

## **ASL Academy Policy & Procedures Index**

Updated July 2024

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# The Albuquerque Sign Language Academy

## Volunteer Background Check Policy

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

*Revised 06/19/2024*  
*Approved 07/08/2013*  
*Approved 07/09/2012*  
*Approved 12/13/2010*

# The Albuquerque Sign Language Academy

## Student Transportation Plan

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

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

# The Albuquerque Sign Language Academy

## Request for Mileage Reimbursement

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

Student Name(s): \_\_\_\_\_

Home Address: \_\_\_\_\_

Location of Bus Stop: \_\_\_\_\_

Mileage to Bus Stop (one way): \_\_\_\_\_

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

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

I have verified the above information for accuracy:

Finance/Business Manager Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# The Albuquerque Sign Language Academy

## Instructional Materials Policy

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

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

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

# The Albuquerque Sign Language Academy

## Complaint Procedures

The Albuquerque Sign Language Academy will comply with 6.10.3 NMAC.

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

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

*Revised 05/11/2015*  
*Revised 07/08/2013*  
*Revised 09/10/2012*  
*Adopted 05/10/2010*

# The Albuquerque Sign Language Academy

## Compulsory School Attendance Policy

The Albuquerque Sign Language Academy will comply with 6.10.8 NMAC.

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

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

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

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

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

# The Albuquerque Sign Language Academy

## Health Services Plan & Policy

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

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

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

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



Human Immunodeficiency Virus (HIV)

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

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

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

# The Albuquerque Sign Language Academy

## Tobacco, Alcohol, and Drug-Free Policy

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

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

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

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

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

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

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

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

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

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

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

*Revised 07/08/2013*  
*Approved 8/13/2012*  
*Approved 6/11/2011*  
*Adopted 5/10/2010*

# The Albuquerque Sign Language Academy

## Harassment, Intimidation and Bulling Policy

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

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

### Harassment

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

### Bullying

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

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

#### Parent/Guardian Harassment

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

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

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

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

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

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

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

# The Albuquerque Sign Language Academy

## Grading Policy

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

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

### Administration's Responsibilities - General

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

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

### Teacher's Responsibilities

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

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

### Grade Change

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

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

### Grade Change Procedure

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

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

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

### Teacher Appeal of Grade Change

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

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

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

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

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



# The Albuquerque Sign Language Academy

## Special Education Training Plan

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

## Special Education Staffing Plan

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

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

# The Albuquerque Sign Language Academy

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

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

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

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

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

# The Albuquerque Sign Language Academy

## Plan for Annual Staff Training re Child Abuse

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

*Approved 07/08/2013*

*Revised 09/10/2012*

*Revised 06/13/2011*

*Adopted 05/10/2010*

# The Albuquerque Sign Language Academy

## Nepotism Policy

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

Revised 05/11/2015

Approved 7/8/2013

Revised 8/13/2012

Approved 5/9/2010

# The Albuquerque Sign Language Academy

## Distance Learning Policy

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

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

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

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

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

# The Albuquerque Sign Language Academy

## Mileage and Travel Expense Reimbursement Policy

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

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

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

### Expense Report

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

### Mileage Reimbursement

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

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

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

# The Albuquerque Sign Language Academy

## Homeless Education Policy

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

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

### **Definitions**

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

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

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

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

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

*Immediate* means without delay.

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

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

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

### **Identification**

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

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

### **School Selection**

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

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

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

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



## **Enrollment**

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

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

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

## **Transportation**

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

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

## **Services**

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

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

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

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

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

### **Disputes**

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

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

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

**Free Meals**

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

**Title I, Part A**

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

**Training**

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

**Coordination**

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

**Preschool**

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

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

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

# The Albuquerque Sign Language Academy

## Health and Wellness Policy

Albuquerque Sign Language Academy believes that good health habits are essential to the academic success and lifelong well-being of both our students, families and staff. The benefits of good health habits help to support an optimal environment for teaching and learning. In accordance with this philosophy and the direction and guidance provided in the New Mexico Public Education Department Wellness Policy rule 6.12.6.6 NMAC, the requirements of section 204 of the Healthy, Hunger-Free Kids Act of 2010 (the Act), Public Law 111-296, an expansion of the Child Nutrition and Special Supplemental Nutrition Program for Women, Infants and Children (WIC) Reauthorization Act of 2004 (Public Law 108-265).

Albuquerque Sign Language Academy (hereto referred to as the District) is committed to the optimal development of every student. The District believes that for students to have the opportunity to achieve personal, academic, developmental, and social success, we need to create positive, safe, and health-promoting learning environments at every level, in every setting, throughout the school year.

Research shows that two components, good nutrition, and physical activity before, during, and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism, and better performance on cognitive tasks. Conversely, less-than-adequate consumption of specific foods including fruits, vegetables, and dairy products, is associated with lower grades among students. In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education, and extracurricular activities – do better academically.

This policy outlines the District's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this policy establishes goals and procedures to ensure that:

- Students in the District have access to healthy foods throughout the school day—through reimbursable school meals.
- Students receive quality nutrition education that helps them to develop lifelong healthy eating behaviors.
- Students have opportunities to be physically active before, during, and after school.
- Schools engage in nutrition and physical activity promotion and other activities that promote student wellness.
- School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school.
- The community is engaged in supporting the work of the District in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and
- The District establishes and maintains an infrastructure for management, oversight, implementation, communication about, and monitoring of the policy and its established goals and objectives.

In consideration of requirements governing possible food allergies in schools, children with food allergies may qualify for a Section 504 plan through the individualized education program's (IEP) individualized health plan (IHP). (See Individualized Healthcare Plan memo, March 19, 2015 - PED.) Schools are to follow these guidelines to ensure protection of students against allergic reaction to foods:

- Ensure that a copy of the student's current IHP is attached to the student's current IEP.
- Follow guidance from Section 504 of the 1973 Rehabilitation Act regarding persons with disabilities to include substantial limitations for an individual based on his or her food allergies; and
- Adhere to instructions under 7.30.12 NMAC: Emergency Medications in Schools in the potential case of anaphylaxis that may affect breathing and/or potentially affect other major life activities of students due to an allergic reaction.

This policy applies to all students, staff, and schools in the District.

## **FAMILY, SCHOOL, AND COMMUNITY INVOLVMENT**

### **Goal**

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

### **School Health Advisory Council- through School Equity Council**

#### ***Committee Role and Membership***

Albuquerque Sign Language Academy will convene a representative district health advisory council (hereto referred to as the SHAC) that meets annually to review goals and oversee school health and safety policies and programs, including development, implementation, and periodic review and update of this district-level wellness policy (heretofore referred as “wellness policy”).

In accordance with Public Education Department rule 6.12.6.6 NMAC, Albuquerque Sign Language Academy shall establish a School Health Advisory Council (SHAC). The SHAC membership will include (to the extent possible), but not be limited to: parents and caregivers; students; representatives of the school nutrition program (ex., school nutrition director or school food authority); physical education teachers; health education teachers; special education teachers; classroom teachers; school health professionals (ex., health education teachers, school health services staff [i.e., nurses, physicians, dentists, health educators, and other allied health personnel who provide school health services], and mental health and social services staff [i.e., school counselors, psychologists, social workers, or psychiatrists]; school administrators (ex., superintendent, principal, assistant principal), school board members; health professionals (ex., dietitians, doctors, nurses, dentists); and the general public. To the extent possible, the SHAC will reflect the diversity of the community.

Albuquerque Sign Language Academy will maintain a plan for implementation to manage and coordinate the execution of this wellness policy by holding tri-annual meetings to focus on the school’s progress towards goals and objectives for nutrition standards for all food and beverages, nutrition promotion and education, physical activity, physical education and all other activities that promote student wellness.

Albuquerque Sign Language Academy’s wellness policy and the progress reports can be found at the school’s website at: [www.aslacademy.com](http://www.aslacademy.com)

#### ***Leadership***

Albuquerque Sign Language Academy’s Executive Director or designee(s) will convene the SHAC and facilitate development of and updates to the wellness policy and will ensure the school’s compliance with the policy.

The name(s), title(s)/role(s), and contact information (email address is sufficient) of this/these individual(s) is listed in Appendix A. Each school will designate a school wellness policy lead, who will ensure compliance with the policy (refer to Appendix A).

### **Wellness Policy Implementation, Monitoring, Accountability, and Community Engagement**

#### ***Implementation Plan***

The District will develop and maintain a plan for implementation to manage and coordinate the execution of this wellness policy. The plan delineates roles, responsibilities, actions, and timelines specific to each school, as well as specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing (per USDA Food & Beverage Marketing and Advertising policies), nutrition promotion and education, physical activity, physical education, and other school-based activities that promote student wellness. It is recommended that the school use the Healthy Schools Program online tools to complete a school level assessment based on the Centers for Disease Control and Prevention’s School Health Index, create an action plan that fosters implementation, and generate an annual progress report.

This wellness policy and the progress reports can be found at: [www.aslacademy.com](http://www.aslacademy.com)

### ***Recordkeeping***

Albuquerque Sign Language Academy will retain records to document compliance with the requirements of the wellness policy at Albuquerque Sign Language Academy's Administrative Office.

Documentation maintained in this location will include but will not be limited to:

- The written wellness policy.
- Documentation demonstrating compliance with community involvement requirements, including: (1) efforts to actively solicit SHAC membership from the required stakeholder groups; and (2) the participants' involvement in the development, implementation, and periodic review and update of the wellness policy.
- Documentation of annual policy progress reports
- Documentation of the tri-annual assessment
- Documentation demonstrating compliance with public notification requirements, including:
  - Methods by which the wellness policy, annual progress reports, and tri-annual assessments are made available to the public.
  - Efforts to actively notify families about the availability of wellness policy.

### ***Annual Progress Reports***

The District will compile and publish an annual report to share basic information about the wellness policy and report on the progress of the school in meeting wellness goals. This annual report will be published around the same time each year, March.

This report will include, but is not limited to:

- The website address for the wellness policy and/or how the public can receive/access a copy of the wellness policy.
- A description of each school's progress in meeting the wellness policy goals.
- A summary of each school's events or activities related to wellness policy implementation.
- The name, position title, and contact information of the designated District policy leader(s) identified in Section I; and
- Information on how individuals and the public can get involved with the SHAC through the School Equity Council.

The annual report will be available in English.

The District will actively notify households/families of the availability of the annual report through both the school's website as well as through the annual parent-student handbook link made available during school registration each year.

The SHAC will establish and monitor goals and objectives for each of the content-specific components listed in the sections of this policy.

In addition, Albuquerque Sign Language Academy may

- Analyze and report on any correlations between improvements in health-promoting environments with education outcomes, such as absenteeism, disciplinary referrals, test scores, average grades, or health measures such as consumption of whole grains, fruits, or vegetables through the school meal programs or BMI, or psycho-social measures such as self-reported "connectedness," or other school climate measures.
- Track and report other related information, such as findings from food safety inspections, aggregate participation in school meals programs, income reported from competitive food sales, fundraising revenues, and other such information, as feasible.
- Track, report and document community collaborations and activities provided by these collaborations that support the holistic health and wellness of our students that may include but may not be limited to:
  - Weekly Service Learning at local community farms
  - Increasing the access to Organic or mostly organic meals
  - Increasing the access to fresh, local fruits and vegetables

### ***Triennial Progress Assessments***

At least once every three years, the District will evaluate compliance with the wellness policy per the SSWB nutrition administrative review process to assess the implementation of the policy and include:

- The extent to which the District follows the wellness policy; and
- A description of the progress made in attaining the goals of the District's wellness policy.

The position/person responsible for managing the triennial assessment and contact information is Raphael Martinez, Albuquerque

Sign Language Academy Executive Director, [rafem@aslacademy.com](mailto:rafem@aslacademy.com)

The SHAC will monitor schools' compliance with this wellness policy.

The District will actively notify households/families of the availability of the triennial progress report.

### ***Revisions and Updating the Policy***

The SHAC will update or modify the wellness policy based on the results of the annual progress reports and triennial assessments, and/or as: District priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. **The wellness policy will be assessed and updated as indicated at least every three years, following the triennial assessment.**

### ***Community Involvement, Outreach, and Communications***

The District is committed to being responsive to community input, which begins with awareness of the wellness policy. The District will actively communicate ways in which representatives of SHAC and others can participate in the development, implementation, and periodic review and update of the wellness policy through a variety of means appropriate for that district. The District will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, and the availability of child nutrition programs. The District will use electronic mechanisms, such as email or displaying notices on the district's website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to the wellness policy, as well as how to get involved and support the policy. The District will ensure that communications are culturally and linguistically appropriate to the community and accomplished through means like other ways that the district is communicating other important school information with parents.

The District will actively notify the public about the content of or any updates to the wellness policy annually, at a minimum. The District will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

### ***Evaluation***

See Appendix B.

## **HEALTH EDUCATION**

### **Definition**

Health education is an instructional program that provides the opportunity to motivate and assist all students to maintain and improve their health, prevent disease, and reduce health-related risk behaviors. It allows students to develop and demonstrate increasingly sophisticated health-related knowledge, attitudes, skills, and practices. As well, Health Education meets the content standards with benchmarks and performance standards as set forth in 6.29.1 NMAC Standards for Excellence.

### **Goal**

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

### **Requirement**

6.29.6 NMAC requires all school districts to adopt a K-12 Health Education Curriculum, aligned with the New Mexico Health Education Content Standards with Benchmarks and Performance Standards. **Albuquerque Sign Language Academy** health education curriculum, including the required health education course where applicable, is aligned to these standards. **(District)** incorporates Health Education curriculum at all grade levels. The K-12 District Health Education Curriculum is available for review.

Albuquerque Sign Language Academy provides a planned, sequential, 6<sup>th</sup> – 12<sup>th</sup> grade Health Education curriculum that addresses the physical, mental, emotional and social dimensions of health and is aligned with the health education content standards with benchmarks and performance standards as set forth in 6.30.2.19 NMAC. The curriculum will provide the mechanism to help students acquire healthy life skills that promote personal, family, community, consumer, and environmental health.

Albuquerque Sign Language Academy will provide:

- A. Activities in comprehensive health education content standards with benchmarks, and performance standards as set forth by the NM PED Standards and Benchmarks.
- B. Activities in comprehensive health education that align with the New Mexico Health Education Content Standards with Benchmarks and Performance Standards, allowing students in high school to earn .5 Health Education credit required for graduation.
- C. An “opt-out” policy that will ensure that parents can request their child to be exempted from the health education curriculum components that focus on sexuality performance standards. The policy includes but is not limited to the process for parents to request an exemption of health education curriculum components that address the sexuality performance standards and how alternative lessons are established for the exempted parts of the curriculum.
- D. Instruction about HIV and related issues found in the curriculum of the required health education content area to elementary, middle/junior high, and senior high school grades as set forth in 6.12.2.10 NMAC.
- E. Section 22-13-1 NMSA 1978, Section H was amended in 2016 to include a require lifesaving skills training for hands-on (compression only) psychomotor skills cardiopulmonary resuscitation training including training to recognize the signs of a heart attack, training on the use of an automated external defibrillator, and training on how to perform the Heimlich maneuver for choking victims. Section K (2) of this same rule further states that this training must be included as part of the Health Education course that is required by all students to graduate.

### ***Other Activities***

- A. Health education lessons will be taught in a culturally sensitive and appropriate manner.
- B. Health education lessons use a variety of instructional strategies (e.g., role play, projects, media literacy, etc.).
- C. Health education is integrated into the core curriculum as well as through advisory and service learning.
- D. Health education is integrated and supported through community collaboration activities with organizations such as Agri-Nature Farms and Mandy’s Farm, as well as other local, community farms.
- E. Albuquerque Sign Language Academy will collaborate with local community organizations to support the purchase of local foods and expose students to diverse types of produce that they may not otherwise have.
- F. Albuquerque Sign Language Academy will work to maintain, increase, and document community collaborative efforts that provide activities to support health education for our students.
- G. Teachers, staff and administrators are made aware of coordinated school health professional development opportunities (e.g., School Health Education Institute, Charter School Nursing Services, New Mexico Activities Association, etc.).

### ***NM Health Education Standards***

- Students will comprehend concepts related to health promotion and disease prevention.
- Students will demonstrate the ability to access valid health information and health-promoting products and services.
- Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
- Students will analyze the influence of culture, media, technology, and other factors on health.
- Students will demonstrate the ability to use interpersonal communication skills to enhance health.
- Students will demonstrate the ability to use goal-setting and decision-making skills to enhance their health.
- Students will demonstrate the ability to advocate for personal, family, peer, and community health.
- From the Health Education & Life Skills component of the *Healthier Schools NM* instructional program
- Students will discuss and learn about environmental justice.
- Students will discuss and learn about food justice.
- Students will discuss, learn and engage in cultural traditions that align with agriculture, food and water.

## **NUTRITION**

### **Definition**

Nutrition means programs that provide access to a variety of nutritious and appealing meals that accommodate the health and nutritional needs of all students. Nutrition Education aims to teach, encourage, and support healthy eating. Nutrition Education and healthy eating inspire proper physical growth, physical activity, brain development, learning ability, emotional balance, a sense of well-being, obesity prevention and disease resistance.

### **Requirements**

Albuquerque Sign Language Academy will



- Identify goals for nutrition education and other school-based activities that promote student wellness.
- Maintain nutrition guidelines for all foods available on school campus.
- Identify goals for nutrition promotion.

New Mexico has adopted the federal guidelines established for all foods available on the school campus, including all foods sold to students. Guidelines must minimally meet the competitive food standards as stated in 7 CFR 210.11 and 6.12.5.8 NMAC.

Guidelines for fundraisers that do not meet the competitive food standards must be limited to no more than two occasions per semester or trimester term per school and may not be conducted during meal service or in the food service area as stated in 6.12.5.8 NMAC.

## **Goals**

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

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

Albuquerque Sign Language Academy will promote the role of nutrition in academic performance and quality of life and will adhere to or exceed the nutrition guidelines set forth in 6.12.5.8. NMAC, to include:

- Create procedures for the documentation of all foods available on the school campus including all foods sold to students that must minimally meet the competitive food standards as stated in 7 CFR 210.11 and 6.12.5.8 NMAC.
- Create procedures for the documentation of fundraisers that do not meet the competitive food standards that must be limited to no more than two occasions per semester or trimester term per school and may not be conducted during meal service or in the food service area.
- Establish guidelines for other school-based activities to promote student wellness.

Albuquerque Sign Language Academy will provide nutrition education activities that align with the New Mexico Health Education content standards, benchmarks, and performance standards as set forth in 6.30.2.19 NMAC as part of our Health Education curriculum.

Albuquerque Sign Language Academy has contracted with El Roi Cafe to provide all food served at breakfast and lunch. El Roi provides breakfasts and lunches that meet the federal and state recommended nutrition guidelines. El Roi provides:

- Organic ingredients when viable
- Locally sourced ingredients when available
- Healthy nutrition message that lays the foundation for all other messages throughout the school, classroom, cafeteria, home, and community
- Collaborative efforts to support healthy choices, food justice and environmental impact.

## **School Meals**

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

Albuquerque Sign Language Academy participates in USDA child nutrition programs, including the National School Lunch Program (NSLP), the School Breakfast Program (SBP), the Fresh Fruit and Vegetable Program (FFVP) when awarded FFV funding.

Albuquerque Sign Language Academy is committed to offering school meals through the NSLP and SBP programs, and other

applicable Federal child nutrition programs, that:

- Are accessible to all students.
- Are appealing and attractive to children.
- Are served in clean and pleasant settings.
- Meet or exceed current nutrition requirements established by local, state, and federal statutes and regulations. (The District offers reimbursable school meals that meet USDA nutrition standards.) (Further guidelines on food handling, food service and food processing can be found in 7.6.2 NMAC.)

Promote healthy food and beverage choices using the following Smarter Lunchroom techniques:

- ✓ Whole fruit options are displayed in attractive bowls or baskets (instead of chaffing dishes or hotel pans).
- ✓ Sliced or cut fruit is available daily.
- ✓ Daily fruit options are displayed in a location in the line of sight and reach of students.
- ✓ All available vegetable options have been given creative or descriptive names.
- ✓ All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal.
- ✓ Student surveys and taste testing opportunities are used to inform menu development, dining space decor, and promotional ideas.
- ✓ Student artwork is displayed in the service and/or dining areas.
- ✓ Daily announcements are used to promote and market menu options.
- ✓ The report on the most recent food safety inspection must be posted in a publicly visible place in the school and copies of the report provided to any member of the public upon request. (Follow guidelines for submission of the Food Safety Inspections Assurance form in the Safe Schools Guidance Document.)

In addition, Albuquerque Sign Language Academy will:

- Accommodate students with special dietary needs.
- Students will be allowed at least 20 minutes to eat breakfast, beginning to serve at 7:45 to 8:05
- Implement a 30-minute lunch with a minimum of 25 minutes to eat.
- Students are served lunch at a reasonable and appropriate time of day.
- Participation in federal child nutrition programs will be promoted among students and families to help ensure that families know what programs are available in their children's school.
- Implement the following Farm to School activities:
  - Local and/or regional products are incorporated into the school meal program.
  - Messages about agriculture and nutrition are reinforced throughout the learning environment.
  - Implements a school garden.
  - Supports regular field trips to the local community farms where our students participate in planting local vegetables that become a part of their meals.
  - Implements after school programming such as cooking club, gardening, and physical activities.

### ***Staff Qualifications and Professional Development***

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

### ***Water***

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day (\*defined as midnight the night before to 30 minutes after the end of the instructional day) and throughout every school campus (\*\*defined as areas that are owned or leased by the school and used at any time for school-related activities that are accessible to students). The District will make drinking water available where school meals are served during mealtimes. Water dispensers are available in the cafeteria along with the drinking fountain. In addition, students will be allowed to bring and carry (approved) water bottles, filled with only water throughout the day. All water sources and containers will be maintained on a regular basis to ensure good hygiene standards. Such sources and containers may include drinking fountains, water jugs, hydration stations, water jets, and other methods for delivering drinking water.

## ***Competitive Foods and Beverages***

The District is committed to ensuring that all foods and beverages available to students on the school campus during the school day\* support healthy eating. The foods and beverages sold and served outside of the school meal programs (i.e., “competitive” foods and beverages) will meet the USDA Smart Snacks in School nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day, and create an environment that reinforces the development of healthy eating habits.

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

## ***Celebrations and Rewards***

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

1. Celebrations and parties; the district will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas. Albuquerque Sign Language Academy will reference the Alliance for a Healthier Generation and from the USDA for healthy party ideas.
2. Albuquerque Sign Language Academy will request that all classroom snacks brought by parents meet Smart Snacks nutrition standards
3. ASLA will provide teachers (including special education teachers and related service personnel) and other relevant school staff with a list of alternative ways to reward children. Foods and beverages will not be used as a reward, or withheld as punishment for any reason, such as for performance or behavior.
4. Withholding food, water, or bathroom privileges from a student for any reason is unlawful. (Ref: 6.11.2 NMAC.)

## ***Fundraising***

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus during the school day.

- The District will make available to parents and teachers a list of healthy fundraising ideas.
- If foods and beverages are sold to students on the school campus outside of the school day, then water, fruit and/or vegetables are also offered and promoted as options.
- The schools do not permit any fundraiser exemptions, and all food-related fundraisers during the school day meet USDA Smart Snack standards.
- Schools will encourage fundraisers promoting physical activity (such as walk-a-thons, jump rope for heart, fun runs, etc.).

## ***Nutrition Promotion***

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

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

- Implementing regular work and collaboration at the local community farms
- Implementing Food Justice aligned learning in the cafeteria during mealtimes, at the farm and in Health, P.E., Advisory and Science class.
- Implementing and supporting community collaboration with Youth Conservation Crew (YCC) and ASLA’s Honey Badger Explorers program to maintain and develop new school gardens.
- Implementing and maintaining collaboration with local non-profit organizations to use the local farm trips for cultural and historical learning about food.
- Implement and maintain collaboration with local food service providers such as El Roi Cafe to promote healthy, clean

eating.

- Implement and maintain school and community-based learning about GMO and pesticides.
- Implement and maintain school and community-based learning about organic gardening.
- Implementing evidence-based healthy food promotion techniques through the school meal programs, using Smarter Lunchroom techniques; and
- Promoting foods and beverages that meet the USDA Smart Snacks in School nutrition standards. Additional promotion techniques that the District and individual schools may use are available at [www.healthiergeneration.org/smartsnacks](http://www.healthiergeneration.org/smartsnacks).

### ***Nutrition Education***

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

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

### ***Essential Healthy Eating Topics in Health Education***

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

- The relationship between healthy eating and personal health and disease prevention
- Food guidance from MyPlate
- Reading and using USDA's food labels
- Eating a variety of foods every day
- Balancing food intake and physical activity
- Eating more fruits, vegetables, and whole grain products
- Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain *trans*-fat.
- Choosing foods and beverages with little added sugars
- Eating more calcium-rich foods
- Preparing healthy meals and snacks
- Risks of unhealthy weight control practices
- Accepting body size differences
- Food safety
- Importance of water consumption
- Importance of eating breakfast
- Making healthy choices when eating at restaurants
- Eating disorders
- The Dietary Guidelines for Americans
- Reducing sodium intake
- Social influences on healthy eating, including media, family, peers, and culture.
- How to find valid information or services related to nutrition and dietary behavior.
- Risks of GMO
- Risks of Pesticides
- Teach our kids that what they put in their body matters.

### ***Food and Beverage Marketing in Schools***

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

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

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

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

### **Other Activities that Promote Student Wellness**

The District will integrate wellness activities across the entire school setting, not just in the cafeteria, other food and beverage venues, and physical activity facilities. The District will coordinate and integrate other initiatives related to physical activity, physical education, nutrition, and other wellness components, so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development, and strong educational outcomes.

Albuquerque Sign Language Academy will coordinate content across curricular areas that promote student health, such as teaching nutrition concepts in mathematics, with consultation provided by either the school or the District's curriculum experts.

All efforts related to obtaining federal, state, or association recognition or grants/funding opportunities for healthy school environments will be coordinated with and complementary of the wellness policy, including, but not limited to ensuring the involvement of the SHAC.

All school-sponsored events will adhere to the wellness policy. All school-sponsored wellness events will include physical activity opportunities.

### ***Community Partnerships***

The District will continue relationships with community partners (i.e. Mandy's Farm, local non-profits, other community farms, hospitals, universities/colleges, local businesses, etc.) in support of this wellness policy's implementation. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with the wellness policy and its goals.

### ***Community Health Promotion and Engagement***

The District will promote to parents/caregivers, families, and the general community the benefits of and approaches to healthy eating and physical activity throughout the school year. Families will be informed and invited to participate in school-sponsored activities and will receive information about health promotion efforts.

As described in the "Community Involvement, Outreach, and Communications" subsection, the District will use electronic mechanisms (such as email or displaying notices on the district's website), as well as non-electronic mechanisms, (such as

newsletters, presentations to parents, or sending information home to parents), to ensure that all families are actively notified of opportunities to participate in school-sponsored activities and receive information about health promotion efforts.

**Food Safety Inspections**

The District will conduct two annual food safety inspections (FSI) per USDA regulations and state rules. The reports will be posted publicly. Any findings will be addressed within the set time allocated with verifiable proof of completion.

## PHYSICAL ACTIVITY

### Definition

Physical activity means body movement of any type that includes recreational, fitness and sport activities.

### Requirement

The wellness policy shall include guidelines for physical activity opportunities available before, during and/or after school.

### Goal

Albuquerque Sign Language Academy's goal is to provide as much moderate to vigorous physical activity before, during and/or after school as possible.

A substantial percentage of Albuquerque Sign Language Academy's students' physical activity is provided through a comprehensive, school-based physical activity program (CSPAP) that includes these components:

- Physical education
- Recess
- Classroom-based physical activity
- Out-of-school time activities- such as organized sports and extracurricular activities

Albuquerque Sign Language Academy is committed to providing these opportunities and ensures that these varied opportunities are in addition to, and not as a substitute for, physical education (addressed in "Physical Education" subsection).

Physical activity during the school day (including but not limited to recess, physical activity breaks, or physical education) **will not be withheld** as punishment for any reason in accordance with the Three-Tier Model of positive behavioral intervention per the PED's Response to Intervention (RtI) framework. This does not include participation in sports teams that have specific academic and behavioral requirements. The district will provide teachers and other school staff with a list of ideas for alternative ways to discipline students.

### Environmental Design

Albuquerque Sign Language Academy leadership staff inspect the school grounds weekly to ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Albuquerque Sign Language Academy Safety personnel and leadership staff conduct regular safety checks to include inspections of playing fields and playgrounds. Monitoring of building and grounds procedure will also include steps to complete necessary inspections and repairs in a timely manner.

- Through a formal joint or shared use agreement, indoor and outdoor physical activity facilities will be open to students, their families, and the community outside of school hours.
- The District will work with staff to ensure that inventories of physical activity supplies are maintained and, when necessary, will work with community partners to ensure sufficient quantities of equipment are available to encourage activity for as many students as possible.

### *Essential Physical Activity Topics in Health Education*

The District will include in the health education curriculum the following essential topics on physical activity:

- The physical, psychological, or social benefits of physical activity
- How physical activity can contribute to a healthy weight.
- How physical activity can contribute to the academic learning process.
- How an inactive lifestyle contributes to chronic disease.
- Health-related fitness, which is: cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition.
- Differences between physical activity, exercise, and fitness
- Phases of an exercise session, which is: warm up, workout, and cool down.
- Overcoming barriers to physical activity
- Decreasing sedentary activities, such as TV watching and video games
- Opportunities for physical activity in the community
- Preventing injury during physical activity

- Weather-related safety, for example: avoiding heat stroke, hypothermia, and sunburn while being physically active.
- How much physical activity is enough, that is: determining frequency, intensity, time, and type of physical activity.
- Developing an individualized physical activity and fitness plan.
- Monitoring progress toward reaching goals in an individualized physical activity plan.
- Dangers of using performance-enhancing drugs, such as steroids
- Social influences on physical activity, including media, family, peers, and culture.
- How to find valid information or services related to physical activity and fitness.
- How to influence, support, or advocate for others to engage in physical activity
- How to resist peer pressure that discourages physical activity

## **Recess**

Albuquerque Sign Language Academy has a scheduled 30-minute daily lunch. Students will be allowed outside for recess except during storms with imminent lightning or when thunder is heard, or at the discretion of the building administrator based on his/her best judgment of safety conditions. In the event that the school or district must conduct **indoor recess**, teachers and staff will follow the indoor recess guidelines that promote physical activity for students, to the extent practicable.

Recess should never be removed as a form of discipline, such as in the case of incomplete work or steps in the order of consequences for breaking rules. The exception to this would only be when a student is a danger to him/herself or others or is being detained through District-guided procedures of in-school suspension or detention.

Recess will complement, not substitute for, physical education classes. Recess monitors or teachers will encourage students to be active and will serve as role models by being physically active alongside the students whenever feasible.

## ***Physical Activity Breaks***

The District recognizes that students are more attentive and ready to learn if provided with periodic breaks when they can be physically active or stretch. Thus, students will be offered **periodic opportunities** to be active or to stretch throughout the day on all or most days during a typical school week. The District recommends teachers provide short (3-5 minute) physical activity breaks to students during and between classroom times. These physical activity breaks will complement, not substitute, for physical education class, recess, and class transition periods.

The District will provide the teachers with resources and links to resources, tools, and technology with ideas for physical activity breaks. Resources and ideas are available through USDA and the Alliance for a Healthier Generation.

## ***Active Academics***

Teachers may incorporate movement and kinesthetic learning approaches into “core” subject instruction when and do their part to limit sedentary behavior during the school day. The District supports classroom teachers incorporating physical activity and employing kinesthetic learning approaches into core subjects by providing annual professional development opportunities and resources, including information on leading activities, activity options, as well as making available background material on the connections between learning and movement. Teachers will serve as role models by being physically active alongside the students whenever feasible.

## ***Before and After School Activities***

Albuquerque Sign Language Academy offers opportunities for students to participate in physical activity either before and/or after the school day through a variety of methods. The District encourages students to be physically active before and after school by:

- Providing access to the playground and equipment for up to 15 minutes prior to the beginning of the school day
- Providing comprehensive after school activities and clubs that allow for physical activity prior to the beginning of the club and after the club ends.
- Providing specific after school clubs that focus only on physical activity including, but not limited to:
  - Yoga
  - Adaptive Sports
  - Special Olympic Competition
  - Running Club
- Providing a comprehensive school sponsored sports program with opportunities to participate before and after school.

## ***Active Transport***

Albuquerque Sign Language Academy supports active transport during school, such as walking. The District will encourage this



behavior by engaging in *six or more* of the activities below; including, but not limited to:

- Designation of safe or preferred routes to/from the school
- Promotional activities such as walk-a-thons.
- Secure storage facilities for bicycles and helmets (e.g., shed, cage, fenced area)
- Instruction on walking safety provided to students (Districts are required to provide opportunities to educate students and their families on safety best practices.)
- “Walking school buses” are used when taking field trips close to the school.

## PHYSICAL EDUCATION

### Definition

Physical education (PE) is an academic subject and serves as the foundation of a CSPAP. As such, PE demands the same educational rigor as other core subjects. Physical education provides students with a planned, sequential K-12 standards-based program of curricula and instruction, designed to develop motor skills, knowledge and behaviors for active living, physical fitness, sportsmanship, self-efficacy, and emotional intelligence.

Physical education is an instructional program that provides cognitive content and learning experiences in a variety of activity areas. It also provides the opportunity for all students to learn and develop the skills, knowledge, and attitudes necessary to choose a lifetime of healthy physical activity. It meets the Content Standards with Benchmarks and Performance Standards as set forth in Section 6.29.6 NMAC. New Mexico Physical Education Content Standards with Benchmarks and Performance Standards are mandated for students in grades K-12. All instruction must be aligned with 6.29.1 NMAC Primary and Secondary Education Standards for Excellence General Provision. Further reference is available in the NM Content Standards with Benchmarks and Performance Standards. High school students will be awarded one credit in Physical Education, providing students the necessary credit required for graduation. Adaptive Physical Education is a critical component of ASLA, as 67% of our students are on an IEP.

### Goal:

To provide all students with daily physical education taught by a certified physical educator who uses appropriate practices for the skills, knowledge, and attitudes needed to be physically fit and active for life. Activities are based on goals and objectives appropriate for all children and are planned according to a curriculum with an obvious scope and sequence that follow 6.29.9 NMAC Physical Education Standards for Excellence. Physical education is an instructional program taught by a certified physical educator. Physical education is one of many sources, and it will not be the only source of physical activity.

Albuquerque Sign Language Academy provides students with physical education, using an age-appropriate, sequential physical education curriculum, consistent with national and state standards for physical education. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as to incorporate essential health education concept.

- A. Albuquerque Sign Language Academy shall offer a planned, sequential physical education curriculum serving K-12th graders aligned to the physical education content standards with benchmarks and performance standards as set forth in 6.30.2.20 NMAC. Activities shall be based on goals and objectives that are appropriate for all Albuquerque Sign Language Academy students' requirements, in accordance with their individualized learning plan.
- B. Albuquerque Sign Language Academy provides Physical Education class at least two times a week for all grade levels, according to what the students are physically capable of doing.
- C. Albuquerque Sign Language Academy also transports our high school and adult students off campus to the local community center for use of their gym/swimming pool for PE and other health related activities, such as strength training and yoga.

## HEALTHY AND SAFE ENVIRONMENT

### Definition

A healthy and safe environment is defined as the surroundings, the **psychosocial** climate, and the culture of the school. It supports a total learning experience that **promotes personal growth, healthy interpersonal relationships, wellness and freedom from discrimination and abuse.**

Every school is required to provide a safe and orderly environment, as outlined in the 6.29.1 NMAC Standards for Excellence General Provisions.

### Goal

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

A healthy and safe school environment is vital to academic achievement and includes both the physical and aesthetic surroundings of the school and the creation of a climate and culture before, during, and after school that promotes personal growth, healthy interpersonal relationships, and respect for all members of the school community.

- Albuquerque Sign Language Academy will develop and regularly review a Safe School Plan that meets state requirements. These plans must include prevention strategies, policies, and procedures in line with federal and state law and board policy, and emergency response plans.
- Albuquerque Sign Language Academy will comply with state law requiring that a minimum of twelve emergency drills be conducted each year. These drills must include nine fire drills, two shelter-in-place drills, and one evacuation drill (which may be conducted as a tabletop exercise) at the intervals described in subsection M of 6.30.2.10 NMAC.
- Albuquerque Sign Language Academy's mission is to provide a small and safe school environment that promotes camaraderie, cooperation and family-like relationships Albuquerque Sign Language Academy provides a safe, clean, well maintained, orderly, and purposeful environment with an atmosphere that is conducive to teaching and learning.
- Albuquerque Sign Language Academy performs 12 Emergency drills including a minimum of nine fire drills, two shelter-in-place, and one evacuation drill.
- Albuquerque Sign Language Academy maintains and regularly reviews a Bullying Prevention Policy that meets the requirements 6.12.7 NMAC Bullying Prevention. Albuquerque Sign Language Academy Bullying policy contains an absolute prohibition against bullying and is inclusive of cyber-bullying prevention per 6.12.7.8 (D) NMAC
- Albuquerque Sign Language Academy will annually research recovery strategies and add these to the safe school plans, per the Safe Schools Guidance Document instructions.
- ASLA will provide appropriate, adequate, and best-practice training for students, teachers and staff that support personal safety and a violence/harassment-free environment.
- The ASLA building and grounds, structures, buses, and equipment are kept inviting, clean, safe and in good repair and will meet current safety standards or formally report deficiencies.
- Albuquerque Sign Language Academy will abide by the charter school policies which create an environment free of tobacco, alcohol, and other drugs. Refer to 6.12.4 NMAC: Tobacco, Alcohol and Drug Free Schools.
- ASLA will comply with 6.11.2 NMAC: Rights and Responsibilities of Public Schools and Public-School Students in providing gun-free schools and allowing students to attend a safe public school within his/her district in accordance with 6.19.3 NMAC: Unsafe School Choice Option
- ASLA follows procedures outlined by Albuquerque Public Schools for the implementation of pest management with consideration for reducing the possible impact of pesticide use on human health and the environment, including people with special sensitivities to pesticides. Specific use of pesticides outlined in 6.29.1.9 NMAC: Standards for Excellence General Provisions, Part O.

## VIII. SOCIAL AND EMOTIONAL WELL-BEING

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### Definition

Social and Emotional well-being are services provided to maintain and/or improve students' mental, emotional, behavioral, and social health. School behavioral and mental health programs should focus on breaking down health and social barriers to students' learning with emphasis on meeting each student 's individual health needs. Behavioral health programs should support the student's process to become a fully functioning and happy member of society. Programs should encourage and support links among youth, families, schools, communities, and private and government agencies to create and maintain an environment in which all students can learn and thrive.

### **Goal**

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

A safe and healthy school environment where all students are effective learners requires creating a respectful and nurturing climate where students' mental, emotional, behavioral, and social health needs are supported and, as necessary, improved. \_\_\_\_\_

- Albuquerque Sign Language Academy shall develop and maintain plans addressing the behavioral health needs of all students in the educational process. Where possible, Albuquerque Sign Language Academy will collaborate with community agencies to provide services and promote strategies that maintain and/or improve students' social and emotional well-being.
- Albuquerque Sign Language Academy
- Albuquerque Sign Language Academy maintains community collaborative relationships with
  - a. ABQ Hearing and Balance
  - b. Harvard Graduate School
  - c. Child Youth and Families Department
- Albuquerque Sign Language Academy employs at least three full-time Social Workers
- ASLA provides a positive, supportive environment in which students can request assistance when needed.
- Albuquerque Sign Language Academy has developed, implemented, and will maintain an advisory program where students can discuss student issues that may include but not be limited to supportive or intervention services for academic, personal, social, or emotional needs that can be addressed at the school level and by school personnel.
- Albuquerque Sign Language Academy has developed and implemented a clear and concise Bullying Policy that includes the absolute prohibition against bullying, a method to disseminate the policy to all, procedures to report bullying and consequences for bullying.
- Anti-bullying is included as part of Albuquerque Sign Language Academy's health education curriculum per NMAC 6.29.1.19.
- All ASLA staff are trained annually in recognizing the signs of child abuse and neglect.
- All ASLA staff are required to complete the state online training for child abuse and neglect recognition training upon hire and every 5 years after
- All ASLA staff are trained annually in recognizing the signs of alcohol and drug use or abuse.
- All staff are trained annually to recognize, respond to, and report a student that is showing signs of suicidal ideation.
- ASLA Social Workers and the Mental Health Crisis Team has developed and implemented a Suicide Prevention protocol in the event when a student threatens suicide.
- ASLA Social Workers along with the Mental Health Crisis Team has created a referral protocol to identify students that may need mental health services.
- ASLA Social Workers participate in multiple training courses that support schools with crisis incidents.
- Albuquerque Sign Language Academy strongly supports having school counselors in school to provide academic and behavioral counseling to students as needed and appropriate or as required by the needs of staff, parents, and students.
  
- Albuquerque Sign Language Academy will partner with social service agencies (examples: Southwest Family Guidance Center, La Buena Vida, YDI (Youth Development Inc.), New Day, Coalition of Domestic Violence, Big Brothers/Big Sisters) for services that can be better provided by such agencies. Counselors and school social workers or other designee will provide links to community resources for students and families as appropriate.
  
- The School will encourage all students to become involved in co-curricular and extracurricular activities. These may be school-sponsored activities such as student council, athletics, fine arts, and school clubs, or activities offered in the

community (Boy Scouts/Girl Scouts, church groups, etc.). Students who feel connected to someone in the school or community are more likely to graduate and less likely to get in trouble.

- In keeping with the school's mission to graduate students who are responsible, ethical contributors to society, Albuquerque Sign Language Academy will provide character education for students in the form of Service Learning.
- School policies aimed at maintaining a safe and healthy school environment and prohibiting demeaning behaviors such as bullying shall be strictly enforced, and all staff members are strongly encouraged to involve students in conflict mediation, buddy programs, and other preventive strategies.
- The school will provide age-appropriate support for students (grief/divorce/relationships/ anger management programs, etc.), in keeping with the needs of its students and families.
- Parents shall be encouraged to become partners with students and schools in creating a nurturing school climate and encouraging positive behavior. The school may use attendance and behavior contracts, counseling, parenting classes, school assemblies, School Equity Council involvement, and other strategies appropriate to their school communities.
- The school will continue to work with families proactively to enforce Albuquerque Sign Language Academy's truancy policies.
- Counseling and behavioral health services shall be included in the school's crisis planning and intervention programs. Tools that support this effort include but are not limited to Functional Behavioral Assessment, Behavior Intervention Plans, and self-harm indicator checklists.
- Albuquerque Sign Language Academy will utilize Student Assistance Teams (SAT) to provide intervention through a three-tier program that may include special education services or a 504 plan.

## **HEALTH SERVICES**

### **Definition**

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

### **Goal**

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

Albuquerque Sign Language Academy is committed to providing health services through its schools that are appropriate to the school setting and that meet the needs of students in the educational process.

- Albuquerque Sign Language Academy maintains a plan in providing health services that meet the needs of all students in the educational process. Such services shall be defined, coordinated, and evaluated and agreed upon by all parties through the students IEP meetings.
- Albuquerque Sign Language Academy Nurse, along with the Nurse Assistant develops and implements Individualized Health Plans (IHP) in collaboration with students, family, educators, and health care providers. The IHP is reviewed annually.
- Albuquerque Sign Language Academy employs and contracts related service providers to provide ancillary services that include but may not be limited to Speech and Language Pathology, Occupational Therapy, Physical Therapy, Audiology, as well as Nurse Services for Student health screenings.

- Albuquerque Sign Language Academy's Social Worker, Administration, Special Education Department and the Health and Wellness Team provide families with referrals and connections to community health resources that include but are not limited to preventive services, behavioral health services, screenings and referrals, evaluations and assessments, first aid and emergency care, follow-up care, school safety, health education and ancillary services.
- Albuquerque Sign Language Academy will use all community resources available to access health services for our students and their families when available and when appropriate. Community health service providers include the following facilities:
  - UNM Community Health Clinic
  - First Choice Health Clinic
- School personnel will meet all federal and state reporting, record-keeping, and confidentiality requirements.
- Albuquerque Sign Language Academy has a registered nurse and nurse assistant who have worked at the school reviewing school health information as well as student immunization records. Notices regarding missing immunization records, missing required immunizations and missing health information.
- Albuquerque Sign Language Academy has developed and will continue to develop a process and system for treating minor injuries at the school site.
- All staff are CPR certified every two years.
- Students in grades K, 1<sup>st</sup>, and 3<sup>rd</sup>, are screened for vision issues at the beginning of the school year.
- Albuquerque Sign Language Academy acknowledges that all students enrolled in the public, nonpublic, or home schools in the state must present satisfactory evidence of commencement or completion of immunization in accordance with the immunization schedule and rules and regulations of the Public Health Division (PHD)/Department of Health (DOH), with an allowance for exemption by the PHD/DOH if certain conditions are met. Statute 6.12.2.8 NMAC makes it unlawful for any student to enroll in school unless the student is properly immunized or in the process of being properly immunized and can provide satisfactory evidence of such immunization, unless the child is properly exempted: 7.5.3 NMAC: Vaccinations and Immunizations Exemptions.
- Albuquerque Sign Language Academy acknowledges and adheres to the exception provided to a student experiencing homelessness. Pursuant to the McKinney-Vento Homeless Assistant Act [42 USC § 11432(g)(3)(C)], children experiencing homelessness must be able to enroll in school immediately, even if they are unable to produce records normally required for enrollment, such as previous academic records, medical records, proof of residency, or other documentation. If the child needs to obtain immunizations, or medical or immunization records, the enrolling school must immediately refer the parent or guardian of the child or youth to the designated local educational agency (LEA) homeless education liaison, who must assist in obtaining necessary immunizations, or immunization or medical records.
- ASLA students are not authorized to carry health care practitioner prescribed asthma treatment medications or anaphylaxis emergency treatment medications, unless it is arranged with the health office, the family, the student, and their doctor ahead of time.
- ASLA has developed mechanisms that support safe diabetes self-management in the school environment per 6.12.2.9 NMAC Students Rights to Self-Administer Certain Medications and 6.12.8 NMAC Diabetes Self-Management by Students in the school setting.
- Health services provided by Albuquerque Sign Language Academy may include but are not limited to preventive services, behavioral health services, screenings, and referrals; evaluations and assessments; first aid and emergency care; follow-up care; school safety; health education and ancillary services (e.g., speech therapy or physical therapy and or occupational therapy)
- Albuquerque Sign Language Academy will, at a minimum, have a full-time health assistant and contract/employ a full-time nurse.
- Albuquerque Sign Language Academy will work with the Department of Health to make immunizations available to all students.
- Albuquerque Sign Language Academy will work with the Department of Health and other appropriate agencies to enroll eligible students for Medicaid services.
- Albuquerque Sign Language Academy shall communicate prevention strategies and other health-related information to staff, students, and community using the school website, student, staff, and parent newsletters, or other venues as appropriate.

- Albuquerque Sign Language Academy will provide professional development opportunities for health services staff such as workshops, conventions, and collaboration for the purpose of receiving the latest information, innovations and ideas in their field and implementing them in their areas of expertise.
- Albuquerque Sign Language Academy has developed policy statements and management / action plan for health conditions that include but may not be limited to:
  - Asthma
  - HIV/AIDS
  - Diabetes
  - Severe Allergic Reactions

## **STAFF WELLNESS**

### **Definition**

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

A staff wellness program allows the staff to learn and practice skills that help them to make personal decisions about healthy daily habits.

### **Goal**

The goal of staff wellness is to promote activities for staff designed to promote the physical, emotional, and mental health of school employees along with disease and disability prevention activities.

Albuquerque Sign Language Academy Staff wellness activities are designed to promote the physical, emotional, and mental health of school employees as well as to prevent disease and disability. A staff wellness program allows the staff to learn and practice skills to make personal decisions about health-enhancing daily habits.

Albuquerque Sign Language Academy staff wellness plan addresses the wellness needs of all employees to minimally ensure an equitable work environment and meets the Americans with Disabilities Act, Title III.

- Albuquerque Sign Language Academy shall provide an equitable work environment and the school shall follow the provisions of the Americans with Disabilities Act, Part III.
- Albuquerque Sign Language Academy shall support staff in need of counseling services (mental health, substance abuse, etc.)
- School nurses will assist staff with locating prevention and health screening and will be available to help staff members in emergencies.
- The school will support staff members that are interested in smoking cessation classes and other appropriate activities to make staff members aware of the hazards of tobacco use and to help them to quit.
- Albuquerque Sign Language Academy will, as opportunities allow, partner with private, health-related businesses to provide incentives for staff to use their services/facilities at reduced cost.
- Albuquerque Sign Language Academy will provide opportunities for staff to participate in health promotion programs focusing on exercise, stress management, and nutrition, as appropriate to the work schedules (examples: Annual golf tournaments, District office flex schedule to encourage walking, or use of other fitness facility, participation in cancer walks, Run for the Zoo, etc.).
- The District encourages families to sign up and participate in fun runs, walks, and other staff wellness activities.
- The School is encouraged to include wellness topics as part of staff in-service days.
- Employees will be provided with opportunities to gain experience and participate in strategies supporting a healthy lifestyle.
- Albuquerque Sign Language Academy implements policies and annual training to ensure the rights of privacy of all school employees infected with HIV are protected.
- ASLA supports all staff in actively promoting and modeling healthy eating at the school by asking staff to engage in healthy eating habits on campus.

- When feasible, Albuquerque Sign Language Academy will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class).

## EVALUATION

Albuquerque Sign Language Academy health and wellness plans for family/school/community involvement, physical activity, nutrition, health education, physical education, healthy and safe environment, health services, social and emotional well-being, and staff wellness will include measurable targets and benchmarks for evaluating the implementation of the policy.

- As per the provisions of rule 6.12.6.6. NMAC, one or more persons shall be delegated operational responsibility for ensuring that Albuquerque Sign Language Academy follows this policy.
- The SHAC through Equity Council will provide an annual progress report to the Governance Council.

## Appendix A

The name(s), title(s)/role(s), and contact information (email address is sufficient) of this/these individual(s) is listed in Appendix A. Each school will designate a school wellness policy lead, who will ensure compliance with the policy (refer to Appendix A).

<b>Name</b>	<b>Title</b>	<b>Role</b>	<b>email</b>
<b>Raphael Martinez</b>	<b>Executive Director</b>	<b>Equity Council Member/Executive Director</b>	<a href="mailto:rafem@aslacademy.com"><u>rafem@aslacademy.com</u></a>
<b>Shari Herrington</b>	<b>Compliance Officer</b>	<b>Wellness Policy Lead 2023-present</b>	<a href="mailto:sharih@aslacademy.com"><u>sharih@aslacademy.com</u></a>
<b>Gabriel Cordova</b>	<b>Social Worker</b>	<b>Mental Health Team Supervisor</b>	<a href="mailto:gabec@aslacademy.com"><u>gabec@aslacademy.com</u></a>
<b>Katy Beck</b>	<b>Nurse</b>	<b>Nurse</b>	<a href="mailto:katyb@aslacademy.com"><u>katyb@aslacademy.com</u></a>
<b>Laura Vasiliauskas</b>	<b>Special Ed Teacher</b>	<b>Special Education Coordinator</b>	<a href="mailto:laurav@aslacademy.com"><u>laurav@aslacademy.com</u></a>
<b>Beatrice Perez</b>	<b>Nurse Assistant</b>	<b>Nurse Assistant</b>	<a href="mailto:beatricep@aslacademy.com"><u>beatricep@aslacademy.com</u></a>
<b>Rachael Mesillas</b>	<b>Community Engagement Director</b>	<b>Community Engagement Director</b>	<a href="mailto:rachaelm@aslacademy.com"><u>rachaelm@aslacademy.com</u></a>
<b>Andrew Faber</b>	<b>Parent</b>	<b>Parent</b>	<a href="mailto:andrewf@aslacademy.com"><u>andrewf@aslacademy.com</u></a>
<b>L. W.</b>	<b>Student</b>	<b>Student</b>	<b>None</b>

## Appendix B

### Albuquerque Sign Language Academy

#### HEALTH AND WELLNESS POLICY EVALUATION PLAN

As per the school's wellness policy rule 6.12.6.6 NMAC the school must develop and submit a plan for measuring implementation and evaluation of the wellness policy, including the designation of one or more persons within the school, charged with operational responsibility for ensuring that the school fulfills the wellness policy.

#### Process Evaluation: Measuring implementation of Wellness Policy

Component/Activity	In Planning	In Process	In Place
School's Governing Council established a School Health Advisory Council (SHAC)			X
School Health Advisory Council contain all required members: parent(s), school food authority personnel, school council member, school administrator, school staff, student(s); and community member(s).		X	
The School Health Advisory Council reports to the school's Governing Council recommendations for development / revisions, implementation, and evaluation of the wellness policy at least annually.		X	
The School Health Advisory Council has met at least twice this year for the purpose of development or revisions, implementation, and evaluation of the wellness policy at least annually.	X		
The School Health Advisory council designated one or more persons within the school charged with operational responsibility for ensuring that the school fulfills its wellness policy.		X	
The Governing Council has adopted physical activity guidelines for before, during and/or after school.			X
Nutrition guidelines for a la carte offerings minimally meet guidelines set forth in subsection B of 6.12.5.8 NMAC.			X
Nutrition guidelines for school sponsored fund raisers during normal school hours offerings minimally meet guidelines set forth in subsection B of 6.12.5.8 NMAC.			X
Nutrition guidelines for school sponsored fund raisers before and after school hours ensuring that at least fifty percent of the offerings shall be healthy choices in accordance with the requirements set forth in paragraph (2) of subsection C of 6.12.5.8 NMAC			X
Guidelines for planned sequential, K-12 health education curriculum that addresses the physical, mental, emotional, and social dimensions of health and is aligned to the health education content standards with benchmarks and performance standards as set forth in 6.30.2.19 NMAC.			X
Guidelines for planned, sequential K-12 physical education curriculum that provides the optimal opportunity for all students to learn and develop skills, knowledge and attitudes necessary to personally decide to participate in lifetime healthful physical activity and is aligned to the physical education content standards with benchmarks and performance standards as set forth in 6.30.2.20 NMAC.			X
A plan addressing the behavioral health needs of all students in the educational process by focusing on students' social and emotional well-being.			X
A school safety plan at each school building focused on supporting health and safe environments and including but not necessarily limited to prevention, policies and procedures and emergency response.			X
A plan addressing the health services needs of students in the educational process.			X
A plan addressing the staff wellness needs of all that minimally ensures an equitable work environment and meets the American with Disabilities Act Part III			X



Outcome Evaluation: Measuring impact of Wellness Policy

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

**I. DEFINITIONS**

- A. **“A la carte”** in the context of this policy and the state nutrition regulations means a beverage or food product sold in schools to students during the lunch period that is not part of the United States Department of Agriculture school meal program.

- B. **“Competitive Food”** means a food or beverage sold at school other than one served as part of the United States Department of Agriculture school meal program. The term includes any item sold in vending machines, a la carte or through other school fundraising efforts.
- C. **“Coordinated School Health Approach”** means the framework for linking health and education. The focus is on healthy and successful students. There are eight interactive components of coordinated school health: health education; physical education and activity; nutrition; social and emotional well-being; healthy and safe environment; health services; staff wellness; and family, school, and community involvement. \_\_\_\_\_
- D. **“Family, School and Community Involvement”** means an integrated family, school, and community approach for enhancing the health and well-being of students accomplished through the establishment of a school health advisory council (SHAC) with the responsibility for making recommendations to the school board in the development or revision, implementation, and evaluation of the wellness policy. \_

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

- E. **“Fund Raisers”** means beverage or food products sold to raise money that are not sold in vending machines or a la carte sales as defined in 1) A), or as part of the United States Department of Agriculture school meal program. \_
- F. **“Health Education”** means the instructional program that provides the opportunity to motivate and assist all students to maintain and improve their health, prevent disease, and reduce health-related risk behaviors. The health education program will allow students to develop and demonstrate increasingly sophisticated health-related knowledge, attitudes, skills, and practices and meet the content standards with benchmarks and performance standards as set forth in 6.30.2.19 NMAC.
- G. **“Health Services”** means services provided for students to appraise, protect, and promote health. These services are designed to ensure access or referral to primary health care or behavioral health services or both, foster appropriate use of primary health care services, behavioral health services, prevent and control communicable diseases and other health problems, identify program references for emergency care, illness, or injury, promote and provide optimum sanitary conditions for a safe school facility and school environment, and provide educational and counseling opportunities for promoting and maintaining individual, family, and community health. \_
- H. **“Healthy and Safe Environment”** means the physical and aesthetic surroundings and the psychosocial climate and culture of the school. It supports a total learning experience that promotes personal growth, healthy interpersonal relationships, wellness, and freedom from discrimination and abuse.
- I. **“Nutrition”** means programs that provide access to a variety of nutritious and appealing snacks that accommodate the health and nutritional needs of all students. \_\_\_\_\_
- J. **“Physical Activity”** means body movement of any type, including recreational, fitness, and sport activities. \_\_\_\_\_
- K. **“Physical Education”** means the instructional program that provides cognitive content and learning experiences in a variety of activity areas. It provides the opportunity for all students to learn and develop the skills, knowledge, and attitudes necessary to personally decide to participate in a lifetime of healthful physical activity. It meets the content standards with benchmarks and performance standards as set forth in Section 6.30.2.20 NMAC. 6.12.6 NMAC. \_
- L. **“Social and Emotional Well Being”** means services provided to maintain and/or improve students’ mental, emotional, behavioral, and social health.
- M. **“Staff Wellness”** means opportunities for school staff to improve their health status through activities such as health assessments, health education and health-related fitness activities. These opportunities encourage school staff to pursue a healthy lifestyle that contributes to their improved health status, improved morale, and a greater personal commitment to the school's overall coordinated school health approach.

N. **“Vended Beverages and Foods”** means a beverage or food product sold in vending machines to students in school.

### **III. PHYSICAL EDUCATION**

Physical education is an instructional program taught by a certified physical educator. Physical education is one of the ways students will receive physical activity throughout the school day.

- Albuquerque Sign Language Academy shall offer a planned, sequential physical education curriculum serving K-12th graders aligned to the physical education content standards with benchmarks and performance standards as set forth in 6.30.2.20 NMAC. Activities shall be based on goals and objectives that are appropriate for all Albuquerque Sign Language Academy student requirements.
- Albuquerque Sign Language Academy requires Physical Education class at least two times a week for each student.

### **IV. PHYSICAL ACTIVITY**

Physical activity covers a broad spectrum of opportunities for students to move and exercise their brains and bodies outside of the physical education curriculum. These may include but are not limited to integration of movement into core curriculum to provision of sports, fitness, recreational activities, technology based, and teacher led, during, before and/or after school.

- A. Students shall be provided with opportunities to engage in moderate to vigorous physical activity during, before and/or after school. The school shall create guidelines to provide such physical activity opportunities to students.
- B. Albuquerque Sign Language Academy will provide education on the health benefits of physical activity that align with the New Mexico Health Education content standards, benchmarks, and performance standards as set forth in 6.30.2.19 NMAC.
- C. Albuquerque Sign Language Academy provides all students with a minimum of 30 minutes, spread throughout the day, to participate in physical activity and recreational activities excluding P.E.

*Revised/Approved 3/25/2024*

# The Albuquerque Sign Language Academy

## Standardized Grading System

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

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

## Plan for Student Assessments

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

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

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

# The Albuquerque Sign Language Academy

## Discipline and Suspension Policy

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

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

### In-School Suspension

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

### Suspension

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

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

### Expulsion

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

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

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

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

# The Albuquerque Sign Language Academy

## Lottery & Admissions Policies and Procedures

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

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

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

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

### Lottery Application Submission

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

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

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

### Lottery Drawings

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

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

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

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

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

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

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

### Enrollment Form

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

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

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

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



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

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

### Registration Forms

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

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

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

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

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

# The Albuquerque Sign Language Academy

## Performance Evaluations for School Personnel

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

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

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

*Revised 07/08/2013*

*Revised 06/13/2011*

*Revised 09/27/2010*

*Adopted 05/10/2010*

# The Albuquerque Sign Language Academy

## Interview and Hiring Procedures

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

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

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

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

*Revised 07/08/2013*

*Revised 09/10/2012*

*Revised 04/09/2012*

*Revised 06/13/2011*

*Trilateral Leadership Team Interview and Hiring Procedures:*

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

*Classroom and Literacy Teachers and Educational Assistants:*

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

# The Albuquerque Sign Language Academy

## School Advisory Council Policy

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

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

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

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

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

# The Albuquerque Sign Language Academy

## Pest Control Policy

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

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

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

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

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

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

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

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

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

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

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

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

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Kimberly Silva, Board Chair

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Dana Grubestic, Secretary

# The Albuquerque Sign Language Academy

## **Employee Leave Policy**

### Sick Leave

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

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

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

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

### Personal Leave

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

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



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

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

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

#### Long Term Leave

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

#### Jury Duty

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

#### Professional Development Leave

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

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

# The Albuquerque Sign Language Academy

## Conflict of Interest Policy

### A. General Principles

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

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

### B. Conflict of Interest Definition

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

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

#### C. Deliberations and Voting on Conflict Issues

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

#### D. Violation of Conflict of Interest Policy

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

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

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

#### E. Transactions with Interested Council Members

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

#### F. Misuse of Position

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

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

*Approved 05/11/2015*

# The Albuquerque Sign Language Academy

## Meal Charging Policy

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

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

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

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

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

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

# The Albuquerque Sign Language Academy

## **Sick Leave Donation Program Policy**

### **A. Eligibility and Limitations**

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

### **B. Donations**

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

### **C. Withdrawals**

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

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

#### D. Appeal Process

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

*Approved 02/10/2014*



# The Albuquerque Sign Language Academy

## Inspection of Public Records

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

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

*Adopted May 5, 2014*

# The Albuquerque Sign Language Academy

## Federal Grant Policy

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

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

*Approved 6/13/2016*



# The Albuquerque Sign Language Academy

children. family. community. possibility.

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## **Fiscal Policies**

***Revised 10/18/2023***

***Revised 11/14/2016***

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## **POLICY STATEMENT**

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

## **INTERNAL CONTROL STRUCTURE**

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

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

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

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

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

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

## **METHOD OF ASSIGNING AUTHORITY AND RESPONSIBILITY**

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



## **AUDIT SUBCOMMITTEE**

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

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

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

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

## **BUDGET**

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

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

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

### Budget Maintenance

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

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

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

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

## **PAYROLL**

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

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

### Sick Leave

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

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

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

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

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

### Personal Leave

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

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

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

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

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

### Long Term Leave

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

### Jury Duty

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

### Professional Development Leave

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

### Payroll

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

## **PURCHASING**

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

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

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

## **ACCOUNTS PAYABLE**

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

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

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

### **Invoice Approval:**

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



### **BANK ACCOUNTS & RECONCILIATIONS**

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

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

### **DEPOSIT & INVESTMENT ACCOUNTS**

All sinking funds or money not immediately necessary for public uses may be invested in federally insured obligations, including brokered certificates of deposit, certificate of deposit account placement services and federally insured cash accounts. All such accounts are reconciled on a monthly basis and presented to the Finance Committee for review. The Finance Committee reports to the Governance Council on a monthly basis and includes necessary recommendations in the minutes. Pursuant to NM Stat § 6-10-10 (2021) Subsection F, Paragraph F(3)



## **CASH RECEIPTS**

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

**PETTY CASH**

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

## **INVENTORY/FIXED ASSETS**

### Capitalization Policy

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

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

### Contributed Assets

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

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

### Establishment and Maintenance of a Fixed Asset Listing

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

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

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

### Receipt of Newly-Purchased Equipment and Furniture

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

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

### Depreciation and Useful Lives

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

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

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

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

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

### Repairs of Fixed Assets

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

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

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

#### Dispositions of Fixed Assets

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

#### Write-Offs of Fixed Assets

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

## **INSURANCE**

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



## **JOURNAL ENTRIES**

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

## **PER DIEM & MILEAGE ACT**

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

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

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

Audit standards require:

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

## **FINANCIAL REPORTING TO BOARD**

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

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

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

# The Albuquerque Sign Language Academy

## Internet Safety Policy

### **Introduction**

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

### **Definitions**

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

### **Access to Inappropriate Material**

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

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

### **Inappropriate Network Usage**

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

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

### **Education, Supervision and Monitoring**

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

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

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

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

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

*Adopted 4/15/2020*

# **The Albuquerque Sign Language Academy Online Learning Policy**

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

## **Strategic Vision and Guiding Principles for Online Education**

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

## **Guiding Principles for Online Education**

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

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

## **Curriculum and Instruction**

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

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

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

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

### **Parent Expectations for Student Success**

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

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

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

### **Technology and Technical Support**

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

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

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

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

### **Recording of Class and Therapy Sessions**

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

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

*Adopted 08/19/2020*

Albuquerque Sign Language Academy  
Per Pupil Expenditure Policy

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

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

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

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

Funds to be included in the Per Pupil Expenditure report are<sup>(1)</sup>:

State and Local Funds:

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

Federal Funds:

- 24XXX
- 25XXX

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

- 21000
- 23000
- 3XXXX
- 4XXXX

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

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



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

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

Expenditures:

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

*Adopted 10/20/2021*