expects any indication of mastery. This approach ensures that every student has a clear, correct, and complete understanding of the material before attaining mastery in the subject area. Upon complete immersion in the subject matter, the student then has the opportunity to master the material with confidence and to thoroughly engrain the critical skills and information of the material through projects, artwork and other demonstrations of mastery.

Community and Community Involvement as School Support

To provide a safe and familiar environment and increase the teachers' knowledge and understanding of the students they work with, students will have the same teaching team for first through fourth and another for fifth through eighth grade. This provides the students with a long-term community and support system and gives teachers and parents the time to develop stronger lines of communication.¹⁵ The class teachers also have the opportunity to get to know each child more extensively, to observe

what approaches work best for each child, giving them the ability to anticipate difficulties, and to create an individualized instruction model for each student that will ensure success in the school.¹⁵ Other benefits associated with multi-year teaching include less need for discipline, better academic achievement, more parental interaction, and more time to teach.¹⁵ Having the same teacher year after year also allows the teacher to give students learning opportunities throughout the summer, essentially extending instruction time.¹⁷

Additionally, to provide support and consistency for each student, the student will remain in the same class for nine years (kindergarten through eighth grade). Remaining with the same classmates allows the students to establish a familiarity and comfort among one another that encourages greater risk taking and a sense of belonging which will increase academic performance and achievement.¹⁶

In order to ensure that teachers also have the support they need to provide the best education possible, a strong sense of community among staff members is essential. To accomplish this we intend to have a two person teaching team (consisting of at least one certified teacher) responsible for every class (excluding kindergarten). Team teachers are expected to interact and consult one another concerning classroom activities, difficulties and instructional strategies. This not only provides each teacher with support and access to additional information and experience, it also gives the students a model of cooperation and conflict resolution. To increase the support and success of the two-person team, every employee of the school will be held equally accountable for the performance of every student within the entire school. In this way teachers always have equally invested partners as resource and sounding board.

The school will also provide support for parents and family members through workshops and other educational activities that are meaningful to them. For example, families will be provided with information about the dangers associated with TV watching, which include social issues, aggressive behavior, lower academic achievement,¹⁸ and obesity,¹⁹ as well as support in making appropriate changes. Other areas to be addressed will include food and nutrition, health and fitness, and parenting strategies. Family members will also be encouraged to participate in seasonal and cultural celebrations, school presentations, and classroom volunteering, making them an essential part of the school community.

Just as Mountain Mahogany Community School finds it crucial that all cultures, peoples, and individuals are honored as they are, we also find that everyone is inherently contributing to the community. It is essential that students become aware of the role they play not only in the school community, but also the role they play in the greater community and the impact this community has on them. It becomes evident that the curriculum functions in an interconnected, inter-dependant, interrelated, and synergistic fashion, which produces results far beyond the result of utilizing any one of these approaches alone. In order to be successful in this multifaceted approach, as well as a result of it, the school must become a strong community and become a part of the greater community. In this way, the school has the support necessary to administer such a manifold curriculum, and has the opportunity (which is also necessary for the school's success) to be part of and give back to the greater community.

Mountain Mahogany Community School is committed to communicate with and involve the greater community in the school. Through family and community member involvement and contributions of knowledge, skills, time and energy, and by establishing the schools role in the community, both the school and the community receive support in the form of resources and participation. Partnerships will be established to encourage learning and sharing of information not only for the student, but also for

community members. Mountain Mahogany Community School will begin by building a community in the classroom. This circle will expand to encompass the school, and then the greater community, bringing a sense of community to all those that come in contact with it. In this way all Mountain Mahogany students will develop an understanding of their role in the community and their responsibility to the community through school-specific (academic/social) as well as community-wide interaction such celebrations and community service activities. The combination of all the above-mentioned focuses in addition to a strong and supportive greater community will give each student the opportunity to develop her talents and strengths and provide significant preparation, both academically and socially, for their future in the world.

Summary

As an elementary and middle school striving to be a model for peace in the world, Mountain Mahogany Community School's curricular approach is made up of the above-described system, components of which have been shown to support Mountain Mahogany Community School's goals. Additionally, since we intend to be the hub for a community of learners of life's most important lessons, the environment, curriculum, and philosophy of the school must provide individuals the space and security to explore and find their own answers. In order to accomplish these ideals, Mountain Mahogany Community School will use an interdisciplinary curricular approach, which encompasses arts integration, interdisciplinary learning, and a multicultural emphasis, using an immersion and mastery approach to academics and providing a school environment based on cooperation, support, and compassion. Small school size and extensive family and community involvement will ensure that both Mountain Mahogany Community School and all of its students, teachers and families will have the support of a strong community. This makes it possible to provide each student with the greatest educational preparation possible so that each child has an opportunity to develop his talents and strengths.

A more detailed description of the components of Mountain Mahogany Community School's curriculum is supplied below. Additionally, Appendix A provides references and articles that support our educational approach.

(2) CURRICULUM DESCRIPTION INCLUDING SCOPE AND SEQUENCE AND STUDENT PERFORMANCE STANDARDS:

SCOPE:

Main Lesson

Each day the students will participate in a two-hour "main lesson" in which academic subject matter (language arts, science, mathematics, and social studies) is taught. The subjects are taught in a three- or four-week block, often to be continued later in the term. Presenting subjects in a block system allows time for discovery, exploration and mastery. Although each block will have a different academic emphasis, all subjects will be woven throughout the main lesson and will often serve to reinforce already mastered skills. The students will create a main lesson book for each block of study that includes summaries of teacher-presented material embellished artistically. This will serve as a textbook, record of student learning, and will be used in portfolio assessment.

Other Lessons

Movement and visual arts are both integrated throughout the entire curriculum, and developed as specific lessons. Projects and crafts will relate to and support the academic content of the main lesson. Foreign language lessons provide students with the opportunity to be immersed in the rich culture of Mountain Mahogany Community School Charter Application

the language while developing conversation, reading and writing skills which progress throughout their school career.

A time slot is set aside two to three times a week for skill building, remedial and tutorial work. During this time students will be involved in individualized activities, created by the teacher, that strengthen weak areas, provide more practice, or otherwise provide for each student's individual needs. If students have special needs that require specialized instruction or a specialist, they will receive this support during this period as much as possible to ensure that all students feel they are a part of the whole classroom dynamic. This ensures that no student is singled out or excluded, and that all students' individual needs will be addressed.

SEQUENCE AND OUTCOMES:

Kindergarten

K. A Circle

Instructional strategies and methods

Cooperative learning
Community building
Finger plays
Movement games
Songs
Story telling and reading
Verses

Note: Instructional strategies and methods are “suggested” and not intended to limit the classroom teacher to these concepts.

School specific outcomes:

- The children will acquire gross and fine motor skills.
- The children will develop spatial orientation skills and the neurological basis for academic learning.
- The children will acquire basic memorization skills, including letter recognition and counting skills.
- The children will acquire listening skills including the ability to follow directions.
- The children will develop an awareness of a sequence of events (e.g. stories, the changing of seasons and weather).

K. B Indoor Activity

Instructional strategies and methods

A 'gnome house' on which to enact stories
Building with blocks, logs, rocks, a fort rack, and cloth
Coloring
Cooking
Crafts
House keeping, doll and dress up activities
Space for circle and story time,
Use of a book corner
Use of play and wash water
Woodwork

Note: Instructional strategies and methods are “suggested” and not intended to limit the classroom teacher to these concepts.

School specific outcomes:

- Through crafts, building, and cooking students will learn to count and identify quantities up to 20 and become familiar with units of measurement.
- Through crafts, building, and cooking students will recognize patterns.
- Using arts and craft materials, costumes, and props, the children will be able to draw, tell and act out stories.
- The children will be able to recognize shapes through building geometric designs.
- The children will engage in sorting, counting and ordering play materials.
- The children will display an ability to work as a group under the teacher's direction.

K. C Outdoor Activity

Instructional strategies and methods

- Balancing
- Climbing
- Expansive play (i.e. running, games)
- Hanging
- Imaginative play
- Quiet and inward play
- Swinging

Note: Instructional strategies and methods are “suggested” and not intended to limit the classroom teacher to these concepts.

School specific outcomes:

- The children will acquire select gross motor skills.
- The children will develop spatial orientation skills and the neurological basis for academic learning.
- The children will notice the change of seasons and weather.
- The children will experience physics principles through the use of equipment such as seesaws, swings, or balance beams.

K. D Stories

Instructional strategies and methods

- A 'gnome house' on which to enact stories
- Building with blocks, logs, rocks, a fort rack, and cloth
- House keeping, doll and dress up activities
- Listening to stories and books from around the world

Note: Instructional strategies and methods are “suggested” and not intended to limit the classroom teacher to these concepts.

School specific outcomes:

- The children will develop the fundamentals of comprehension and sequencing, needed for reading and writing, by listening to stories.
- The children will demonstrate comprehension through the ability to extend stories into their creative play.
- The children will develop pre-reading skills such as listening, memory, and attention through the daily experience of hearing and reenacting stories.
- Students receive an introduction to the cultural diversity that surrounds them, by listening to stories from many cultures and reenacting them with culturally appropriate materials.

K. E Projects, Arts and Crafts

Instructional strategies and methods

Beeswax modeling
Book making
Building with blocks, logs, rocks, a fort rack, and cloth
Coloring
Finger knitting
House keeping, doll and dress up activities
Painting
Use of play water
Wool boards

Note: Instructional strategies and methods are “suggested” and not intended to limit the classroom teacher to these concepts.

School specific outcomes:

- The children will exhibit expansion of the fine motor and neurological development needed for reading and writing.
- The children will produce finished products such as paintings, figurines, kites, baskets or forts.
- The children will become familiar with the result of mixing different combinations of the primary colors.

K. F Snack

Instructional strategies and methods

Cooking
Cooperative learning
Community building

Note: Instructional strategies and methods are “suggested” and not intended to limit the classroom teacher to these concepts.

School specific outcomes:

- The children will be able to help prepare a healthy homemade snack.
- The children will learn about foods, and become familiar with measurement, estimation, and following directions.
- The children will be able to determine if a number is greater than or less than another number, up to 20.
- The children will experience a sense of community and a care and respect for one another.

First Grade

1. A Language Arts:

Instructional strategies and methods:

Artistic depiction (drawing and painting)
Book making
Common words charts
Consonant and vowel identification
Cooperative learning
Creative writing games
Fairy Tale readers
Handwriting practice
Hearing Fairy Tales and vowel stories

Inventive Spelling
Journals
Key words
Movement verses
Phonics games
Reading from board
Reading groups
Reading their own books
Recalling stories
Sight word coloring book readers
Sight words
Standard early readers (i.e. Frog and Toad Level 2)
Stories (oral, from books, magazines, newspapers, etc.)
Word families
Word family coloring book readers
Writing from board

Note: Instructional strategies and methods are “suggested” and not intended to limit the classroom teacher to these concepts.

School specific outcomes:

- ❖ The students will be able to read texts that they have developed and created.
- ❖ Students will develop sequencing skills and the sense of beginning, middle, and end needed for effective technical and creative writing.
- ❖ The students will be able to produce four to five correctly spaced lines of block letters on a page in a self made or morning lesson book using paper and pencil.
- ❖ The students will be able to articulate clearly and distinguish individual vowels and consonants when reading familiar material off the board or out of self made books.

1. B Mathematics

Instructional strategies and methods:

Artistic depiction
Beanbag exercises
Cards
Drama
Form drawing
Games
Grouping
Manipulatives
Number qualities
Oral story or word problems
Recitation
Rhythmic exercises
Spatial visualization
Stories and verses (oral, from books, magazines, newspapers, etc.)
Written charts

Note: Instructional strategies and methods are “suggested” and not intended to limit the classroom teacher to these concepts.

School specific outcomes:

- Students will be able to count past 100.
- Students will be able to count orally backward from 100.

- Students will be able to make a model to represent a given whole number, identify a whole number represented by a model with a word or symbol, and construct equivalent forms of whole numbers.
- Students will be able to create a pattern using a model (e.g., symbolically, visually, auditorally, and kinesthetically), and communicate orally or in written form the repetition of objects in a pattern.
- Students will be able to, working with addition, subtraction, multiplication, and division, solve simple word problems utilizing manipulatives and be able to "read" these same problems when presented to them on the board.
- Students will be able to recognize and draw circles, squares, and triangles.
- Students will be able to count by 2's, 3's, 4's, 5's and 10's.
- Students will have worked with all four processes (with numbers up to 24) in relation to objects and utilizing charts.
- Students will recognize odd and even numbers up to 100.
- Students will be able to identify greater than and less than with numbers up to 100.

1. C Science

Instructional strategies and methods:

Artistic depiction
 Cooking
 Nature stories
 Nature walks
 Projects
 Recalling stories
 Time
 Writing

Note: Instructional strategies and methods are “suggested” and not intended to limit the classroom teacher to these concepts.

School specific outcomes:

- Students will develop a basic understanding of natural cycles and ecological balance.
- Students will describe their natural environment displaying an appreciation of the diversity in it and a basic understanding of the potential purpose of this diversity.
- Students will identify and describe the different qualities of each season with properties of solids, liquids and gases in terms of their senses.
- Students will describe parts of their environment using terms that describe simple properties of matter (i.e. hardness, flexibility, color).
- Students will observe and describe what makes certain things in the natural environment move or stop, including the effects of gravity.

1. D Social Studies

Instructional strategies and methods:

Foreign language
 Movement arts
 Songs and dances from around the world
 Stories (oral, from books, magazines, newspapers, etc.)

Note: Instructional strategies and methods are “suggested” and not intended to limit the classroom teacher to these concepts.

School specific outcomes:

- ❖ Students will be exposed to the diversity of cultures by hearing or reading stories from around the world.
- ❖ Students will be exposed to the diversity of cultures by participating in circle dances, crafts, and games from around the world.
- ❖ Students will be familiar with the uses of maps and globes.
- ❖ Students will be familiar with major American celebrations and the stories that go along with them.

1. E Movement Arts

Instructional strategies and methods:

Aikido
 Circle dances and exercises from all over the world
 Group beanbag exercises
 Group games and exercises

Note: Instructional strategies and methods are “suggested” and not intended to limit the classroom teacher to these concepts.

School specific outcomes:

- Students will be able to do simple movement activities that require the crossing of the midlines.
- Students will further develop the physical and neurological development needed for higher academic learning.
- Students will utilize correct pencil grip.

1. F Music

Instructional strategies and methods:

Hand signature
 Recorder
 Singing
 Stories

Note: Instructional strategies and methods are “suggested” and not intended to limit the classroom teacher to these concepts.

School specific outcomes:

- Students will be able to sing simple songs with fluid rhythm.
- Students will be able to play simple songs on the recorder.

1. G Foreign Language

Instructional strategies and methods:

Active direction following
 Arts and crafts
 Dances
 Games
 Immersion in the language
 Recitation of poetry
 Songs

Note: Instructional strategies and methods are “suggested” and not intended to limit the classroom teacher to these concepts.

School specific outcomes:

- Students will be able to follow simple directions in the language being taught.

- Students will be able to recite simple verses and sing simple songs in the language being taught.
- Students will be able to play simple games in the language being studied.

1. H Projects and Crafts

Instructional strategies and methods:

Beeswax modeling
 Board drawing
 Cooking
 Drawing
 Knitting
 Recreate scenes from stories
 Wool-board work

Note: Instructional strategies and methods are “suggested” and not intended to limit the classroom teacher to these concepts.

School specific outcomes:

- Students will be able to recreate a scene from a previously heard story using natural materials, the wool-board, blackboard, or drawing on paper.
- Students will make a pair of wooden knitting needles.
- Students will strengthen their ability to cross the lateral mid-line through knitting.
- Students will make a simple knitted project such as a recorder case, scarf, hat, or animal.
- Students will have an understanding of their basic food requirements.

1. I Visual Arts

Instructional strategies and methods:

Beeswax modeling
 Drawing instruction
 Form drawing
 Self directed drawing
 Self directed painting
 Stories
 Wet-on-wet painting

Note: Instructional strategies and methods are “suggested” and not intended to limit the classroom teacher to these concepts.

School specific outcomes:

- ❖ Students will utilize correct pencil grip.
- ❖ Students will be able to imitate the teacher drawing a simple form.
- ❖ Students will be able to draw good freehand estimations of basic forms including the circle, square, line, and curve.
- ❖ Students will be familiar with the result of mixing of the primary colors.
- ❖ Students will be able to make simple sculptures out of beeswax.

Second Grade

2. A Language Arts:

Instructional strategies and methods:

Alphabet 8's
 Artistic depiction (drawing and painting)
 Book making

Compound word games
 Cooperative learning
 Creative writing games
 Drama
 Handwriting practice
 Inventive spelling (common words chart, personal dictionary, and teacher correction)
 Journals
 Key words
 Movement verses
 Personal dictionary
 Phonics spelling rules
 Prefix and suffix cards and games
 Reading groups
 Recalling stories
 Rhythmic reading
 Stories (oral, from books, magazines, newspapers, etc.)
 Syllabication
 Tongue twisters, character verses, and playful poetry

Note: Instructional strategies and methods are “suggested” and not intended to limit the classroom teacher to these concepts.

School specific outcomes:

- ❖ Students will be able to write two paragraphs without tiring.
- ❖ Students will be able to remember and retell the basics of a story.
- ❖ Students will be able to spell 30 common words correctly, punctuate endings of sentences, and capitalize sentence beginnings and proper nouns.
- ❖ Students will exhibit balanced handwriting.
- ❖ Students will be able to write short pieces independently.
- ❖ Students will develop fundamental dictionary skills.
- ❖ Students will be able to read Frog and Toad level reading material, at a minimum.
- ❖ Students will be able to name the days, months and seasons.
- ❖ Students will be able to recognize natural, syllabic break points in words.
- ❖ Students will participate with rhythmic reading and correct intonation to support comprehension.

2. B Mathematics

Instructional strategies and methods:

Artistic depiction
 Beanbag exercises
 Cards
 Clapping games
 Cooking
 Drama
 Form drawing
 Manipulatives
 Multiplication tables
 Oral and written story or word problems (introduce multi-tiered)
 Place value work (including money)
 Recitation
 Rhythmic exercises
 Spatial visualization

Stories and verses (oral, from books, magazines, newspapers, etc.)

Written charts

Note: Instructional strategies and methods are “suggested” and not intended to limit the classroom teacher to these concepts.

School specific outcomes:

- Students will be able to solve one and two tiered oral word or story problems.
- Students will demonstrate an increased understanding and ability to use multiplication and division.
- Students will be able to construct a model to represent place value concepts, and read aloud a whole number with correct place value words.
- Students will be able to add and subtract two and three digit numbers using place value.
- Students will be able to recite their multiplication tables in sequence up to 12 orally as a class.
- Students will be able to read and write numbers up to 1000.
- Students will create and identify basic geometric forms including the hexagon and pentagon.
- Students will develop an understanding of fractions through the active use of fractions in cooking and crafts.

2. C Science

Instructional strategies and methods:

Artistic depiction

Cooking

Nature stories

Nature walks

Projects

Recalling stories

Writing

Note: Instructional strategies and methods are “suggested” and not intended to limit the classroom teacher to these concepts.

School specific outcomes:

- Students will examine different mediums to observe or experience natural phenomenon such as storms, quakes, fires, and floods.
- Students will demonstrate an understanding of the properties, states and transitions of the four elements (water, fire, earth, air) including the results of the interaction of these elements.
- Students will develop their understanding of plant and animal preparations for and responses to natural disasters (flood, tornado, etc.)
- Students will observe and describe how the strength of a push or pull effects a change in an object’s motion through the examination of unusual or intense natural phenomena.
- Students will examine the effects of unusual or intense natural phenomena on the normal life cycle of animals and plants as well as the environment including rocks and soil.

2. D Social Studies

Instructional strategies and methods:

Artistic depiction (drawings of neighborhood)

Cooking and crafts from around the world

Foreign language

Movement arts

Recalling stories and tales

Sage and trickster tales from around the world
Songs and dances from around the world
Stories (oral, from books, magazines, newspapers, etc.)
Verses and songs
Writing

Note: Instructional strategies and methods are “suggested” and not intended to limit the classroom teacher to these concepts.

School specific outcomes:

- Students will utilize different mediums to gain information about sages from around the world.
- Students will be familiar with different cultural mythologies and traditions through sage and trickster stories.
- Students will become familiar with different cultural traditions through cooking and crafts from around the world.

2. E Movement Arts

Instructional strategies and methods:

Aikido
Circle and pair dances and exercises from around the world
Group and pair beanbag exercises
Group games and exercises
Movement verses

Note: Instructional strategies and methods are “suggested” and not intended to limit the classroom teacher to these concepts.

Outcomes:

- Students will be able to cross their lateral, horizontal and forward/backward midlines with ease.
- Students will be able to skip rhythmically, hop and jump or skip rope.
- Students will be able to remain balanced for a short period of time.

Note: Students in their first year at Mountain Mahogany Community School may not demonstrate the above listed outcomes; appropriate outcomes will be developed on an individual or class basis.

2. F Music

Instructional strategies and methods:

Folk songs and more complex songs with fluid rhythms
Hand signature
Recorder
Rhythmic clapping

Note: Instructional strategies and methods are “suggested” and not intended to limit the classroom teacher to these concepts.

School specific outcomes:

- Students will be able to learn songs through imitation.
- Students will be able to play already known songs on the recorder independently.
- Students will be able to keep rhythm.
- Students will recognize the relationships of higher and lower tones and be able to represent them through hand signature.

Note: Students in their first year at Mountain Mahogany Community School may not demonstrate the above listed outcomes; appropriate outcomes will be developed on an individual or class basis.

2. G Foreign Language

Instructional strategies and methods:

Active direction following
Arts and crafts
Oral group counting
Dances
Games
Immersion in the language
Recitation of poetry
Simple stories and skits
Songs

Note: Instructional strategies and methods are “suggested” and not intended to limit the classroom teacher to these concepts.

School specific outcomes:

- Students will actively participate in the language through games, poems, and other activities.
- Students will be able to recite simple pieces of poetry.

Note: Students in their first year at Mountain Mahogany Community School may not demonstrate the above listed outcomes; appropriate outcomes will be developed on an individual or class basis.

2. H Projects and Crafts

Instructional strategies and methods:

Beeswax modeling
Board drawing
Cooking
Drawing
Knitting and crocheting
Recreate scenes from stories
Wool-board work

Note: Instructional strategies and methods are “suggested” and not intended to limit the classroom teacher to these concepts.

Outcomes:

- Students will produce finished products such as kites, brush forts, wooden boats, or knitted animal.
- Students will be familiar with basic fractional parts through measurement in cooking and other projects.

2. I Visual Arts

Instructional strategies and methods:

Beeswax modeling
Disappearing circle drawing
Drawing instruction
Form drawing
Painting
Self directed drawing
Self directed painting

Note: Instructional strategies and methods are “suggested” and not intended to limit the classroom teacher to these concepts.

School specific outcomes:

- Students will be able to draw vertical and horizontal mirror forms, spirals, and transmutations of simple forms.
- Students will be able to do simple paintings utilizing form and color.
- Students will be able to model forms from a single piece of wax.
- Students will take proper care of art materials.
- Students will consciously employ their knowledge of color mixing.
- Students will demonstrate proper painting techniques.

Third Grade

3. A Language Arts:

Instructional strategies and methods:

Artistic depiction (drawing and painting)
 Book making
 Cooperative learning
 Creative writing games
 Dictionary
 Drama
 Grammar through identification
 Handwriting practice (including cursive)
 Independent reading
 Introduction to cursive writing
 Journals
 Key words
 Movement verses
 Personal dictionary
 Phonics skills (spelling and reading)
 Punctuation through movement
 Reading groups
 Recalling stories
 Recapping of stories from different points of view
 Rhythmic reading
 Spelling and dictation
 Stories (oral, from books, magazines, newspapers, etc.)
 Syllabication
 Worksheets and worksheet games
 Written summaries of stories, things they have read, and things they have done

Note: Instructional strategies and methods are “suggested” and not intended to limit the classroom teacher to these concepts.

School specific outcomes:

- ❖ Students will be able to take dictation of familiar sentences.
- ❖ Students will punctuate sentences, including commas, exclamation, and question marks.
- ❖ Students will be able to recognize nouns, verbs, adjectives, and adverbs in prepared work.
- ❖ Students will be able to write brief stories and reports independently.
- ❖ Students will be able to read fluently using grade level text.
- ❖ Students will be able to listen to and retell stories in an orderly sequence.
- ❖ Students will be able to summarize stories effectively.
- ❖ Students will use cursive writing.
- ❖ Each student will play a character in a school play.

3. B Mathematics

Instructional strategies and methods:

Artistic depiction
Beanbag exercises
Cards
Clapping games
Drama
Form drawing
Manipulatives
Operational symbols and equations
Oral and written story or word problems (multi-tiered)
Measuring (linear, volume, time, money)
Multiplication tables
Place value
Place value families
Long multiplication and division work
Recitation
Rhythmic exercises
Spatial visualization
Stories and verses (oral, from books, magazines, newspapers, etc.)
Written charts

Note: Instructional strategies and methods are “suggested” and not intended to limit the classroom teacher to these concepts.

School specific outcomes:

- Students will be able to solve multi-digit addition and subtraction problems with carrying and borrowing (regrouping).
- Students will be able to solve single divisor long division problems.
- Students will be able to solve double-digit multiplication problems.
- Students will be able to solve multi-tiered oral word problems.
- Students will know their multiplication tables up to 12 independently and will begin using them out of sequence.
- Students will be able to relate number and form in geometric shapes.
- Students will exhibit simple map and compass skills.

3. C Science

Instructional strategies and methods:

Artistic depiction
Exploration of climate and soils
Farming
House building
Stories from around the world that emphasis the place of soil and climate I food and housing production
Nature walks
Projects
Recalling stories
Research
Writing

Note: Instructional strategies and methods are “suggested” and not intended to limit the classroom teacher to these concepts.

School specific outcomes:

- Students will have an understanding that human beings need food and shelter in order to survive.
- Students will be familiar with proper ways to prepare and preserve of food.
- Students will exhibit familiarity with the interrelationship of soil, climate, food and housing in different parts of the world.
- Students will collect, analyze, and display data to help them in farming and soil preparation including plant growth and temperature changes.
- Students will be able to separate mixtures of soil, based on properties, in order enhance soil for farming.
- Students will observe and describe effects living things have on the environment in which they live including how they can be a help or hindrance.
- Students will observe the motion of celestial bodies to help determine a timeline for farming activities.

3. D Social Studies

Instructional strategies and methods:

Artistic depiction (plotting homes, classroom and immediate environment)

Creation myths and stories of life on earth from around the world

Foreign language

Movement arts

Recalling stories and tales

Stories (oral, from books, magazines, newspapers, etc.)

Thematic cultural units

Verses and songs

Writing

Note: Instructional strategies and methods are “suggested” and not intended to limit the classroom teacher to these concepts.

School specific outcomes:

- Students will use different mediums to gather information about how different cultures survive on earth.
- Students will be able to plot their homes, classroom, or some other aspect of their immediate environment.
- Students will begin to demonstrate knowledge of relationships between culture and the physical environment.

3. E Movement Arts

Instructional strategies and methods:

Aikido

Archery

Folk dances and exercises from around the world (circle, pair and opposite dances)

Group and pair beanbag exercises

Group games and exercises

Movement verses

Team games

School specific outcomes:

- Students will be able to cross lateral midlines.

- Students will be able to do summersaults
 - Students will be able to do steady eye tracking.
- Note:** Students in their first year at Mountain Mahogany Community School may not demonstrate the above listed outcomes; appropriate outcomes will be developed on an individual or class basis.

3. F Music

Instructional strategies and methods:

- Formal instruction to written music notation
- More complex diatonic recorder songs
- Work songs, marching and folksongs in the diatonic scale

Note: Instructional strategies and methods are “suggested” and not intended to limit the classroom teacher to these concepts.

School specific outcomes:

- Students will be able to keep simple rhythms.
 - Students will be able to sight read simple songs on the recorder.
 - Students will be able to play known songs independently on the recorder.
- Note:** Students in their first year at Mountain Mahogany Community School may not demonstrate the above listed outcomes; appropriate outcomes will be developed on an individual or class basis.

3. G Foreign Language

Instructional strategies and methods:

- Active direction giving
- Arts and crafts
- Begin reading and writing
- Conversation
- Games
- Recitation of poetry
- Skits
- Songs and dances
- Stories

Note: Instructional strategies and methods are “suggested” and not intended to limit the classroom teacher to these concepts.

School specific outcomes:

- Students will be able to sustain simple conversations.
 - Students will recognize written words in the foreign language.
- Note:** Students in their first year at Mountain Mahogany Community School may not demonstrate the above listed outcomes; appropriate outcomes will be developed on an individual or class basis.

3. H Projects and Crafts

Instructional strategies and methods:

- Building (i.e. sheds, playhouses, model houses, bow and arrows, adobe walls)
- Cooking
- Drawing
- Embroidery, sewing, or weaving (i.e. clothing, bow quiver, baskets)
- Peer-directed learning
- Writing

Note: Instructional strategies and methods are “suggested” and not intended to limit the classroom teacher to these concepts.

School specific outcomes:

- Students will, as a group, produce finished products such as building a shed, playhouse or adobe wall.
- Students will, as individuals, produce finished products such as bow and arrows, baskets, clothing, or a bow quiver.

3. I Visual Arts

Instructional strategies and methods:

Beeswax modeling
Clay modeling
Drawing
Form drawing
Painting

Note: Instructional strategies and methods are “suggested” and not intended to limit the classroom teacher to these concepts.

School specific outcomes:

- Students will be able to do paintings utilizing color and increased definition of form.
- Students will be able to do paintings utilizing negative color.
- Students will be able to draw circle division forms.
- Students will be able to draw quadrant forms and multi-directional loops.

Fourth Grade

4. A Language Arts:

Instructional strategies and methods:

Artistic depiction (drawing and painting)
Book making
Cooperative learning
Creative writing games
Drama
Handwriting practice (including cursive)
Independent reading
Journals
Key words
Movement verses
Dictionary skills
Phonics skills
Reports
Research (independent)
Reading groups
Recalling stories
Recapping of stories from different points of view
Rhythmic reading
Spelling and dictation
Stories (oral, from books, magazines, newspapers, etc.)
Syllabication
Worksheets and worksheet games

Written summaries of stories, things they have read, and things they have done
Outlines
Grammar
Punctuation skills

Note: Instructional strategies and methods are “suggested” and not intended to limit the classroom teacher to these concepts.

School specific outcomes:

- ❖ Students will be able to recognize incomplete sentences both orally and in prepared work.
- ❖ Students will be able to read grade level text fluently.
- ❖ Students will be able to write a paragraph neatly in cursive.
- ❖ Students will be able to write independent summaries, short stories, and reports.
- ❖ Students will be able to identify all basic parts of speech in a simple sentence.
- ❖ Students will be able to recognize past, present, and future verb tenses and be able to conjugate in these tenses.
- ❖ Students will be able to work together to write group summaries and stories from different points of view.

4. B Mathematics

Instructional strategies and methods:

Artistic depiction
Beanbag exercises
Cards
Checking skills
Clapping games
Computer skills
Decimals
Drama
Equations
Estimation (introduction)
Form drawing
Fractions
Long division
Manipulatives
Measurement
Multiplication skills
Number patterns
Oral and written story or word problems (multi-tiered)
Place value and computation
Recitation
Rhythmic exercises
Spatial visualization
Stories and verses (oral, from books, magazines, newspapers, etc.)
Written charts

Note: Instructional strategies and methods are “suggested” and not intended to limit the classroom teacher to these concepts.

School specific outcomes:

- Students will be able to solve double divisor long division problems.
- Students will be able to solve triple digit multiplication problems.

- Student will be able to solve multi-tiered oral and written word problems.
- Students will exhibit knowledge of basic units of measure and graphing.
- Students will exhibit knowledge of numbers less than 0 through measurement of temperature.
- Students will be able to do multiplication tables non-sequentially and use these in determining common denominators.
- Students will add and subtract fractions.

4.C Science

Instructional strategies and methods:

Animal tracking
 Artistic depiction
 Study of animals
 Nature stories
 Nature walks
 Projects
 Recalling stories
 Research (independent)
 Writing
 Outlines

Note: Instructional strategies and methods are “suggested” and not intended to limit the classroom teacher to these concepts.

School specific outcomes:

- Students will exhibit an appreciation for the unique gifts of each animal and man.
- Students will be able to describe the distinctive body structures and systems of living animals and their functions.
- Students will display an understanding of body parts and how they interact and function as a system.
- Students will display an understanding of animal characteristics including food, housing/environment, and social structure and will relate this to what they have learned about climate, soil and food in grade three.
- Students will observe and describe the effects of different forces on animals and their environments.
- Students will be aware of the effects of pollutants on animals and plants.

4.D Social Studies

Instructional strategies and methods:

Artistic depiction
 Biographies
 Examination of mythologies and customs of cultures from around the world
 Foreign language
 Local history
 Movement arts
 Myths emphasizing human characteristics (e.g. Algonquin, Morse, African, Egyptian)
 Recalling stories and tales
 Research
 Stories (oral, from books, magazines, newspapers, etc.)
 Thematic cultural units

Verses, songs, and dances from around the world

Writing

Note: Instructional strategies and methods are “suggested” and not intended to limit the classroom teacher to these concepts.

School specific outcomes:

- Students will display familiarity with local culture and history.
- Students will be familiar with local geography.
- Students will present at least one research project.
- Students will display an understanding of material presented in biographical terms.

4. E Movement Arts

Instructional strategies and methods:

Aikido

Archery

Baton and marching exercises

Games and dances from local area

Group and pair beanbag exercises

Group games and exercises

Movement rounds

Verses and poems

Team sports

School specific outcomes:

- Students will be able to cross all midlines.
- Students will be able to maintain balance in a complex way and for an extended period of time.
- Students will be able to throw and catch balls.
- Students will be able to do cartwheels
- Students will display appropriate sportsmanship.
- Students will display an understanding of working with rules of games.

Note: Students in their first year at Mountain Mahogany Community School may not demonstrate the above listed outcomes; appropriate outcomes will be developed on an individual or class basis.

4. F Music

Instructional strategies and methods:

Begin reading rhythmic notation (including relating this to their knowledge of fractions)

Flash cards

Introduction of additional instrument

Local folk music

Movement and tone guessing games

Puzzles

Rounds

Sandpaper cards

Note: Instructional strategies and methods are “suggested” and not intended to limit the classroom teacher to these concepts

School specific outcomes:

- Students will be able to sight read more complex songs on the recorder.
- Students will be able to do complex clapping patterns.
- Students will get basic experience with rounds.

Note: Students in their first year at Mountain Mahogany Community School may not demonstrate the above listed outcomes; appropriate outcomes will be developed on an individual or class basis.

4. G Foreign Language

Instructional strategies and methods:

Conversation
Reading and writing
Stories
Plays
Recitation of poetry
Songs and dances
Arts and crafts
Games

Note: Instructional strategies and methods are “suggested” and not intended to limit the classroom teacher to these concepts.

School specific outcomes:

- Students will be able to read and write simple words or sentences.
- Students will be able to conduct simple conversations.

Note: Students in their first year at Mountain Mahogany Community School may not demonstrate the above listed outcomes; appropriate outcomes will be developed on an individual or class basis.

4. H Projects and Crafts

Instructional strategies and methods:

Building (i.e. dioramas)
Cooking
Drawing (i.e. three dimensional maps, animal models)
Peer-directed learning
Weaving that is done in local area
Writing

School specific outcomes:

- Students will, as a group, create dioramas of life in the cultures being studied or of animals and their environments.
- Students will, as individuals, produce finished products such woven blankets or animal models.

4.I Visual Arts

Instructional strategies and methods:

Beeswax modeling
Carving
Clay modeling
Drawing
Form drawing
Painting
Movement exercises

Note: Instructional strategies and methods are “suggested” and not intended to limit the classroom teacher to these concepts.

School specific outcomes:

- Students will attempt to draw complex transmutations of forms.

- Students will attempt to draw braids.
- Students will produce finished products such as animal figurines, pottery, or topographical maps.

(3) ALIGNMENT OF CURRICULUM WITH THE STATE BOARD OF EDUCATION'S CONTENT STANDARDS, BENCHMARKS, AND PERFORMANCE STANDARDS:

The Mountain Mahogany Community School will begin its first instructional year encompassing the curricular areas of mathematics, language arts, social studies, science, arts, physical education, health, and modern, classical and native languages. However it is the strong conviction of the applicants that, once teachers have been hired and an educational community has been identified, the school will begin the process of re-mapping the curriculum so as to best reflect the specific academic and social goals of the Mountain Mahogany Community School. Teachers, when mapping out each three or four week block before the school year begins, will examine and pay mind to both Mountain Mahogany Community School's curriculum description as well as the New Mexico State standards. This will ensure that each child in each classroom will receive instruction and demonstrate performance/achievement that meets or exceeds the state Board of Education's standards and provides a satisfying educational environment for all involved in the school. Additionally, Mountain Mahogany Community School will establish a curriculum committee that will, as part of their responsibilities, develop and compile working documents to assist teachers in mapping out each block incorporating both Mountain Mahogany Community School's integrated curriculum and the New Mexico State Standards.

A chart delineating how the curriculum will be aligned with the New Mexico State Board of Education's Content Standards, Benchmarks and Performance Standards up to grade four is included in Appendix B. Mountain Mahogany Community School will develop curriculum alignment charts for grades 5 through 7 at least 6 months prior to the addition each grade.

(4) STRATEGIES AND METHODS USED IN DELIVERING THE CURRICULUM AND HOW THE CURRICULUM WILL ADDRESS STUDENTS NEEDS AND ASSIST EACH STUDENT IN REACHING THOSE STANDARDS

Mountain Mahogany Community School's approach to education ensures that students' needs are met in a variety of ways. Mountain Mahogany Community School uses an immersion and mastery approach to learning that gives students time to discover and explore information at their own pace. The interdisciplinary approach to learning, that includes arts integration, allows students to approach subject matter from many different angles and ensures that all students, no matter what their way of learning is, have an opportunity to learn the information presented. Additionally, through cooperative learning and projects, the students have the opportunity to apply what they have learned in academic lessons to real projects, giving them yet another opportunity to understand the material. Through these many venues the teachers at Mountain Mahogany Community School can creatively use every means they have available to them to reach each student in a meaningful and effective way.

Teachers will have familiarity with or training in Enki Education (see Appendix C for detailed information about this approach), an educational system that employs many of the same methods we have chosen to employ in our School. They will have available to them the Enki Education resource guides which include arts, crafts, projects, teaching strategies, stories, songs, and other strategies and methods to use in the classroom. The resource guides also serve as a sample of information and resources that teachers can gather for themselves in libraries, via the Internet, and through human resources. Mountain Mahogany Community School will additionally build a resource library to supply teachers with material to adapt to classroom use. For a more detailed list of instructional strategies and methods please see the detailed Sequence for each grade in Section C-2.

(5) LENGTH OF SCHOOL DAY AND SCHOOL YEAR

The Mountain Mahogany Community School administration, with input from the school community, will form the official school day and annual calendar. Students in half-day kindergarten will spend at least 12.5 hours in school directed programs (excluding lunch) during a five-day week and at least 450 hours during each school year. Students in whole day kindergarten through grade 6 will spend at least 27.5 hours in school directed programs (excluding lunch) during a five-day week and at least 990 hours during each school year. Students in grade seven will spend at least 30 hours in school directed programs (excluding lunch) during a five-day week and at least 1080 hours per school year. The school year is proposed to be 180 days in length and will be adjusted to ensure that students fulfill the above minimum yearly hour requirements as prescribed by law. Please see the draft calendar and draft daily schedule for the 2004 - 2005 school year in Appendix D.

(6) GRADES, CLASS SIZE AND TOTAL PROJECTED STUDENT ENROLLMENT

Initial enrollment is anticipated to total 88 students in grades K-3 in the first year. The Kindergarten class size will be limited to 11 students. For grades 1-3 class size will be limited to 22 students and for grades 4 - 7 class size will be limited to 24 students per class. The following tables illustrate this charter’s five-year growth plan in regards to numbers of students served.

2004-2005	Grades	# per Class	# of Classes	Total
K	K	11	2	22
1-3	1-3	22	3	66
4-7	-	-	-	-

TOTAL				88
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2005-2006	Grades	# per Class	# of Classes	Total
K	K	11	2	22
1-3	1-3	22	3	66
4-7	4	24	1	24
TOTAL				112

2006-2007	Grades	# per Class	# of Classes	Total
K	K	11	2	22
1-3	1- 3	22	3	66
4-7	4 - 5	24	2	48
TOTAL				136

2007-2008	Grades	# per Class	# of Classes	Total
K	K	11	2	22
1-3	1- 3	22	3	66
4-7	4-6	24	3	72
TOTAL				160

2008-2009	Grades	# per Class	# of Classes	Total
K	K	11	2	22
1-3	1-3	22	3	66
4-7	4-7	24	4	96
TOTAL				184

In accordance with the New Mexico Charter School Act, the school will not require tuition or entrance exams and is subject to the same open enrollment policy of the Albuquerque Public Schools. The Governing Council will have the authority to change the enrollment numbers, as the need presents itself, upon approval.

SECTION "D"
**DESCRIPTION OF THE WAY MOUNTAIN MAHOGANY COMMUNITY SCHOOL'S
EDUCATIONAL PROGRAM WILL MEET THE INDIVIDUAL NEEDS OF THE
STUDENTS, INCLUDING THOSE STUDENTS DETERMINED TO BE AT RISK**

(1) SUGGESTED MODIFICATIONS TO MEET INDIVIDUAL STUDENTS NEEDS

Mountain Mahogany Community School will modify the program of instruction to meet individual students, including bilingual, limited English proficient, and special education.

Bilingual/Limited English Proficient students will be addressed utilizing a combination of the following: licensed/certified bilingual and LEP teachers/educational specialists, English-speaking and bilingual peer, older grades, and community member mentoring, and school wide Spanish and other foreign language instruction.

(2) SPECIFIC SPECIAL EDUCATION PLAN

The following is a summary of special education procedures, practices and policy. Please see Appendix E for a specific and complete Special Education Policies, Procedures and Assurances manual of the school.

Special Education Director:

An on-site employee of the school will initially be hired to serve as a Special Education Director to the Mountain Mahogany Community School. This individual shall possess appropriate New Mexico special education certification and have extensive administrative and delivery experience.

School Policies Manual Relating to Student Needs/At-Risk/Special Needs:

Mountain Mahogany Community School will develop a policy manual, a portion of which shall be devoted specifically to special education policy, which will be completed prior to the opening of the school. Legal services may be contracted through an experienced public school law firm and may be engaged to assist, if necessary, with school policy matters including those of special education policy. All special education policies will comply with Special Education Policies and Procedures.

A Summary of Special Education Policy

Child Identification, Evaluation:

Records of transferring students will be requested upon registration at this school. All kindergarten and new students without appropriate records must be screened/evaluated within 45 calendar days. Students will be given a battery of evaluations which include gross and fine motor, academic, vision, hearing, communication, emotional, and psychomotor.

Referral Process:

If records or initial evaluations indicate a possible disability then a pre-referral may be undertaken. If the records, initial evaluations, or pre-referral process indicate a possible disability which hinders the student in the classroom, then a referral evaluation is necessary. Parents will be notified within 7 calendar days (if not referred by parents' approval). Parents and referring party will be notified of procedural safeguards and parent rights within 30 days. Parents must give written consent prior to conducting any comprehensive evaluations (15 days). If written consent is given the evaluation must

take place within 60 days of the parent's consent. If the multi-discipline evaluation team determines that the student is eligible for special education services, then a meeting for the IEP development must take place upon a 10-day parental notification. The Team will make recommendations for the least restrictive environment for the student, which could be monitoring in a regular classroom, inclusion, resource room part of the day, self-contained, or a residential treatment.

Parental Consent, Individual Education Plans:

Written parental consent must be obtained prior to being placed in a special education program. An annual IEP meeting must be held with the parents, with everyone working together, to plan a new developmental program and to inform the parent of the student's progress. All related service providers will participate in the development of the IEP annual meeting. The school or parents may request an IEP meeting anytime during the school year to discuss changes or reevaluation. All discussions of changes must be in writing. The team may determine to modify placement, continue current placement, or exit the student from the special education program. The procedures for exiting a student must include prior written notice and procedural safeguards.

Due Process Hearings:

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

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

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

Individual Education Plans, Certified Special Education Teacher:

In accordance with all Federal and State law, Mountain Mahogany Community School shall comply with all legal requirements governing programs and services for students with disabilities. Students qualifying for special education services under IDEA will be provided with services by a New Mexico State certified special education teacher. An Individual Education Plan (IEP) outlining specific goals and objectives, level of service, related services will be available for parent's approval and input. If there is dissatisfaction regarding the goals and objectives of the school, a special IEP will be scheduled. Otherwise the program will be initiated and reviewed annually or sooner as the need arises. Bus services as indicated in the IEP will be provided in accordance with the law.

Treatment of Student Records:

Assessments of IEPs and all other student records will be maintained confidentially, consistent with state and federal law. Mountain Mahogany Community School assures that all records and records' procedures will comply with the New Mexico Inspection of Public Records Act.

Least Restrictive Environment:

Students who qualify for special education services will be placed in the least restrictive environment (LRE). Depending upon the student's needs this could be inclusion in regular programs, special speech and language services, and partial day special education classes specific to the student's needs. It can also extend to local district, regional services or school contracted private providers. Instructional Mountain Mahogany Community School Charter Application

support materials, computer programs, books on tape and other materials will be available to enhance and increase academic learning.

Promotion/Graduation requirements:

Mountain Mahogany Community School all develop an individualized course of study for all students receiving special education services per New Mexico Statutes and Federal Mandates

Suspension/Expulsion:

To ensure equal treatment, all students who are responsible for their conduct will be disciplined under the same due process procedures. The law provides student with disabilities a different status than that of non-disabled students. If the determination is made through a functional behavioral assessment, that the misconduct of a student with a disability is not related to the student's condition or educational placement, then the student with a disability whose conduct may warrant suspension or expulsion will be provided appropriate due process in the same manner as all other students. If the apparent misconduct is determined through the same assessment, to result from the student's condition or educational placement, a behavioral intervention plan shall be developed and implemented.

Special Education Personnel:

The Special Education Director will also work to assist with the delivery of special education services in the classroom (s). Other special education needs (OT, PT, etc.) will be addressed by contracted services as needed at each school. All contracted providers will be qualified to perform such services and possess appropriate licensure in the state of New Mexico.

(3) ACCESS TO OTHER SERVICES

Mountain Mahogany Community School's educational program will be modified to provide access to other services such as counseling and health. These experiences will be targeted to individual student need as well as school-wide experiences and programs. The services may include, but are not limited to, the following types of modifications and services:

- Harassment and intimidation in-services for teachers for class implementation
- Both individual and class-wide counseling on relationship development, behaviors, discipline, communication
- Both individual and class-wide in-services by medically licensed/qualified medical practitioners regarding health.
- School wide hearing/vision screening, etc.

SECTION “E”

DESCRIPTION OF MOUNTAIN MAHOGANY COMMUNITY SCHOOL'S PLAN FOR EVALUATING STUDENT PERFORMANCE, THE TYPES OF ASSESSMENTS THAT WILL BE USED TO MEASURE STUDENT PROGRESS TOWARD ACHIEVEMENT OF THE STATE'S STANDARDS AND MOUNTAIN MAHOGANY COMMUNITY SCHOOL'S STUDENT PERFORMANCE STANDARDS, THE TIMELINE FOR ACHIEVEMENT OF THE STANDARDS AND THE PROCEDURES FOR TAKING CORRECTIVE ACTION IN THE EVENT THAT STUDENT PERFORMANCE FALLS BELOW THE STANDARDS.

(1) SPECIFIC REMEDIATION PLAN FOR STUDENTS NOT MEETING STANDARDS

Intervention

Through the ongoing assessment procedures, teachers will know which children, if any, are not satisfactorily mastering the basic content and process skills they need to proceed successfully into the next school year. For these children a conference will be held with the parents and the child (at the parents' discretion) to devise a home-study/homework program to both supplement the standard curriculum and provide additional support and practice. Successful completion of this individually designed program will enable the child to be adequately prepared to enter the next grade level.

School-wide Remediation Plan

All students will participate in skill building, tutorial, and remediation period, scheduled two or three times per week. During this time, all students will be assigned tasks to develop those areas that assessment results and teacher observation indicate are in need of more attention. Students that are functioning at appropriate levels in all areas will receive enrichment activities or participate in peer activities that will continue to move forward their own learning process. If, through the appropriate process (see Appendix E), students are determined to be in need of Special Education Services, these services will be provided during this period, as much as is possible, to ensure the sense of community and inclusion of every student. If additional services are deemed necessary by the IEP other accommodations will also be made.

Communication with parents is an essential part of the teacher-parent relationship. Conferences can be supplemented with informal parent meetings at any time. If a child is performing below standard, verbal communication will occur either over the phone, using the school's voice mail system or via e-mail.

Other forms of communication of student performance include regular newsletters from teacher to parent regarding activities taking place in the classroom, brief narrated progress reports at the end of each block, narrated winter and spring report cards, and weekly holistic teacher-student/parent-student-teacher progress reports for all students performing below grade level.

Also, the needs of students who do not perform at grade level according to School assessments and/or state mandated assessments, despite the ongoing remediation available in the school, will be addressed as follows:

- Determine whether the student is doing his/her job in terms of attendance, attention in the classroom, and completion of class work and homework; and
- Determine whether the teacher is doing his/her job of teaching and consistently requiring a given level of student performance.

If one or both parties are not doing the required work, then appropriate steps are taken to ensure that the work is done. If these steps do not solve the problem, or if both parties are performing the required work, then an effort is made to:

- Isolate those factors that may be ameliorated in the school environment from those which may not; and
- Develop, in concert with the parents and teacher and any other necessary professional educators, an individual learning plan to address factors that the school may correct.

Problems external to or beyond the control of the school will be discussed with the parents and documented. The school will encourage the supportive efforts of parents and work with them to identify options that might benefit their child. Sufficient communication and record keeping provide continuity from year to year.

Many modifications will be implemented and used as interventions for students not performing at grade level. These include, but are not limited to, the following:

- Agreed intercession assignment
- Extended class time on task
- Collaborative learning groups
- Peer or community tutoring
- Home assignment
- Direct skill building

Corrective Action if Pupil Performance Falls Below Standards:

When assessment results indicate a need for remediation, a diagnosis will be made of the knowledge and skills that each child lacks according to the grade-by-grade New Mexico State standards. By detecting and addressing learning difficulties immediately, we will strive to enable virtually every child to learn at grade level.

Communication with parents is an essential part of the teacher-parent relationship. Conferences can be supplemented with informal parent meetings at any time. If a child is performing below standard, verbal communication will occur either over the phone, using the school's voice mail system, or via e-mail. The school will implement the School wide Remediation Plan as needed.

(2) METHODS OF ASSESSMENT OF STUDENTS

Mountain Mahogany Community School has created a school-wide assessment plan that is comprised of several components. The plan includes a variety of relevant, authentic and criterion-based performance assessments that most effectively measure the school's actual classroom instructional effectiveness towards fulfilling our goals and aims, and reaching the highest possible student achievement. The assessment plan includes full participation and planning for student success in New Mexico mandated norm-referenced assessments. These school assessments will document the student's on-going progress towards successful achievement of the Standards, and include activities and evaluations preparing students for a critical application of concepts learned.

Portfolio Based Assessment

All students will maintain portfolios of main lesson books, selected teacher generated assessments, performance evaluations, projects, reports, etc. that will be used both for report cards and conferences. The portfolios will be utilized in a primarily “student-driven” process that allows for self- and peer-evaluation opportunities and authentic academic goal setting to be realized.

Teacher Observation

All teachers are trained to observe and record physical, emotional, and academic performance about the child through such activities as oral participation, written performance, and finished projects. This information will be utilized for evaluative purposes, report cards, as well as diagnostic and curriculum design purposes.

Teacher-Generated Performance Assessments

Informal and non-standardized written and oral tests are administered to inform the instructor of teaching effectiveness and student needs. This information will be utilized for evaluative purposes, report cards, as well as diagnostic and curriculum design purposes.

Pre and Post Evaluation

A Pre and post evaluation will be administered to all students upon entering and exiting each grade. Results will show individual student improvement.

Standardized or Criterion Referenced Tests

Student will take all state and federally required Standardized or Criterion Referenced Tests.

Draft Assessment Report Format

The teacher will evaluate and provide feedback for student progress using the above-described assessment methods, which value both content and process of academic. The emphasis on assessment is to ensure that students have ample opportunity to demonstrate what they know and are able to do. Teachers will provide written assessment reports two (2) times a year, brief written end-of-block progress reports, and schedule parent conferences semi-annually.

Section A - Narrative

The first section will consist of a written composition that lists achievements in academic content, learning process, behavior, group participation, and other relevant areas. The evaluations will be both quantitative (for example, the number of projects and amount of time spent) and qualitative (for example, the style of work, the areas where skills were challenged or advanced). Teachers are encouraged to include levels of achievement in written assessment while omitting any judgment of that level (such as "did a great job" and "needs more work").

Section B - Level of Achievement

The second section is intended to help determine the grade level each student is functioning at while not establishing a hierarchy of achievement, which will promote hurtful levels of competition among students. This section will include:

- ❖ Scores from state mandated and standardized scores
- ❖ Results of the pre and post evaluations
- ❖ Grading marks in individualized subject areas

The grading marks may take different forms, determined by teachers for each class or grade level, but will clearly indicate if the student is performing below grade level, at grade level, or if there is a borderline or questionable condition.

(3) DOCUMENTATION AND REPORTING OF STUDENT DATA

Mountain Mahogany Community School will compile all student records electronically. This electronic file will be kept in addition to the student's cumulative file and special education file, which serve as the school's primary record source. The electronic files produced will provide all relevant and required student data to the sponsoring school district (APS) for the ADS reporting through district reporting. In addition, we will provide complete, organized data relating to student data, i.e., demographics, grades, enrollment, attendance, etc.

SECTION “F”
EVIDENCE THAT THE PLAN FOR MOUNTAIN MAHOGANY COMMUNITY SCHOOL IS ECONOMICALLY SOUND, INCLUDING A PROPOSED BUDGET FOR THE TERM OF THE CHARTER AND A DESCRIPTION OF THE MANNER IN WHICH THE ANNUAL AUDIT OF THE FINANCIAL AND ADMINISTRATIVE OPERATIONS OF MOUNTAIN MAHOGANY COMMUNITY SCHOOL IS TO BE CONDUCTED

EXPECTATION OF MOUNTAIN MAHOGANY COMMUNITY SCHOOL BEING ECONOMICALLY SOUND

Although the applicants are not experienced school managers, we have consulted with Robert S. Rubin, who has been the treasurer of the very successful Saint Ann’s School in New York City for 35 years. He looked over our plan and budget and deemed it economically sound. Therefore we are going forward with confidence.

There are three principle sources of income that will contribute to the soundness and sustainability of Mountain Mahogany Community School.

The first is the annual State Equalization Guarantee that is based on the school’s total enrollment. We expect to be able to fill our classes to our budgeted capacity of 88 students the first year, adding 24 students each additional year. Appendix M includes a list of parents of school age children who have expressed interest already in enrolling their children in our school. We expect that after the charter has been approved, and after we have obtained a specific facility, it will be even easier to continue recruiting for our school. Further, we believe the fact that there are no similar schools in the area will bode well for recruitment of students. The fact that there are many groups in the Albuquerque area that are in some way related to alternative education, meditation, alternative modes of healing, and global peace is also a sign that Albuquerque is ready for a school like ours.

The second source of income will be state and federal grants. We are planning to hire professional grant writers who have experience working with charter schools to help us write grants and search for appropriate grants to apply for.

The third source of income to the school will be fund-raising. We have already been offered a \$450,000 loan from a private funder to help us obtain a facility. We also expect that the same supporters who contributed money to support this charter writing process will also give generously to the school once the charter has been approved.

On the expense side of the equation our strategy of efficiency, low administrative costs, egalitarian pay scale, and a realistic cost-conscious approach will also contribute to our economic soundness.

(1) PROPOSED BUDGET FOR YEAR ONE AND THE FOLLOWING FOUR YEARS BASED ON THE CURRENT UNIT VALUE

Mountain Mahogany Community School will account for financial transactions and develop and maintain its budgets in accordance with the Public School Code, GASB and SDE procedures for public school accounting and budgeting. All budgets presented to the Albuquerque Public Schools Board of Education will be balanced and consistent with the mission and goals of Mountain Mahogany Community School. The charter school will furnish fiscal status reports to the APS Board of Education on a periodic basis as negotiated upon approval of this application.

Students enrolled in Mountain Mahogany Community School are considered members of the Albuquerque Public Schools. The annual State Equalization Guarantee (SEG) is the state public school funding formula used to allocate operating funds and is based on a school's total enrollment. APS is entitled to retain 2% of SEG for administrative purposes. APS is not entitled to retain monies from any sources other than SEG as specified in the 1999 Charter School Act.

Proposed Budget

The proposed budget can be found in Appendix D, and is a projection based upon the 2003-04 unit value, full enrollment, and is calculated for five academic years, beginning in 2004-05.

(2) DESCRIPTION OF THE ADMINISTRATIVE OPERATIONS OF THE CHARTER SCHOOL.

In accordance with the 1999 Charter School Act, Mountain Mahogany Community School Governing Council will be held accountable for its fiscal performance.

The Governing Council will be responsible for:

- Fiscal oversight
- Legal compliance
- Progress towards achievement of the school's goals
- Strategic planning
- Policy development
- Community partnerships
- Approval of all applicants recommended for employment
- Hire and supervise the school administrator

The Mountain Mahogany Community School Administration will be accountable for:

- Quarterly fiscal, operations and academic reports (Fiscal reports will include: revenue, expenditures and balance sheet for the quarter.)
- Supervise and evaluate all school employees
- Student and staff recruitment
- Compliance with all state and federal laws and regulations pertaining to public schools
- Implementing the school's strategic plan
- Public relations
- Professional development for school staff

Annual Audit

An external, state certified CPA firm will conduct an annual audit of financial records of Mountain Mahogany Community School. Criteria and timeline for conducting the audit shall be developed and shall mirror the State requirements. The report from the independent auditor will include:

1. Financial condition
2. Accuracy of financial and property record keeping
3. Compliance with applicable laws, policies, guidelines and procedures
4. Effectiveness and economy of operations
5. Recommendations for improved operations.

Mountain Mahogany Community School will carefully review the complete audit. For all funds, the audit balances will be compared to the cash reconciliations and general ledgers. If changes are required on the cash reconciliations or general ledgers, the auditor will provide the adjusting journal entries so they can be posted by the school. A copy of the correct adjusted cash reconciliations will then be sent to the School Budget and Finance Unit of the State Department of Education.

SECTION “G”
EVIDENCE THAT THE FISCAL MANAGEMENT OF MOUNTAIN MAHOGANY
COMMUNITY SCHOOL COMPLIES WITH ALL APPLICABLE FEDERAL AND STATE
LAWS AND REGULATIONS RELATIVE TO FISCAL PROCEDURES

(1) MANAGEMENT OF FISCAL RESPONSIBILITIES

The fiscal operations of the school will be contracted out. The firm selected will be Education Technology Consultants, Inc. (“etc.”), or a firm equally or better qualified. This firm has been providing business management services to charter schools, as well as other public and private schools, since 1996. Their staff consists of an experienced accounting team including, four staff level accountants, one payroll specialist, bank statement specialist, accounts payable clerk, and a grant procurement officer. This staff size is sufficient to ensure proper segregation of duties while still maintaining a high level of customer service.

In addition to the accounting staff, the staff of “etc.” has expertise in the following areas: special education requirements and reporting, curriculum and alignment to state standards, federal and state budget requirements, open meeting law, non-profit board governance, generally accepted audit standards and generally accepted accounting principles, fixed assets, depreciation, capitalization thresholds, state retirement systems, tax credit donations, debt and amortization obligations, and statutory knowledge.

“etc.”, or a similar firm, will perform the following services at a fee estimated to be 2.75% of SEG revenue:

- Reconcile monthly operating account, revolving accounts, student activities accounts, and any other cash accounts maintained by the school, to bank statements and general ledgers
- Maintain all depreciation, fixed asset and debt amortization schedules as required by GAAP and external auditors
- Help create and manage budgets
- Supply overall management services support
- Provide oversight and direction on all financial matters
- Bring accounting procedures into compliance with generally accepted accounting principles, ensure compliance with all regulatory guidelines
- Attend board meetings on request to provide up-to-date information with regard to the client’s financial status and overall financial health
- Provide routine accounts payable and payroll services

Accounts Payable Services:

- Provide accounts payable processing, purchase orders, and accounts payable checks for approved vendors/services.
- Provide weekly delivery of accounts payable checks
- Ensure all expenses are properly coded to the correct accounts and revenue sources

Payroll services:

- Payroll preparation and processing, including direct deposit and delivery of payroll checks/direct deposit vouchers twice a month.
- Reporting of taxes related to payroll and purchasing, including W-2, 1099, 941, 940, unemployment, workers compensation, etc.

- Preparation and filing of retirement program contributions
- Accounts Receivable Services:
- Ensure all deposits properly coded to the correct accounts and revenue sources

“etc.”, or a similar firm, will be responsible for and provide insurance for its own employees. This insurance will include health, liability, workers compensation, and bonding. “etc.”, or a similar firm, will act solely as an independent contractor. No other relationship will be created or exist. “etc.”, or a similar firm, agrees that it will provide workers who have been trained to perform the services mentioned in a skilled and professional manner. The company agrees that it will abide by all codes, laws, and regulations during the performance of its services and will provide at its expense any licenses and permits necessary. “etc.”, or a similar firm, cannot assign any of its rights, duties, or obligations to another party unless Mountain Mahogany Community School agrees in writing.

(2) INTERNAL CONTROL PROCEDURES

Specific description of the internal control procedures that the charter school will utilize to safeguard assets, provide reliable financial information, promote operational efficiency, and ensure compliance with all applicable federal and state laws and regulations relative to fiscal procedures.

All cash and checks collected at the school (e.g., lunch money, donations, fundraisers) by the teaching or other staff members must meet strict accountability in the receipt, documentation, and reconciliation of all funds. These funds, together with supporting documentation, will be submitted to the charter operator who has the responsibility to re-count all cash, verify collection and prepare the deposit. Deposits will be made at a minimum on a weekly basis, and all undeposited funds will be secured in a locked file cabinet. All deposits will be prepared in duplicate with the original going to the bank and the copy remaining with the charter operator. A copy of the bank-validated receipt together with supporting documentation will be forwarded to “etc.”, or a similar firm, who will recognize deposited funds in its monthly financial reports.

All funds received by Mountain Mahogany Community School will be deposited in an operating checking account as approved by the Governing Council. If at all possible, funds will be electronically deposited by the funding agency. When that option is unavailable, the funds will be received, counted and verified by the charter operator prior to deposit.

Fixed Assets and capitalized equipment are recognized at the time of purchase and are logged into the accounting records and listed on the fixed asset schedule maintained for audit purposes. The fixed asset schedule lists items by description, fund source, serial number, cost, and location. Each fixed asset receives an inventory tag that tracks back to the fixed asset schedule. Depreciation in value and changes in disposition (i.e., removal and disposal) of items are updated accordingly.

Checks drawn against the account will require the completion of a disbursement order signed by the charter operator. Once signed, the disbursement order will be forwarded to “etc.”, or a similar firm, to generate the check, which will be reviewed and signed by the charter operator. All funds drawn against that account will adhere to the following procedures:

Purchases:

- All purchases must be approved in advance by the charter operator
- All purchase requisitions must be completed in full

- Purchase of equipment and supplies from a family member will not be permitted
- All purchases will be processed through the Mountain Mahogany Community School business office
- All purchases of supplies and materials will be delivered directly to the school

Accounts Payable:

- Accounts payable will confirm receipt and condition of merchandise prior to payment
- Accounts payable will prepare a Disbursement of Funds request approved by the charter operator
- The Disbursement of Funds request and original invoice will be forwarded to “etc.”, or a similar firm, for payment
- “etc.” will verify that all forms have been completed and signed. If all records are complete, a check will be drawn against operating checking account
- All checks will be forwarded to the charter operator for signature
- The completed and signed check will be sent to the vendor

Governing Council Oversight

Each quarter the Mountain Mahogany Community School Governing Council will receive a financial report detailing operating budget performance, balance sheet, and all expenditures for that period.

Data Security

Financial data will be maintained on a secure network through Education Technology Consultants (“etc.”). Appropriate file backups and physical records will be maintained in a secure, fireproof environment.

Strict internal controls will be implemented to protect the funds of the school and ensure that all funds are expended in a manner that is consistent with stated goals and objectives of the Mountain Mahogany Community School educational program.

SECTION “P”
DESCRIPTION OF THE GOVERNING BODY AND OPERATION OF THE MOUNTAIN MAHOGANY COMMUNITY SCHOOL, INCLUDING HOW THE GOVERNING BODY WILL BE SELECTED, THE NATURE AND EXTENT OF PARENTAL, PROFESSIONAL EDUCATOR AND COMMUNITY INVOLVEMENT IN THE GOVERNANCE AND OPERATION OF THE SCHOOL, AND THE RELATIONSHIP BETWEEN THE GOVERNING BODY AND THE LOCAL SCHOOL BOARD.

(1) SELECTION AND COMPOSITION OF THE INTERIM AND PERMANENT GOVERNING BODY.

The interim governing body, which will be known as the Interim Governing Council, is comprised of the following five members:

Almut Zieher
David Rubin
Robin Troupe
Kendra Thrope
Kay Giles

(Appendix G contains personal narratives of these members as well as additional advisors to the Board.)

The Interim Governing Council is responsible for refining the charter application in response to suggestions from the district board and developing and approving the policies and procedures of Mountain Mahogany Community School, including the Student and Parent Handbook.

Upon successful chartering the Interim Governing Council will be responsible for the recruitment and hiring of the School Director.

Upon successful chartering the Interim Governing Council will be responsible for recruiting members to the first permanent Governing Council of Mountain Mahogany Community School. The Interim Governing Council will select the members of the First Permanent Governing Council of Mountain Mahogany Community School solely by majority vote of the Interim Governing Council. All members of the Interim Governing Council must vote in the selection of each position on the Permanent Governing Council.

The Permanent Governing Council will consist of:

One President
One Treasurer
One Secretary
Three members at large

Additional seats may be added to the Governing Council by a unanimous vote of the existing governing council up to a total of seven members at large.

A position on the Governing Council can only be made vacant by resignation or death. Each year one Governing Council meeting will be dedicated to self-evaluation at which time it would be appropriate to discuss resignation of any members.

Upon vacancies, the Governing Council will ratify new replacement members by a majority vote of all of the members of the existing Governing Council. Prior to ratification, the Governing Council must gather input from the Parent and Teacher Council.

An additional non-voting seat will be reserved for the APS charter school liaison.

There are some general guidelines for Governing Council members:

- ❖ Each council member will spend time observing and participating in school activities to ensure a strong relationship with the school.
- ❖ Each council member will undergo training in public school charter school law, Albuquerque Public School District policies, and The Enki approach to Education or Mountain Mahogany Community Schools further developed Educational Program.

(2) WHEN THE GOVERNING BODY WILL MEET AND HOW MEETINGS WILL BE ADVERTISED AND CONDUCTED IN ACCORDANCE WITH THE OPEN MEETINGS ACT.

Regular meetings of the Governing Council will normally be held on the first and third Wednesdays of each month, and announced in local newspapers including The Albuquerque Journal, The Albuquerque Herald, Crosswinds, and The Alibi. The date of a regular meeting may be changed by action of the Council as provided by law, provided that every member and the public are notified. Council meetings will be held at a location(s) determined by the Council. Annually, each year during the month of June, the Council will approve the Open Meetings Resolution that defines reasonable notice for public meetings.

A special Governing Council meeting may be called by the Council president, by a quorum of Council members, or by written petition of the Mountain Mahogany Community School Director.

Advance notice will be given in accordance with the Open Meetings Act (10-15-1).

A majority of all members of the Board will constitute a quorum.

The Charter School shall comply with the provisions of the Open Meetings Law in all activities. All Governing Council meetings and minutes of such meetings shall be subject to the Freedom of Information Act, the Open Meetings code/statutes of the State of New Mexico and the New Mexico Inspection of Public Records Act.

In an effort to keep the Governing Council informed as to the opinions and feelings of all the relevant parties two meeting each year shall be dedicated to receiving feedback from and discussing topics with each of the following groups:

- The greater community, the Director, the Parent Council, the Teacher Council, and the Student Council.

- The Director will be invited to all Governing Council meetings as a non-voting member, and may be asked to leave when his or her own job is under discussion.

(3) THE NATURE AND EXTENT OF PARENTAL, PROFESSIONAL EDUCATOR AND COMMUNITY INVOLVEMENT AND HOW THEY WILL BE NOTIFIED.

One of the most important goals of Mountain Mahogany Community School is to involve parents and other community members as partners in the learning process. The school will ask for family involvement for all students. Involvement is defined very broadly, yet significantly, so that all families will be able to participate in some meaningful capacity. A Parent Handbook will be developed, prior to the opening of the school, to specify exactly what is expected of parents of Mountain Mahogany Community School students.

Of course one very meaningful way for parents to be involved is to have parents come to school and help during the school day. One of the typical obstacles to this is teachers and administrators who are not welcoming enough to parents and not prepared to incorporate parent involvement. Therefore an integral part of our teacher training will be to teach teachers how to involve parents at school.

Also we will ask for volunteers in each class to be "lead parents," who will be given responsibility to train other parents on how to best participate in the classroom. Lead parents will also help in increasing parent involvement.

The applicant has already been pursuing various community and professional relationships throughout the state. Fortunately people from the community are considering how they can support Mountain Mahogany Community School. We will work hard to cultivate these relationships and foster new ones. We have collected letters from the community indicating their support (See Appendix H).

(4) POLICIES AND PROCEDURES OF THE GOVERNING BODY, INCLUDING MODEL OF GOVERNANCE, COMMITTEE FUNCTIONS, RELATIONSHIP TO STAFF, AND PROFESSIONAL DEVELOPMENT.

MODEL OF GOVERNANCE

The guiding principle behind all levels of decision-making at Mountain Mahogany Community School will be effective communication and clarity of decision-making authority. Effective communication will involve actively seeking input from all relevant parties involved in any decision. This will lead to reflecting upon, and thoroughly considering, actions and decisions from the widest possible perspective. Clarity of decision-making authority means pinpointing the locus of decision-making responsibility as finely and clearly, as possible.

Effective Communication

Effective communication, while requiring a striving for consensus, does not necessitate absolute unanimity, but it does mean that any disagreement is regarded very seriously, thoroughly, and respectfully. This principle of effective communication is included in the Governance section of this charter application because communicative processes will be a required and essential part of how decisions are made. At every level of decision-making there will be structures in place to ensure that effective communication takes place. There will also be structures to ensure those responsible for making a decision get input from all relevant parties, both before the action is decided on and after a result of the action can be seen.

School size is a critical factor that will allow for effective communication within Mountain Mahogany Community School. The structure of feedback and communication here set forth is, not intended for large schools. To make this method of communication work there must be a significant amount of face-to-face meetings and interactions among all relevant people. This is only possible when the school community is small. Even when Mountain Mahogany Community School reaches its full capacity of 208 students over nine grades there will still be less than forty staff people in total.

Effective communication, with structured checks and balances, ensures that there will be no oppressing dictatorial activities. Every decision-maker will be made to reflect upon her decisions in a careful and conscientious way.

Mountain Mahogany Community School will employ a special process to manage times in which there is an issue of great importance to the school that warrants extremely careful consideration. Situations in which this may arise include, but are not limited to, change in the school location, any major change in the structure of the school, or uncertainty in hiring a new school director. All the members of the school community should be made aware of this process, through the employee, parent, and student handbooks, and the need for its implementation will naturally arise in the course of events. This special process does not serve to replace the usual grievance and discipline procedures described elsewhere, but is intended to address issues that are broader, and that will effect the entire school community. The process does not change who will ultimately make the decision. It merely serves to slow down the decision making process so that there is an even better chance that all viewpoints are being heard. Appendix K is a detailed description of this process.

Achieving Effective Communication

The primary decision making agents within the governance structure of Mountain Mahogany Community School are:

- The Greater Community
- The Governing Council
- The Director
- The Curriculum Committee
- The Head Teacher
- Each Teacher
- The Head Parent
- Each Parent
- The Head Student
- Each student

In all instances when any one of these agents has authority for decision-making it will seek input from all other relevant agents in order to work towards consensus.

There are also structures in place that give each agent an opportunity to evaluate every agent (See Appendix J).

In all cases in which New Mexico State Statutes and/or New Mexico State Board of Education Educational Standards require certain evaluations, including but not limited to the evaluations of the Director by the Governing Council, and teacher evaluations by a licensed school administrator, these evaluations will be done in compliance with the law and the standards, in addition to Mountain Mahogany Community School's own internal methods of evaluation.

Clarity of Decision Making Authority

The clarity of decision-making authority ensures that Mountain Mahogany Community School will not be bogged down in inefficient and convoluted decision making processes. It ensures that those making a decision will be the ones who are directly involved in seeing it through to its conclusion. When there is clarity of decision-making authority all involved feel empowered and respected.

Included in the of clarity of decision making authority is not only knowing what one's job is, but also knowing what it is not. Parents and students, although they are given many opportunities to give meaningful input to the school, are also strongly encouraged to follow a 'chain of responsibility' that respects the school's system of governance and each decision-maker's job description. This 'chain of responsibility' will be clearly described in the Student and Parent Handbooks.

The Best Learning Environment

A cycle that involves action, a reflection on that action, and then the creation of a truly new action based on that reflection is how we continue learning. The combination of Mountain Mahogany Community School Charter Application

clarity of decision making authority and good communication will promote an environment that fosters personal growth for each individual decision-maker, which in turn is the best way for the school as a whole to mature and grow. People learn the most when they take full responsibility for a decision, taking as much into account as their ability allows before coming to a decision, and then reflect upon the outcome of the decision in the widest, most vulnerable, and honest possible way. For this principle to work the avenues of communication must be very honest, and there must be a conviction among all the relevant parties that people can learn from the feedback that others give them. This conviction will infuse the way meetings are conducted, and the way feedback is requested at Mountain Mahogany Community School. For instance, even elementary school students will be given a chance to, and taught how to, evaluate their teachers.

The best learning environment is one of trust, not fear. If workers are trusted to make decisions within their own realms of responsibility, and also feel connected to the greater community, not isolated, then they will learn well. If the clarity of decision-making authority and effective communication are working then a feeling of trust should permeate the governance of the school. The structure of governance in Mountain Mahogany Community School should foster a community where all concerned receive serious feedback in an atmosphere of mutual respect and trust.

BODIES WITHIN THE STRUCTURE OF GOVERNANCE AND THE COMMUNICATION FORMING STRUCTURES CONCERNING EACH BODY

The Greater Community:

We include the greater community in the list of agents within the structure of governance because how the school is evaluated and known by the greater community has a significant effect on the school. Although, of course, we cannot require anything of the greater community it will act in relationship to the school. We will actively seek to get input from, and be evaluated by the greater community about upcoming decisions and the results of past actions in several ways:

- At least one meeting per year of the Governing Council will be specifically organized to gain input from the general public, with invitations actively sent and posted.
- The monthly school newsletter will be posted in public places or sent to community members upon request.

The Governing Council:

Responsibilities

The Governing Council of Mountain Mahogany Community School will be responsible for overseeing the establishment of policies, serving as the school's fiscal agent, and hiring, firing, and overseeing the School Director.

The Governing Council will give final approval to all major decisions concerning budget and employee contracts.

Any school expenditure over three thousand dollars will require approval from the Governing Council.

The Governing Council will be responsible for approving the bi-annual School Reports to be submitted to the Albuquerque Public School District Charter School Liaison.

The Governing Council will be responsible for reapplying for a new charter in five years when the current charter is fulfilled.

Each Governing Council member will have one vote. Adoption of any issue, resolution, motion, etc. shall be by simple majority, while striving for consensus.

Communication Forming Structures and Evaluations for the Governing Council

In a practical sense perhaps the most important responsibilities of the Governing Council are the hiring and monitoring of the School Director, and approving the school budget. The Governing Council will gather feedback on the director's performance from the Director herself, the Greater Community, teachers, parents, students, and from their own personal observations. To facilitate this, bi-annual reports concerning the Director's performance will be compiled by the Head Teacher (who will consolidate feedback from all of the teachers), the Head Parent (who will consolidate feedback from all of the parents), the Greater Community (through its participation in meetings as well as ongoing feedback it may give), and the Head Student (who will consolidate feedback from all of the students). Guidelines for these evaluations are in Appendix J. After considering the information from all of these sources the Governing Council will provide a formal evaluation to the Director.

The Governing Council has the right to terminate the Director at any time.

In a similar way all decision-making agents will be informed of the school's budget and make recommendations to the Governing Council at the bi-annual meetings for that group.

Similarly the Governing Council will itself be evaluated by all of the same agents. While, as stated above, the only way a position on the Governing Council can be vacated is by resignation or death, the other agents can *recommend* resignation of a Governing Council member. Guidelines for these evaluations are included in Appendix J with the other evaluation guidelines.

The Director:

Responsibilities

Day-to-day operations of the school shall be the responsibility of the Director. The Director may be involved in any parental, student, teacher, or employee issue that cannot be resolved by the Head Parent, Class Teacher, or Head Teacher.

In terms of the long-term growth of the school, the Director spends the most time seeing the school as a whole and, as a member of the Curriculum Committee, is responsible for the expanding of the schools' vision, and expanding of the curriculum resources.

The Director has the responsibility of preparing the bi-annual reports to be submitted to the Albuquerque Public School District Charter School Liaison.

The Director has the ultimate authority in the hiring and firing of teachers and employees.

Communication Forming Structures and Evaluations for the Director

In a practical sense, perhaps the most important responsibility of the Director is the hiring, firing, and monitoring of the classroom teachers of Mountain Mahogany Community School. The Director will gather feedback on the each teacher's performance from the teacher herself, the Greater Community, the Governing Council, other teachers, parents, and students, as well as from her own personal observations. To facilitate this, bi-annual reports will be gathered, in December and May, concerning each teacher's performance. These reports will be compiled by the Head Teacher (who has consolidated feedback from all of the teachers), the Head Parent (who has consolidated feedback from all of the parents), the Greater Community (through its participation in meetings held for this purpose), and the Head Student (who has consolidated feedback from all of the students). The Governing Council will also give its feedback on each teacher bi-annually at meetings specifically designated for that purpose.

The Director is also required to make at least eight formal evaluations of every teacher and teaching assistant evenly spaced throughout one year.

After gathering information from all of these sources the Director will provide a formal evaluation to each teacher bi-annually.

As for the Director being evaluated, although there are formal evaluative reports, as stated above, given to the Governing Council by the Head Teacher, the Head Student, and the Head Parent, which are then consolidated and given to the Director by the Governing Council itself, there are also less formal means for the Director to receive direct feedback from these same agents. Additionally, after each bi-annual evaluation meeting of the Teacher Council, Student Council, and Parent Council the Director will be invited in to hear feedback, answer questions, and participate in discussion.

The Curriculum Committee

Make Up

The Curriculum Committee is comprised of the Director, the Head Teacher, and two or three other qualified members of the school community.

Responsibilities

The Curriculum Committee is responsible for making compiling and making additions to the working curriculum documents. The working curriculum documents will be based on section C-2 of this charter, and the curriculum alignment charts (Appendix B) that indicate how Mountain Mahogany Community School will ensure that the State standards and benchmarks are met.

The Curriculum Committee is also responsible for overseeing the ongoing exploration and development of the curriculum. The process by which each teacher experiments with the curriculum, which will be documented and recorded by the Curriculum Committee, is as follows:

1. Whenever a teacher has a new idea she wishes to implement which is outside of the present working curriculum documents, she must first discuss the idea with her co-teacher.
2. After reaching an agreement with her co-teacher will she will then conduct research and develop a presentation for the Curriculum Committee. The presentation should include:
 - The essence of the idea
 - The research or rationale behind the idea
 - A clear and detailed plan of how she will implement the idea
3. The teachers will then present the idea to the Curriculum Committee, and answer any questions.

4. The Curriculum Committee will then discuss the idea privately, take at least twenty-four hours to think about the information and discuss it again.
5. The Curriculum Committee will then provide the teacher with feedback and suggestions.
6. Even if the feedback does not support the idea, the teaching team may still implement the idea.
7. If the idea is implemented, there will be ongoing evaluation. A report on the results of the plan will be compiled by the teaching team, in collaboration with the Curriculum Committee, after a pre-determined period of time not to exceed the remainder of the school year.
8. The evaluation and reports related to the idea will then be included in the working curriculum documents compiled by the Curriculum Committee.

The Curriculum Committee will meet monthly or as needed.

Communication Forming Structures and Evaluations for the Curriculum Committee

The nature of the role of the Curriculum Committee is such that students and parents may not know, and do not necessarily need to know, about the activities of the Curriculum Committee, unless they have a special interest in curriculum. Therefore, evaluations of the performance of the Curriculum Committee will be done only by teachers and by the Governing Council, as well as through self-evaluations. Guidelines for these evaluations are included in Appendix J with the other evaluation guidelines.

The Head Teacher:

Responsibilities

It is the responsibility of the Head Teacher to communicate the opinions and feelings of all of the teachers to the Director. The Head Teacher, through her interaction with the other teachers, is constantly evaluating the curriculum and all of the educational activities of the school.

Communication Forming Structures and Evaluations for the Head Teacher

The first Head Teacher of Mountain Mahogany Community School will be chosen by the Director. Thereafter, the Head Teacher will be selected at the end of each school year by the Teacher Council through a cooperative process that will ensure the most able teacher receives the position.

Bi-annually, Teacher Council meetings will directly address the performance of the Head Teacher as Head Teacher. At this time the Head Teacher will leave the room, and then return to hear feedback, answer questions, and participate in discussion.

The Teacher Council:

Make Up

The Teacher Council of Mountain Mahogany Community School consists of all the teachers and teaching assistants of Mountain Mahogany Community School.

Responsibilities

The Teacher Council will meet once a month and will be chaired by the Head Teacher.

The responsibility of the Teacher Council is to communicate clearly and openly with the Head Teacher, especially about issues of curriculum, school calendar, and student discipline.

Minutes of each meeting will be presented to the Director.

Communication Forming Structures and Evaluations for the Teacher Council

As the teacher council, as such, has no decision-making authority it is not appropriate for it to be evaluated in the same way as other decision-making agents. It is appropriate, however, for the Teacher Council to evaluate itself on its own performance. This will be on the agenda of one meeting a semester.

Each Classroom Teacher

Responsibilities

Each classroom teacher has full responsibility for the teaching that goes on in her classroom. No matter what the official school curriculum, the classroom teacher may deviate from it, as long as she is not breaking the law or contradicting the curriculum specified in the charter. This may be risky, as she may be evaluated poorly because of this, but it is her right to take that risk. In this way each classroom teacher is allowed full expression of her vision of education. If her plans significantly deviate from the working curriculum documents' recommendations, she should use the present her idea to the Curriculum Council as described above.

Communication Forming Structures and Evaluations for Each Teacher

The Director has the right, as stated above, to terminate any teacher at any time. While teachers are given freedom to exercise their creativity, the Director and the Head Teacher are there to evaluate whether the decisions and actions of any teacher fit with the overall curriculum and vision of the school. It is the responsibility of the Director, working closely with the Head Teacher, to give each teacher careful feedback, formally at the end of each semester, and informally as the year goes on.

There are also formal evaluations of each teacher given mid-semester by the lead parent in each class (who has consolidated the feedback from all the parents), the lead student in each class (who has consolidated the feedback from all of the students), and the Governing Council.

The Parent Council

Make Up

The Parent Council of Mountain Mahogany Community School consists of all the parents of Mountain Mahogany Community School.

Responsibilities

The total Parent Council, opened to all parents, will meet at the beginning, middle, and end of each school year. The Head Parent will chair these meetings. The first Head Parent will be appointed by the Governing Council. Thereafter the Head Parent will be selected by all the parents, through a cooperative process that will ensure the most able parent receives the position, at the end of year Parent Council meeting.

Each classroom will have a Lead Parent who will hold parent meetings every three months for that classroom. The first lead parent for each classroom will be selected at the first meeting for that classroom. Thereafter the Lead Parent will be selected for the following school year at the last meeting of the school year.

There will be bi-monthly meetings of all the lead parents chaired by the Head Parent. Minutes of each meeting will be presented to the Director.

The responsibility of the Parent Council is to communicate clearly and openly with the Head Parent, especially about issues of curriculum, school calendar, and student discipline. Minutes of each meeting will be presented to the Director.

Communication Forming Structures and Evaluations for the Parent Council

As the parent council, as such, has no decision-making authority it is not appropriate for it to be evaluated in the same way as other decision-making agents. It is appropriate, however, for the Parent Council to evaluate itself on its own performance. This will be on agenda for each meeting of the total Parent Council.

As the Parent Council functions more committees and organizations may be formed by it as time goes by.

Each Parent

Responsibilities

Every parent who has a child attending Mountain Mahogany Community School has responsibilities toward the school, although, of course, no child will be asked to leave the school because of poor parental behavior, and nothing can be required of any parent. The policy of Mountain Mahogany Community School is to request and strongly encourage parental involvement, and clearly explain what kind of involvement is possible and appropriate at the orientation for parents, as well as other times teachers and administrators come into contact with parents. In particular parents will be encouraged to:

- Participate in school related projects at home.
- Come to school and participate in school teaching and learning.
- Help in fund raising activities.
- Participate in the media education policy of the school, and so limit television watching, video game playing, movie going, and so forth.

A Parent handbook will be developed prior to opening the school, and will be given to each parent and be available in every classroom. Parents will be strongly encouraged to follow the 'line of responsibility', which will be clearly described in the Parent Handbook, within the structure of governance. Each classroom will have a Lead Parent, and it will be the job of that parent to be the first one to listen to any classroom issue. The Lead Parent, in most cases, will then encourage the parent to speak directly to the teacher in question. This initial step, however, helps form a better sense of community, and underscores the need to respect the teacher's time and responsibilities.

In the same way parents will be encouraged to not take their issues directly to the Director, but instead to let the issue go first to the classroom teacher, then to the Head Teacher, before bringing it to the Director.

Communication Forming Structures and Evaluations for Each Parent

Parents, like Governing Council members, are not paid for their school related work, and so it may seem inappropriate to evaluate their performance, and yet, in the spirit of deep communication and the belief in personal change and growth, we include a parent evaluation process. Guidelines for teachers, other parents, and students (including their own children!) to evaluate how parents are performing in their roles as parents are included in Appendix J with the other evaluation guidelines.

The Student Council

Make Up

The Student Council of Mountain Mahogany Community School consists of all the students of Mountain Mahogany Community School. The total student body is divided up into classes, and each class may select a Lead Student for that class. Additionally, a Head Student will also be selected from the entire student body. The selection of a Lead Student and the Head Student will happen through a cooperative process that will ensure the most able student receives the position, and may be reevaluated by the students or teacher as necessary.

Responsibilities

The total Student Council, open to all students, will conduct at least two formal meetings each school year, which will be facilitated by the Head Student.

Each class will have monthly meetings facilitated by either the teacher or Lead Student. These meetings will be geared toward evaluating classroom life, and looking forward to the classes' future.

There will be at least two meetings of all the lead students, chaired by the Head Student, prior to each of the Student Council meetings. The first Head Student will be appointed by the Director and the Head Teacher from among the Lead Students.

A whole range of issues might be addressed by the Student Council, and although the Student Council is not delegated the responsibility to decide on matters of school policy they make come to decide some things, and may come to make many recommendations concerning school life.

Communication Forming Structures and Evaluations for the Student Council

As the Student Council, as such, has no decision-making authority it is not appropriate for it to be evaluated in the same way as other decision-making agents. It is appropriate, however, for the Student Council to evaluate itself on its own performance. This will be on the agenda each meeting of the total Student Council.

As the Student Council operates, more committees and organizations may be formed.

Each Student

Responsibilities

Every student attending Mountain Mahogany Community School has the responsibility to contribute as well as she can to Mountain Mahogany Community School life. This includes everything about her behavior, from her effort at learning to her effort at being a member of the school community, to her efforts outside of school that further her learning process. The way the students acts and interacts affects the school more than any other thing. The student handbook serves as a guide to what is expected of students.

Communication Forming Structures and Evaluations Each Student

Included in the process of administering the discipline policy (section K-2) and evaluating student performance (section E-2) the students' essential citizenship, as members of the Mountain Mahogany Community School community, will be evaluated in a holistic way. This may occur as peer evaluations, teacher led mediation, or peer led mediation.

The Council Meetings: Schedule and Procedure

Any model of governance that includes as many scheduled meetings as this one, must also address the issue of the quality of meetings. Each meeting has a designated chairperson, who has the freedom to creatively lead the meeting and to following any method or procedure she feels is useful.

(5) ROLE OF THE GOVERNING BODY IN POLICY-MAKING, PERSONNEL DECISIONS, BUDGETING, AND OPERATION OF THE CHARTER SCHOOL, INCLUDING HOW DECISIONS WILL BE MADE.

The Governing Council will not be responsible for the day-to-day operation of the school, minor additions to the curriculum, or hiring and firing of teachers and staff.

The Governing Council will be responsible for creating a yearly budget together with the Director and the business manager, and will have the right to give final approval to that budget.

The Governing Council also has the right and the responsibility to hire and fire the Director, and to recruit a new Director in the case of a vacancy.

The policy and procedures manual, teacher handbook, student handbook, curriculum alignment charts, and evaluative guidelines set forth in this charter and its appendices form the heart of the Mountain Mahogany Community School.

(6) RELATIONSHIP BETWEEN THE GOVERNING BODY OF THE CHARTER SCHOOL AND THE LOCAL SCHOOL BOARD, INCLUDING HOW DISPUTES WILL BE RESOLVED BETWEEN THE CHARTER SCHOOL/GOVERNING BODY, THE ALBUQUERQUE PUBLIC SCHOOL BOARD FOR ENSURING COMPLIANCE WITH APPLICABLE LAWS, RULES AND CHARTER PROVISIONS.

Mountain Mahogany Community School, as a public charter school in the State of New Mexico, will operate under the general supervision of the Albuquerque Public Schools Board of education, pursuant to the *1999 Charter Schools Act*. Further, Mountain Mahogany Community School agrees to adhere to all applicable federal and New Mexico state laws applying to the operation of a public school.

Mountain Mahogany Community School will adhere to all laws regarding the non-religious, non-sectarian nature of a public school. Mountain Mahogany Community School agrees that it shall operate, in all respects, as a nonsectarian, non-religious public school. Mountain Mahogany Community School will also comply with all applicable federal, state and local laws, rules and regulations, including the constitutional provisions prohibiting discrimination on the basis of disability, age, race, creed, color, gender, national origin, religion or ancestry.

The sponsor, The Albuquerque Public Schools Board, shall have no role in the day to day operation of Mountain Mahogany Community School, but shall be available for advice and assistance on academic matters and possible contracted services as may be agreed upon. The sponsor will provide oversight responsibility and consultation as included in the 2% agreement. In return, Mountain Mahogany Community School provides a working laboratory for research and instructional methods in an urban educational setting.

The relationship of the Mountain Mahogany Community School and the APS Board (sponsor) will be defined as follows:

- 1 APS approves, renews and revokes the charter for the school
- 2 Negotiate with APS to provide some goods and services for the charter school
- 3 The Mountain Mahogany Community School and Albuquerque Public Schools agree to the following:

Charter School Agreement

Semi-Annual Reports to the Board:

Mountain Mahogany Community School shall prepare and submit to the APS Charter School Liaison a semi-annual report consisting of the following information. Mountain Mahogany Community School will report twice yearly in January and June to the Board of Education. Reports will be made in writing and, if requested, in person. These reports may be quite brief for the first year of operation. The following information will be included in each report:

- A. The name of the school and its address;
- B. The name and telephone number of the principal or a key contact person who is responsible for some or all of the principal duties of the school;
- C. The names, addresses, and telephone numbers of all members of the Governing Council;
- D. The number of students currently enrolled in the school and their grade levels;
- E. Compliance with conditions, standards or procedures set forth in the charter;
- F. Detail progress toward achievement of the state board minimum education standards or the student performance standards identified in the charter application;
- G. Financial audit and other evidence of responsible fiscal management;
- H. Violation of any provision of law from which the charter school was not specifically exempted.

Annual Technical Reports:

In response to the State Department of Education Recommendations following a technical assistance visit or accreditation visit, the Mountain Mahogany Community School shall provide copies of any responsive documents to the District

Funding:

The District shall retain two percent (2%) of the Mountain Mahogany Community School generated program costs to cover administrative expenses borne by the District. The services to be provided pursuant to the two percent retention shall be stated in the Charter School Standard Operating

Procedures Manual, which will be finalized, by the District and the Charter School by mutual agreement.

Student Information System:

Mountain Mahogany Community School shall have access to the District's Student Information System ("SIS") and agrees to access and use the SIS solely for appropriate Charter School purposes.

Quarterly Reports:

Mountain Mahogany Community School shall provide copies of the State Department of Education required quarterly financial reports to the District.

School District Charges:

For any additional services that are not provided pursuant to the two percent (2%) retention, Mountain Mahogany Community School and the Board may, but are not required to, enter into additional contracts for the provision of services. Mountain Mahogany Community School and the Board agree that in the event the parties agree to enter into additional contracts, the Board will charge a reasonable fee. The Board shall prepare a schedule identifying standard services and the costs thereof, which schedule will be included in the Charter School Standard Operating Procedures Manual.

Budget and Accounting:

Funds will be budgeted and accounted for using the SDE and the District chart of accounts for categorical expenditures that are processed through the District.

Education of Students with Disabilities:

Mountain Mahogany Community School shall not deny enrollment to any student because she has a disability. Mountain Mahogany Community School is responsible for providing a free, appropriate public education, including all legally required special education and related services, and satisfying all other requirement imposed by the Individuals With Disabilities Education Act (IDEA), the Rehabilitation Act of 1973 (Section 504), and the Americans With Disabilities Act (ADA) with respect to the students with disabilities who enroll in Mountain Mahogany Community School.

Transportation:

Absent a contract between Charter School and the Board for transportation services, the District shall have no duty to provide transportation services to students enrolled in Charter School.

Risk Management:

Charter School agrees to protect against liability and risk by securing all available insurance coverage through the New Mexico Public School Insurance Authority (NMPSIA)

Limitation of Liability:

Mountain Mahogany Community School agrees that the Board shall not be liable for any acts or omissions of the Mountain Mahogany Community School. Mountain Mahogany Community School agrees to purchase, in its sole discretion, gap insurance coverage – i.e. insurance coverage that is not provided by NMPSIA – from the District at a reasonable rate, or from a private insurance company. The District will provide a premium schedule for the gap coverage.

Dispute Resolution:

Any dispute between the District and the Charter School relating to the operations of the Charter School, shall first be conditional to mediation. The parties shall attempt to mend their dispute or

disagreement by mediation unless they mutually agree otherwise. Any petition for mediation may be filed with either side, to the State Board of Education. The State Board of Education shall then assign a mediator, whose costs and expenses shall be divided equally between the Charter School and the District. In the event the representatives of each party are unable to resolve the dispute informally pursuant to this procedure, they shall submit the matter to the Board for its consideration and a decision. Any party who is aggrieved by a decision of a Board may file an action in the district court, except, however, if the Board revokes or does not renew the Charter School's charter the procedure set forth in Section 22-8B-12 NMSA 1978 shall apply.

Conflict with 1999 Charter Schools Act:

Waiver from District policies, which conflict with the ability of the Charter School to operate within the intent of the 1999 Charter Schools Act, shall not be unreasonably withheld by the District or the State.

Actions pending Review of Applications:

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

To the extent that the terms of the charter application are inconsistent with this addendum, such terms of the charter application are void, and the terms of this addendum supersede such inconsistent terms.

SECTION "J"

AN EXPLANATION OF THE RELATIONSHIP THAT WILL EXIST BETWEEN THE PROPOSED CHARTER SCHOOL AND ITS EMPLOYEES, INCLUDING EVIDENCE THAT THE TERMS AND CONDITIONS OF EMPLOYMENT WILL BE ADDRESSED WITH AFFECTED EMPLOYEES AND THEIR RECOGNIZED REPRESENTATIVES, IF ANY. PERSONNEL POLICIES AND PROCEDURES THAT COMPLY WITH THE SCHOOL PERSONNEL ACT.

(1) PERSONNEL POLICIES AND PROCEDURES THAT COMPLY WITH THE SCHOOL PERSONNEL ACT.

Qualifications and Hiring

In accordance with NMAC Title 6, Chapter 61, Mountain Mahogany Community School will retain or employ teachers, administrators and other instructional personnel who hold appropriate New Mexico licensure in elementary education, Grades K-8, permits, or other documents issued by the New Mexico State Department of Education Licensing Division. Teachers will teach the "core" academic classes of mathematics, language arts, science, and history/social science. Teachers will be responsible for overseeing the students' academic progress, for grading, and for matriculation decisions as specified in the school's operational policies. Qualifications for MMCS teachers and administrators will include, but not be limited to, years of teacher and administrator experience, familiarity with State of New Mexico content and benchmark standards, demonstrated commitment to philosophy and values of the Enki educational system or the system developed by Mountain Mahogany Community School, and strength of their teaching credential (i.e. special education, masters' degree).

With the exception of Educational Assistants, who will be licensed, Mountain Mahogany shall reserve the right to employ non-credentialed personnel to fulfill the remainder of its staffing as permitted by state and federal law regarding credentialing and licensing. Instructional support staff shall include, but not be limited to, clerical and office administrative services, equipment maintenance and janitorial services. These instructional support staff will have an appropriate mix of subject matter expertise, professional experience, and the demonstrated ability to work successfully in an instructional support capacity.

All non-instructional staff and teachers will possess the experience and expertise required for their position within the school as outlined in the school staffing plan and the school's adopted personnel policies and in accordance with the School Personnel Act (See Employee Handbook - Appendix K). All staff shall meet New Mexico State Board of Education and any other state of New Mexico safety requirements, including background checks and fingerprinting in the method as mandated by the State.

Recruitment

Mountain Mahogany Community School will recruit individuals for open positions through a public process, including advertising in local and national newspapers and professional printed media, referral, and through appropriate electronic recruitment mechanisms.

In accordance with the *Charter Schools Act*, Mountain Mahogany Community School Employees are not employees of Albuquerque Public Schools, but shall be hired directly by MMCS. MMCS employees will be hired in accordance with all state and federal employment rules and regulations and in compliance with the School Personnel Act.

Equal Opportunity Employer

Mountain Mahogany Community School abides by state and federal laws dealing with equal employment opportunity. Therefore, in order to provide equal employment and advancement opportunities to all individuals, employment decisions at MMCS will be based on merit, qualifications, and abilities. MMCS does not discriminate in employment opportunities or practices on the basis of race, color, religion, gender, national origin, age, disability, sexual orientation, or any other characteristic protected by law.

MMCS will make reasonable accommodations for qualified individuals with known disabilities unless doing so would result in an undue hardship that state and federal laws recognize as just. This policy governs all aspects of employment, including selection, job assignment, compensation, discipline, termination, and access to benefits and training (See Section 2 Employment in the Employee Handbook - Appendix K). An employee leaving his/her position with MMCS will not have an employment right to a position with Albuquerque Public Schools.

Employee Benefits

Mountain Mahogany Community School participates in the State of New Mexico Educational Retirement Act (“ERA”) administered by the Educational Retirement Board (“ERB”).

Eligible employees participate in the Retirement Plan subject to all terms and conditions of the plan.

Regular full-time and regular part-time employees will be eligible to receive benefits, including, but not limited to, paid time off (PTO), health insurance, and health benefits provided by enrollment in NMPSIA (See Section 4 Employee Benefit Programs in the Employee Handbook - Appendix K).

Employment Policies and Procedures

A complete Mountain Mahogany Community School Employee Handbook is located in Appendix K of this charter application. This handbook is compliant with all federal and state regulatory requirements and with the School Personnel Act.

(2) EVALUATION PROCESS FOR STAFF.

Performance Evaluation

Mountain Mahogany will evaluate its licensed teaching and licensed administrator staff in accordance with the School Personnel Act and as mandated by the State Department of Education. Additionally, instructional support and administrative staff will be formally evaluated upon their anniversary date, and all staff provided with informal, ongoing coaching as needed (See Section 3 Employment Status and Records in the Employee Handbook - Appendix K, also see sample Formal Performance Interview Planning Checklist included in addendum).

MMCS wishes to create an environment that is supportive, enabling, and fosters development and constructive change for its employees – which it believes will translate directly to the students under their care. Notwithstanding its commitment to this enabling environment, MMCS will provide its employees with traditional performance evaluations conducted by their supervisor(s). To enhance its special environment and the personal development of all employees, MMCS wishes to implement a multi-source feedback system to appraise the performance of all its staff, professional, licensed, and

non-licensed, to nurture self-efficacy and goal-orientation. MMCS will model this second performance evaluation process after the 360-Degree Feedback system, in which all employees will receive feedback from their supervisors, peers, team members, parents and students. The multi-source feedback system will be used to supplement its traditional evaluation system, enabling MMCS to engage its employees in developmental activities, thereby enlisting its entire staff in continuous learning based on quality feedback.

(3) RELATIONSHIP WITH TEACHER LABOR REPRESENTATIVES, IF ANY.

Not applicable.

(4) PROPOSED SALARY SCHEDULE

Mountain Mahogany Community School reserves the right to set its own salary schedule. Compensation shall include a combination of base salary and benefits. MMCS shall be in compliance with all applicable state and federal employment taxes. Compensation of all employees will be based on experience, qualifications, skill and technical level, and performance of the individual. All compensation decisions shall be at the discretion of the Governing Council and within approved budget constraints. Below is a draft salary schedule:

Please refer to Section 3 Employment Status and Records, sub-sections 3.08 Wage Scale and Contract Positions; 3.09 Internal Preference for Advancement; and 3.10 Contracts and Agreements of the Employee handbook (Appendix K) for details.

Draft Salary Schedule for 2004-2005

Level	Teaching Assistant	Licensed Teachers	Head Teacher	Specialist	Director
1	20,000	30,000	30,000	30,000	38,000
2	21,000	31,000	31,500	31,500	39,000
3	22,000	32,000	33,000	33,000	40,000
4	23,000	33,000	34,500	34,500	41,000
5	24,000	34,000	36,000	36,000	42,000
6	25,000	35,000	37,500	37,500	43,000
7	26,000	36,000	39,000	39,000	44,000
8	27,000	37,000	40,500	40,500	45,000
9	28,000	38,000	42,000	42,000	46,000
10	29,000	39,000	43,500	43,500	47,000
Intended Ave.	26,000	36,000			42,000

(5) JOB DESCRIPTIONS OF STAFF AND PROPOSED PUPIL-TEACHER RATIO

Job Descriptions

Complete job descriptions for the following positions are located in the addendum of this charter application:

- Director/Principal
- Licensed Administrator

Teacher
Special Education Coordinator
Registrar
Administrative Assistant
Educational Assistant
Custodian

Job descriptions are compliant with all federal and state regulatory requirements and with the School Personnel Act.

Proposed Pupil-Teacher Ratio

A low teacher-to-student ratio will allow for considerable individualized instruction and create the more intimate environment necessary to fulfill the vision and mission of the school. Mountain Mahogany Community School proposed student-teacher ratio to be:

- One teacher to 11 pupils in kindergarten and grade one;
- One teacher to 15 pupils in grades two and three;
- One teacher to 16 pupils in grades four through seven.

SECTION “K”
THE EMPLOYMENT AND STUDENT DISCIPLINE POLICIES OF MOUNTAIN MAHOGANY COMMUNITY SCHOOL.

(1) EMPLOYMENT POLICIES FOR STAFF AND PROCEDURES THAT COMPLY WITH THE SCHOOL PERSONNEL ACT, SECTIONS 22-10-1 ET SEQ., NMSA 1978, AS SET FORTH IN SECTION J OF 6.80.4.8 NMAC ABOVE.

Personnel policy at Mountain Mahogany Community School will be conducted in accordance with the School Personnel Act, codified at NMSA 2000 22-10-1 through 22-10-27. The Governing Council, through school administration, will have complete authority over all employment matters, including employment, discipline, re-employment, and termination in compliance with the School Personnel Act. NMSA 22-10-14 (A) Employees who have been employed for three or more consecutive years shall only be terminated for just cause NMSA 22-14-10 (D). Just cause means a reason that is rationally related to an employee’s competence or turpitude or proper performance of his/her duties and that is not in violation of the employee’s constitutional civil rights, as per NMSA 22-10-2 (F).

Employees are entitled to due process prior to termination, if such employee has a vested property or livery interest in his or her employment. In the event of termination, the administration shall provide the employee with written notice of the reasons why termination is recommended. The employee may request the opportunity to make a statement to the Governing Council concerning reasons for the termination. The administrator shall provide the employee the opportunity to be heard. The procedures to be followed are those set forth in NMSA 2000 22-10-14, 22-10-17, and in the school Personnel Act in general. Any employee aggrieved by a decision of the school may appeal, as set forth in NMSA 22-10-14, and 22-10-17, if the school Personnel Act is changed, modified, or amended, then the schools procedure will also be changed, modified, or amended to conform to the Act.

A copy of Mountain Mahogany Community School Council Policy and Procedures Manual is included in the appendices section. All Mountain Mahogany Community School staff and faculty will be given a copy of the Personnel Policies and Procedures section of the manual for their review prior to employment.

All final decisions regarding personnel policies and procedures will be made by Mountain Mahogany Community School Governing Council.

Non-Discriminatory Statement

Mountain Mahogany Community School will not discriminate against anyone on the basis of ethnicity, national origin, gender, or disability. The school will be nonsectarian in its programs, admission policies, employment practices and all other operations. The school will comply with all existing labor laws.

(2) DISCIPLINE POLICY FOR STUDENTS THAT ADDRESSES THE STATE BOARD OF EDUCATION'S REGULATION ON STUDENTS' RIGHTS AND RESPONSIBILITIES.

The school will enforce a discipline system built around freedom within limits. Mountain Mahogany Community School's discipline policy is based on empowering the student to make appropriate decisions about behavior in an atmosphere of mutual respect and trust. There is no place for corporal punishment or emotional intimidation in the school environment. Students will work with their

teachers to understand and define the boundaries of right and wrong consistent with the standards of the school community, i.e. the ground rules.

Draft Discipline Policies (To be finalized through community input)

Mountain Mahogany Community School is a school that provides a rich, well rounded, and appropriate learning environment that guides and stimulates thinking, embraces and nourishes feeling, strengthens the body, and encourages and accepts creativity in a nonsectarian and open environment. In order to achieve this, Mountain Mahogany Community School has specifically designed and created an environment to allow teachers to guide and direct students to explore and learn. As a student or parent here, you share in the responsibility for making the school into a safe, open, and pleasant place in which everyone can grow and function well.

Each student has the right to learn without damaging interference from others. The ground rules have been developed to protect that right. Additionally students will develop, with their teachers, classroom rules that define appropriate boundaries that are consistent with the standards of the school community as reflected by the ground rules. The guidelines here were developed prior to the opening of the school and will be developed and refined by the director, staff, parents, and students of Mountain Mahogany Community School as the school evolves.

The community shall understand that New Mexico law expects the school to hold students accountable for behavior at any time while on the school grounds, on the way to and from school, and at school related outings and functions -- not just when classes are in session.

Ground Rules

The ground rules apply to anyone participating in school-based activities or on school grounds. This includes the staff, students, family members and visitors. Students learn in large part by example, so all members of the community must work constantly, as we wish the students to do, to embody the standards established by the school community.

Guiding behaviors:

- Be honest
- Put forth your best effort
- Show respect for and be considerate of others
- Be thoughtful and attentive when listening

Unacceptable behaviors:

- Dishonesty
- Causing or threatening physical or emotional harm to others
- Damaging property of others
- Disruption of Educational Process
- Ditching
- Theft
- Possession of tobacco/drugs/alcohol, firecrackers, or weapons

Dress Code

Parents are asked to provide guidance to students in regard to the clothing students wear to school in order to support the following code:

Members of the school community are expected to dress and groom themselves in an appropriate manner. Clothing, jewelry, and accessories should reflect the respect we have for each other and ourselves and be appropriate for the activities she will be involved in throughout the day. Clothing and accessories should not be degrading, damaging, distasteful, or threatening to the student themselves or to other students and may not present a health or safety hazard, violate municipal or state law, or be disruptive to the instructional program.

Consequences for unacceptable behavior

The staff at Mountain Mahogany Community School will employ creative strategies to become aware of the source of students' negative behavior and to work as a team with the student to modify it into more positive behavior. Teachers are expected to consult other teachers and staff of Mountain Mahogany Community School as well as the parents or family of a student for other ideas and suggestions on an ongoing basis.

If a student repeatedly breaks the classroom or ground rules, and is still not responsive to teacher strategies within the classroom, he or she will be removed from the classroom. The Student will have an opportunity to work out a solution with one class teacher or the director, and may return to the classroom to try again. Parents will be involved in this process along with the teachers and director.

If the student repeatedly needs office support to deal with his or her behavior, the parent may be called to take the student home. There will be a conference with the parent before the student returns to the classroom.

If the situation cannot be rectified in a timely fashion, especially if the behavior presents a danger to other students or faculty members, suspension or expulsion procedures will apply.

SECTION “L”
AGREEMENT BETWEEN MOUNTAIN MAHOGANY COMMUNITY SCHOOL AND THE
ALBUQUERQUE PUBLIC SCHOOLS GOVERNING BOARD REGARDING THEIR
RESPECTIVE LEGAL LIABILITY AND APPLICABLE INSURANCE COVERAGE

Liability and Liability Insurance Agreement

In accordance with the New Mexico Charter School Act of 1999, the local school board (APS) and Mountain Mahogany Community School hereby agree that the local school board (APS) will assume no liability for Mountain Mahogany Community School, and that Mountain Mahogany Community School can sue or be sued.

Regarding liability, Mountain Mahogany Community School governance council and all employees of Mountain Mahogany Community School Charter School will be insured through the New Mexico State Public School Insurance Authority.

SECTION “M”
DESCRIPTION OF HOW MOUNTAIN MAHOGANY COMMUNITY SCHOOL PLANS TO MEET THE TRANSPORTATION AND FOOD SERVICE NEEDS OF THE STUDENTS

(1) DESCRIPTION OR PLAN OF HOW THE CHARTER SCHOOL AND SCHOOL DISTRICT PLAN TO MEET TRANSPORTATION NEEDS OF STUDENTS IN THE CHARTER SCHOOL.

At time of this proposal, it is not the intention of Mountain Mahogany Community School to provide transportation to and from school. CURRENTLY, IT IS THE RESPONSIBILITY OF THE STUDENT AND OR PARENT TO TRANSPORT THE STUDENT TO AND FROM SCHOOL.

Mountain Mahogany Community School will provide transportation to all Special Needs students whose IEP specifically calls for transportation. This transportation will be at no cost to the parent or the student and the transportation will comply with all state and federal law.

Mountain Mahogany Community School has budgeted funds for Field Trips and extracurricular activities.

(2) DESCRIPTION OR PLAN OF HOW THE CHARTER SCHOOL PLANS TO MEET THE FOOD SERVICE NEEDS OF STUDENTS IN THE CHARTER SCHOOL.

Mountain Mahogany Community School is dedicated to teaching students healthy nutritional practices. We will be a closed campus.

School Lunch Program:

Mountain Mahogany Community School intends to have kitchen facilities that meet or exceed local, state and federal codes relating to food service on premises as soon as is possible. Until Mountain Mahogany Community School has appropriate facilities, the school will contract and purchase products and nutritional snacks through a certified and local outsource lunch provider at Mountain Mahogany Community School sites. All food services will meet or exceed state and national standards for health, nutrition, safety, and food service. Students should/may eat breakfast before class, and/or bring food to be eaten during lunchtime. Breakfast services will only be provided if federal funding is received.

SECTION “N”
DESCRIPTION OF THE WAIVERS THAT MOUNTAIN MAHOGANY COMMUNITY SCHOOL IS REQUESTING FROM APS AND THE STATE BOARD AND MOUNTAIN MAHOGANY COMMUNITY SCHOOL’S PLAN FOR ADDRESSING THE WAIVER REQUESTS

The founders of the Mountain Mahogany Community School have reviewed the Albuquerque Public Schools policies and will adopt those APS Policies indicated below with the understanding that the following substitutions will be made:

- “Superintendent” is substituted with Mountain Mahogany Community School’s administrator
- “District” or “Albuquerque Public Schools” or “APS” is substituted with Mountain Mahogany Community School
- “Board” or “Board of Education” is substituted with Mountain Mahogany Community School’s Governing Council.
- “Negotiated Agreement” is substituted with the employee contract
- “APS Student Handbook” is substituted with the MMCS Student Handbook
- “Office of Community Relations” is substituted with the MMCS school office.

The matrix below indicates those policies MMCS will adopt and those that will be developed and adopted by the MMCS Governing Council.

APS Board Policies	Adopted by MMCS	To be developed by MMCS
Section A - Foundations and Basic Commitments		
A.01 Mission Statement	No	See Section A. of charter
A.02 Vision For A Learning Community	No	See Section A. of charter
A.03 Nondiscrimination On The Basis Of Handicap/Disability	Yes	
A.04 Tobacco Free Schools	Yes	
Section B - School Board Governance and Operations		
B.01 Board Powers And Responsibilities	Yes	
B.02 Board Member Authority	Yes	
B.03 Suspending Or Revoking Policies And Directives	Yes	
B.04 Board Membership	No	See bylaws in Governance: Section I.
B.05 Board Member Conflict Of Interest	Yes	
B.06 Board Organizational Meeting	No	See bylaws in Governance: Section I.
B.07 Board Committees	No	See bylaws in Governance: Section I.
B.08 Board Meetings	Yes	
B.09 Board Agenda	No	Yes

B.10 Addressing The Board	Yes	
B.11 Board Minutes	Yes	
B.12 Alternative Dispute Resolution Programs	Yes	
B.13 Policy Adoption	Yes	
B.14 Parliamentary Authority	Yes	
Section C - General School Administration		
C.01 Superintendent's Authority And Responsibility	Yes	
C.02 Superintendent's Evaluation	Yes	
C.03 Meet And Confer	No	N/A
Section D- Fiscal Management		
D.01 Budget Process	Yes	
D.02 Investments	No	N/A
D.03 Contracts	Yes	
D.04 Central Purchasing	No	Yes
D.05 Internal Audit	No	Yes
D.06 Fiscal Integrity	Yes	
Section E - Support Services		
E.01 Safety	Yes	
E.02 Food Services	No	See Food Service: Section M.
E.03 Transportation Services	No	See Transportation: Section M.
E.04 District-Owned Vehicles	No	N/A
E.05 Drug Testing Of School Police	No	N/A
Section F - Facilities Development		
F.01 Long-Range Facility Usage	No	Yes
F.02 Naming Facilities	No	N/A
F.03 Building Accommodations	Yes	
Section G - Personnel		
G.01 Equal Employment	Yes	
G.02 Employee Conflict Of Interest	Yes	
G.03 Sexual Harassment	Yes	
G.04 Drug Free Workplace	Yes	
G.05 Staff Conduct With Students	Yes	
G.06 Staff Participation In Political Activities	Yes	
G.07 Grievance Adjustment Procedures	No	Yes
G.08 Employee Insurance	No	Yes
G.09 Annual Leave And Holidays	No	Yes
G.10 Salary Maintenance (Save Harmless)	No	Yes
G.11 Transfer Of Employees	Yes	
G.12 Duty Day	Yes	
G.13 Staff Development	Yes	
G.14 Personnel Evaluations	Yes	
G.15 Tutoring Or Advising For Pay	Yes	

G.16 Exchange Teaching	No	Yes
G.17 Background Investigations	Yes	
G.18 Employee Standards Of Conduct	Yes	
Section H - Negotiations		
H.01 Employee Relations	Yes	
Section I - Instruction		
I.01 Instructional Program	Yes	
I.02 School Year And Work Year	Yes	
I.03 Treatment Of Religious Issues	Yes	
I.04 Establishment Of Magnet Schools	No	N/A
I.05 Instructional Materials	Yes	
I.06 School Volunteers	Yes	
I.07 Student Travel: Field And Activity Trips	Yes	
I.08 Reports To Parents On Student Progress	Yes	
I.09 Teaching About Controversial Or Sensitive Issues	Yes	
I.10 Student Internet Acceptable Use Policy	Yes	
Section J – Students		
J.01 School Attendance Areas	No	N/A
J.02 Enrollment Requirements	Yes	
J.03 Assignment Of Students To School	No	N/A
J.04 Enrollment Priorities For Students Under The Open Enrollment Act	No	See Enrollment: Section P.
J.05 Student Attendance, Absences, And Excuses	Yes	
J.06 Release Of Students	Yes	
J.07 Hazing	Yes	
J.08 Student Interrogations	Yes	
J.09 Student Discipline	No	See Student Discipline: Section K.
J.10 School-Linked And School-Based Health Services Clinics	Yes	
J.11 Extracurricular Activities	Yes	
J.12 Student Records	Yes	
J.13 Release Of Student Lists Or Directories	Yes	
J.14 Student Possession Of A Firearm	Yes	
J.15 Released Time For Religious Instruction	No	N/A
J.16 Athletic Eligibility	No	N/A
J.17 Student Uniform Dress	No	N/A
J.18 Do Not Resuscitate Orders	Yes	
J.19 Students And Off-Campus Violent Acts	Yes	
Section K - School-Home-Community Relations		
K.01 Community Involvement	No	Yes
K.02 Use Of Community Resources	Yes	
K.03 Community Use Of Buildings, Grounds, And Equipment	Yes	
K.04 Gifts And Donations	Yes	

K.05 Advertising In Schools	No	Yes
K.06 Political Solicitations In Schools	Yes	
K.07 Financial Solicitations In Schools	Yes	
K.08 Relations With Community Organizations	Yes	
K.09 Custodian Of Public Records	Yes	
K.10 Restaurant Liquor License Waivers	Yes	

SECTION “O”
DESCRIPTION OF THE FACILITIES THE MOUNTAIN MAHOGANY COMMUNITY
SCHOOL PLANS TO USE

(1) PLAN FOR LOCATING A FACILITY WITH SITES BEING CONSIDERED.

At the time of application the location of the school has not been finalized.

Descriptions of some possible sites that we feel are economically feasible can be found in Appendix L.

(2) PLAN FOR ADDRESSING CODE, ACCESSIBILITY REQUIREMENTS, AND ANY OTHER HEALTH AND SAFETY REQUIREMENTS.

Mountain Mahogany Community School assures that ALL sites, facilities and play grounds that the school shall occupy and utilize will meet all health, safety and fire codes regulations prior to opening the schools.

(3) PROPOSED PLAN FOR OPERATION, MAINTENANCE AND REPAIR OF A FACILITY.

Mountain Mahogany Community School also assures that the sites will be excellently maintained. Maintenance and repair has been budgeted into our yearly budgets.

SECTION “P”
DESCRIPTION OF THE ENROLLMENT PROCEDURES TO BE USED BY MOUNTAIN MAHOGANY COMMUNITY SCHOOL

(1) PLAN OF HOW THE CHARTER SCHOOL WILL ENROLL STUDENTS AS EITHER “FIRST-COME, FIRST-SERVE” OR LOTTERY SELECTION PROCESS.

The Mountain Mahogany Community School will not discriminate on the basis of ethnicity, religion, gender, economic status, or disabilities, limiting conditions, etc.

Mountain Mahogany Community School will enroll students through an open lottery. There will be publicly advertised open application periods of 10 to 20 days, during which Mountain Mahogany Community School will have regularly scheduled orientation meetings designed to provide information about the school, answer questions and to distribute applications. At the conclusion of the advertised open application period, a random lottery for any classes/grades that do exceed capacity will be held. For classes/grades that do not exceed capacity, all students who have completed and submitted an application within the open application period will be enrolled. For those in the lottery, student’s names will be drawn randomly from all the students who have submitted a complete application through the conclusion of the open application period, until capacity is reached.

All remaining students not selected for enrollment through the lottery will be placed on a waiting list using the same lottery basis. As openings may occur, students will be placed according to this waiting list. Regularly throughout the year, additional names may be selected randomly from publicly advertised lottery drawings of received completed applications to add onto the waiting list.

The Mountain Mahogany Community School will serve all children within the state of New Mexico. In order to secure a cross-section of the school-age population, the school will promote the school to the entire community. Preferential enrollment will only be given to pupils returning to the charter school from the previous year, and to siblings of pupils already enrolled in the school. To be eligible for admission, all students must provide proof of minimum age as established by regulation, and an appropriately completed application form.

(2) PLAN ON HOW THE CHARTER SCHOOL WILL BE ADVERTISED SO THAT THERE IS EQUAL OPPORTUNITY FOR ALL PARENTS AND STUDENTS TO LEARN ABOUT THE SCHOOL AND APPLY.

To assure that there is an equal opportunity for all parents and students to learn about the school and apply for admission, several publicly advertised enrollment meetings will be held. These meetings and advertisements for these meetings will be publicly advertised in newspapers, fliers, etc., and a record of all such advertisements will be kept on file at the school.

(3) DOCUMENTATION THAT MOUNTAIN MAHOGANY COMMUNITY SCHOOL WILL NOT CHARGE TUITION OR HAVE ADMISSION REQUIREMENTS, EXCEPT AS OTHERWISE PROVIDED IN THE PUBLIC SCHOOL CODE, SECTIONS 22-1-1 ET SEQ., NMSA 1978.

Mountain Mahogany Community School WILL NOT charge tuition or have admission requirements, except as otherwise provided in the Public School Code.

SECTION “Q”
**EXPLANATION OF HOW MOUNTAIN MAHOGANY COMMUNITY SCHOOL IS IN THE
BEST INTERESTS OF STUDENTS, SCHOOL DISTRICT AND COMMUNITY AND
EVIDENCE THAT THE CHARTER SCHOOL SERVES A PURPOSE IN THE COMMUNITY**

Charter school law was created so that individuals and groups would be able to create schools of choice for their communities. The term 'school of choice' explicitly implies that there are many effective and sought after school and educational models. Mountain Mahogany Community School, as a school of choice, represents one educational model that is not available to members of the Albuquerque area.

Our arts integrated approach has its roots within Waldorf education, which has become increasingly popular within the United States with 154 schools affiliated with the Association of Waldorf Schools of North America in 2002, and many more that are inspired by the Waldorf approach. The closest Waldorf school (private) is located in Santa Fe, and some families commute from Albuquerque in order to have their children attend this sort of school.

Although there are private institutions that employ alternative and interdisciplinary modes of education, these are often not an option for members of our community due to location or cost. These families end up making compromises regarding their children's education, not giving them what they see as ideal, because the resources to do so are not available to them. As a public school, Mountain Mahogany Community School will provide these families with a public school option that meets both their needs and ideals.

Mountain Mahogany Community School will provide students with a safe and secure learning community. The school will give students the opportunity to explore and discover the world around them on their own terms and in a meaningful way, which ensures the development of higher level thinking skills and academic success. Students who enroll in Mountain Mahogany Community School will be in an environment that is responsive to their needs, utilizing educational strategies that have been shown to increase self-esteem and academic performance (see Section C-1).

Mountain Mahogany Community School will provide a vibrant and viable option for families that are not completely satisfied with the schools available for them to choose from. Since Mountain Mahogany Community School will be a public school, these families will have a greater sense of being served by the public school system, and their interaction and discussions about the school district will reflect this.

The community surrounding the school will also benefit from the school. The school will make contributions through presentations, celebrations, participation in community events, and community service activities. Additionally, students who have attended Mountain Mahogany Community School will be equipped to solve problems, resolve conflicts, and provide other gifts to their communities far down the road.

SECTION "R"
SIGNED ASSURANCES

The Mountain Mahogany Community School assures that it will be non-sectarian in its programs, admission policies, employment practices, and all other operations, and that it is not affiliated with a sectarian or religious institution.

The Mountain Mahogany Community School assures that the school will comply with the Age Discrimination Act of 1975, Title VI of Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1073, and Part B of the Individuals with Disabilities Education Act.

The Mountain Mahogany Community School assures that the school agrees with the same federal and state audit requirements, as do other public schools in the state.

The Mountain Mahogany Community School assures that the school will meet all applicable federal, state and local health and safety requirements.

The Mountain Mahogany Community School assures that the school will operate in accordance with state law.

The Mountain Mahogany Community School assures that the school will not charge tuition.

The Mountain Mahogany Community School assures that the school will provide equitable access to, and participation in, its federally assisted programs for students, teachers, and other program beneficiaries with special needs.

The Mountain Mahogany Community School assures that the school's admission process will not discriminate against anyone regarding race, gender, national origin, color, disability, or age.

The Mountain Mahogany Community School assures that the school will admit students on the basis of a lottery, if more students apply than can be accommodated.